

Alignment of the 2013 Louisiana's Birth to Five ELDS To HighScope's Key Developmental Indicators

The following chart shows how items from the 2010 **Louisiana Standards: Objectives for Development & Learning Birth through Kindergarten** correspond to items from HighScope's **Key Developmental Indicators (KDIs)** for infants and toddlers (2011) and preschool (2010).

The educational content of HighScope programs for infants and toddlers is built around **42 Key Developmental Indicators (KDIs)**. The KDIs are developmental milestones that guide teachers and caregivers as they plan learning experiences and interact with infants and toddlers to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; communication, language, and literacy; cognitive development; and creative arts.

The educational content of HighScope preschool programs is built around **58 Key Developmental Indicators (KDIs)**. The KDIs are early childhood milestones that guide teachers as they plan and assess learning experiences and interact with children to support learning. Each KDI is a statement that identifies an observable child behavior reflecting knowledge and skills in the areas of approaches to learning; social and emotional development; physical development and health; language, literacy, and communication; mathematics; creative arts; science and technology; and social studies.



Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Approaches to Learning: AL 1</i>	
	Subdomain: Initiative and Curiosity	
	Standard AL 1: Engage in play-based learning to explore, investigate, and acquire knowledge about themselves and their world.	
Infants (Birth to 11 months)	Show interest in body parts (e.g., fingers, toes). (0.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Select a particular material, toy or place to explore on their own. (0.3)	1. Initiative: Children express initiative.
	Use simple behaviors to meet own needs (e.g., feed self with finger food). (0.4)	3. Self-help: Children do things for themselves.
Young Toddlers (9–18 months)	Show curiosity and interest in actively exploring the environment. (1.1)	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Express choices and preferences. (1.2)	1. Initiative: Children express initiative.
	Try to help with simple tasks and activities. (1.3)	1. Initiative: Children express initiative. 3. Self-help: Children do things for themselves.

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KDI Items

	<i>Approaches to Learning: AL 1, CONT</i>	
	Subdomain: Initiative and Curiosity, CONT	
	Standard AL 1CONT	
Older Toddlers (16–36 months)	Show curiosity and interest in daily experiences and activities. (2.1)	1. Initiative: Children express initiative. 11. Group participation: Children participate in group routines.
	Demonstrate a willingness to try new activities and experiences. (2.2)	1. Initiative: Children express initiative. 11. Group participation: Children participate in group routines.
	Actively explore the environment. (2.3)	1. Initiative: Children express initiative. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Demonstrate increasing interest and independence in completing simple tasks.(2.4)	1. Initiative: Children express initiative. 2. Problem solving: Children solve problems encountered in exploration and play. 3. Self-help: Children do things for themselves.
Three-Year-Olds (36–48 months)	Demonstrate eagerness to learn through play and exploring the environment. (3.1)	1. Initiative: Children demonstrate initiative as they explore their world. 3. Engagement: Children focus on activities that interest them.
	Complete a range of simple tasks on their own. (3.2)	3. Engagement: Children focus on activities that interest them. 4. Problem solving: Children solve problems encountered in play. 19. Personal care: Children carry out personal care routines on their own.

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KDI Items

	Approaches to Learning: AL 1, CONT	
	Subdomain: Initiative and Curiosity, CONT	
	Standard AL 1CONT	
Four-Year-Olds (48–60 months)	Show curiosity, interest and a willingness to learn new things and try new experiences. (4.1)	1. Initiative: Children demonstrate initiative as they explore their world. 3. Engagement: Children focus on activities that interest them.
	Choose a multi-step task and complete it on their own. (4.2)	1. Initiative: Children demonstrate initiative as they explore their world. 3. Engagement: Children focus on activities that interest them.
	Subdomain: Attention, Engagement, and Persistence	
	Standard AL 2: Demonstrate attention, engagement, and persistence in learning.	
Infants (Birth to 11 months)	Focus attention on people around him/her. (0.1)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.
	Attend briefly to different people, sights and sounds in the environment. (0.2)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 16. Listening and responding: Children listen and respond.
	Try to make things happen. (0.3)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.

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KDI Items

	<i>Approaches to Learning: AL 1, CONT</i>	
	Subdomain: Attention, Engagement, and Persistence, CONT	
	Standard AL 2: CONT	
Young Toddlers (9–18 months)	Interact with people, objects or activities for short periods of time. (1.1)	10. Playing with others: Children play with others. 11. Group participation: Children participate in group routines.
	Show interest in activities, people and the environment for a short period of time. (1.2)	10. Playing with others: Children play with others. 11. Group participation: Children participate in group routines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Show pleasure in completing simple tasks. (1.3)	3. Self-help: Children do things for themselves. 8. Emotions: Children express emotions.
Older Toddlers (16–36 months)	Actively engage with people, objects, or activities in the environment for longer length of time. (2.1)	10. Playing with others: Children play with others. 11. Group participation: Children participate in group routines. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Maintain attention to complete a short, simple task with adult support. (2.2)	2. Problem solving: Children solve problems encountered in exploration and play.
	Complete self-chosen activity and repeats the activity many times to gain mastery. (2.3)	1. Initiative: Children express initiative. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.

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KDI Items

	<i>Approaches to Learning: AL 1, CONT</i>	
	Subdomain: Attention, Engagement, and Persistence, CONT	
	Standard AL 2: Demonstrate attention, engagement, and persistence in learning.	
Three-Year-Olds (36–48 months)	Maintain focus on objects and activities of interest while other activities are going on in the environment. (3.1)	3. Engagement: Children focus on activities that interest them.
	Maintain focus on a complex activity with adult support. (3.2)	3. Engagement: Children focus on activities that interest them. 4. Problem solving: Children solve problems encountered in play.
	With prompting and support, develop a simple plan for and work towards completion of short tasks, and activities. (3.3)	2. Planning: Children make plans and follow through on their intentions.
Four-Year-Olds (48–60 months)	Stay engaged with others, objects, and activities despite interruptions or disruption. (4.1)	3. Engagement: Children focus on activities that interest them.
	Maintain attention in child-initiated and adult-directed activities despite distractions and interruptions. (4.2)	3. Engagement: Children focus on activities that interest them.
	Plan and complete tasks and activities. (4.3)	2. Planning: Children make plans and follow through on their intentions. 3. Engagement: Children focus on activities that interest them.

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	<i>Approaches to Learning: AL 2, CONT</i>	
	Subdomain: Reasoning, Problem Solving, and Creative Thinking	
	Standard AL 3: Recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions.	
Infants (Birth to 11 months)	Notice the effect of own actions when playing with a variety of objects and/or interacting with others. (0.1)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Interact with a toy or object in more than one way. (0.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Use simple actions to solve problems (e.g., scooting to reach favorite toy). (0.3)	2. Problem solving: Children solve problems encountered in exploration and play.
	Play with a variety of objects and notice similar and different outcomes. (0.4)	24. Exploring same and different: Children explore and notice how things are the same or different. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Look to adult for assistance (e.g., may vocalize to get adult’s attention). (0.5)	2. Problem solving: Children solve problems encountered in exploration and play. 6. Relationships with adults: Children build relationships with other adults.
Young Toddlers (9–18 months)	Repeat behaviors to produce interesting effects, such as shaking a stuffed animal to listen to the sound that it makes. (1.1)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Observe others’ actions with objects and materials to learn strategies for interaction. (1.2)	2. Problem solving: Children solve problems encountered in exploration and play. 10. Playing with others: Children play with others.
	Solve familiar problems or tasks. (1.3)	2. Problem solving: Children solve problems encountered in exploration and play.

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KDI Items

	<i>Approaches to Learning: AL 1, CONT</i>	
	Subdomain: Reasoning, Problem Solving, and Creative Thinking, CONT	
	Standard AL 3: CONT	
Young Toddlers (9–18 months), CONT	Use trial and error to solve a new problem or unfamiliar task. (1.4)	2. Problem solving: Children solve problems encountered in exploration and play. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Use gestures and simple language when help is needed. (1.5)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Older Toddlers (16–36 months)	Demonstrate an understanding of cause and effect (e.g., purposefully try to make things happen). (2.1)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Repeat behaviors to produce desired effect. (2.2)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Observe and imitate others’ when trying to carry out new tasks or actions. (2.3)	2. Problem solving: Children solve problems encountered in exploration and play. 10. Playing with others: Children play with others. 36. Imitating and pretending: Children imitate and pretend.
	Apply new action or strategy to solve problem. (2.4)	2. Problem solving: Children solve problems encountered in exploration and play.
	Use trial and error to solve more complex tasks or problems. (2.5)	2. Problem solving: Children solve problems encountered in exploration and play. 35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.

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KDI Items

	Approaches to Learning: AL 1, CONT	
	Subdomain: Reasoning, Problem Solving, and Creative Thinking, CONT	
	Standard AL 3: CONT	
Older Toddlers (16–36 months), CONT	Ask others for help if needed. (2.6)	2. Problem solving: Children solve problems encountered in exploration and play. 17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
	Use language when asking for help from adults or peers. (2.7)	2. Problem solving: Children solve problems encountered in exploration and play. 10. Playing with others: Children play with others. 36. Imitating and pretending: Children imitate and pretend.
	Experiment to see if the same actions have similar effects on different objects. (3.1)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Remember and apply previously learned information to a familiar object, task or situation. (3.2)	2. Problem solving: Children solve problems encountered in exploration and play.
	Use a variety of strategies to solve a problem when the first try is unsuccessful. (3.3)	2. Problem solving: Children solve problems encountered in exploration and play.
	Ask adults for help on tasks, if needed. (3.4)	2. Problem solving: Children solve problems encountered in exploration and play. 19. Speaking: Children speak.
Four-Year-Olds (48–60 months)	Identify and understand cause and effect relationships. (4.1)	47. Experimenting: Children experiment to test their ideas.
	Apply prior knowledge and experiences to learn new skills during play. (4.2)	4. Problem solving: Children solve problems encountered in play. 6. Reflection: Children reflect on their experiences.
	Use a variety of strategies to investigate possible solutions, to accomplish a task, or to solve a problem. (4.3)	4. Problem solving: Children solve problems encountered in play. 47. Experimenting: Children experiment to test their ideas.

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KDI Items

	Approaches to Learning: AL 1, CONT	
	Subdomain: Reasoning, Problem Solving, and Creative Thinking, CONT	
	Standard AL 3: CONT	
Four-Year-Olds (48–60 months), CONT	Make specific request for help from both peers and adults as needed. (4.4)	4. Problem solving: Children solve problems encountered in play.
	Standard AL 4: Demonstrate creative thinking when using materials, solving problems, and/or learning new information.	
Infants (Birth to 11 months)	Try a new action with a familiar object when interacting with others. (0.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Manipulate objects in order to explore them. (0.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Young Toddlers (9–18 months)	Use familiar objects in new and unexpected ways. (1.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Older Toddlers (16–36 months)	Use objects, art materials and toys in new and unexpected ways. (2.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose. 37. Exploring art materials: Children explore building and art materials.
	Ask what, how, and why questions to seek information. (2.2)	19. Speaking: Children speak.

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KDI Items

	<i>Approaches to Learning: AL 1, CONT</i>	
	Subdomain: Reasoning, Problem Solving, and Creative Thinking, CONT	
	Standard AL 4: CONT	
Three-Year-Olds (36–48 months)	Express unique ideas in both language and use of objects in a variety of situations. (3.1)	<ul style="list-style-type: none"> 22. Speaking: Children express themselves using language. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
	Ask more complex questions for clarification and to seek meaningful information. (3.2)	<ul style="list-style-type: none"> 5. Use of resources: Children gather information and formulate ideas about their world. 21. Comprehension: Children understand language.
Four-Year-Olds (48–60 months)	Express unique ideas and approach tasks and experiences with flexibility, imagination and inventiveness. (4.1)	<ul style="list-style-type: none"> 1. Initiative: Children demonstrate initiative as they explore their world. 4. Problem solving: Children solve problems encountered in play. 47. Experimenting: Children experiment to test their ideas.
	Gather information and ask complex questions in order to understand a new or familiar concept. (4.2)	<ul style="list-style-type: none"> 5. Use of resources: Children gather information and formulate ideas about their world.

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KDI Items

	<i>Cognitive Domain</i>	
	Subdomain: Creative Thinking and Expression (CC)	
	Standard CC 1: Develop an appreciation for music and participate in music and movement activities that represent a variety of the cultures and the home languages of the children in the classroom.	
Infants (Birth to 11 months)	Show interest and respond to different voices and sounds. (0.1)	16. Listening and responding: Children listen and respond. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Listen and respond to music by moving their bodies. (0.2)	39. Listening to music: Children listen to music. 40. Responding to music: Children respond to music.
Young Toddlers (9–18 months)	Imitate sounds and movements to favorite songs or music. (1.1)	40. Responding to music: Children respond to music. 41. Sounds: Children explore and imitate sounds. 42. Vocal pitch: Children explore vocal pitch sounds.
	Make sounds using musical toys and other objects (e.g. push toys, toys that make sounds or music, wooden blocks, etc.). (1.2)	41. Sounds: Children explore and imitate sounds.
	Move their bodies in simple ways (e.g., sway, clap hands) and use objects to produce sounds and/or music. (1.3)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 41. Sounds: Children explore and imitate sounds.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 1: CONT	
Older Toddlers (16–36 months)	Move and dance to favorite songs and music. (2.1)	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 40. Responding to music: Children respond to music.
	Participate in familiar songs and finger plays. (2.2)	21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Use sounds/words or their bodies (clapping), instruments and other objects to imitate the beat and/or rhythm from music with help from adults. (2.3)	15. Steady beat: Children feel and experience steady beat.
	Move their bodies creatively. (2.5)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
	Use objects and/or their voice to produce sounds and/or music that is unique or creative. (2.6)	41. Sounds: Children explore and imitate sounds. 42. Vocal pitch: Children explore vocal pitch sounds.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 1: CONT	
Three-Year-Olds (36–48 months)	Listen and respond to different types of music (jazz, classical, country lullaby, etc.) through movement. (3.1)	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
	Participate in songs and finger plays. (3.2)	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
	Use instruments, sounds/words, and/or their bodies to imitate or produce their own beat and/or rhythm. (3.3)	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
	Use instruments, props, and body to respond creatively to music. (3.6)	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.
Four-Year-Olds (48–60 months)	Express thoughts and feelings through movement and musical activities. (4.1)	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.
	Participate in different types of music activities, including songs, finger plays, and playing instruments. (4.2)	41. Music: Children express and represent what they observe, think, imagine, and feel through music.
	Use instruments, other objects and/or their bodies to imitate and produce more complex beat and rhythm patterns. (4.3)	41. Music: Children express and represent what they observe, think, imagine, and feel through music.

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	Cognitive Domain, CONT	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 1: CONT	
Four-Year-Olds (48–60 months), CONT	Use instruments, props, and body creatively to express self through music and movement. (4.5)	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.
	Standard CC 2: Develop an appreciation for visual arts from different cultures and create various forms of visual arts.	
Infants (Birth to 11 months)	Respond to or show interest in visual stimuli (e.g., mobiles, stuffed animals, prints, art work, etc.). (0.1)	38. Identifying visual images: Children respond to and identify pictures and photographs.
Young Toddlers (9–18 months)	Show interest in visual stimuli such as wall hangings, paintings, pictures, or photographs. (1.1)	38. Identifying visual images: Children respond to and identify pictures and photographs.
	Explore art materials (e.g., mouthing, banging, grasp crayon in hand, make marks on paper, etc.). (1.2)	37. Exploring art materials: Children explore building and art materials.
Older Toddlers (16–36 months)	Choose to participate in various forms of art activities. (2.1)	37. Exploring art materials: Children explore building and art materials.
	Select materials and make decisions about how to create their own art (that may represent their own culture). (2.2)	37. Exploring art materials: Children explore building and art materials.
	Use a variety of tools and materials to create art. (2.3)	37. Exploring art materials: Children explore building and art materials.

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	Cognitive Domain, CONT	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 2: CONT	
Three-Year-Olds (36–48 months)	Describe general features (color, size, objects included) of a piece of art work. (3.2)	44. Appreciating the arts: Children appreciate the creative arts.
	Create artistic works with different types of art materials, tools and techniques through individual and group art activities. (3.3)	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
Four-Year-Olds (48–60 months)	Describe specific elements of a piece of art (e.g., texture, use of colors, line, perspective, position of objects included). (4.2)	44. Appreciating the arts: Children appreciate the creative arts.
	Create artistic works that reflect thoughts, feelings, experiences, or knowledge using different materials, tools and techniques. (4.3)	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
	Standard CC 3: Explore roles and experiences through dramatic art and play.	
Infants (Birth to 11 months)	Observe and imitate the actions of others (e.g., imitates mother’s facial expression, holds a baby doll while mother holds a baby). (0.1)	36. Imitating and pretending: Children imitate and pretend.
	Explore toys and other objects. (0.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Use everyday items (e.g., pots and pans, wooden spoons, cups) in their play. (0.3)	36. Imitating and pretending: Children imitate and pretend.
Young Toddlers (9–18 months)	Use one object to represent another object. (1.1)	36. Imitating and pretending: Children imitate and pretend.
	Imitate more than one action seen previously (e.g., picks up phone and paces while jabbering). (1.3)	36. Imitating and pretending: Children imitate and pretend.

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	<i>Cognitive Domain, CONT</i>	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 3: CONT	
Older Toddlers (16–36 months)	Observe and/or engage in short dramatic performances with adult support. (2.1)	36. Imitating and pretending: Children imitate and pretend.
	Pretend to be a character in a story by imitating and repeating voice inflections and facial expressions. (2.2)	36. Imitating and pretending: Children imitate and pretend.
	Engage in brief episodes of make-believe play that involves sequenced steps, assigned roles, and/or an overall plan for the play. (2.3)	36. Imitating and pretending: Children imitate and pretend.
	Use one object to represent another object. (2.4)	36. Imitating and pretending: Children imitate and pretend.
Three-Year-Olds (36–48 months)	With prompting and support, role play or use puppets to act out stories. (3.2)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Recreate real-life experiences (that may reflect their home culture or language) through pretend play. (3.3)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Use one object to represent another object. (3.4)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.

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	Cognitive Domain, CONT	
	Subdomain: Creative Thinking and Expression (CC), CONT	
	Standard CC 3: CONT	
Four-Year-Olds (48–60 months)	Experience, respond to, and engage in a variety of dramatic performances (e.g., puppetry, story-telling, dance, plays, pantomime, theater). (4.1)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Role play or use puppets to act out stories or play a character. (4.2)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Represent fantasy and real-life experiences through pretend play. (4.3)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Use objects to represent other objects. (4.4)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Subdomain: Mathematics (CM)	
	Standard CM 1: Understand numbers, ways of representing numbers, and relationships between number and quantities.	
Infants (Birth to 11 months)	Respond to adult question of whether or not they want more. (0.2)	25. Exploring more: Children experience more.
Young Toddlers (9–18 months)	Participate in simple counting activities. (1.1)	26. One-to-one correspondence: Children experience one-to-one correspondence. 27. Number: Children experience the number of things.
	Understand the concepts of “more” and “all.” (1.2)	25. Exploring more: Children experience more.

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	<i>Cognitive Domain, CONT</i>	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 1: CONT	
Older Toddlers (16–36 months)	Recite the number list to count to 6. (2.1)	27. Number: Children experience the number of things.
	Tell “how many” after counting a set of three or fewer items (e.g., fingers, blocks, crayons). (2.3)	26. One-to-one correspondence: Children experience one-to-one correspondence. 27. Number: Children experience the number of things.
	Understand the concepts of “one” and “two” (e.g., parent says, “take just one cookie”). (2.4)	27. Number: Children experience the number of things.
	With prompting and support, counts one to three objects using one-to-one correspondence when doing simple routines. (2.5)	26. One-to-one correspondence: Children experience one-to-one correspondence.
	Identify one or two written numerals when named. (2.6)	27. Number: Children experience the number of things.
Older Toddlers (16–36 months) CONT	Can match one or two written numerals with the correct amount of objects. (2.7)	27. Number: Children experience the number of things.
	Understand the concepts of “more,” “all” or “none”. (2.8)	25. Exploring more: Children experience more.
	Visually compare two sets of objects and identify which set has more. (2.9)	25. Exploring more: Children experience more. 27. Number: Children experience the number of things.
Three-Year-Olds (36–48 months)	Verbally count by ones to 10. (3.1)	32. Counting: Children count things.
	Tell “how many” after counting a set of five or fewer items (e.g., fingers, blocks, crayons). (3.3)	32. Counting: Children count things.
	Counts one to five objects (actual objects or pictures of objects) with one-to-one correspondence or when doing simple routines. (3.4)	32. Counting: Children count things.

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	<i>Cognitive Domain, CONT</i>	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 1: CONT	
Three-Year-Olds (36–48 months), CONT	Identify some written numerals but not in sequence. (3.5)	31. Number words and symbols: Children recognize and use number words and symbols.
	With prompting and support, match four or five numerals with the correct number of objects. (3.6)	31. Number words and symbols: Children recognize and use number words and symbols.
	Count two sets of objects and identify which set has more/less/fewer. (3.7)	32. Counting: Children count things. 39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.
Four-Year-Olds (48–60 months)	Verbally count by ones to 20. (4.1)	32. Counting: Children count things.
	Understand that the last number named tells the number of objects counted for a set of 10 or fewer objects. (4.3)	32. Counting: Children count things.
	Count out a specified number of objects from a set of 10 or fewer objects when asked. (4.4)	32. Counting: Children count things.
	Identify written numerals 0-10 in the everyday environment. (4.5)	31. Number words and symbols: Children recognize and use number words and symbols.
	With prompting and support, match a number of objects with the correct written numeral from 0 – 10. (4.6)	31. Number words and symbols: Children recognize and use number words and symbols. 32. Counting: Children count things.
	Compare sets of objects using same/different and more/less/fewer. (4.7)	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 2: Understand basic patterns, concepts, and operations.	
Infants (Birth to 11 months)	Show interest in simple patterns that can be seen in the everyday environment (e.g., carpet squares of repeating colors, blocks arranged in a pattern by their shape). (0.1)	24. Exploring same and different: Children explore and notice how things are the same or different.
Young Toddlers (9–18 months)	Participate in comparing objects/toys by one observable/physical attribute (e.g., color, size, shape). (1.3)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Match/group a small number of objects together based on one observable/physical attribute (e.g., color, size, shape). (1.4)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Participate in activities that combine and separate groups/sets of objects. (1.5)	24. Exploring same and different: Children explore and notice how things are the same or different.
Older Toddlers (16–36 months)	Copy simple movement or rhythmic patterns. (2.2)	15. Steady beat: Children feel and experience steady beat.
	Group/sort 3 to 4 objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats and dogs) with little assistance. (2.3)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Participate in activities that combine and separate groups/sets of objects. (2.4)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (2.5)	21. Enjoying language: Children enjoy stories, rhymes, and songs. 27. Number: Children experience the number of things.
	Participate in simple story problems created with objects and/or manipulatives. (2.6)	27. Number: Children experience the number of things.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 2: Understand basic patterns, concepts, and operations.	
Three-Year-Olds (36–48 months)	Copy a simple repeating pattern (e.g., stringing beads, placing blocks in a row, clapping a rhythm). (3.1)	38. Patterns: Children identify, describe, copy, complete, and create patterns.
	Sort and classify five or more objects by one feature into two or more groups based on observable/physical characteristics (e.g., group toy animals into piles of bears, cats, and dogs) and explain or label each group. (3.2)	46. Classifying: Children classify materials, actions, people, and events.
	Use objects to demonstrate adding and subtracting of one or two objects to a group of objects that total 3 or fewer. (3.3)	33. Part-whole relationships: Children combine and separate quantities of objects.
	Participate in songs, finger plays and stories that illustrate combining and taking away objects/items (e.g., Five Little Pumpkins, Anno’s Magic Seeds, One More Bunny). (3.4)	32. Counting: Children count things. 33. Part-whole relationships: Children combine and separate quantities of objects.
	Act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 3. (3.5)	33. Part-whole relationships: Children combine and separate quantities of objects.
Four-Year-Olds (48–60 months)	Recognize, copy, and extend patterns. (4.1)	38. Patterns: Children identify, describe, copy, complete, and create patterns.
	Sort objects by more than one attribute (e.g., red circles or blue triangles) and explain the criteria used to sort objects. (4.2)	46. Classifying: Children classify materials, actions, people, and events.
	Use concrete objects to demonstrate simple addition and subtraction problems that total 6 or fewer. (4.3)	33. Part-whole relationships: Children combine and separate quantities of objects.
	Model and act out story problems, physically or with objects, to solve whole number problems with sums less than or equal to 6. (4.4)	33. Part-whole relationships: Children combine and separate quantities of objects.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 3: Understand attributes and relative properties of objects as related to size, capacity, and area.	
Infants (Birth to 11 months)	Play with toys and other objects of different sizes and weights. (0.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Young Toddlers (9–18 months)	With adult support, notice differences in the size of objects. (1.1)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Participate in activities that compare the size and weight of objects. (1.2)	24. Exploring same and different: Children explore and notice how things are the same or different.
Older Toddlers (16–36 months)	Compare the size or weight of two objects and identify which one is longer/ taller/ heavier than the other. (2.1)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Manipulate, handle, and use a variety of measurement tools in play. (2.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh objects, or measure ingredients during a cooking activity). (2.3)	<i>Does not align</i>
Three-Year-Olds (36–48 months)	Describe some measurable attributes (length and weight) of objects and materials (e.g. big/little, long/short, heavy/not heavy). (3.1)	36. Measuring: Children measure to describe, compare, and order things.
	Compare the size or weight of more than two objects and describe which one is longer/taller/shorter/ heavier/lighter. (3.2)	36. Measuring: Children measure to describe, compare, and order things.
	Identify/name simple measurement tools (e.g., ruler, measuring cup, and scale). (3.3)	52. Tools and technology: Children explore and use tools and technology.

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KDI Items

	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 3: CONT	
Three-Year-Olds (36–48 months), CONT	Participate in measurement activities using standard measurement tools (e.g., measure the length of their body, weigh an apple, or measure one cup of flour during a cooking activity). (3.4)	37. Unit: Children understand and use the concept of unit.
Four-Year-Olds (48–60 months)	Describe measurable attributes (length and weight) of objects and materials, using comparative words. (4.1)	36. Measuring: Children measure to describe, compare, and order things.
	Identify/name simple measurement tools and describe what they are used for (e.g., ruler measures length, scale measures weight). (4.3)	52. Tools and technology: Children explore and use tools and technology.
	Participate in measurement activities using standard measurement tools to measure the length and weight of objects and materials (ruler, scale, measuring cup). (4.4)	37. Unit: Children understand and use the concept of unit.
	Standard CM 4: Understand shapes, their properties, and how objects are related to one another in space.	
Infants (Birth to 11 months)	Explore various shapes. (0.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Move their body in space and observe people and objects as they move through space. (0.2)	31. Seeing from different viewpoints: Children observe people and things from various perspectives.
Young Toddlers (9–18 months)	Explore the ways shapes and objects fit together (e.g., if a piece comes off a toy, put it back on; solve one- or two-piece puzzles). (1.1)	30. Taking apart and putting together: Children take things apart and fit them together.
	Move their body to follow simple directions related to position in space (e.g., on, under, up, down). (1.2)	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).

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	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 4: CONT	
Older Toddlers (16–36 months)	Recognize at least two basic shapes. (2.1)	38. Identifying visual images: Children respond to and identify pictures and photographs.
	Point to a shape that has a specific attribute (e.g., round, straight sides). (2.2)	38. Identifying visual images: Children respond to and identify pictures and photographs.
	Participate in creating simple shapes using objects or other materials. (2.4)	30. Taking apart and putting together: Children take things apart and fit them together.
	Move their body and move objects to follow simple directions related to position (e.g., in, on, under, over, up and down) and proximity (e.g., beside, between). (2.5)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
Three-Year-Olds (36–48 months)	Recognize basic shapes in the environment in two- and three-dimension forms. (3.1)	34. Shapes: Children identify, name, and describe shapes.
	With prompting and support, name the attributes of two shapes. (3.2)	34. Shapes: Children identify, name, and describe shapes.
	Create, simple shapes using objects or other materials. (3.3)	34. Shapes: Children identify, name, and describe shapes.
	Create representations of everyday objects by combining basic shapes (e.g., pictures, tangrams, or block structures to represent a house). (3.4)	34. Shapes: Children identify, name, and describe shapes.
	With prompting and support, combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes) (3.5)	34. Shapes: Children identify, name, and describe shapes.

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	Cognitive Domain, CONT	
	Subdomain: Mathematics (CM), CONT	
	Standard CM 4: CONT	
Four-Year-Olds (48–60 months)	Identify and name at least the four basic shapes (rectangles, squares, circles, and triangles) when presented using different sizes and in different orientations. (4.1)	34. Shapes: Children identify, name, and describe shapes.
	Describe and name attributes of four basic shapes (e.g., a square has four equal sides, a circle is round). (4.2)	34. Shapes: Children identify, name, and describe shapes.
	Copy or replicate one or two dimensional shapes using a variety of materials. (4.3)	34. Shapes: Children identify, name, and describe shapes.
	Combine (compose) or take apart (decompose) shapes to make other shape(s) (e.g., put two triangles together to make a square, take two halves of a rectangle apart and recognize that pieces are two other shapes). (4.4)	34. Shapes: Children identify, name, and describe shapes.
	Subdomain: Science (CS)	
	Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
Infants (Birth to 11 months)	Explore objects, materials, and/or people using all the senses (e.g., picking objects up and putting them in mouth, focusing attention on an object or someone doing something, etc.). (0.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Repeat actions that cause changes in objects or people (e.g., shake rattle to make a noise). (0.2)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Occasionally use simple problem-solving strategies to explore objects. (0.3)	2. Problem solving: Children solve problems encountered in exploration and play.
	Shows curiosity in living creatures, objects, and materials they can see, hear or feel. (0.4)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS)	
	Standard CS 1: Develop the ability to carry out the scientific inquiry process (ask questions, predict, make observations, explain observations, and draw conclusions).	
Young Toddlers (9–18 months)	Use all five senses to observe and explore living things, objects, materials, and changes that take place in the immediate environment. (1.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Notice cause and effect relationships (e.g., notice that a toy dropped from a high chair always falls to the floor makes a clanging sound when it hits the floor). (1.2)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Repeat action to cause desired effect (e.g., hit button on a musical toy to make the music play, fill a bucket with sand, knock it over and watch the sand pour out). (1.3)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Try different ways of solving a problem (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (1.4)	2. Problem solving: Children solve problems encountered in exploration and play.
	Show interest and curiosity in living creatures, objects, and materials, and in changes they can see, hear or feel. (1.5)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (1.6)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Young Toddlers (9–18 months) CONT	Verbally or non-verbally communicate what they see, hear or feel for living creatures, objects, materials or changes that happen in the environment. (1.7)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 1: CONT	
Older Toddlers (16–36 months)	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (2.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Talk about what they see, hear, and are able to touch in the environment with adult support. (2.2)	19. Speaking: Children speak.
	Use simple tools to observe living things, objects and materials (e.g., magnifying glass, sifter). (2.3)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Show an understanding of cause and effect relationships (e.g., pushes a stack of blocks to watch them fall). (2.4)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Try alternative solutions to solve problems (e.g., pull the string on a toy that is stuck under something use a stick to dislodge a toy that is stuck). (2.5)	2. Problem solving: Children solve problems encountered in exploration and play.
	Ask why and how questions about what they see, hear and feel when observing living creatures, objects and materials. (2.6)	19. Speaking: Children speak.
	Put materials, substances, and/or objects together in new or unexpected ways to see what will happen (e.g., combine paint colors to see what happens, experiment to see what sticks on contact paper collage). (2.7)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Talk about observations made about living creatures, objects, materials and changes that happen. (2.8)	19. Speaking: Children speak.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 1: CONT	
Three-Year-Olds (36–48 months)	Use all five senses to observe living things, objects, materials, changes that take place, and relationships. (3.1)	45. Observing: Children observe the materials and processes in their environment. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Describe what they see, hear, and are able to touch in the environment and group materials/objects according to observed features. (3.2)	46. Classifying: Children classify materials, actions, people, and events. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
	Use simple tools to investigate and gather information on living things, objects, materials, and changes that take place (e.g., magnifying glass, sifter, magnets). (3.3)	52. Tools and technology: Children explore and use tools and technology.
	Show an understanding of cause and effect relationships that are observed immediately. (3.4)	49. Drawing conclusions: Children draw conclusions based on their experiences and observations.
	With prompting and support, talk about cause and effect relationships that are not immediately observable (e.g., that a plant wilted because it was not watered). (3.5)	49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
	Ask why and how questions and offer ideas about living creatures, objects, materials and changes they see, hear and/or feel. (3.6)	48. Predicting: Children predict what they expect will happen. 51. Natural and physical world: Children gather knowledge about the natural and physical world.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 1: CONT	
Three-Year-Olds (36–48 months), CONT	Participate in simple scientific investigations. (3.7)	47. Experimenting: Children experiment to test their ideas.
	With prompting and support, talk about observations and results of simple experiments verbally and/or through drawings or graphs. (3.8)	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 45. Observing: Children observe the materials and processes in their environment. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
Four-Year-Olds (48–60 months)	Use all five senses to observe, collect information, describe observations, classify based on observations, and form conclusions about what is observed. (4.1)	45. Observing: Children observe the materials and processes in their environment. 46. Classifying: Children classify materials, actions, people, and events. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.
	Use equipment and tools to gather information and extend sensory observations of living things, objects, materials, changes that take place and relationships. (4.2)	5. Use of resources: Children gather information and formulate ideas about their world. 51. Natural and physical world: Children gather knowledge about the natural and physical world. 52. Tools and technology: Children explore and use tools and technology.
	Show an understanding of cause and effect relationships and use this understanding to predict what will happen as a result of an action and to solve simple problems. (4.3)	48. Predicting: Children predict what they expect will happen. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 2: CONT	
Four-Year-Olds (48–60 months) CONT	Use prior knowledge and experiences to generate questions, hypothesize, predict, and draw conclusions about living creatures, objects, materials and changes observed in the environment. (4.4)	48. Predicting: Children predict what they expect will happen. 49. Drawing conclusions: Children draw conclusions based on their experiences and observations. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Conduct simple scientific experiments. (4.5)	47. Experimenting: Children experiment to test their ideas.
	Collect, interpret, and communicate data and findings from observations and experiments verbally and/or in written formats. (4.6)	39. Data analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems. 50. Communicating ideas: Children communicate their ideas about the characteristics of things and how they work.
Infants (Birth to 11 months)	Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (0.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Show interest and curiosity in objects. (0.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Young Toddlers (9–18 months)	Explore objects and materials in the indoor and outdoor environment (e.g., splash water, poke finger in the sand). (1.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Use toys and other objects to make things happen (e.g., kick a ball to knock down some blocks, use a shovel to scoop sand into a bucket). (1.2)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 2: CONT	
Young Toddlers (9–18 months), CONT	Watch how balls, toys and other objects move. (1.3)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Older Toddlers (16–36 months)	Talk about observations of objects and materials in the indoor and outdoor environment. (2.1)	19. Speaking: Children speak.
	Explore changes in objects and materials (e.g., see what happens when water and dirt are combined, observe how food changes when cooked, etc.). (2.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Explore tools and simple machines that can be used to move, combine, or change objects and materials (e.g., a hammer, lever, pulley, ramp, etc.). (2.3)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	With adult supervision, explore sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound). (2.4)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Explore different ways balls, toys and other objects move. (2.5)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
Three-Year-Olds (36–48 months)	With prompting and support, observe and describe properties of objects and materials, and how objects and materials can be combined or can change from one form to another (e.g., ice melting to a liquid). (3.1)	45. Observing: Children observe the materials and processes in their environment. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps, etc.) (3.2)	52. Tools and technology: Children explore and use tools and technology.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 2: CONT	
Three-Year-Olds (36–48 months), CONT	With prompting and support, observe and talk about sources of energy and how they affect objects and materials (e.g., lights, bells and other sources of sound, etc.). (3.3)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Watch how balls, toys and other objects move and use different strategies to change their speed of motion. (3.4)	47. Experimenting: Children experiment to test their ideas.
Four-Year-Olds (48–60 months)	With prompting and support, observe and describe the properties of objects and materials and how they can be combined or can change from one form to another (solids, liquids, and gases). (4.1)	45. Observing: Children observe the materials and processes in their environment. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Explore and use simple tools and machines (e.g., hammers, levers, pulleys, ramps). (4.2)	52. Tools and technology: Children explore and use tools and technology.
	Explore and describe sources of energy such as lights, bells and other sources of sound. (4.3)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Experiment with balls, toys and other objects to see which objects move faster, what conditions make them move faster and what makes them move slower. (4.4)	47. Experimenting: Children experiment to test their ideas.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 3: Acquire scientific knowledge related to life science (properties of living things).	
Infants (Birth to 11 months)	Show interest and curiosity in plants and living creatures. (0.1)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Look at and explore different parts of human body and living creatures. (0.2)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Young Toddlers (9–18 months)	Explore the characteristics of living creatures (e.g., touches caregiver’s face, looks intently at a leaf, or grabs the cat’s tail). (1.1)	4. Distinguishing self and others: Children distinguish themselves from others. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Notice differences in characteristics of living creatures and plants (e.g., parts of a plant, animals with fur versus scales, big and small people). (1.2)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Participate in caring for living creatures and/or plants (e.g., feed fish, water plants in the classroom). (1.3)	<i>Does not align</i>
	Notice and explore differences in characteristics of living creatures and plants (e.g., a little plant versus a big plant, a baby animal versus a full-grown animal). (1.4)	24. Exploring same and different: Children explore and notice how things are the same or different.
	Show where common parts of an animal or human are when named by adult (e.g., point to the dog’s ear, show me your foot). (1.5)	4. Distinguishing self and others: Children distinguish themselves from others. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Older Toddlers (16–36 months)	With prompting and support, explore and talk about common characteristics of living creatures and plants. (2.1)	19. Speaking: Children speak. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.

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KDI Items

<i>Cognitive Domain, CONT</i>		
Subdomain: Science (CS), CONT		
Standard CS 3: CONT		
	Compare one living creature or plant with another and talk about the similarities and differences observed. (2.2)	19. Speaking: Children speak. 24. Exploring same and different: Children explore and notice how things are the same or different.
	Care for living creatures and/or plants with direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (2.3)	<i>Does not align</i>
Older Toddlers (16–36 months), CONT	Talk about how very young plants and living creatures are different from full-grown plants and living creatures. (2.5)	19. Speaking: Children speak. 24. Exploring same and different: Children explore and notice how things are the same or different.
	Use simple words to name common plants, animals, and human body parts when asked by an adult. (2.6)	19. Speaking: Children speak.
Three-Year-Olds (36–48 months)	With prompting and support, explore, observe, and describe a variety of living creatures and plants. (3.1)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Sort living creatures and plants according to at least one characteristic (e.g., size, four-legged animals, hard/soft, etc.). (3.2)	46. Classifying: Children classify materials, actions, people, and events.
	Care for living creatures and/or plants with some direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (3.3)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Observe very young plants or living creatures over an extended period of time and describe how the plant/living creature changes. (3.5)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Use basic vocabulary for plants, animals, and humans (e.g. some names of parts, characteristics). (3.6)	23. Vocabulary: Children understand and use a variety of words and phrases. 51. Natural and physical world: Children gather knowledge about the natural and physical world.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 3: CONT	
Four-Year-Olds (48–60 months)	Explore, observe, and describe a variety of living creatures and plants. (4.1)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Classify living creatures and plants into categories according to at least one characteristic. (4.2)	46. Classifying: Children classify materials, actions, people, and events.
	Carry out classroom routines to care for living creatures and/or plants with limited direction from adults (e.g., feed the fish or hamster, water plants in the classroom). (4.3)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Describe plants’ and living creatures’ life cycles. (4.5)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Use basic vocabulary to name and describe plants and living creatures. (4.6)	23. Vocabulary: Children understand and use a variety of words and phrases. 51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Use basic vocabulary to describe similarities and differences between living creatures and plants. (4.7)	23. Vocabulary: Children understand and use a variety of words and phrases. 46. Classifying: Children classify materials, actions, people, and events.
	Standard CS 4: Acquire scientific knowledge related to earth science (properties of the earth and objects in the sky).	
Infants (Birth to 11 months)	Respond to the current weather conditions. (0.1)	<i>Does not align</i>

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 4: CONT	
Young Toddlers (9–18 months)	Notice the current weather conditions. (1.1)	<i>Does not align</i>
	Participate in stories, songs, and finger plays about seasons and the weather. (1.2)	21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Observe and name objects found in the daytime or nighttime sky (e.g., sun, moon). (1.3)	<i>Does not align</i>
	Participate in stories, songs, and finger plays about day and night. (1.4)	21. Enjoying language: Children enjoy stories, rhymes, and songs.
Older Toddlers (16–36 months)	Talk about the common weather conditions of the current season (e.g., in summer, talk about how hot it is). (2.1)	<i>Does not align</i>
	Point to types of clothing needed for current seasonal weather conditions. (2.2)	<i>Does not align</i>
	Talk about the current weather conditions. (2.3)	<i>Does not align</i>
	Notice features of the sky such as daylight, darkness, sun, moon, etc. (2.4)	<i>Does not align</i>
	Identify the sky’s different characteristics during night and day. (2.5)	<i>Does not align</i>

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Science (CS), CONT	
	Standard CS 4: CONT	
Three-Year-Olds (36–48 months)	Describe common weather conditions of the current season and how they compare to other seasons where they live (e.g., summer is hot, winter is cooler). (3.1)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Name the types of clothing needed for different seasons. (3.2)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Identify the characteristics of current weather conditions. (3.3)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Describe objects found in the day or night time sky. (3.4)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Talk about how the sky changes from night to day. (3.5)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
Four-Year-Olds (48–60 months)	Compare, and contrast seasonal changes where they live. (4.1)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Describe the types of clothing needed for different seasons. (4.2)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Describe the current weather and how weather conditions can change from day to day. (4.3)	51. Natural and physical world: Children gather knowledge about the natural and physical world.
	Describe major features of the earth and sky, and how they change from night to day. (4.4)	51. Natural and physical world: Children gather knowledge about the natural and physical world.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS)	
	Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.	
Infants (Birth to 11 months)	Recognize familiar people. (0.1)	4. Distinguishing self and others: Children distinguish themselves from others.
	Show anticipation of events in daily routine and activities. (0.2)	32. Anticipating events: Children anticipate familiar events.
Young Toddlers (9–18 months)	Remember familiar people (e.g., object permanence). (1.1)	6. Relationships with adults: Children build relationships with other adults. 23. Object permanence: Children discover object permanence.
	Show anticipation of events in daily routine. (1.2)	32. Anticipating events: Children anticipate familiar events.
Older Toddlers (16–36 months)	Respond to changes in routines or schedules (may be a positive or negative response). (2.1)	32. Anticipating events: Children anticipate familiar events.
	Remember familiar people, events and objects (e.g., object permanence). (2.2)	6. Relationships with adults: Children build relationships with other adults. 23. Object permanence: Children discover object permanence. 32. Anticipating events: Children anticipate familiar events.
	Demonstrate memory of reoccurring events through actions or words (e.g., “After lunch, I will hear a story.”). (2.3)	32. Anticipating events: Children anticipate familiar events.

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KDI Items

	Cognitive Domain, CONT	
	Subdomain: Social Studies (CSS)	
	Standard CSS 1: Develop the understanding that events happened in the past and how these events relate to one’s self, family, and community.	
Three-Year-Olds (36–48 months)	Use words to describe events or activities that happened at an earlier time (e.g., “after we had snack” or “last night”). (3.1)	57. History: Children understand past, present, and future.
	Remember familiar people even though they may not have seen them for a while. (3.2)	12. Building relationships: Children build relationships with other children and adults.
	Describe the sequence of daily routines. (3.3)	11. Community: Children participate in the community of the classroom.
	Participate in conversations about familiar people and/or events from the recent past (e.g., what the class did earlier in the day or week). (3.4)	57. History: Children understand past, present, and future.
Four-Year-Olds (48–60 months)	Describe events, activities, and people from the past using appropriate vocabulary. (4.1)	57. History: Children understand past, present, and future.
	Initiate conversations about familiar places, people, and/or events from the past (e.g., where they lived previously, what they did during summer vacation, etc.). (4.2)	57. History: Children understand past, present, and future.
	Standard CSS 2: Describe people, events, and symbols of the past and present.	
Infants (Birth to 11 months)	Show interest in people. (0.1)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS)	
	Standard CSS 2: CONT	
Infants (Birth to 11 months), CONT	Recognize familiar people. (0.2)	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.
Young Toddlers (9–18 months)	Differentiate between person attached to/family members and others. (1.1)	5. Attachment: Children form an attachment to a primary caregiver.
Older Toddlers (16–36 months)	Name immediate family members, caregivers and peers. (2.1)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.
	Point out family members, caregivers and peers in a picture. (2.2)	38. Identifying visual images: Children respond to and identify pictures and photographs.
	Recognize familiar people even though there may be slight differences in their appearance (e.g., hat or new haircut). (2.3)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.
Older Toddlers (16–36 months) CONT	Participates in songs, fingerplays and stories about familiar objects associated with local, state and national symbols. (2.4)	40. Responding to music: Children respond to music.
Three-Year-Olds (36–48 months)	Look at pictures of self or a family member, caregiver, or peer from the recent past and recognize the person even though she/he looks different from what she/he looks like in the present. (3.1)	57. History: Children understand past, present, and future.
	With prompting and support, identify symbolic objects and pictures of local, state, and/or national symbols such as the American flag or bald eagle. (3.2)	26. Reading: Children read for pleasure and information.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS)	
	Standard CSS 2: CONT	
Three-Year-Olds (36–48 months), CONT	Recognize familiar aspects of community/cultural symbols in books (e.g., Grandma’s Gumbo) and songs (e.g., Alligator). (3.3)	26. Reading: Children read for pleasure and information.
Four-Year-Olds (48–60 months)	Identify similarities/ differences between students, their families, and classroom members with those of the past. (4.1)	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities. 57. History: Children understand past, present, and future.
	Identify and name some local, state, and national symbols. (4.2)	26. Reading: Children read for pleasure and information.
	Describe familiar elements of the local community and culture. (4.3)	56. Geography: Children recognize and interpret features and locations in their environment.
	Standard CSS 3: Develop an awareness of geographic locations, maps and landforms.	
Infants (Birth to 11 months)	Explore the immediate environment (inside and outside with adult supervision). (0.1)	1. Initiative: Children express initiative. 31. Seeing from different viewpoints: Children observe people and things from various perspectives.
Young Toddlers (9–18 months)	Move from one area to another to explore the environment. (1.1)	1. Initiative: Children express initiative. 31. Seeing from different viewpoints: Children observe people and things from various perspectives.
	Assist with classroom clean-up routines such as picking up toys. (1.2)	11. Group participation: Children participate in group routines.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 3: CONT	
Older Toddlers (16–36 months)	Recognize some familiar places, such as child care, home, store, relative’s house. (2.1)	28. Locating objects: Children explore and notice the location of objects.
	Know the location of objects and places in familiar environments (e.g., goes to shelf where toys are stored when asked to get a specific toy). (2.2)	28. Locating objects: Children explore and notice the location of objects.
	Play with and explore items such as maps or simple diagrams of the classroom. (2.3)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Help to throw away trash when asked. (2.4)	11. Group participation: Children participate in group routines.
	Assist adult with daily clean-up routines (e.g., put manipulatives back in to bucket, throw napkin into trash, etc.). (2.5)	11. Group participation: Children participate in group routines.
Three-Year-Olds (36–48 months)	Describe familiar places such as the home, center/family day home, etc. (3.2)	56. Geography: Children recognize and interpret features and locations in their environment.
	Describe the location of items/areas in the classroom and places in home and community. (3.3)	56. Geography: Children recognize and interpret features and locations in their environment.
	Draw or use blocks or other materials to represent places or things he/she has seen. (3.4)	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 56. Geography: Children recognize and interpret features and locations in their environment.
	Recognize and name a map and a globe. (3.5)	56. Geography: Children recognize and interpret features and locations in their environment.
	Look at a simple map and find various features/parts of the map with support and guidance. (3.6)	56. Geography: Children recognize and interpret features and locations in their environment.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 3: CONT	
Three-Year-Olds (36–48 months), CONT	Participate in conversations about how people can take care of the natural environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (3.7)	58. Ecology: Children understand the importance of taking care of their environment.
	Identify and use appropriate trash receptacles independently. (3.8)	58. Ecology: Children understand the importance of taking care of their environment.
	Participate in daily clean-up activities. (3.9)	11. Community: Children participate in the community of the classroom. 58. Ecology: Children understand the importance of taking care of their environment.
Four-Year-Olds (48–60 months)	Demonstrate geographic knowledge of the geographic features of the classroom and community. (4.1)	56. Geography: Children recognize and interpret features and locations in their environment.
	Create representations of places, landforms, and roads he/she has seen through drawings and play activities. (4.2)	40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art. 56. Geography: Children recognize and interpret features and locations in their environment.
	Use a simple map to find specific locations within a familiar environment (e.g., areas within the classroom). (4.4)	56. Geography: Children recognize and interpret features and locations in their environment.
	Demonstrate care of the environment through activities (e.g., throwing away trash, recycling, planting trees, and putting out bird feeders). (4.6)	58. Ecology: Children understand the importance of taking care of their environment.
	Participate in daily clean-up activities. (4.7)	11. Community: Children participate in the community of the classroom. 58. Ecology: Children understand the importance of taking care of their environment.

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KDI Items

<i>Cognitive Domain, CONT</i>		
Subdomain: Social Studies (CSS), CONT		
Standard CSS 4: Demonstrate awareness of culture and other characteristics of groups of people.		
Infants (Birth to 11 months)	Respond to music from various cultures; especially those from their own culture (e.g., lullabies or simple songs). (0.1)	40. Responding to music: Children respond to music.
	Look at books or pictures of homes that are similar to those found in their own community. (0.2)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
Young Toddlers (9–18 months)	Participate in simple ways in rhymes and music from various cultures. (1.1)	16. Listening and responding: Children listen and respond. 39. Listening to music: Children listen to music. 40. Responding to music: Children respond to music.
	Listen for short periods of time and look at pictures of shelters/homes in different geographic regions. (1.2)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
Older Toddlers (16–36 months)	Participate in rhymes and music from various cultures. (2.1)	16. Listening and responding: Children listen and respond. 39. Listening to music: Children listen to music. 40. Responding to music: Children respond to music.
	Communicate about the home that he/she lives in. (2.2)	19. Speaking: Children speak.
	Listen to books and stories and look at pictures of shelters/homes in other geographic regions. (2.3)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.

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KDI Items

<i>Cognitive Domain, CONT</i>		
Subdomain: Social Studies (CSS), CONT		
Standard CSS 4: CONT		
Three-Year-Olds (36–48 months)	Participate in music, dance, and other traditions from various cultures. (3.1)	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
	Show and talk about objects, food, and customs from own family or culture. (3.2)	7. Self-identity: Children have a positive self-identity. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
	Identify homes that are similar to and/or different from own home. (3.3)	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
Four-Year-Olds (48–60 months)	Explore music, dance, dress, foods, and traditions of own family and other cultures. (4.1)	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 42. Movement: Children express and represent what they observe, think, imagine, and feel through movement. 53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 5: Develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
Infants (Birth to 11 months)	Notice others carrying out routines and responsibilities. (0.1)	11. Group participation: Children participate in group routines.
	Respond to changes in adult’s tone of voice, expression, or visual cues (e.g., shaking head). (0.2)	16. Listening and responding: Children listen and respond.
Young Toddlers (9–18 months)	Participate in simple routines with adult support (e.g., putting away toys or handing out napkins). (1.1)	11. Group participation: Children participate in group routines.
	Respond to guidance when redirected or given one word instructions. (1.2)	16. Listening and responding: Children listen and respond.
	Notice community workers they see on a regular basis (e.g., persons who collect the garbage, etc.). (1.3)	4. Distinguishing self and others: Children distinguish themselves from others.
Older Toddlers (16–36 months)	With adult support and guidance, carry out some routines and responsibilities in the classroom (e.g., picking up toys, cleaning up table, watering plants setting out snack, etc.). (2.1)	11. Group participation: Children participate in group routines.
	Accept redirection from adult. (2.3)	16. Listening and responding: Children listen and respond.
	Identify simple rules. (2.4)	11. Group participation: Children participate in group routines.
	Identify various familiar workers in the community (e.g., doctor, nurse). (2.5)	4. Distinguishing self and others: Children distinguish themselves from others.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 5: CONT	
Three-Year-Olds (36–48 months)	Describe classroom and/or home responsibilities (e.g., “I pick up toys” or “I set the table.”). (3.1)	11. Community: Children participate in the community of the classroom. 54. Community roles: Children recognize that people have different roles and functions in the community.
	With prompting from adult, carry out routines and responsibilities in the classroom (e.g., cleaning up, care of plants and/or animals, setting out snack). (3.2)	11. Community: Children participate in the community of the classroom.
	Identify rules that are used at home or in the classroom. (3.4)	11. Community: Children participate in the community of the classroom. 14. Moral development: Children develop an internal sense of right and wrong.
	Describe the roles of various familiar community helpers/workers. (3.6)	54. Community roles: Children recognize that people have different roles and functions in the community.
	Imitate the roles of familiar community workers. (3.7)	54. Community roles: Children recognize that people have different roles and functions in the community.
Four-Year-Olds (48–60 months)	Recognize their responsibility as a member of a family and classroom. (4.1)	11. Community: Children participate in the community of the classroom.
	Independently carry out specific responsibilities in the classroom (e.g., cleaning up, checking the temperature outside for the group, handing out snack, etc.). (4.2)	11. Community: Children participate in the community of the classroom.
	Identify workers and their roles as citizens within the community. (4.5)	54. Community roles: Children recognize that people have different roles and functions in the community.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 6: Demonstrate an awareness of basic economic concepts.	
Infants (Birth to 11 months)	Express preferences for food, toys, etc. through vocalizations, gestures and facial expressions. (0.1)	17. Nonverbal communication: Children communicate nonverbally.
Young Toddlers (9–18 months)	Communicate desire for objects and/or persons that are in the classroom or home. (1.1)	5. Attachment: Children form an attachment to a primary caregiver.
Older Toddlers (16–36 months)	Use play money in play activities. (2.1)	36. Imitating and pretending: Children imitate and pretend.
	Use props related to buying and selling items during play (e.g., a toy cash register, play money, etc.). (2.2)	36. Imitating and pretending: Children imitate and pretend.
	Indicate wants and needs through words and gestures. (2.3)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Three-Year-Olds (36–48 months)	Demonstrate an awareness of uses of money. (3.1)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Demonstrate an understanding of the process of buying and selling during play by using props related to buying and selling the way they typically are used by adults. (3.2)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Express wants and needs. (3.3)	1. Initiative: Children demonstrate initiative as they explore their world. 2. Planning: Children make plans and follow through on their intentions.

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KDI Items

	<i>Cognitive Domain, CONT</i>	
	Subdomain: Social Studies (CSS), CONT	
	Standard CSS 6CONT	
Four-Year-Olds (48–60 months)	Demonstrate awareness of the purpose of money through play activities. (4.1)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Demonstrate the role of buyers and sellers in play activities. (4.2)	43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Participate in conversations about wants and needs. (4.3)	1. Initiative: Children demonstrate initiative as they explore their world. 2. Planning: Children make plans and follow through on their intentions.
	<i>Language and Literacy Development (LL)</i>	
	Subdomain: Speaking and Listening	
	Standard LL 1: Comprehend or understand and use language.	
Infants (Birth to 11 months)	Show interest in adult speech. (0.1)	16. Listening and responding: Children listen and respond.
	Look in the direction of sound. (0.2)	16. Listening and responding: Children listen and respond.
	Recognize words for familiar items such as “cup” or “bottle”. (0.3)	16. Listening and responding: Children listen and respond.
	Engage in turn-taking. (0.4)	18. Two-way communication: Children participate in two-way communication.
	Coo when spoken to. (0.5)	19. Speaking: Children speak.
	Smile in response to social stimulation. (0.6)	18. Two-way communication: Children participate in two-way communication.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Speaking and Listening, CONT	
	Standard LL 1: CONT	
Infants (Birth to 11 months), CONT	Know own name by responding when name is spoken. (0.7)	16. Listening and responding: Children listen and respond.
	Respond to the sound of language and the steady rhythm of words. (0.8)	21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Get attention or express needs through sound, facial expressions, and movements. (0.9)	17. Nonverbal communication: Children communicate nonverbally. 41. Sounds: Children explore and imitate sounds.
	Imitate different sounds. (0.10)	41. Sounds: Children explore and imitate sounds.
Young Toddlers (9–18 months)	Attend to adult language. (1.1)	16. Listening and responding: Children listen and respond.
	Identify familiar people or objects when asked. (1.3)	4. Distinguishing self and others: Children distinguish themselves from others.
	Follow simple commands (e.g., "Come here"). (1.4)	16. Listening and responding: Children listen and respond.
	Use facial expression to show excitement or distress. (1.5)	8. Emotions: Children express emotions.
	Use gestures and words to communicate needs. (1.6)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Speaking and Listening, CONT	
	Standard LL 1: Comprehend or understand and use language, CONT	
	Repeat familiar words. (1.7)	19. Speaking: Children speak.
	Respond to simple rhymes and fingerplays. (1.8)	21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Use one to two words to communicate (ask questions or signal needs) so that the communication is understood by family and familiar adults most of the time. (1.10)	19. Speaking: Children speak.
Older Toddlers (16–36 months)	Identify some body parts when asked. (2.1)	16. Listening and responding: Children listen and respond.
	Understand simple questions such as, “Where is your blanket?” (2.2)	16. Listening and responding: Children listen and respond.
	Show understanding of words through response (e.g., going to get a diaper when told it is time for diaper change). (2.3)	16. Listening and responding: Children listen and respond.
	Use short phrases combined with gestures and intonation to communicate. (2.4)	19. Speaking: Children speak.
	Engage in short conversations with others. (2.6)	18. Two-way communication: Children participate in two-way communication.
	Understand a pause in the conversation is a signal to take a turn. (2.7)	18. Two-way communication: Children participate in two-way communication.
	Share experiences using simple 2-3 word combinations. (2.8)	19. Speaking: Children speak.
	Repeat phrases or key words to simple rhymes and fingerplays. (2.9)	19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Imitate words and actions to simple rhymes and fingerplays. (2.10)	19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Combine two to three words to make phrases, simple sentences or to ask questions, such as “Where Mommy?” (2.11)	19. Speaking: Children speak.
	Is easily understood by family and familiar adults. (2.12)	19. Speaking: Children speak.

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KDI Items

<i>Language and Literacy Development (LL), CONT</i>		
Subdomain: Speaking and Listening, CONT		
Standard LL 1: CONT		
Three-Year-Olds (36–48 months)	Follow two-step directions. (3.1)	21. Comprehension: Children understand language.
	Demonstrate understanding of simple questions and requests. (3.2)	21. Comprehension: Children understand language.
	Answer some simple “who”, “what” and “where” questions. (3.3)	22. Speaking: Children express themselves using language.
	Listen and respond attentively to simple conversations. (3.4)	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.
	Use phrases and/or simple sentences and questions. (3.5)	22. Speaking: Children express themselves using language.
	With prompting and support, act out familiar stories, rhymes and fingerplays. (3.7)	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Use phrases and/or simple sentences that convey a complete thought, “Tommy ate the cookie,” that is easily understood by family and most people outside the home. (3.8)	22. Speaking: Children express themselves using language.
	Ask questions that may incorporate expanding vocabulary. (3.9).	23. Vocabulary: Children understand and use a variety of words and phrases.
Four-Year-Olds (48–60 months)	Listen and respond to questions about print read aloud or information presented orally or through other media, including music and videos. (4.1)	21. Comprehension: Children understand language.
	Listen and respond attentively to conversations. (4.2)	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.

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KDI Items

<i>Language and Literacy Development (LL), CONT</i>		
Subdomain: Speaking and Listening, CONT		
Standard LL 1: CONT		
Four-Year-Olds (48–60 months), CONT	Actively participate in role-playing, creative dramatics, fingerplays, nursery rhymes, and choral speaking. (4.4)	41. Music: Children express and represent what they observe, think, imagine, and feel through music. 43. Pretend play: Children express and represent what they observe, think, imagine, and feel through pretend play.
	Speak audibly and use words, phrases, and/or sentences to express a complete thought that can be clearly understood by most people. (4.5)	22. Speaking: Children express themselves using language.
	Ask questions about a specific topic, activity, and/or text read aloud. (4.6)	21. Comprehension: Children understand language. 22. Speaking: Children express themselves using language.
Subdomain: Language		
Standard LL 2: Comprehend and use increasingly complex and varied vocabulary.		
Infants (Birth to 11 months)	Engage in brief moments of joint attention to imitate positional words through language, music and sounds. (0.1)	16. Listening and responding: Children listen and respond.
	Recognize names of familiar people and objects. (0.2)	16. Listening and responding: Children listen and respond.
	Use gestures and sounds to communicate needs. (0.3)	17. Nonverbal communication: Children communicate nonverbally.
Young Toddlers (9–18 months)	Demonstrate positional words with body movement or through gestures. (1.1)	16. Listening and responding: Children listen and respond.
	Use words such as “mama” and “dada”. (1.2)	19. Speaking: Children speak.
	Attempt to say new word offered by an adult (e.g., “That is a bird, can you say bird?”). (1.3)	19. Speaking: Children speak.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Subdomain: Language, CONT	
	Standard LL 2: CONT	
Older Toddlers (16–36 months)	With prompting and support, respond to opposite words during games and activities. (2.1)	16. Listening and responding: Children listen and respond.
	Sing and act out motions using a variety of positional words. (2.2)	16. Listening and responding: Children listen and respond. 40. Responding to music: Children respond to music.
	Talk about the actions of others (2.4)	19. Speaking: Children speak.
	Use pronouns “me”, “you”, and “I”. (2.4)	19. Speaking: Children speak.
	Use name of self and of other people. (2.5)	4. Distinguishing self and others: Children distinguish themselves from others. 19. Speaking: Children speak.
	Name some objects or people in books. (2.6)	19. Speaking: Children speak. 20. Exploring print: Children explore picture books and magazines.
	Use simple sentences and questions that incorporate expanding vocabulary. (2.7)	19. Speaking: Children speak.
Three-Year-Olds (36–48 months)	With prompting and support, demonstrate understanding of simple concepts such as opposites and positions. (3.1)	21. Comprehension: Children understand language. 35. Spatial awareness: Children recognize spatial relationships among people and objects.
	Demonstrate an understanding of and begin using some new vocabulary introduced through conversations, activities, or listening to texts read aloud. (3.2)	23. Vocabulary: Children understand and use a variety of words and phrases.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Subdomain: Language, CONT	
	Standard LL 2: CONT	
Four-Year-Olds (48–60 months)	Demonstrate understanding of a variety of concepts, such as opposites, positions, and comparisons. (4.1)	21. Comprehension: Children understand language. 35. Spatial awareness: Children recognize spatial relationships among people and objects. 36. Measuring: Children measure to describe, compare, and order things.
	Use new vocabulary acquired through conversations, activities, or listening to texts read aloud. (4.2)	23. Vocabulary: Children understand and use a variety of words and phrases.
	Subdomain: Reading: Literature and Information in Print	
	Standard LL 3: Develop an interest in books and their characteristics.	
Infants (Birth to 11 months)	Manipulate books by holding, chewing, banging, etc. (0.1)	20. Exploring print: Children explore picture books and magazines.
	Look at picture books with interest, sometimes pointing at objects. (0.2)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
	Engage in joint attention to books, language, music and sounds. (0.3)	16. Listening and responding: Children listen and respond. 20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs. 40. Responding to music: Children respond to music.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Literature and Information in Print, CONT	
	Standard LL 3: CONT	
Young Toddlers (9–18 months)	Look at books independently and with an adult. (1.1)	20. Exploring print: Children explore picture books and magazines.
	Select a book to look at and/or take it to an adult to read. (1.2)	6. Relationships with adults: Children build relationships with other adults. 20. Exploring print: Children explore picture books and magazines.
	Attends to picture books on own and with an adult for sustained periods of time. (1.3)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
	Turn pages of a book held by an adult, but not necessarily from front to back or page by page. (1.4)	20. Exploring print: Children explore picture books and magazines.
Older Toddlers (16–36 months)	Identify a favorite book by its cover and find a favorite book on the shelf by its cover when prompted. (2.1)	38. Identifying visual images: Children respond to and identify pictures and photographs.
	Rotate book to get picture right side up. (2.2)	20. Exploring print: Children explore picture books and magazines.
	Hold a book and looks at one page at a time. (2.3)	20. Exploring print: Children explore picture books and magazines.
	Pretends to read. (2.4)	20. Exploring print: Children explore picture books and magazines. 36. Imitating and pretending: Children imitate and pretend.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Literature and Information in Print, CONT	
	Standard LL 3: CONT	
Three-Year-Olds (36–48 months)	Find a specific book by looking at the cover. (3.1)	27. Concepts about print: Children demonstrate knowledge about environmental print. 28. Book knowledge: Children demonstrate knowledge about books.
	Hold book properly and look at pages of a book from left to right, pretending to read. (3.3)	27. Concepts about print: Children demonstrate knowledge about environmental print.
	With prompting and support, demonstrate and understand that people write stories and draw pictures in books. (3.5)	29. Writing: Children write for many different purposes.
	Shows an interest in illustrations. (3.6)	26. Reading: Children read for pleasure and information. 44. Appreciating the arts: Children appreciate the creative arts.
Four-Year-Olds (48–60 months)	Demonstrates how books are read, such as front-to-back and one page at a time. (4.1)	27. Concepts about print: Children demonstrate knowledge about environmental print.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Language and Literacy Development (LL), CONT	
	Subdomain: Reading: Literature and Information in Print	
	Standard LL 4: Comprehend stories and information from books and other print materials.	
Infants (Birth to 11 months)	Engage in brief moments of joint attention to books, language and sounds. (0.1)	21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Respond and attend to stories that have been read previously. (0.2)	21. Enjoying language: Children enjoy stories, rhymes, and songs.
Young Toddlers (9–18 months)	Identify pictures of specific characters, scenes, or objects that are part of a book when asked. (1.1)	38. Identifying visual images: Children respond to and identify pictures and photographs.
	Look to an adult for the name of an object or character portrayed in a picture within a book. (1.2)	6. Relationships with adults: Children build relationships with other adults. 20. Exploring print: Children explore picture books and magazines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
	With prompting and support, point to pictures of favorite characters or familiar objects in a book. (1.4)	38. Identifying visual images: Children respond to and identify pictures and photographs.
	Point to a picture or illustration in a story book and look to an adult for the name of the object or character. (1.5)	6. Relationships with adults: Children build relationships with other adults. 20. Exploring print: Children explore picture books and magazines.
Older Toddlers (16–36 months)	Answer simple questions about pictures that go with print read aloud. (2.1)	16. Listening and responding: Children listen and respond. 19. Speaking: Children speak.
	Make up stories while turning pages of book. (2.3)	19. Speaking: Children speak.
	Recite simple phrases or words from familiar stories (e.g., <i>Chicka Chicka Boom Boom</i>). (2.4)	19. Speaking: Children speak. 21. Enjoying language: Children enjoy stories, rhymes, and songs.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Literature and Information in Print, CONT	
	Standard LL 4: CONT	
Older Toddlers (16–36 months), CONT	With prompting and support, name or identify 1-2 character(s) from a story and or 1-2 pieces of information remembered from and informational text read aloud. (2.5)	16. Listening and responding: Children listen and respond.
	Point to the picture on a page and ask, “What’s that?” (2.7)	19. Speaking: Children speak.
	Look at a picture or illustration and describe what is happening (e.g., “Boy running”). (2.8)	19. Speaking: Children speak.
	With prompting and support, demonstrate understanding of what will happen next in familiar stories. (2.9)	32. Anticipating events: Children anticipate familiar events.
Three-Year-Olds (36–48 months)	Answer simple questions about print that has been read aloud several times. (3.1)	21. Comprehension: Children understand language.
	Retell a simple story with pictures or other props to use as prompts. (3.2)	21. Comprehension: Children understand language. 28. Book knowledge: Children demonstrate knowledge about books.
	With prompting and support, identify characters from a story and information from an informational text read aloud. (3.3)	21. Comprehension: Children understand language. 28. Book knowledge: Children demonstrate knowledge about books.
	With prompting and support, talk about unknown vocabulary words in a text or story read aloud. (3.4)	23. Vocabulary: Children understand and use a variety of words and phrases.
	Distinguish between real objects and play objects (e.g. distinguish between a real apple and a toy apple). (3.5)	46. Classifying: Children classify materials, actions, people, and events.
	Use pictures and illustrations of a text to tell a story. (3.6)	26. Reading: Children read for pleasure and information.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

<i>Language and Literacy Development (LL), CONT</i>		
Subdomain: Reading: Literature and Information in Print, CONT		
Standard LL 4: CONT		
Three-Year-Olds (36–48 months), CONT	With prompting and support, talk about or draw a character, setting, event, or idea in a text read aloud. (3.7)	21. Comprehension: Children understand language. 28. Book knowledge: Children demonstrate knowledge about books. 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
	Demonstrate understanding of what will happen next in familiar stories. (3.8)	21. Comprehension: Children understand language.
Four-Year-Olds (48–60 months)	With prompting and support, ask and answer questions about print that is read aloud. (4.1)	21. Comprehension: Children understand language.
	With prompting and support, retell parts of a favorite story in sequence (first, next, and last). (4.2)	21. Comprehension: Children understand language. 28. Book knowledge: Children demonstrate knowledge about books.
	With prompting and support, identify characters and some events from a story and several pieces of information from a text read aloud. (4.3)	21. Comprehension: Children understand language. 28. Book knowledge: Children demonstrate knowledge about books.
	With prompting and support, ask and answer questions about unknown words in a text read aloud. (4.4)	23. Vocabulary: Children understand and use a variety of words and phrases.
	Listen to stories or text read aloud and use new vocabulary words in follow-up conversations and activities. (4.5)	23. Vocabulary: Children understand and use a variety of words and phrases.
	With prompting and support, describe what person, place, thing, or idea in the text an illustration depicts. (4.7)	26. Reading: Children read for pleasure and information.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

<i>Language and Literacy Development (LL), CONT</i>		
Subdomain: Reading: Literature and Information in Print, CONT		
Standard LL 4: CONT		
Four-Year-Olds (48–60 months), CONT	With prompting and support, discuss basic similarities and differences in print read aloud, including characters, settings, events, and ideas. (4.8)	21. Comprehension: Children understand language. 28. Book knowledge: Children demonstrate knowledge about books.
	Based on the title and/or pictures/ illustrations, predict what might happen in a story before it is read. (4.9)	21. Comprehension: Children understand language. 26. Reading: Children read for pleasure and information.
Subdomain: Reading: Foundational Skills		
Standard LL 5: Demonstrate understanding of the organization and basic features of print.		
Infants (Birth to 11 months)	Engage in brief moments of joint attention to books, language, music, and sounds. (0.1)	16. Listening and responding: Children listen and respond.[20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs. 40. Responding to music: Children respond to music.
	Respond or show excitement when hear own name. (0.2)	16. Listening and responding: Children listen and respond.
Young Toddlers (9–18 months)	Point to pictures and words in book. (1.1)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
	Recognize and respond to own name. (1.2)	16. Listening and responding: Children listen and respond.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Foundational Skills, CONT	
	Standard LL 5: CONT	
Older Toddlers (16–36 months)	Rotate book to get picture right side up. (2.1)	20. Exploring print: Children explore picture books and magazines.
	Look at one page at a time. (2.2)	20. Exploring print: Children explore picture books and magazines.
	Recognize a word with the first letter of a child’s name in it as being connected to the child’s name (e.g., pointing to a word with the first letter of a child’s name in it and the child says, “That’s my name.”). (2.3)	20. Exploring print: Children explore picture books and magazines.
	Identify familiar logos in the environment (e.g., the child asks for French fries when seeing the “Golden Arches”). (2.4)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
	Associate symbols or pictures with objects or places in the environment. (2.5)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
Three-Year-Olds (36–48 months)	With prompting and support, track across a page or along printed words from top to bottom and left to right. (3.1)	27. Concepts about print: Children demonstrate knowledge about environmental print.
	Identify name on personal property. (3.2)	26. Reading: Children read for pleasure and information.
	With prompting and support, demonstrate an understanding that letters are combined to make words. (3.3)	25. Alphabetic knowledge: Children identify letter names and their sounds. 26. Reading: Children read for pleasure and information.

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KDI Items

<i>Language and Literacy Development (LL), CONT</i>		
Subdomain: Reading: Foundational Skills, CONT		
Standard LL 5: CONT		
Three-Year-Olds (36–48 months), CONT	Name at least 10 of the 52 upper- and lower-case letters of the alphabet (any combination of upper- and lower-case letters). (3.4)	25. Alphabetic knowledge: Children identify letter names and their sounds.
	Identify some letters in own name. (3.5)	25. Alphabetic knowledge: Children identify letter names and their sounds.
Four-Year-Olds (48–60 months)	With prompting and support, demonstrate that print is read left to right and top to bottom. (4.1)	27. Concepts about print: Children demonstrate knowledge about environmental print.
	With limited guidance, track across a page or along printed words from top to bottom and left to right. (4.2)	26. Reading: Children read for pleasure and information. 27. Concepts about print: Children demonstrate knowledge about environmental print.
	With prompting and support, identify own first name in print among two to three other names; point to printed name when asked. (4.3)	26. Reading: Children read for pleasure and information.
	With prompting and support, identify various features in print (e.g., words, spaces, punctuation, and some upper- and lower-case letters). (4.4)	27. Concepts about print: Children demonstrate knowledge about environmental print.
	Name at least 26 of the 52 upper-and/or lower-case letters of the alphabet. (4.5)	25. Alphabetic knowledge: Children identify letter names and their sounds.
Standard LL 6: Demonstrate understanding of different units of sound in language (words, syllables, phonemes).		
Infants (Birth to 11 months)	Coo and babble to self and others. (0.1)	19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.
	Imitate sounds made by caregiver. (0.2)	41. Sounds: Children explore and imitate sounds.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Foundational Skills, CONT	
	Standard LL 6: CONT	
Infants (Birth to 11 months), CONT	Make vowel-like sounds or a variety of consonant and vowel sounds. May say first word. (0.3)	19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.
	Show recognition of familiar voices, names and environmental sounds. (0.4)	16. Listening and responding: Children listen and respond.
Young Toddlers (9–18 months)	Make vowel-like sounds or a variety of consonant and vowel sounds. (1.1)	19. Speaking: Children speak. 41. Sounds: Children explore and imitate sounds.
	Communicate using sounds, words and/or gestures. (1.3)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
	Copy some motions of adults during fingerplays. (1.4)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Participate in sound and word play. (1.5)	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.
	Say first word. (1.6)	19. Speaking: Children speak.
Older Toddlers (16–36 months)	Participate in group rhymes and songs using words. (2.1)	11. Group participation: Children participate in group routines. 21. Enjoying language: Children enjoy stories, rhymes, and songs.
	Recognize sounds in the environment (e.g., a horn honking, a train whistle blowing, dogs barking, etc.). (2.2)	16. Listening and responding: Children listen and respond.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Reading: Foundational Skills, CONT	
	Standard LL 6: CONT	
Older Toddlers (16–36 months) CONT	Participate in word play games and repeat sounds made by adults. (2.3)	21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.
	Participate in sound and word play by imitating the movements and sounds of adults. (2.4)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 21. Enjoying language: Children enjoy stories, rhymes, and songs. 41. Sounds: Children explore and imitate sounds.
	Repeat familiar words. (2.5)	19. Speaking: Children speak.
	Use words combined with gestures and intonations to communicate. (2.6)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Three-Year-Olds (36–48 months)	With prompting and support, recognize matching sounds and rhymes in familiar words or words in songs. (3.1)	24. Phonological awareness: Children identify distinct sounds in spoken language.
	With prompting and support, show an awareness of beginning sounds in words. (3.3)	24. Phonological awareness: Children identify distinct sounds in spoken language.
	With prompting and support, attend to activities or word play that emphasizes beginning sounds in words. (3.4)	24. Phonological awareness: Children identify distinct sounds in spoken language.
	Engage in word play activities in songs and rhymes. (3.5)	24. Phonological awareness: Children identify distinct sounds in spoken language.

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KDI Items

	Language and Literacy Development (LL), CONT	
	Subdomain: Reading: Foundational Skills, CONT	
	Standard LL 6: CONT	
Four-Year-Olds (48–60 months)	With prompting and support, recognize and produce rhyming words. (4.1)	24. Phonological awareness: Children identify distinct sounds in spoken language.
	With prompting and support, count, pronounce, blend, and segment syllables in spoken words using actions. (4.2)	24. Phonological awareness: Children identify distinct sounds in spoken language.
	With prompting and support, orally blend onset and rime in single syllable spoken words. (4.3)	24. Phonological awareness: Children identify distinct sounds in spoken language.
	Repeat alliteration during word play in order to recognize words with a common initial (first) sound. (4.4)	24. Phonological awareness: Children identify distinct sounds in spoken language.
	Subdomain: Writing	
	Standard LL 7: Develop familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.	
Infants (Birth to 11 months)	Tightly grasp objects when placed in hands. (0.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Release object purposefully. (0.2)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Use pincer grasp to pick up small objects. (0.3)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Transfer objects from hand to hand. (0.5)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).

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	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Writing, CONT	
	Standard LL 7: CONT	
Young Toddlers (9–18 months)	Dot or scribble with crayons, may progress to vertical lines. (1.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials.
	Scribble or make random marks on paper. (1.3)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials.
	Scribble, as if writing. (1.4)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials.
Older Toddlers (16–36 months)	Scribble and/or produce mock letters with markers, crayons, paints, etc. and imitate marks. (2.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials.
	Transition from holding a crayon or marker in their fist to holding it between thumb and forefinger. (2.2)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 37. Exploring art materials: Children explore building and art materials.
	Scribble with intent to represent something observed and/or convey a message. (2.3)	37. Exploring art materials: Children explore building and art materials.
	Show interest in using writing for a purpose. (2.4)	37. Exploring art materials: Children explore building and art materials.
	Make repeated marks on the page using circles, horizontal, and vertical lines. (2.5)	37. Exploring art materials: Children explore building and art materials.

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KDI Items

	<i>Language and Literacy Development (LL), CONT</i>	
	Subdomain: Writing, CONT	
	Standard LL 7: CONT	
Older Toddlers (16–36 months), CONT	Recognize difference between picture and print. (2.6)	20. Exploring print: Children explore picture books and magazines. 38. Identifying visual images: Children respond to and identify pictures and photographs.
	Explore interactive toys that are models of digital tools such as computers. (2.7)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
Three-Year-Olds (36–48 months)	Experiment with a variety of writing tools, materials, and surfaces. (3.1)	29. Writing: Children write for many different purposes. 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
	Use early stages of writing to form shapes and letter-like symbols to convey ideas. (3.2)	29. Writing: Children write for many different purposes.
	Engage in tactile experiences creating letters and other forms. (3.3)	29. Writing: Children write for many different purposes.
	Imitate marks made by adult or older child (approximations). (3.4)	29. Writing: Children write for many different purposes.
	Describe picture and/or dictate story to caretaker. (3.5)	22. Speaking: Children express themselves using language. 44. Appreciating the arts: Children appreciate the creative arts.
	With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (3.6)	52. Tools and technology: Children explore and use tools and technology.

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KDI Items

	Language and Literacy Development (LL), CONT	
	Subdomain: Writing, CONT	
	Standard LL 7: CONT	
Four-Year-Olds (48–60 months)	Use a variety of writing tools in an appropriate manner showing increasing muscular control. (4.1)	29. Writing: Children write for many different purposes.
	Use a combination of drawing, dictating, and/or writing in response to a text read aloud, or to tell a story about a life experience or event. (4.2)	29. Writing: Children write for many different purposes. 40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
	With guidance and support from adults, participate in acts that promote the development skills associated with the use of digital tools (e.g., learning games). (4.3)	52. Tools and technology: Children explore and use tools and technology.
	Physical Well-Being and Motor Development (PM)	
	Subdomain: Motor Skills and Physical Fitness	
	Standard PM 1: Develop large muscle control and coordinate movements in their upper and/or lower body.	
Infants (Birth to 11 months)	Develop strength and control of head and back progressing to arms and legs. (0.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
	Develop strength and control of head and back progressing to arms and legs when playing with objects. (0.2)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.

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KDI Items

	<i>Physical Well-Being and Motor Development (PM), CONT</i>	
	Subdomain: Motor Skills and Physical Fitness, CONT	
	Standard PM 1: CONT	
Young Toddlers (9–18 months)	Control and coordinate movement of arms, legs, and neck. (1.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
	Control and coordinate movement of arms, legs, and neck when using a variety of objects. (1.2)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.
Older Toddlers (16–36 months)	Combine and coordinate arm and leg movements when engaged in active play. (2.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
	Combine and coordinate arm and leg movements when engaged in active play with objects and equipment. (2.2)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking). 13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.

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KDI Items

	<i>Physical Well-Being and Motor Development (PM), CONT</i>	
	Subdomain: Motor Skills and Physical Fitness, CONT	
	Standard PM 1: CONT	
Three-Year-Olds (36–48 months)	Use arms and legs for balance and motor control when walking, jumping, throwing and climbing. (3.1)	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.
	Use arms and legs for balance and motor control using objects and equipment for a wide range of physical activities. (3.2)	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.
Four-Year-Olds (48–60 months)	Use the whole body for balance and motor control when walking, jumping, throwing and climbing. (4.1)	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.
	Use the whole body for balance and motor control using objects and equipment for a wide range of physical activities. (4.2)	16. Listening and responding: Children listen and respond. 18. Two-way communication: Children participate in two-way communication.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Physical Well-Being and Motor Development (PM), CONT</i>	
	Subdomain: Motor Development and Physical Fitness, CONT	
	Standard PM 2: Develop small muscle control and coordinate.	
Infants (Birth to 11 months)	Develop small motor control moving from the chest outward to arms, wrist, and hands. (0.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Use hands to accomplish actions with rake grasp and/or palming. (0.2)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Coordinate eye and hand movements when eating, grasping, or picking up objects. (0.3)	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
Young Toddlers (9–18 months)	Demonstrate control of wrists, hands, and fingers. (1.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Use pincer grasp (their thumb and forefinger) to pick up small objects. (1.2)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Hold an object in one hand and manipulate it with the other hand. (1.3)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Coordinate eye and hand movements to explore objects or complete activities (e.g., transfer object from one hand to the other, stack blocks to build a tower). (1.4)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Physical Well-Being and Motor Development (PM), CONT	
	Subdomain: Motor Development and Physical Fitness, CONT	
	Standard PM 2: CONT	
Older Toddlers (16–36 months)	Complete tasks that require more refined control of small muscles when using hands to reach, grasp, and release objects. (2.1)	12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Coordinate eye and hand movements to carry out simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads). (2.2)	3. Self-help: Children do things for themselves. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
Three-Year-Olds (36–48 months)	Use hands, fingers, and wrists for a wide variety of tasks and activities. (3.1)	17. Nonverbal communication: Children communicate nonverbally.
	Coordinate eye and hand movements to accomplish simple tasks (e.g., using utensils for eating, putting puzzles together, stringing large beads, using a crayon). (3.2)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
Four-Year-Olds (48–60 months)	Use hands, fingers, and wrists to manipulate large and small objects with strength and good control of small muscles. (4.1)	17. Nonverbal communication: Children communicate nonverbally.
	Coordinate eye and hand movements to perform complex tasks (dressing and undressing) or to use everyday tools (e.g., pitchers for pouring or scissors for cutting along a line).(4.2)	17. Nonverbal communication: Children communicate nonverbally. 19. Speaking: Children speak.
	Subdomain: Motor Skills and Physical Fitness	
	Standard PM 3: Participate in a variety of physical activities to enhance strength and stamina.	
Infants (Birth to 11 months)	Move body in a variety of ways, (e.g., kicking feet, waving arms, or rolling over). (0.1)	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).
	Engage in play that helps to develop strength in arms and legs (e.g., floor games that provide opportunities for reaching, grasping or pushing). (0.2)	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing).

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

<i>Physical Well-Being and Motor Development (PM), CONT</i>		
Subdomain: Motor Skills and Physical Fitness		
Standard PM 3: CONT		
Young Toddlers (9–18 months)	Participate in a variety of indoor and outdoor play activities. (1.1)	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.
	Engage in play that helps to develop strength in arms and legs (e.g., filling and dumping a bucket, pushing a baby stroller, playing on outdoor equipment). (1.2)	14. Moving with objects: Children move with objects.
Older Toddlers (16–36 months)	Participate in a variety of indoor and outdoor play activities. (2.1)	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.
	Engage in regular and sustained play activities that are physically demanding for short periods of time. (2.2)	13. Moving the whole body: Children move the whole body (rolling, crawling, cruising, walking, running, balancing). 14. Moving with objects: Children move with objects.
Three-Year-Olds (36–48 months)	Seek out a variety of physical activities such as games and indoor/outdoor play. (3.1)	20. Healthy behavior: Children engage in healthy practices.
	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (3.2)	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Physical Well-Being and Motor Development (PM), CONT	
	Subdomain: Motor Skills and Physical Fitness, CONT	
	Standard PM 3: CONT	
Four-Year-Olds (48–60 months)	Initiate and engage in a variety of physical activities including games, exercises, and play that enhance physical fitness. (4.1)	20. Healthy behavior: Children engage in healthy practices.
	Demonstrate strength and stamina that allow for participation in rigorous activities (e.g., running, climbing, kicking or throwing a ball). (4.2)	16. Gross-motor skills: Children demonstrate strength, flexibility, balance, and timing in using their large muscles.
	Subdomain: Health and Hygiene	
	Standard 4: Develop appropriate health and hygiene skills.	
Infants (Birth to 11 months)	Cooperate with some personal care routines. (0.2)	3. Self-help: Children do things for themselves.
	Respond to consistent bedtime routine. (0.3)	3. Self-help: Children do things for themselves.
Young Toddlers (9–18 months)	Participate in personal care routines with adult caregiver. (1.2)	3. Self-help: Children do things for themselves.
	Cooperate with sleep routines. (1.3)	3. Self-help: Children do things for themselves.
Older Toddlers (16–36 months)	Identify a variety of healthy foods. (2.1)	3. Self-help: Children do things for themselves.
	Eat a variety of healthy foods. (2.2)	3. Self-help: Children do things for themselves.
	Carry out some parts of personal care routines with adult guidance supervision and assistance. (2.3)	3. Self-help: Children do things for themselves.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Physical Well-Being and Motor Development (PM), CONT</i>	
	Subdomain: Health and Hygiene, CONT	
	Standard 4: CONT	
Older Toddlers (16–36 months), CONT	Initiate and participate in sleep routines. (2.4)	3. Self-help: Children do things for themselves. 11. Group participation: Children participate in group routines.
Three-Year-Olds (36–48 months)	Identify foods (real or pictures) that are healthy and less healthy for the body. (3.1)	20. Healthy behavior: Children engage in healthy practices.
	Select from a variety of healthy foods that are offered. (3.2)	20. Healthy behavior: Children engage in healthy practices.
	Carry out most personal care routines with minimal adult guidance and assistance. (3.3)	19. Personal care: Children carry out personal care routines on their own.
Four-Year-Olds (48–60 months)	Give a simple explanation as to why a particular food is healthy or unhealthy. (4.2)	20. Healthy behavior: Children engage in healthy practices.
	Exhibit good hygiene habits and manage age-appropriate personal care routines on own. (4.3)	19. Personal care: Children carry out personal care routines on their own.
	Subdomain: Safety	
	Standard PM 5: Demonstrate safe behaviors.	
Infants (Birth to 11 months)	Attend to adult cues (e.g., facial expression, tone of voice) that indicate a harmful or unsafe situation. (0.1)	6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.
	May cry upon seeing adult reaction to a potential harmful situation. (0.2)	8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.
Young Toddlers (9–18 months)	Attend to adult cues (e.g., facial expression, tone of voice) to see if situation is harmful or unsafe. (1.1)	6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Physical Well-Being and Motor Development (PM), CONT	
	Subdomain: Safety	
	Standard PM 5: Demonstrate safe behaviors.	
Young Toddlers (9–18 months), CONT	Use cue or signal from adult to guide behavior in harmful or dangerous situations. (1.2)	8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.
Older Toddlers (16–36 months)	Follow directions from an adult to avoid potential harmful conditions/situations. (2.2)	16. Listening and responding: Children listen and respond.
Four-Year-Olds (48–60 months)	Identify and alert others of potentially hazardous objects, substances, behaviors, and/or situations (that may appear in the child’s environment) with supervision (4.1)	11. Community: Children participate in the community of the classroom. 20. Healthy behavior: Children engage in healthy practices.
	Demonstrate and communicate a basic understanding of health and safety rules and respond appropriately to harmful or unsafe situations (e.g., hold an adult’s hand when crossing the street, don’t touch a hot stove, etc.). (4.2)	20. Healthy behavior: Children engage in healthy practices.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Social-Emotional Development (SE)	
	Subdomain: Social Relationships	
	Standard 1: Develop healthy relationships and interactions with peers and adults.	
Infants (Birth to 11 months)	Notice and pay attention to others. (0.1)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.
	Notice how others respond to his/her behaviors. (0.2)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.
	Explore a variety of things in the environment (e.g., reach for a toy, put a rattle in mouth). (0.3)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Participate in simple back and forth play and interaction with adults. (0.4)	6. Relationships with adults: Children build relationships with other adults.
	Attend and respond to familiar adults. (0.5)	6. Relationships with adults: Children build relationships with other adults.
	Become frightened or distressed when separated from familiar caregiver. (0.6)	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.
	Move or cry to seek attention and comfort from familiar adults. (0.7)	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.
	Touch, smile, or babble to other infants. (0.8)	7. Relationships with peers: Children build relationships with peers.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Social Relationships, CONT	
	Standard 1: CONT	
Young Toddlers (9–18 months)	Recognize and react to feelings in others (e.g., offers toy to crying peer). (1.1)	9. Empathy: Children show empathy toward the feelings and needs of others.
	Repeat actions that elicit social responses from others (e.g., smiles at others or begins to babble). (1.2)	6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers.
	Show interest in a variety of things, people, and objects. (1.3)	1. Initiative: Children express initiative. 6. Relationships with adults: Children build relationships with other adults. 7. Relationships with peers: Children build relationships with peers. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Play alongside another child (parallel or mirror play) for brief periods. (1.4)	7. Relationships with peers: Children build relationships with peers.
	Become frightened or distressed when separated from familiar caregiver. (1.5)	5. Attachment: Children form an attachment to a primary caregiver. 8. Emotions: Children express emotions.
	Show preference for familiar caregivers (e.g. following caregiver around the room, cry when caregiver leaves). (1.6)	5. Attachment: Children form an attachment to a primary caregiver.
	Use familiar adults as “secure base” by glancing back to caregiver while playing. (1.7)	5. Attachment: Children form an attachment to a primary caregiver.
	Enjoy playing next to or close to other children. (1.8)	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Social Relationships, CONT	
	Standard 1: CONT	
Young Toddlers (9–18 months) CONT	Interact briefly with other children by gesturing or offering a toy. (1.9)	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others.
Older Toddlers (16–36 months)	Sometimes recognize the feelings of others and respond with words and/or behaviors to express care and concern (e.g., “Becky is crying”). (2.1)	9. Empathy: Children show empathy toward the feelings and needs of others.
	Make connection between choice and consequence that follows. (2.2)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Notice differences in others, objects, and environment. (2.3)	4. Distinguishing self and others: Children distinguish themselves from others.
	Engage in social play alongside other children and, on occasion, with other children. (2.4)	10. Playing with others: Children play with others.
	Follow adult guidance to respond to conflict. (2.5)	6. Relationships with adults: Children build relationships with other adults. 16. Listening and responding: Children listen and respond.
	Show affection for adults that care for him/her on a regular basis. (2.6)	5. Attachment: Children form an attachment to a primary caregiver. 6. Relationships with adults: Children build relationships with other adults.
	Willingness to explore, but will seek help from trusted adults in new situations or when fearful. (2.7)	5. Attachment: Children form an attachment to a primary caregiver.
	Interact more regularly with one or two familiar children. (2.8)	7. Relationships with peers: Children build relationships with peers. 10. Playing with others: Children play with others.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Social Relationships, CONT	
	Standard 1: CONT	
Three-Year-Olds (36–48 months)	Sometimes recognize the feelings others are expressing and acts appropriately when others are happy, sad, angry or afraid (e.g., comforts a friend who gets hurt). (3.1)	10. Empathy: Children demonstrate empathy toward others.
	Develop a growing understanding of how his/her actions affect others and begin to accept consequences of their actions. (3.2)	14. Moral development: Children develop an internal sense of right and wrong.
	Demonstrate emerging awareness and respect for differences between people (culture, ethnicity, abilities, and disabilities). (3.3)	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
	Work or play cooperatively with other children with some direction from adults. (3.4)	12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.
	Resolve conflict with peers by following suggestions from an adult. (3.5)	15. Conflict resolution: Children resolve social conflicts.
	Show affection for adults that care for him/her on a regular basis. (3.6)	12. Building relationships: Children build relationships with other children and adults.
	Occasionally play with the same one or two children for a short time. (3.8)	12. Building relationships: Children build relationships with other children and adults. 13. Cooperative play: Children engage in cooperative play.
	Describe one or two children as their friends. (3.9)	12. Building relationships: Children build relationships with other children and adults.
	Join in with a small group of children. (3.10)	13. Cooperative play: Children engage in cooperative play.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Social Relationships, CONT	
	Standard 1: CONT	
Four-Year-Olds (48–60 months)	Recognize and respect the feelings, needs, and rights of others (e.g., using polite language, sharing with others). (4.1)	10. Empathy: Children demonstrate empathy toward others. 14. Moral development: Children develop an internal sense of right and wrong.
	Express empathy and sympathy for others. (4.2)	10. Empathy: Children demonstrate empathy toward others.
	Demonstrate understanding of how one’s words and actions affect others. (4.3)	14. Moral development: Children develop an internal sense of right and wrong.
	Demonstrate awareness of and respect for differences among people (culture, ethnicity, abilities, and disabilities). (4.4)	53. Diversity: Children understand that people have diverse characteristics, interests, and abilities.
	Play cooperatively with small group of peers for a sustained time. (4.5)	13. Cooperative play: Children engage in cooperative play.
	Demonstrate cooperation with peers by sharing, taking turns, etc. (4.6)	13. Cooperative play: Children engage in cooperative play. 14. Moral development: Children develop an internal sense of right and wrong.
	Resolve conflict with peers on their own sometimes. (4.7)	15. Conflict resolution: Children resolve social conflicts.
	Seek help from adults when in conflict with peer, if needed. (4.8)	15. Conflict resolution: Children resolve social conflicts.
	Demonstrate positive relationships by seeking out trusted adults for emotional support, physical assistance, social interaction, approval, and problem-solving. (4.9)	12. Building relationships: Children build relationships with other children and adults.
	Develop and maintain positive relationships with peers. (4.10)	12. Building relationships: Children build relationships with other children and adults.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Subdomain: Self-Concept and Self-Efficacy	
	Standard SE 2: Develop positive self-identity and sense of belonging.	
Infants (Birth to 11 months)	Show awareness of body parts of self and others. (0.1)	4. Distinguishing self and others: Children distinguish themselves from others. 12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
	Express preferences for objects, activities and people. (0.2)	1. Initiative: Children express initiative. 4. Distinguishing self and others: Children distinguish themselves from others.
	Respond to his/her own name by movements or facial expressions. (0.3)	4. Distinguishing self and others: Children distinguish themselves from others.
Young Toddlers (9–18 months)	Recognize self in mirror. (1.1)	4. Distinguishing self and others: Children distinguish themselves from others.
	Develop preferences to food, toys, games, textures, etc. (1.2)	1. Initiative: Children express initiative. 4. Distinguishing self and others: Children distinguish themselves from others.
	Express own desires and preferences. (1.3)	1. Initiative: Children express initiative. 4. Distinguishing self and others: Children distinguish themselves from others.
Older Toddlers (16–36 months)	Express own desires and preferences. (2.1)	1. Initiative: Children express initiative. 4. Distinguishing self and others: Children distinguish themselves from others.
	Identify self in photographs. (2.2)	4. Distinguishing self and others: Children distinguish themselves from others. 38. Identifying visual images: Children respond to and identify pictures and photographs.
	Express self-awareness using “Me” or “mine.” (2.3)	4. Distinguishing self and others: Children distinguish themselves from others. 19. Speaking: Children speak.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	Social-Emotional Development (SE), CONT	
	Subdomain: Self-Concept and Self-Efficacy, CONT	
	Standard SE 2: CONT	
Three-Year-Olds (36–48 months)	Recognize self in terms of basic preferences, characteristics, and skills. (3.1)	7. Self-identity: Children have a positive self-identity.
Four-Year-Olds (48–60 months)	Describe self, referring to characteristics, preferences, thoughts, and feelings. (4.1)	7. Self-identity: Children have a positive self-identity.
	Subdomain: Self-Concept and Self-Efficacy	
	Standard SE 3: Express feelings and beliefs that he/she is capable of successfully making decisions, accomplishing tasks, and meeting goals.	
Infants (Birth to 11 months)	Show that she/he expects results from own actions (e.g., repeat loud noise to gain attention, hit toy over and over to produce sound). (0.1)	35. Cause and effect: Children repeat an action to make something happen again, experience cause and effect.
	Express pleasure at things he/she has done (e.g., wiggle, coo, laugh). (0.2)	8. Emotions: Children express emotions.
	Actively explore toys, and objects in the environment. (0.3)	22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
	Express preferences for objects, activities and people. (0.4)	1. Initiative: Children express initiative. 5. Attachment: Children form an attachment to a primary caregiver. 22. Exploring objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.

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KDI Items

Social-Emotional Development (SE), CONT		
Subdomain: Self-Concept and Self-Efficacy, CONT		
Standard SE 3: CONT		
Young Toddlers (9–18 months)	Show joy, pleasure, and/or excitement over accomplishments. (1.2)	8. Emotions: Children express emotions.
	Demonstrate a willingness to explore the environment and try experiences in the presence of a familiar caregiver. (1.3)	1. Initiative: Children express initiative. 5. Attachment: Children form an attachment to a primary caregiver.
	Express certain preferences. (1.4)	1. Initiative: Children express initiative.
	Make simple choices with guidance from adults. (1.5)	1. Initiative: Children express initiative.
Older Toddlers (16–36 months)	Demonstrate confidence when completing familiar tasks. (2.1)	8. Emotions: Children express emotions.
	Express preferences and may have strong emotions and/or actions (e.g., may say “no” to adult). (2.2)	8. Emotions: Children express emotions.
	Use some language to express feelings of pleasure over accomplishments (e.g., says "I did it!" after using potty successfully). (2.3)	8. Emotions: Children express emotions.
	Try new experiences with adult prompting and support. (2.4)	1. Initiative: Children express initiative.
	Make simple choices with guidance from adults. (2.5)	1. Initiative: Children express initiative.
Three-Year-Olds (36–48 months)	Demonstrate confidence in completing familiar tasks. (3.1)	8. Sense of competence: Children feel they are competent.
	Actively explore the environment and begin to try new experiences. (3.2)	1. Initiative: Children demonstrate initiative as they explore their world.
	Make choices between two or three options (e.g., chooses milk or juice). (3.3)	2. Planning: Children make plans and follow through on their intentions.

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KDI Items

	Social-Emotional Development (SE), CONT	
	Subdomain: Self-Concept and Self-Efficacy, CONT	
	Standard SE 3: CONT	
Four-Year-Olds (48–60 months)	Demonstrate confidence in range of abilities and express pride in accomplishments. (4.1)	8. Sense of competence: Children feel they are competent. 9. Emotions: Children recognize, label, and regulate their feelings.
	Attempt new experiences with confidence. (4.2)	1. Initiative: Children express initiative. 8. Emotions: Children express emotions.
	Make choices or decisions from a range of options. (4.3)	2. Planning: Children make plans and follow through on their intentions.
	Subdomain: Self-Regulation	
	Standard SE 4: Regulate own emotions and behavior.	
Infants (Birth to 11 months)	Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (0.1)	8. Emotions: Children express emotions. 9. Empathy: Children show empathy toward the feelings and needs of others. 16. Listening and responding: Children listen and respond.
	Calm down when held, rocked, or talked to by a familiar adult. (0.2)	8. Emotions: Children express emotions.
	Express basic feelings (e.g., fear, anger, surprise) through facial expressions, body movements, crying, smiling, laughing, and/or cooing. (0.4)	8. Emotions: Children express emotions.
Young Toddlers (9–18 months)	Respond to adult’s expression of feelings (e.g., their facial and vocal expressions). (1.1)	8. Emotions: Children express emotions. 9. Empathy: Children show empathy toward the feelings and needs of others. 16. Listening and responding: Children listen and respond.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Self-Regulation	
	Standard SE 4: Regulate own emotions and behavior.	
Young Toddlers (9–18 months), CONT	Seek comfort in daily routines, activities, and familiar adults. (1.2)	5. Attachment: Children form an attachment to a primary caregiver. 32. Anticipating events: Children anticipate familiar events.
	Use body to express emotions (e.g., hugging mother, throwing a toy when angry). (1.3)	8. Emotions: Children express emotions.
Older Toddlers (16–36 months)	Recognize feelings when named by an adult. (2.1)	8. Emotions: Children express emotions.
	Find comfort in rituals and routines (e.g., uses special “lovey” or comfort object for naptime) with adult assistance as needed. (2.2)	5. Attachment: Children form an attachment to a primary caregiver. 32. Anticipating events: Children anticipate familiar events.
	Express more complex emotions through behaviors, facial expression and some words. (2.3)	8. Emotions: Children express emotions.
Three-Year-Olds (36–48 months)	Recognize and name basic emotions (happy, mad, sad) in self. (3.1)	9. Emotions: Children recognize, label, and regulate their feelings.
	Express own ideas, interests, and feelings through words or actions. (3.2)	9. Emotions: Children recognize, label, and regulate their feelings.
Four-Year-Olds (48–60 months)	Recognize and accurately label the feelings of self. (4.1)	9. Emotions: Children recognize, label, and regulate their feelings.
	Express basic feelings, needs, and wants in a manner that is age-appropriate to the situation. (4.2)	9. Emotions: Children recognize, label, and regulate their feelings.

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KDI Items

	Social-Emotional Development (SE), CONT	
	Subdomain: Self-Regulation	
	Standard SE 5: Regulate attention, impulses and behavior.	
Infants (Birth to 11 months)	Respond to having needs met. (0.1)	16. Listening and responding: Children listen and respond.
	Respond to changes in adult’s tone of voice, expression, and visual cues (e.g., shaking head). (0.2)	16. Listening and responding: Children listen and respond.
Young Toddlers (9–18 months)	Respond to simple rules and routines. (1.1)	11. Group participation: Children participate in group routines.
	Accept some redirection from adults. (1.2)	11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.
	Act on impulses (e.g., pull mother’s hair or reach for another child’s bottle). (1.3)	1. Initiative: Children express initiative.
	Develop a capacity to wait for needs to be met when responded to promptly and consistently. (1.4)	<i>Does not align</i>
Older Toddlers (16–36 months)	Show some understanding of simple rules and routines with adult support. (2.1)	11. Group participation: Children participate in group routines.
	Accept some redirection from adults. (2.2)	11. Group participation: Children participate in group routines. 16. Listening and responding: Children listen and respond.
	Respond positively to choices and limits set by an adult to help control their behavior. (2.3)	8. Emotions: Children express emotions. 16. Listening and responding: Children listen and respond.

Louisiana’s Birth to Five Early Learning and Development Standards (ELDS)

KDI Items

	<i>Social-Emotional Development (SE), CONT</i>	
	Subdomain: Self-Regulation, CONT	
	Standard SE 5: CONT	
Three-Year-Olds (36–48 months)	With prompting and support, follow rules and routines. (3.1)	11. Community: Children participate in the community of the classroom.
	With prompting and support, respond appropriately during teacher-guided and child-initiated activities. (3.2)	13. Cooperative play: Children engage in cooperative play.
	Cooperate and begin to focus attention during teacher-guided and child-initiated activities. (3.3)	13. Cooperative play: Children engage in cooperative play.
	With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (3.4)	14. Moral development: Children develop an internal sense of right and wrong.
Four-Year-Olds (48–60 months)	Follow rules and routines and adapt to changes in rules and routines. (4.1)	11. Community: Children participate in the community of the classroom.
	Demonstrate control over impulsive behaviors and focus attention in various settings but sometimes require adult support and guidance. (4.2)	15. Conflict resolution: Children resolve social conflicts.
	With adult support and guidance, wait for short periods of time to get something he/she wants (e.g., waits turn to play with a toy, etc.). (4.3)	14. Moral development: Children develop an internal sense of right and wrong.

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