

# Early Learning Standards Alignment Guide



Department  
of Education

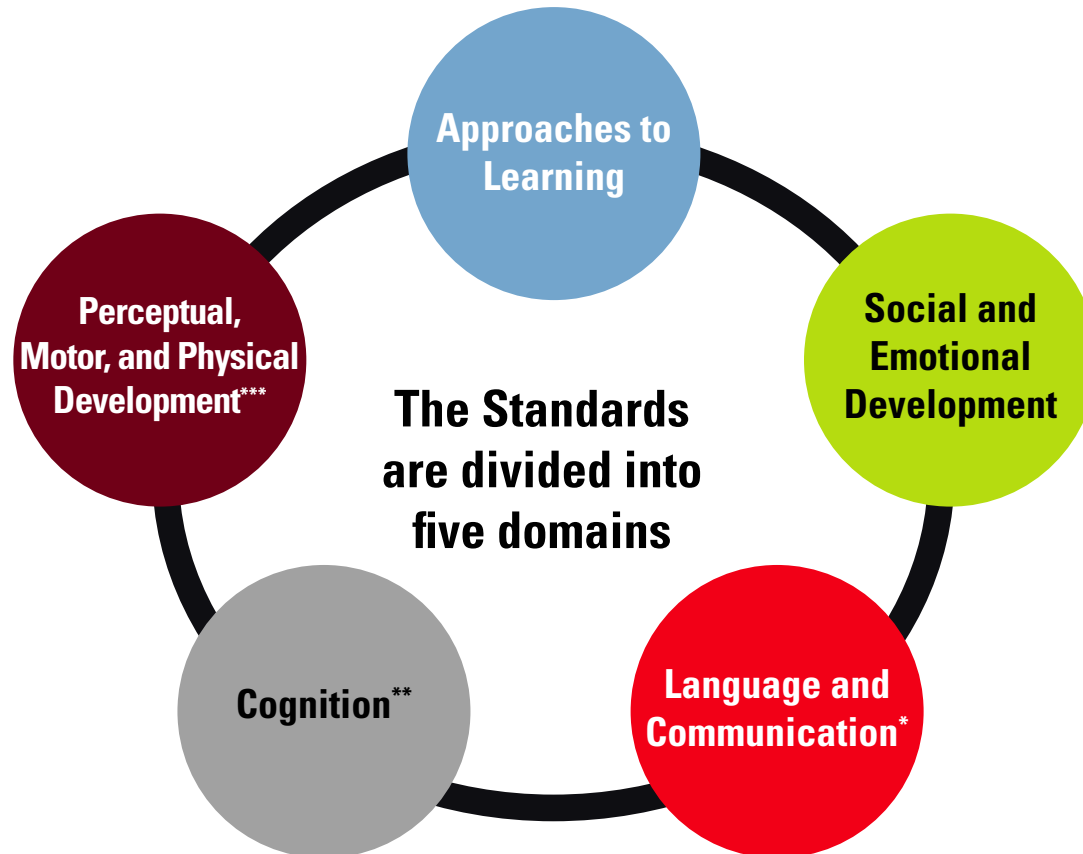


OFFICE OF HEAD START

On October 9, 2012, the State Board of Education adopted Ohio's Early Learning and Development Standards in all domains of school readiness to reflect the comprehensive development of children beginning at birth to kindergarten entry. Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health, Ohio Department of Developmental Disabilities, and the Governor's Office of Health Transformation collaboratively developed these early childhood education standards. The state agencies worked with national experts and writing teams made up of Ohio-based content experts and stakeholders to revise and expand the standards.

This document provides a crosswalk between Ohio's Early Learning & Development Standards and the Office of Head Start's Early Learning Outcomes Framework. By understanding the domains and standards, educators ensure all of Ohio's children are ready for school.

The Head Start Early Learning Outcomes Framework: Ages Birth to Five describes the skills, behaviors, and knowledge that programs must foster in all children. The Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. We are grateful to many of the nation's leading early childhood researchers, content experts, and practitioners for their contributions in developing the Framework. In addition, the Secretary's Advisory Committee on Head Start Research and Evaluation and the National Centers of the Office of Head Start, especially the National Center on Quality Teaching and Learning (NCQTL) and the Early Head Start National Resource Center (EHSNRC), offered valuable input.



\*Called Language and Literacy in Ohio standards

\*\*Called Cognition and General Knowledge in Ohio Standards

\*\*\*Called Physical Well-Being and Motor Development in Ohio Standards

# How to Read the Collaboration Alignment Guide

## Domain



OELS Strand/Topic Standard



Head Start Sub-Domain Standard

Standards	Standard statements for Infants	Standard statements for Young Toddlers	Standard statements for Older Toddlers
Examples	Observable behaviors and examples to look for in <b>INFANTS (Birth - 8 months)</b>	Observable behaviors and examples to look for in <b>YOUNG TODDLERS (6-18 months)</b>	Observable behaviors and examples to look for in <b>OLDER TODDLERS (16-36 months)</b>

When a set of standards from one organization aligns to one standard in another, you may see multiple standards separated by a horizontal line described in the standards and examples portions.

Goal	Goal Description		
Examples	Observable behaviors and examples to look for in <b>INFANTS (Birth - 9 months)</b>	Observable behaviors and examples to look for in <b>YOUNG TODDLERS (8-18 months)</b>	Observable behaviors and examples to look for in <b>OLDER TODDLERS (16-36 months)</b>
Indicators	Indicators by 36 months		

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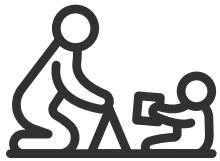
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# Infants, Young Toddlers and Older Toddlers





# Approaches to Learning



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### INITIATIVE

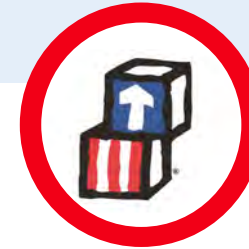
Initiative and Curiosity  
Planning, Action and Reflection

### ENGAGEMENT AND PERSISTENCE

Attention  
Persistence

### CREATIVITY

Innovation and Invention  
Expression of Ideas and Feeling Through the Arts



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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Initiative and Curiosity  
Manages Feelings and Emotions  
Manages Actions and Behavior  
Attention  
Persistence  
Mental Flexibility  
Creativity and Imagination








# Approaches to Learning



## Initiative and Attention A9, A10



## Cognitive Self-Regulation (Executive Functioning), IT-ATL 3

Standards	<p>Demonstrates awareness of happenings in surroundings.</p> <hr/> <p>Attempts to reproduce interesting and pleasurable effects and events.</p>	<p>Focuses on an activity, but is easily distracted.</p> <hr/> <p>Repeats actions intentionally to achieve a goal.</p>	<p>Focuses on an activity for short periods of time despite distractions.</p> <hr/> <p>Engages in self-initiated activities for sustained periods of time.</p>	<p>Child maintains focus and sustains attention with support.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;">               Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.         </div> <div style="text-align: center;">               Shows increasing ability to attend to people, objects and activities in order to extend or complete an activity, or to join others in a common focus.         </div> <div style="text-align: center;">               Participates in activities and experiences with people, objects, or materials that require attention and common focus.         </div> </div>	Goal
Examples	<div style="text-align: center; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> <li>• Reacts to new voices or sounds by turning in the direction of the sound, becomes more quiet or active or changes facial expressions.</li> <li>• Cries when mom leaves the room and shows pleasure upon return.</li> <li>• Reaches for, grasps, or stares at objects or people of interest.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Repeats simple motions or activities, swats at a mobile, and consistently reaches for objects.</li> <li>• Lifts arms up while crying to be picked up and comforted.</li> <li>• Grasps, releases, re-grasps, and re-release objects.</li> </ul>	<div style="text-align: center; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> <li>• Follows adult when that adult moves to a new activity.</li> <li>• Focuses on books for a brief period of time.</li> <li>• Starts an activity but then moves away if attracted by new sounds or movements.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Drops food or object onto the floor repeatedly so that an adult will engage in “the pick it up” game.</li> <li>• Wants to hear the same song or be read the same book repeatedly with his parents.</li> <li>• Pulls self to stand repeatedly.</li> <li>• Walks, falls, and gets up repeatedly.</li> </ul>	<div style="text-align: center; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> <li>• Refuses to shift his attention, and stays with activities until goals are met (e.g., putting all the small cars in the toy garage).</li> <li>• Continues to play when teacher leaves area.</li> <li>• Participates in storybook reading with adult support when children are playing nearby</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Persists in the face of difficulty and may seek assistance to complete difficult tasks.</li> <li>• Goes back to an activity after being distracted.</li> <li>• Tries various shapes in a shape sorting toy until the shape finally fits.</li> </ul>		<div style="text-align: center; margin-bottom: 10px;"></div> <ul style="list-style-type: none"> <li>• Maintains engagement in interactions with familiar adults and children.</li> <li>• Chooses to join in activities or pays attention to tasks and activities that are self-initiated.</li> <li>• Maintains focus and attention on a simple task or activity for short periods of time.</li> </ul>




# Approaches to Learning






## Initiative, Planning, Action, Reflection A8, A10



## Cognitive Self-Regulation (Executive Functioning), IT-ATL 4

<b>Standards</b>	<p>Responds to people and objects in the immediate environment based on past experience.</p> <p>Attempts to reproduce interesting and pleasurable effects and events.</p>	<p>Approaches tasks with repeated trial and error.</p> <p>Repeats actions intentionally to achieve a goal.</p>	<p>Uses previous learning to inform new experiences with people and objects in the environment.</p> <p>Engages in self-initiated activities for sustained periods of time.</p>
	<p></p> <ul style="list-style-type: none"> <li>Attends to an unfamiliar adult with interest but may be wary when that adult comes too close.</li> <li>Responds to own name.</li> <li>Shakes a toy, hears the sound it makes, and then shakes it again.</li> <li>Repeats simple motions or activities, swats at a mobile, and consistently reaches for objects.</li> <li>Lifts arms up while crying to be picked up and comforted.</li> <li>Grasps, releases, re-grasps, and re-release objects.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>Stacks large blocks into a tower, makes it fall over, and stacks them again.</li> <li>Continues to search for an object.</li> <li>Touches different parts of a musical toy to make it play again.</li> <li>Drops food or object onto the floor repeatedly so that an adult will engage in "the pick it up" game.</li> <li>Wants to hear the same song or be read the same book repeatedly with his parents.</li> <li>Pulls self to stand repeatedly.</li> <li>Walks, falls, and gets up repeatedly.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>Acts out familiar events in new situations (e.g., pretends to order a pizza over the phone in the housekeeping area).</li> <li>Chooses only rings with holes when playing with a ring stacking toy.</li> <li>Turns a puzzle piece to make it fit into its space.</li> <li>Persists in the face of difficulty and may seek assistance to complete difficult tasks.</li> <li>Goes back to an activity after being distracted.</li> <li>Tries various shapes in a shape sorting toy until the shape finally fits.</li> </ul>
<b>Examples</b>			

<p>Child develops the ability to show persistence in actions and behavior.</p>		
<p></p>	<p></p>	<p></p>
<p>Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.</p>	<p>Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.</p>	<p>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Persists in learning new skills or solving problems.</li> <li>Continues efforts to finish a challenging activity or task with support of an adult.</li> </ul>		

**Goal**

**Examples**

**Indicators**




# Approaches to Learning



## Initiative and Curiosity A6



## Initiative and Curiosity IT-ATL 5

Standards	No standards for this age	Approaches tasks with repeated trial and error.	No standards for this age	Child demonstrates the ability to be flexible in actions and behavior.			Goal
							
Examples	<ul style="list-style-type: none"> <li>Attends to an unfamiliar adult with interest but may be wary when that adult comes too close.</li> <li>Responds to own name.</li> <li>Shakes a toy, hears the sound it makes, and then shakes it again.</li> </ul>	<ul style="list-style-type: none"> <li>With encouragement from an adult, puts fingers into the play dough.</li> <li>Eagerly joins a small group of children when the caregiver invites them to read a new book together.</li> <li>Excitedly bundles up to go outside and play in the snow.</li> </ul>	<ul style="list-style-type: none"> <li>Acts out familiar events in new situations (e.g., pretends to order a pizza over the phone in the housekeeping area).</li> <li>Chooses only rings with holes when playing with a ring stacking toy.</li> <li>Turns a puzzle piece to make it fit into its space.</li> </ul>	<ul style="list-style-type: none"> <li>Shows repetitive patterns in actions or behaviors, but sometimes tries more than one approach to solving a problem or engaging someone in interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.</li> </ul>	<ul style="list-style-type: none"> <li>Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule..</li> </ul>	Indicators
				<ul style="list-style-type: none"> <li>Adjusts to changes in routines or usual activities when informed ahead of time by adults.</li> <li>Makes common, everyday transitions that are part of a daily schedule.</li> <li>Shows flexibility in problem solving by trying more than one approach.</li> </ul>			





# Approaches to Learning



## Initiative, Planning, Action, Reflection A7



## Initiative and Curiosity IT-ATL 6

Standards	<p>Acts on the environment to meet needs or interests.</p>	<p>Uses a variety of ways to meet simple goals.</p>	<p>Makes choices to achieve a desired goal.</p>	<p>Child demonstrates emerging initiative in interactions, experiences, and explorations.</p>	Goal		
	Examples	<p></p> <ul style="list-style-type: none"> <li>• Rolls, wiggles, or crawls to obtain an object.</li> <li>• Smiles or reaches for an adult to begin or continue an interaction (i.e., singing, talking, tickling).</li> <li>• Cries until fed or held by an adult.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>• Points, looks toward, or pulls an adult to obtain a desired object.</li> <li>• Moves a chair to the table to reach a snack.</li> <li>• Stands by a window and says “outside” or gestures to indicate interest in going out.</li> <li>• Uses a rhythm stick to retrieve a car that’s rolled under the shelf.</li> </ul>			<p></p> <ul style="list-style-type: none"> <li>• Sorts through the toy box to find a missing puzzle piece.</li> <li>• Communicates, “I need a hat,” when looking through the dress-up clothes.</li> <li>• Selects a book to read from the choices provided.</li> </ul>	<p></p> <p>Initiates interactions with familiar adults through expressions, actions, or behaviors.</p>
Indicators					<ul style="list-style-type: none"> <li>• Engages others in interactions or shared activities.</li> <li>• Demonstrates initiative by making choices or expressing preferences.</li> <li>• Attempts challenging tasks with or without adult help.</li> <li>• Shows eagerness to try new things.</li> </ul>	Indicators	






# Approaches to Learning






## Initiative, Initiative and Curiosity A4, A5



## Initiative and Curiosity IT-ATL 7

<b>Standards</b>	Shows interest in people and objects. <hr/> No standards for this age.	Explores the environment through a variety of sensory-motor activity. <hr/> Practices new skills with enthusiasm.	Experiments in the environment with purpose. <hr/> Asks questions to gain information.
<b>Examples</b>	 <ul style="list-style-type: none"> <li>• Mouths objects to explore the environment.</li> <li>• Shows interest in people by kicking legs, smiling, reaching and looking at the person.</li> <li>• Vocalizes in response to a new toy.</li> </ul> <hr/> No examples for this age.	 <ul style="list-style-type: none"> <li>• Uses senses to explore the environment by tasting, touching, hearing, smelling, and looking.</li> <li>• Bangs, moves, throws, and dumps materials in the environment.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Claps hands when successfully fits shape into sorter.</li> <li>• Climbs up and down the “rocking-boat” steps over and over again.</li> </ul>	 <ul style="list-style-type: none"> <li>• Opens, closes, fills, empties, builds up, and knocks down objects and containers.</li> <li>• Turns objects around, upside- down, and inside- out to examine the characteristics of the object.</li> <li>• Pours water in the sand box to fill up a hole with water.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Points to or asks, “What’s that?”</li> <li>• Asks, “Why?”</li> <li>• Asks a visitor, “What’s your name?”</li> <li>• Asks a peer, “What are you doing?”</li> </ul>

Child shows interest in and curiosity about objects, materials, or events.		
		
<ul style="list-style-type: none"> <li>• Shows excitement when engaged in learning</li> <li>• Smiles at an adult</li> <li>• Laughs after batting at a mobile</li> <li>• Knocks over a toy.</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches new events, experiences with others, or materials with interest and curiosity,</li> <li>• Intently listens to a new song</li> <li>• Examines new toys or materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in new experiences</li> <li>• Asks questions</li> <li>• Experiments with new things or materials</li> <li>• Collects leaves and pinecones in the fall.</li> </ul>
<ul style="list-style-type: none"> <li>• Asks questions about what things are, how they are used, or what is happening.</li> <li>• Experiments with different ways of using new objects or materials.</li> <li>• Shows awareness of and interest in changes in the environment, such as changes in room arrangement, weather, or usual activities.</li> </ul>		
<b>Goal</b>		<b>Examples</b>
<b>Indicators</b>		

# Approaches to Learning






**Initiative, Innovation & Invention, Expression of Ideas and Feelings through Art A11, A13**



**Creativity  
IT-ATL 8, IT-ATL 9**

Standards




<p>Makes discoveries about self, others, and the environment.</p> <p>Demonstrates preferences, pleasure or displeasure when interacting with various media.</p>	<p>Uses objects in new ways.</p> <p>Seeks out experiences with a variety of materials and art materials based on preferences and past experiences.</p>	<p>Uses materials in new and unconventional ways.</p> <p>Uses self-selected materials and media to express ideas and feelings.</p>
<p></p> <ul style="list-style-type: none"> <li>•Inspects own hands and feet, or the hands of teachers, by mouthing and watching.</li> <li>•Watches other children with interest, may touch the eyes or hair of a peer.</li> <li>•Loudly bangs a spoon on the table, notices the loud sound, and does it again.</li> <li>•Rocks, smiles, and/ or claps in response to music.</li> <li>•Grimaces when presented with a new food texture.</li> <li>•Pastes and/ or smears cereal with hands.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Uses objects differently and creatively (a bucket is turned upside down to build a tower or be a pedestal).</li> <li>•Uses a dish or bowl as a hat.</li> <li>•Uses a basket as a wagon, dragging it around with some objects inside.</li> <li>•Smiles, laughs or claps in response to favorite songs.</li> <li>•Chooses certain objects over others during music and movement experiences (e.g., prefers scarves over bells).</li> <li>•Chooses to explore wet, slippery media over dry, rough media (e.g., prefers paint or wet clay over paper or cloth).</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>• Builds a castle with blocks or manipulatives.</li> <li>•Generalizes actions to similar objects (stacks boxes like blocks).</li> <li>•Uses a stick to dig in the sandbox when unable to find a shovel.</li> <li>•Puts pegs in the pegboard as candles on a Birthday cake.</li> <li>•Uses toes to paint during finger- painting activity.</li> <li>•Stomps like a dinosaur, roars like a lion, or hops like a frog during interactive songs.</li> <li>•Offers suggestions for animals to include on “Old MacDonald’s Farm.”</li> <li>•Chooses to create drawings or collages for mommy.</li> </ul>

Examples

Goal

Child holds information in mind and manipulates it to perform tasks.  
 \_\_\_\_\_  
 Child shows imagination in play and interactions with others.

Examples

<p></p> <ul style="list-style-type: none"> <li>•Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.</li> <li>•Emerging</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.</li> <li>•Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Combines objects or materials in new and unexpected ways. Shows delight in creating something new.</li> <li>•Uses imagination to explore possible uses of objects and materials.</li> <li>•Engages in pretend or make- believe play with other children.</li> </ul>
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Indicators

- Pays attention to new or unusual things.
- Shows willingness to participate in new activities or experiences.
- Uses language in creative ways, sometimes making up words or rhymes.
- Uses pretend and imaginary objects or people in play or interaction with others.
- Uses materials such as paper, paint, crayons, or blocks to make novel things.

# Aligned Standards from Different Domains



## SOCIAL AND EMOTIONAL DEVELOPMENT

### Self-Regulation

Sa 9



## APPROACHES TO LEARNING

### Emotional and Behavioral Self-Regulation

IT-ATL 1, IT-ATL 2

Standards

Examples

Expresses and acts on impulses.	Responds positively to limits and choices offered by adults to help guide behavior	With modeling and support, manages actions and emotional expressions.
<ul style="list-style-type: none"> <li>•Cries when hungry until adult feeds him.</li> <li>•Sleeps when tired.</li> <li>•Explores how someone's hair feels by pulling it.</li> </ul>	<ul style="list-style-type: none"> <li>•Complies with limits that are set by caregiver, although inconsistently.</li> <li>•Makes a choice when offered by teacher such as, "You may hold my hand or walk by my side."</li> <li>•Recovers quickly and is able to play soon after a tantrum.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses a few simple words and simple dramatic play to describe and control impulses and feelings.</li> <li>•Pushes or hits another child who takes his toy and stops when the teacher tells him to stop.</li> <li>•Remembers some strategies to calm and control behavior, but may frequently forget and test boundaries.</li> <li>•Follows one-step directions.</li> </ul>

The Self / Self-Regulation standard (Sa 9) in Ohio's Early Learning Standards is a strand within the Social and Emotional Development Domain. However, Sa9 aligns with standards in the Approaches to Learning Domain in the Early Learning Outcomes Framework.

Goal

Examples

Indicators

<p>Child manages feelings and emotions with support of familiar adults.</p> <hr/> <p>Child manages actions and behavior with support of familiar adults.</p>		
<p>Engages with familiar adults for calming and comfort, to focus attention, and to share joy.</p> <hr/> <p>Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.</p>	<p>Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.</p> <hr/> <p>Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.</p>	<p>Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.</p> <hr/> <p>Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.</p>
<ul style="list-style-type: none"> <li>•Looks to others for help in coping with strong feelings and emotions.</li> <li>•Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Participates in and follows everyday routines with the support of familiar adults.</li> <li>•Communicates verbally or non-verbally about basic needs. Manages short delays in getting physical needs met with the support of familiar adults.</li> <li>•Learns and follows some basic rules for managing actions and behavior in familiar settings, such as holding an adult's hand when crossing the street.</li> </ul>		

# Social and Emotional Development



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### SELF

Self-Concept  
Self-Comforting  
Self-Regulation  
Sense of Competence

### RELATIONSHIPS

Attachment  
Interactions with Adults  
Peer Interactions and Relationships  
Empathy



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### SENSE OF IDENTITY AND BELONGING

Awareness of Self  
Self-Concept  
Self-Confidence  
Sense of Belonging

### EMOTIONAL FUNCTIONING

Expresses Range of Emotions  
Recognizes Emotions  
Empathy  
Emotional Regulation

### RELATIONSHIPS WITH OTHER CHILDREN

Develops Relationships with Other Children  
Play with Other Children

### RELATIONSHIPS WITH ADULTS

Develops Expectations of Relationships with Adults  
Uses Expectations to Develop Relationships  
Uses Adults as Resources

# Social and Emotional Development



## Relationships/Attachment Sa12, Sa13



## Relationships with Adults IT-SE 1, 2

Standards	<p>Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing.</p> <p>No standards for this area.</p>	<p>Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time.</p> <p>Seeks close proximity to familiar adults for security and support, especially when distressed.</p>	<p>Displays signs of comfort during play when familiar adults are nearby but not in the immediate area.</p> <p>Seeks security and support from familiar adults when distressed.</p>	<p>Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.</p> <p>Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</p>	Goal						
	Examples	<ul style="list-style-type: none"> <li>•Turns toward the sight, smell or sound of mom over that of an unfamiliar adult.</li> <li>•Stops crying upon seeing a face or hearing a voice.</li> <li>•Makes eye contact and lifts arms to be picked up.</li> <li>•Smiles when approached by a teacher more often than when approached by an unfamiliar adult.</li> <li>•Babbles back and forth with a teacher.</li> <li>•Seeks comfort from a familiar adult when crying.</li> </ul>	<ul style="list-style-type: none"> <li>•Displays anxiety when an unfamiliar adult gets close.</li> <li>•Looks for cues from the person they are attached to when unsure if something is safe.</li> <li>•Plays confidently when the person they are attached to is in the room, but crawls or runs to her when frightened.</li> <li>•Cries out, looks sad or follows after when a teacher leaves the room.</li> <li>•Stays close to a teacher at drop-off after parent leaves.</li> </ul>	<ul style="list-style-type: none"> <li>•Calls, "Papa!" from across the room while playing with blocks to make sure that her papa is paying attention to her.</li> <li>•Plays in the sensory table independently, but checks to make sure the teacher is near.</li> <li>•Cries to be picked up when hurt.</li> <li>•Gestures for one more hug as her daddy begins to leave.</li> <li>•Says, "You do one and I do one," when asked to put books away before separating from mom in the morning, in order to get her to stay a bit longer.</li> </ul>		<table border="1"> <tr> <td data-bbox="1043 852 1377 1276"> <p>Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.</p> <p>Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.</p> </td> <td data-bbox="1377 852 1692 1276"> <p>Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.</p> <p>Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.</p> </td> <td data-bbox="1692 852 2055 1276"> <p>Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.</p> <p>Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.</p> </td> </tr> <tr> <td colspan="3" data-bbox="1043 1276 2055 1589"> <ul style="list-style-type: none"> <li>•Shows emotional connection and attachment to familiar adults.</li> <li>•Turns to familiar adults for protection, comfort, and getting needs met.</li> <li>•Engages in and may initiate behaviors that build relationships with familiar adults.</li> <li>•Uses familiar adults for reassurance when engaging with new adults.</li> </ul> </td> </tr> </table>	<p>Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.</p> <p>Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.</p>	<p>Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.</p> <p>Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.</p>	<p>Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.</p> <p>Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.</p>	<ul style="list-style-type: none"> <li>•Shows emotional connection and attachment to familiar adults.</li> <li>•Turns to familiar adults for protection, comfort, and getting needs met.</li> <li>•Engages in and may initiate behaviors that build relationships with familiar adults.</li> <li>•Uses familiar adults for reassurance when engaging with new adults.</li> </ul>	
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<ul style="list-style-type: none"> <li>•Shows emotional connection and attachment to familiar adults.</li> <li>•Turns to familiar adults for protection, comfort, and getting needs met.</li> <li>•Engages in and may initiate behaviors that build relationships with familiar adults.</li> <li>•Uses familiar adults for reassurance when engaging with new adults.</li> </ul>											









# Social and Emotional Development



## Relationships/Attachment Sa16



## Relationships with Adults IT-SE 2

Standards	No standards for this area.	No standards for this area.	Demonstrates early signs of interest in unfamiliar adults.	Goal Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
				
Examples	No examples for this area.	No examples for this area.	<ul style="list-style-type: none"> <li>•Hides behind teacher and peeks out to observe visitor in the classroom.</li> <li>•Stays close to familiar adult when a new adult enters the room.</li> <li>•Looks to familiar adult for reassurance when approached by an unfamiliar adult.</li> </ul>	Examples
				
			<ul style="list-style-type: none"> <li>•Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.</li> <li>•Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.</li> <li>•Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.</li> </ul>	Indicators
			<ul style="list-style-type: none"> <li>•Engages in and may initiate behaviors that build relationships with familiar adults.</li> <li>•Uses familiar adults for reassurance when engaging with new adults.</li> </ul>	







# Social and Emotional Development



## Relationships/Attachment Sa14, Sa16



## Relationships with Adults IT-SE 3

<b>Standards</b>	No standards for this age.	Initiates play with familiar adults.	No Standards for this area.	<b>Goal</b>
	No standards for this age.	No standards for this area.	Seeks assistance from familiar adults.	
<b>Examples</b>	 No examples for this age.	 •Hands a favorite book to the caregiver. •Takes one toy phone to the caregiver and puts the other to his ear .  No examples for this age.	 No examples for this age.  •Asks for help when putting a puzzle together. •Asks for help when zipping coat or tying shoes.	<b>Examples</b>
	 Communicates needs to familiar adults by using a variety of behaviors, such as crying, looking, smiling, pointing, dropping, reaching, or banging objects.	 Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs.	 Asks familiar adult for help or assistance when encountering difficult tasks or situations.	
				<b>Indicators</b>
<p>Child learns to use adults as a resource to meet needs.</p> <ul style="list-style-type: none"> <li>•Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.</li> <li>•Shows preference for familiar adults when in distress.</li> </ul>				

# Social and Emotional Development



## Relationships/ Peer Interactions & Relationships Sa17, Sa18



## Relationships with Other Children IT-SE 4

<b>Standards</b>	Shows interest in other children. _____ Repeats actions that elicit social responses from others.	Participates in simple back and forth interactions with peers for short periods of time. _____ No standards for this age.	Engages in associative play with peers. _____ With modeling and support, demonstrates socially competent behavior with peers, such as helping, sharing and taking turns.	<b>Goal</b>
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Makes eye contact with another child.</li> <li>•Touches mouth or hair of another child.</li> <li>•Looks at another child that is lying on a blanket nearby.</li> </ul>	<ul style="list-style-type: none"> <li>•Stands beside another toddler at the water table, filling her water pail, while the other toddler fills hers.</li> <li>•Rolls a ball with another toddler.</li> <li>•Pretends to cook on the stove or bathe the baby using props such as pots, pans, baby dolls and wash cloths.</li> </ul>	<ul style="list-style-type: none"> <li>•Names one or two friends within her class.</li> <li>•Stands at the play dough table, rolling balls of dough, while her peers play beside her.</li> <li>•Pretends to cook food on a toy stove with another child.</li> </ul>	<b>Examples</b>
	<ul style="list-style-type: none"> <li>•Imitates facial expressions such as a smile in response to a toddler's smile.</li> <li>•Reacts to another child with a playful response, such as babbling .</li> </ul>	No examples for this age.	<ul style="list-style-type: none"> <li>•Takes turns and shares, although inconsistently.</li> <li>•Helps clean up during designated time.</li> <li>•Offers a toy to a friend.</li> </ul>	
				<b>Indicators</b>
<p>Child shows interest in, interacts with, and develops personal relationships with other children.</p>				
				<b>Indicators</b>
<p>•Looks at attentively, touches or explores another child's face. •Shows recognition of familiar children through actions, such as smiling, reaching, touching, or making sounds directed to the child.</p> <p>•Participates in simple back-and- forth interactions with another child. •Interacts with a few children on a regular basis, and knows some of their names, likes or dislikes.</p> <p>•Seeks out other children for social interaction, including initiating contact and responding to others. •Develops friendships and engages in more elaborate play with friends.</p> <p>•Shows increasing interest in interacting with other children. •Shows preference for particular playmates, such as greeting friends by name.</p>				




# Social and Emotional Development



## Relationships / Peer Interaction and Relationships Sa17, Sa18



## Relationships with Other Children IT-SE 5

<b>Standards</b>	Shows interest in other children. _____	Participates in simple back and forth interactions with peers for short periods of time. _____	Engages in associative play with peers. _____	Child imitates and engages in play with other children.	<b>Goal</b>
	Repeats actions that elicit social responses from others.	No standards for this age.	With modeling and support, demonstrates socially competent behavior with peers, such as helping, sharing and taking turns.		
<b>Examples</b>	 <ul style="list-style-type: none"> <li>•Makes eye contact with another child.</li> <li>•Touches mouth or hair of another child.</li> <li>•Looks at another child that is lying on a blanket nearby.</li> </ul> _____ <ul style="list-style-type: none"> <li>•Imitates facial expressions such as a smile in response to a toddler's smile.</li> <li>•Reacts to another child with a playful response such as babbling.</li> </ul>	 <ul style="list-style-type: none"> <li>• Stands beside another toddler at the water table, filling her water pail, while the other toddler fills hers.</li> <li>•Rolls a ball with another toddler.</li> <li>•Pretends to cook on the stove or bathe the baby using props such as pots, pans, baby dolls and wash cloths.</li> </ul> _____ No examples for this age.	 <ul style="list-style-type: none"> <li>•Names one or two friends within her class .</li> <li>•Stands at the play dough table, rolling balls of dough, while her peers play beside her.</li> <li>•Pretends to cook food on a toy stove with another child.</li> </ul> _____ <ul style="list-style-type: none"> <li>•Takes turns and shares, although inconsistently.</li> <li>•Helps clean up during designated time.</li> <li>•Offers a toy to a friend.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses multiple strategies, such as imitating or responding to enter play with other children.</li> <li>•Engages in extended play with other children with a common focus.</li> <li>•Engages in simple cooperative play with other children.</li> </ul>	<b>Indicators</b>

# Social and Emotional Development



## SELF: Awareness and Expression of Emotion Sa4



## Emotional Functioning IT-SE 6

<b>Standards</b>	Expresses a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	Communicates emotions purposefully and intentionally, nonverbally and possibly with a few familiar words, including complex emotions such as happiness, sadness, surprise, dislike, anger and fear.	Shows awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.
<b>Examples</b>	<ul style="list-style-type: none"> <li>Expresses sadness, fear or distress by crying, kicking legs and stiffening body.</li> <li>Coos when feeling comfortable.</li> <li>Expresses joy by waving arms and kicking legs.</li> <li>Spits out things or turns head to show dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Smiles or laughs when interacting with caregiver.</li> <li>Shows affection for caregiver by hugging her.</li> <li>Moves next to caregiver to express fear of unfamiliar people.</li> <li>Shows anger by grabbing a toy that was taken from her out of the other child's hands.</li> <li>Expresses sadness by clinging to teacher as he leaves.</li> <li>Expresses fear by crying.</li> <li>Turns away from intense interactions, then turns and interacts when ready.</li> <li>Expresses jealousy when caregiver holds another child by trying to squish onto her lap too.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses jealousy when caregiver holds another child by trying to squish onto her lap too.</li> <li>Hides her face in her hands when feeling embarrassed.</li> <li>Expresses frustration through tantrums.</li> <li>Expresses pride by clapping or saying, "I did it."</li> <li>Uses words to express how he is feeling, such as "sad."</li> <li>Acts out different emotions during play by pretending to cry or coo like a baby.</li> </ul>

Child learns to express a range of emotions.			<b>Goal</b>
			<b>Examples</b>
Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing or through facial expressions, body movements or gestures, often to elicit a response from a familiar adult.	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.	<b>Indicators</b>
<ul style="list-style-type: none"> <li>Expresses a variety of emotions through facial expressions, sounds, gestures, or words.</li> <li>Uses words to describe some feelings or emotions that reflect an awareness of other people's emotions.</li> </ul>			



# Social and Emotional Development



## Relationships/Empathy Sa20



## Emotional Functioning IT-SE 7, IT-SE 8

<b>Standards</b>	Reacts to emotional expressions of others.	Demonstrates awareness of the feelings expressed by others.	Demonstrates awareness that others have feelings.	<b>Goal</b>
			Responds in caring ways to another's distress in some situations.	
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Matches the facial expressions of her caregiver.</li> <li>•Smiles responsively.</li> <li>•Cries or grimaces at the discomfort of others.</li> </ul>	<ul style="list-style-type: none"> <li>•Comforts a crying child by offering her own blanket.</li> <li>•Becomes upset when another child throws a tantrum.</li> <li>•Gently pats a crying peer on his back.</li> <li>•Notices a Band- Aid on caregiver's finger and comforts with a kiss.</li> </ul>	<ul style="list-style-type: none"> <li>•Says, "Olivia's mama is happy," and points to the illustration in the picture book.</li> <li>•Says, "Alexandra's crying because she misses her mommy."</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Comforts a crying child by offering a favorite toy.</li> <li>•Hands an upset child a tissue and sits down beside her.</li> </ul>	<b>Examples</b>
	<p>Child recognizes and interprets emotions of others with the support of familiar adults.</p> <hr/> <p>Child expresses care and concern towards others.</p>			<b>Indicators</b>
	<ul style="list-style-type: none"> <li>•Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</li> <li>•May cry when another child cries.</li> </ul>	<ul style="list-style-type: none"> <li>•Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.</li> <li>•Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food or a soft toy.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them or responding in appropriate non- verbal ways.</li> <li>•Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Recognizes feelings and emotions of others.</li> <li>•Responds to feelings and emotions of others with support from familiar adults.</li> <li>•With support from an adult, describes feelings of characters in a book.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Shows care and concern for others, including comforting others in distress.</li> <li>•Responds to needs of others and tries to help others with simple tasks.</li> </ul>			




# Social and Emotional Development






## Self / Self-Comforting Sa8, Sa9



## Emotional Functioning IT-SE 9

<b>Standards</b>	Expresses and acts on _____ impulses.  Comforts self in simple ways and communicates needs for help through vocalizations and gestures.	Responds positively to limits and choices offered by adults to help guide behavior.  Comforts self in a variety of ways.	With modeling and support, manages actions and emotional expressions.  Anticipates the need for comfort and tries to prepare for changes in routine.
	 <ul style="list-style-type: none"> <li>•Cries when hungry until adult feeds him.</li> <li>•Sleeps when tired.</li> <li>•Explores how someone's hair feels by pulling it.</li> </ul>	 <ul style="list-style-type: none"> <li>•Complies with limits that are set by caregiver, although inconsistently.</li> <li>•Makes a choice when offered by teacher, such as, "You may hold my hand or walk by my side."</li> <li>•Recovers quickly and is able to play soon after a tantrum.</li> </ul>	 <ul style="list-style-type: none"> <li>•Uses a few simple words and simple dramatic play to describe and control impulses and feelings.</li> <li>•Pushes/hits another child who takes a toy and stops when told to stop.</li> <li>•Remembers some strategies to calm and control behavior, but may frequently forget and test boundaries.</li> <li>•Follows one-step directions.</li> <li>•Continues to rely on adults for reassurance and help in controlling feelings and behavior.</li> <li>•Re-enacts emotional events through play.</li> <li>•Asks for food when hungry.</li> <li>•Gets blanket and lies down in the quiet corner when sleepy.</li> <li>•Says, "Can you rub my back?" when having trouble settling down for a nap.</li> <li>•Actively participates in naptime routines such as retrieving a blanket.</li> </ul>
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Cries when hungry, tired, wet, overwhelmed, or scared.</li> <li>•Calms self when upset by sucking on fingers or hand.</li> <li>•Turns away or yawns when feeling over-stimulated.</li> <li>•Focuses on a nearby object when feeling overwhelmed.</li> <li>•Moves towards an adult who provides comfort.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses comfort objects, such as a special blanket or a stuffed animal, to help calm down.</li> <li>•Tries to control distress by hugging self, rocking and/or sucking thumb.</li> <li>•Uses gestures or simple words to express distress and seeks specific kinds of assistance from teachers to calm self.</li> </ul>	

Child manages emotions with the support of familiar adults.		
		
Quiets or stops crying when held and gently rocked or talked to by a familiar adult.	Looks to or seeks comfort when distressed and accepts reassurance from a familiar adult, or engages in self-comforting behaviors, such as sucking on fingers or thumb when upset or in new situations.	Shows developing ability to cope with stress or strong emotions by using strategies, such as getting a familiar toy or blanket or seeking contact with a familiar adult.
<ul style="list-style-type: none"> <li>•Uses different ways to calm or comfort self when upset.</li> <li>•Responds positively to emotional support from adults and other children.</li> </ul>		

**Goal**

**Examples**

**Indicators**







# Social and Emotional Development



## Self / Self Concept Sa6, Sa7



## Sense of Identity/Belonging IT-SE 10, IT-SE 11

Standards	<p>Begins to understand self as a separate person from others.</p> <p>_____</p> <p>No standards for this age.</p>			<p>Child shows awareness about self and how to connect with others.</p> <p>_____</p> <p>Child understands some characteristics of self and others.</p>			Goal
Examples	<p></p> <ul style="list-style-type: none"> <li>•Experiments with moving own body.</li> <li>•Watches her own hands with fascination.</li> <li>•Uses hands to explore different parts of own body.</li> <li>•Smiles at mirror image, even though she doesn't recognize it as an image of herself.</li> <li>•Reacts to hearing her name.</li> <li>•Cries when teacher leaves the room.</li> </ul> <p>_____</p> <p>No examples for this age.</p>	<p></p> <ul style="list-style-type: none"> <li>•Identifies a few parts of the body.</li> <li>•Recognizes self in mirrors and in photos.</li> </ul> <p>_____</p> <p>No examples for this age.</p>	<p></p> <ul style="list-style-type: none"> <li>•Points to and names self and members of family in a photograph.</li> <li>•Points to different body parts when teacher names them, and names a few body parts by himself.</li> <li>•Says, "Big girl," when referring to herself.</li> <li>•Refers to self by name or with the pronouns "me" and "I."</li> </ul> <p>_____</p> <ul style="list-style-type: none"> <li>•Makes simple, obvious comparisons between self and others.</li> <li>•Claims everything he wants as "mine."</li> <li>•Says, "No!" to assert self.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Learns about self by exploring hands, feet, body and movement.</li> </ul> <p>_____</p> <ul style="list-style-type: none"> <li>•When name is said to child or used in conversation with a familiar adult, listens and responds by quieting, smiling or cooing.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.</li> </ul> <p>_____</p> <ul style="list-style-type: none"> <li>•Responds by looking or coming when called by name.</li> <li>•Pays attention when others notice what the child is able to do.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Shows awareness of own thoughts, feelings and preferences as well as those of others.</li> <li>•Uses different words or signs to refer to self and others.</li> </ul> <p>_____</p> <ul style="list-style-type: none"> <li>•Identifies obvious physical similarities and differences between self and others.</li> <li>•Compares characteristics of self and others.</li> </ul>	Examples
<p>_____</p>							Indicators
<ul style="list-style-type: none"> <li>•Shows awareness of self, including own body, abilities, thoughts and feelings.</li> <li>•Shows awareness of others as having thoughts and feelings separate from own.</li> </ul> <p>_____</p> <ul style="list-style-type: none"> <li>•Recognizes own name.</li> <li>•Identifies some physical characteristics of self, such as hair color, age, gender or size.</li> <li>•Recognizes some similarities and differences between self and others.</li> </ul>							

# Social and Emotional Development



## Relationships / Attachment Sa13



## Relationships with Adults IT-C 11

Standards	No standards for this age.	Imitates familiar adults.	No standards for this age.	Goal Child observes and imitates sounds, words, gestures, actions, and behaviors.
Examples	No examples for this age.	<ul style="list-style-type: none"> <li>•Imitates adult's sounds when babbling.</li> <li>•Holds toy phone to ear.</li> <li>•Tries to copy motions to familiar finger plays.</li> </ul>	No examples for this age.	Examples
		<ul style="list-style-type: none"> <li>•Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>•Imitates what other people did earlier, such as wiping up a spill or closing a door.</li> </ul>	
				Indicators
			<ul style="list-style-type: none"> <li>•Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.</li> <li>•Imitates someone else's conversation, such as in pretend play or on a toy phone.</li> </ul>	

# Social and Emotional Development



## Self / Sense of Competence Sa11, Sa15



## Sense of Identity/Belonging IT-SE 12

<b>Standards</b>	Acts in ways to make things happen.	Shows a sense of satisfaction when making things happen.	Recognizes own abilities and expresses satisfaction when demonstrating them to others.
	Initiates and engages in reciprocal (mutual give and take) interactions with familiar adults.	Participates in routines and experiences that involve back and forth interaction with familiar adults.	Interacts with familiar adults in a variety of ways.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Shakes a rattle repeatedly to hear the sound.</li> <li>•Touches a toy to make the music come on again after the music has stopped.</li> <li>•Looks at the teacher when crying to have needs met.</li> </ul>	<ul style="list-style-type: none"> <li>•Points at a toy and smiles with satisfaction when the teacher hands it to her.</li> <li>•Rolls a toy car back and forth, pushes it really hard and squeals with delight while chasing it.</li> <li>•Smiles and claps hands when successfully climbs the steps.</li> <li>•Takes caregiver's hands and rocks forward and backward saying, "Row, row, row," as a way of asking her to sing "Row, Row, Row Your Boat."</li> <li>•Cooperates during a diaper change by lifting his bottom.</li> <li>•Shows a toy to her caregiver, and later gives a toy to caregiver when asked.</li> <li>•Initiates an interaction with caregiver by pointing to an unfamiliar object.</li> <li>•Becomes wary or anxious of unfamiliar adults.</li> </ul>	<ul style="list-style-type: none"> <li>•Insists, "Me do it!" when teacher tries to help.</li> <li>•Says, "Look what I made you," and smiles as he gives the teacher a picture he painted.</li> <li>•Shouts, "Teacher, watch me!" before starting down the slide on the playground.</li> <li>•Brings her shoes to teacher after naptime.</li> <li>•Participates in storytelling.</li> </ul>

Child shows confidence in own abilities through relationships with others.			<b>Goal</b>
<ul style="list-style-type: none"> <li>•Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.</li> </ul>	<ul style="list-style-type: none"> <li>•Expresses desires and preferences.</li> <li>•Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.</li> </ul>	<ul style="list-style-type: none"> <li>•Contributes own ideas, skills, and abilities to activities and experiences with adults and other children.</li> <li>•May call attention to new skills and abilities or seek to do things independently, such as putting on own jacket or pouring juice out of a small pitcher.</li> </ul>	
<ul style="list-style-type: none"> <li>•Shows confidence in increasing abilities.</li> <li>•Shows others what they can do.</li> </ul>			<b>Indicators</b>






# Social and Emotional Development






## Self / Social Identification\* C29



## Sense of Identity and Belonging IT-SE 13

<b>Standards</b>	Shows awareness of self and awareness of other people.	Prefers familiar adults and recognizes familiar actions and routines.	Identifies self and others as belonging to one or more groups by observable characteristics.
<b>Examples</b>	 <ul style="list-style-type: none"> <li>•Uses his hands to explore different parts of his body and explores mom's facial features.</li> <li>•Attends to the difference between familiar and unfamiliar people.</li> <li>•Smiles and lights up when big brother comes to talk to him.</li> <li>•Shows anxiety when dad leaves.</li> <li>•Cries and expects a caregiver to meet her needs.</li> </ul>	 <ul style="list-style-type: none"> <li>• Expresses anxious behavior around unfamiliar adults.</li> <li>•Talks on the phone and walks around the way her mommy does at home.</li> <li>•Goes to get coat when it's time to go outside even though it's raining and the caregiver has said the group is having inside play.</li> </ul>	 <ul style="list-style-type: none"> <li>•Uses pronouns like "we," and "our."</li> <li>•Says or signs, "Adrian is a boy, and I'm a boy."</li> <li>•Says or signs, "I'm not a baby. I'm a big girl."</li> <li>•Names some family members or friends.</li> </ul>

Child develops a sense of belonging through relationships with others.		
		
Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.
<ul style="list-style-type: none"> <li>• Identifies self as a member of a family.</li> <li>•Points to or names self and other familiar people in photos.</li> <li>•Talks about family members, familiar people, or friends who may not be present.</li> </ul>		

\* This early learning development standard is from the Cognition Domain

# Language and Communication



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### LISTENING AND SPEAKING

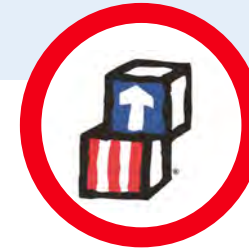
Receptive Language and Comprehension  
Expressive Language  
Social Communication

### READING

Early Reading  
Reading Comprehension  
Print Concepts  
Phonological Awareness  
Letter and Word Recognition

### WRITING

Early Writing



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### ATTENDING AND UNDERSTANDING

Attends, Understands and Responds to Communication  
Learns from Communication

### COMMUNICATING AND SPEAKING

Communicates Needs  
Engages in Interactions  
Increasingly Complex Conversation  
Initiates Non-verbal Communication

### VOCABULARY

Understands Words  
Uses Words

### EMERGENT LITERACY

Attends, Repeats and Uses Rhymes  
Handles Books, Relates to Stories  
Recognizes Pictures, Symbols  
Comprehends Meaning from Pictures  
Makes marks to Represent Objects



# Language and Communication






## Listening and Speaking/ Receptive Language & Comprehension L4, L5, Sa11, Sa15



## Attending and Understanding IT-LC 1, IT-LC 2

Standards	Attends and responds to language and sounds. <hr/> No standards this age.	Shows understanding of simple requests and statements referring to people and objects around them. <hr/> No standards this age.	Shows understanding of requests and statements referring to people, objects, ideas and feelings. <u>Understands when words are used in unconventional ways.</u> <hr/> Demonstrates interest in and uses words that are new or unfamiliar in conversation and play.
	Examples	 <ul style="list-style-type: none"> <li>•Watches adult's face as she speaks.</li> <li>•Looks at mother when asked, "Where's mommy?"</li> <li>•Reaches for bottle when asked, "Do you want your bottle?"</li> </ul> <hr/> No examples for this age.	 <ul style="list-style-type: none"> <li>•Follows one-step requests when adult uses gestures along with words (e.g., "No no," "Roll the ball," "Kiss the baby doll," "Wave bye-bye").</li> <li>•Crawls toward the ball when adult asks, "Where's the ball?" without using gestures.</li> <li>•Looks toward door when adult says, "Your daddy's here."</li> <li>•Points to head when adult asks, "Where do you wear your hat?"</li> </ul> <hr/> No examples for this age.

Child attends to, understands and responds to communication and language from others. <hr/> Child learns from communication and language experiences with others.			Goal
			
Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults. <hr/> •Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact or looking at people or objects.	Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words or actions, such as looking at people or objects being referred to. <hr/> •Participates in joint attention with an adult by looking back and forth between the adult and object. •Points or gestures when an adult is pointing, naming or signing about a familiar or new object and learns names and uses of objects.	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior. <hr/> •Participates in increasingly complex and lengthy periods of joint attention with adults. •Shows interest, understanding or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes or stories.	Indicators
•Shows understanding of some words and phrases used in conversation, such as by responding to simple questions. •Shows comprehension of simple sentences, such as by listening to and following one- or two-step directions. •Acts on descriptions provided by others about people, objects, or events. •Demonstrates interest and understanding when participating in language activities or games.			

# Language and Communication



## Listening and Speaking/ Expressive Language L6



## Communicating and Speaking IT-LC 3

<b>Standards</b>	Experiments intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Begins to use single words and conventional gestures to communicate with others.	Combines words to express more complex ideas, or requests.	<b>Goal</b>
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).</li> <li>•Demonstrates several different cries to express different needs.</li> <li>•Babbles, using consonant sounds.</li> <li>•Uses gestures or expressions to indicate wants, needs or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses one-word sentences.</li> <li>•Says “mama” or “papa.”</li> <li>•Says “uh oh” when milk spills.</li> <li>•Uses long strings of babbles together.</li> <li>•Points to an object to communicate that she wants the caregiver to get it for her.</li> </ul>	<ul style="list-style-type: none"> <li>•Combines words into simple sentences.</li> <li>•Speaks clearly enough for others to usually understand what he is trying to say within context.</li> <li>•Names her extended family members when caregiver points to each in a photograph.</li> <li>•Adds “s” to words when referring to more than one: “lots of dogs at the park” and “lots of deers in the woods,” even though it is not grammatically correct.</li> <li>•Uses words like “mine,” “yours” and “his” to indicate who owns each toy.</li> </ul>	<b>Examples</b>
Child communicates needs and wants non-verbally and by using language.				<b>Indicators</b>
			<ul style="list-style-type: none"> <li>•Learns how to use different means of communication to signal distress or discomfort, to solicit help and to communicate interests and needs to others.</li> <li>•Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.</li> <li>•Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants or ideas, such as “More milk,” “I want juice,” “Mas leche,” or “Quiero juice.”</li> <li>•Children who are dual language learners (DLL) may combine their two languages or switch between them.</li> </ul>	
<ul style="list-style-type: none"> <li>•Uses combinations of words and simple sentences or signs in a variety of situations.</li> <li>•Uses simple sentences, such as three to four word sentences, to communicate needs and wants.</li> </ul>				

# Language and Communication



## Listening and Speaking/ Expressive Language L7 & Social Communication L13



## Communicating and Speaking IT-LC 4

<b>Standards</b>	Attempts to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Participates in and often initiates basic communications with family members or familiar others.	Participates in and often initiates communication according to commonly accepted expectations with family members and in social groups.
	No standards for this age.	No standards for this age.	With modeling and support, describes experiences with people, places and things.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Gazes at caregiver during a feeding.</li> <li>•Vocalizes when caregiver calls her name.</li> <li>•Smiles and vocalizes to initiate contact with caregiver.</li> <li>•Makes a gurgling sound and pauses for caregiver to respond, then after caregiver says something to him, coos and smiles.</li> </ul>	<ul style="list-style-type: none"> <li>•Waves bye-bye in response to an adult waving bye- bye to her.</li> <li>•Runs to the window to blow kisses to her mother, even before she has left the room.</li> <li>•Plays “peek-a- boo” with an adult.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses, “please” and “thank-you” appropriately.</li> <li>•Takes a turn in a conversation by answering a question when asked, and then asking a question in return.</li> <li>•Makes a related comment in a group conversation during lunch time.</li> </ul>
	No examples for this age.	No examples for this age.	<ul style="list-style-type: none"> <li>•Sees a photo of a cat and says, “I have a kitty.”</li> <li>•Shares an opinion about ice cream flavor he likes after listening to a poem about ice cream.</li> </ul>

Child uses non-verbal communication and language to engage others in interaction.		
<p>Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.</p>	<p>Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone’s attention.</p>	<p>Uses words, signs, phrases, or simple sentences to initiate, continue or extend conversations with others about feelings, experiences or thoughts.</p>
<ul style="list-style-type: none"> <li>•Initiates and responds in conversations with others.</li> <li>•Participates in simple conversations with others that are maintained by back-and-forth exchanges of ideas or information.</li> <li>•Engages in simple conversations by expressing own feelings, thoughts, and ideas to others.</li> </ul>		

**Goal**

**Examples**

**Indicators**




# Language and Communication






## Listening and Speaking/ Expressive Language, L6, L7



## Communicating and Speaking IT-LC 5

<b>Standards</b>	Experiments intentionally with sound inflection and gestures in different ways to express wants, needs or feelings. <hr/> No standards for this age. 	Begins to use single words and conventional gestures to communicate with others. <hr/> No standards for this age. 	Combines words to express more complex ideas or requests. <hr/> With modeling and support, describes experiences with people, places and things. 
	<ul style="list-style-type: none"> <li>•Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).</li> <li>•Demonstrates several different cries to express different needs.</li> <li>•Babbles using consonant sounds.</li> <li>•Uses gestures or expressions to indicate wants, needs or feelings.</li> </ul> <hr/> No examples for this age.	<ul style="list-style-type: none"> <li>•Uses one-word sentences.</li> <li>•Says “mama” or “papa.”</li> <li>•Says “uh oh” when milk spills.</li> <li>•Uses long strings of babbles together.</li> <li>•Points to an object to communicate that she wants the caregiver to get it for her.</li> </ul> <hr/> No examples for this age.	<ul style="list-style-type: none"> <li>•Combines words into simple sentences.</li> <li>•Speaks clearly enough for others to usually understand what he is trying to say within context.</li> <li>•Names extended family members when caregiver points to each in a photograph.</li> <li>•Adds “s” to words when referring to more than one: “lots of dogs at the park” and “lots of deers in the woods,” even though it is not grammatically correct.</li> <li>•Uses words like “mine,” “yours” and “his” to indicate who owns each toy.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Sees a photo of a cat and says, “I have a kitty.”</li> <li>•Shares an opinion about the flavor of ice cream he likes after listening to a poem about ice cream.</li> </ul>

Child uses increasingly complex language in conversation with others.			<b>Goal</b>
			
Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”	<ul style="list-style-type: none"> <li>•Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs.</li> <li>•Communicates mainly about objects, actions, and events happening in the here and now.</li> </ul>	<ul style="list-style-type: none"> <li>•Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.</li> <li>•Sometimes describes experiences that have happened in the past or are about to happen.</li> <li>•Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.</li> </ul>	<b>Examples</b>
<ul style="list-style-type: none"> <li>•Uses combinations of words and simple sentences or signs in a variety of situations.</li> <li>•Uses simple sentences, such as three to four word sentences, to communicate needs and wants.</li> </ul>			









# Language and Communication



## Listening and Speaking/ Expressive Language L6



## Communicating and Speaking IT-LC 6

<b>Standards</b>	Experiments intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Begins to use single words and conventional gestures to communicate with others.	Combines words to express more complex ideas, or requests.	<b>Goal</b>
				
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).</li> <li>•Demonstrates several different cries to express different needs.</li> <li>•Babbles, using consonant sounds.</li> <li>•Uses gestures or expressions to indicate wants, needs or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses one-word sentences.</li> <li>•Says “mama” or “papa.”</li> <li>•Says “uh oh” when milk spills.</li> <li>•Uses long strings of babbles together.</li> <li>•Points to an object to communicate that she wants the caregiver to get it for her.</li> </ul>	<ul style="list-style-type: none"> <li>•Combines words into simple sentences.</li> <li>•Speaks clearly enough for others to usually understand what he is trying to say within context.</li> <li>•Names her extended family members when caregiver points to each in a photograph.</li> <li>•Adds “s” to words when referring to more than one: “lots of dogs at the park” and “lots of deers in the woods,” even though it is not grammatically correct.</li> <li>•Uses words like “mine,” “yours” and “his” to indicate who owns each toy.</li> </ul>	<b>Examples</b>
				
				<b>Indicators</b>
<p>Child initiates non-verbal communication and language to learn and gain information.</p>				
<ul style="list-style-type: none"> <li>•Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.</li> </ul>		<ul style="list-style-type: none"> <li>•Asks simple questions using gestures (pointing), signs or words with variations in pitch and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>•Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”</li> </ul>	
<ul style="list-style-type: none"> <li>•Asks questions in a variety of ways.</li> <li>•Repeats or re-phrases questions until a response is received.</li> </ul>				

# Language and Communication



## Listening and Speaking/ Receptive Language & Comprehension L5, L7, L16



## Vocabulary IT-LC 7, IT-LC 8

Standards	No standards for this age.	No standards for this age.	<p>Demonstrates interest in and uses words that are new or unfamiliar in conversation and play.</p> <p>Uses words that indicate position and direction.</p> <p>Understands when words are used in unconventional ways.</p>	<p>Child understands an increasing number of words used in communication with others.</p> <p>Child uses an increasing number of words in communication and conversation with others.</p>	Goal
Examples	No examples for this age.	No examples for this age.	<ul style="list-style-type: none"> <li>•Uses a new word during a pretend phone conversation.</li> <li>•Tucks the baby doll in the doll bed and says, "Your quilt will keep you warm."</li> <li>•Organizes a hunt for caterpillars on the playground after listening to a story about caterpillars.</li> <li>•Invites another child to sit beside him.</li> <li>•Announces that he will park the tractor in front of the barn, while playing in the block center.</li> <li>•Says, "That's silly!" when the adult says, "Put your mitten on your foot." Or, "Put your boot on your ear."</li> </ul>	<p>Looks at familiar people, animals or objects when they are named such as mama, puppy or ball.</p> <p>Looks or points at a person or object that has been named, follows simple directions and responds appropriately to the meaning of words or signs.</p> <p>Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.</p>	Examples
				<p>May use signs or verbalizations for familiar people or objects.</p> <p>Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.</p> <p>•Shows understanding of the meaning of common words used in daily activities.</p> <p>•Attends to new words used in conversation with others.</p> <p>•Understands most positional words, such as on, under, up or down.</p> <p>•Shows understanding of the meaning of common words used in daily activities.</p> <p>•Attends to new words used in conversation with others.</p> <p>•Understands most positional words, such as on, under, up or down.</p>	Indicators

# Language and Communication



## Listening and Speaking / Expressive Language L6



## Vocabulary IT-LC 8

<b>Standards</b>	Experiments intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Begins to use single words and conventional gestures to communicate with others.	Combines words to express more complex ideas, or requests.	<b>Goal</b>
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).</li> <li>•Demonstrates several different cries to express different needs.</li> <li>•Babbles using consonant sounds.</li> <li>•Uses gestures or expressions to indicate wants, needs or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses one-word sentences.</li> <li>•Says “mama” or “papa.”</li> <li>•Says “uh oh” when milk spills.</li> <li>•Uses long strings of babbles together.</li> <li>•Points to an object to communicate that she wants the caregiver to get it for her.</li> </ul>	<ul style="list-style-type: none"> <li>•Combines words into simple sentences.</li> <li>•Speaks clearly enough for others to usually understand what he is trying to say within context.</li> <li>•Names her extended family members when caregiver points to each in a photograph.</li> <li>•Adds “s” to words when referring to more than one: “lots of dogs at the park” and “lots of deers in the woods,” even though it is not grammatically correct.</li> <li>•Uses words like “mine,” “yours” and “his” to indicate who owns each toy.</li> </ul>	<b>Examples</b>
Child uses an increasing number of words in communication and conversation with others.				<b>Indicators</b>
			<ul style="list-style-type: none"> <li>•Shows understanding of the meaning of common words used in daily activities.</li> <li>•Attends to new words used in conversation with others.</li> <li>•Understands most positional words, such as on, under, up or down.</li> </ul>	

# Language and Communication



No Clear Alignment with Ohio's Early Learning Standards



Emergent Literacy  
IT-LC 9

<p>Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</p>			<b>Goal</b>
			<b>Examples</b>
<p>Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.</p>	<p>Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.</p>	<p>Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.</p>	
<ul style="list-style-type: none"> <li>•Repeats simple familiar rhymes or sings favorite songs.</li> <li>•Retells familiar stories using props.</li> </ul>			<b>Indicators</b>

# Language and Communication



## Reading/ Early Reading L14 and Print Concepts L21



## Emergent Literacy IT-LC 10

<b>Standards</b>	Shows interest in books, pictures, songs and rhymes.	Actively participates in book reading, story-telling and singing.	Shows an appreciation for reading books, telling stories and singing.
	No standards at this age.	Demonstrates interest in exploring books.	Demonstrates a beginning understanding that print carries meaning.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Turns toward adult and watches her eyes and mouth while she's singing a song.</li> <li>•Cuddles and looks at caregiver's face while being read to.</li> <li>•Babbles while looking at a book with caregiver.</li> <li>•Coos when hearing caregiver singing.</li> </ul>	<ul style="list-style-type: none"> <li>•Reaches for the pages of a board book when caregiver is holding up a book.</li> <li>•Looks at the picture of the bus in a book when caregiver points and says, "school bus."</li> <li>•Pats a photograph of family pet.</li> <li>•Turns a board book right-side up and turns the pages.</li> <li>•Selects and looks at a book from the shelf.</li> <li>•Touches, mouths and looks at books.</li> <li>•During story time in the rocking chair, helps teacher turn the pages.</li> </ul>	<ul style="list-style-type: none"> <li>•Initiates reading a book, telling a story or singing a song.</li> <li>•Asks for a favorite story to be read over and over.</li> <li>•Tries to do all the hand motions to "The Itsy Bitsy Spider."</li> <li>•Makes up a story and tells it to her teddy bear.</li> <li>•Asks for stories to be read at nap time.</li> <li>•Recognizes familiar signs with texts such as a stop sign or restaurant sign.</li> </ul>
	No examples at this age.		

Child handles books and relates them to their stories or information.		
Explores a book by touching it, patting it or putting it in mouth.	Holds books, turns pages, looks at the pictures and uses sounds, signs or words to identify actions or objects in a book.	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.
<ul style="list-style-type: none"> <li>•Asks to have several favorite books read over and over.</li> <li>•Holds book, turns pages and pretends to read.</li> </ul>		

**Goal**

**Examples**

**Indicators**







# Language and Communication



## Reading/ Reading Comprehension L15 and Print Concepts L21



## Emergent Literacy IT-LC 11

Standards	<p>Attends and responds when familiar books are read aloud.</p> <hr/> <p>No standards for this age.</p>			<p>Points to familiar pictures in books when labeled by adult.</p> <hr/> <p>Demonstrates interest in exploring books.</p>			<p>Demonstrates an understanding of the meaning of stories and information in books.</p> <hr/> <p>Distinguishes pictures from letters and words in a text.</p> <hr/> <p>Demonstrates a beginning understanding that print carries meaning.</p>			Goal
Examples	 <ul style="list-style-type: none"> <li>•Looks at pages of a picture book that caregiver holds up to see.</li> <li>•Reaches for the pages of a book when caregiver is holding up a book.</li> <li>•Follows adult's gaze to look at a picture in a book.</li> </ul> <hr/> <p>No examples for this age.</p>	 <ul style="list-style-type: none"> <li>•Points to the animals in the pictures as caregiver is reading and asks questions about the pictures.</li> <li>•Points to a picture of a dog and makes a barking noise or says, "Doggie."</li> <li>•Vocalizes and points to identify familiar signs, labels or logos in the home and community (e.g., a stop sign).</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Selects and looks at a book from the shelf.</li> <li>•Touches, mouths and looks at books.</li> <li>•During story time in the rocking chair, helps teacher turn the pages.</li> </ul>	 <ul style="list-style-type: none"> <li>•Talks about the garden he planted with grandfather after reading a book on flowers.</li> <li>•Finishes the repetitive sentence, "Brown Bear, Brown Bear, what do you see?" when reading that book.</li> <li>•Points to the picture of a bird on the page when the teacher asks where the bird is hiding.</li> <li>•Moves finger along the words of the book when pretend reading to the baby doll.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Asks for stories to be read at nap time.</li> <li>•Recognizes familiar signs with texts, such as a stop sign or restaurant sign.</li> </ul>	 <p>Looks at pictures of familiar people, animals or objects while an adult points at or names the person, animal or object.</p>	 <p>Points at, signs or says name of, or talks about animals, people or objects in photos, pictures or drawings.</p>	 <ul style="list-style-type: none"> <li>•Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.</li> <li>•Children who are DLLs recognize and use written forms of each of their languages.</li> </ul>	Examples			
<p>Child recognizes pictures and some symbols, signs, or words.</p> <hr/> <ul style="list-style-type: none"> <li>•Points to and names some letters or characters in their names.</li> <li>•Recognizes familiar signs on a building or street.</li> <li>•Attributes meaning to some symbols, such as a familiar logo or design.</li> </ul>						Indicators				




# Language and Communication






## Reading/ Print Concepts L21 and Letter and Word Recognition L25



## Emergent Literacy IT-LC 11

<b>Standards</b>	No standards for this age. _____	Demonstrates interest in exploring books. _____	Demonstrates a beginning understanding that print carries meaning. _____
	No standards for this age.	No standards for this age.	With modeling and support, recognizes own name in print. _____
<b>Examples</b>	 No examples for this age. _____	 •Selects and looks at a book from the shelf. •Touches, mouths and looks at books. •During story time in the rocking chair, helps teacher turn the pages. _____	 •Asks for stories to be read at nap time. •Recognizes familiar signs with texts, such as a stop sign or restaurant sign. _____
	No examples for this age.	No examples for this age.	•Moves his printed name card from “home” to “school” on the Attendance Chart. •Finds his cubby labeled with his name and photograph. _____
			•Recognizes the McDonald’s logo on the drink cup. •Identifies the stop sign in block corner.

Child recognizes pictures and some symbols, signs, or words.			<b>Goal</b>
			
Looks at pictures of familiar people, animals or objects while an adult points at or names the person, animal or object.	Points at, signs or says name of, or talks about animals, people or objects in photos, pictures or drawings.	<ul style="list-style-type: none"> <li>•Recognizes and uses some letters or numbers, such as letters in one’s name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.</li> <li>•Children who are DLLs recognize and use written forms of each of their languages.</li> </ul>	<b>Examples</b>
<ul style="list-style-type: none"> <li>•Points to and names some letters or characters in their names.</li> <li>•Recognizes familiar signs on a building or street.</li> <li>•Attributes meaning to some symbols, such as a familiar logo or design.</li> </ul>			






# Language and Communication






## Reading/ Reading Comprehension L15



## Emergent Literacy IT-LC 12

<b>Standards</b>	<p>Attends and responds when familiar books are read aloud.</p> <hr/> <p>No standards at this age.</p>	<p>Points to familiar pictures in books when labeled by adult.</p> <hr/> <p>No standards for this age.</p>	<p>Demonstrates an understanding of the meaning of stories and information in books.</p> <hr/> <p>Uses pictures to describe and predict stories and information in books.</p>
<b>Examples</b>	<p></p> <ul style="list-style-type: none"> <li>Looks at page of a picture book that caregiver holds up to see.</li> <li>Reaches for the pages of a book when caregiver is holding up a book and looking at it.</li> <li>Follows adult's gaze to look at a picture in a book.</li> </ul> <hr/> <p>No examples at this age.</p>	<p></p> <ul style="list-style-type: none"> <li>Points to the animals in the pictures as caregiver is reading and asks questions about the pictures.</li> <li>Points to a picture of a dog and makes a barking noise or says, "Doggie."</li> <li>Vocalizes and points to identify familiar signs, labels or logos in the home and community (e.g., a stop sign).</li> </ul> <hr/> <p>No examples at this age.</p>	<p></p> <ul style="list-style-type: none"> <li>Talks about the garden he planted with grandfather after reading a book on flowers.</li> <li>Finishes the repetitive sentence, "Brown Bear, Brown Bear, what do you see?" when reading that book.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>Sees the bear's shadow in The Little Mouse, The Red, Ripe Strawberry and Big Hungry Bear, and squeals, "The bear's coming!"</li> <li>Explains that the mouse wants a cookie after the teacher turns the page in the book and allows him to look at the pictures.</li> </ul>

<p>Child comprehends meaning from pictures and stories.</p>			<b>Goal</b>
			<b>Examples</b>
<p>Looks at picture books and listens to an adult talk about pictures in a book.</p>	<p>Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.</p>	<p>Talks about books, acts out events from stories and uses some vocabulary encountered during book reading.</p>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>Uses pictures as a guide to talk about a story that has been read.</li> <li>Asks or answers questions about what is happening in a book or story.</li> <li>Identifies the feelings of characters in a book or story.</li> </ul>			




# Language and Communication






## Writing/Early Writing L27 and Writing Application and Composition L30, L27



## Emergent Literacy IT-LC 13

<b>Standards</b>	Shows ability to transfer and manipulate an object with hands. <hr/> No standards for this age.	Uses full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble. <hr/> No standards for this age.	Begins to use thumb and fingers (5-finger grasp) of one hand to hold writing tool. <hr/> Makes marks and "scribble writing" to represent objects and ideas.
<b>Examples</b>	 <ul style="list-style-type: none"> <li>•Grasps a rattle, releases it and then tries to grasp it again.</li> <li>•Picks up a small toy with thumb and fingers.</li> <li>•Watches an adult write.</li> </ul> <hr/> No examples for this age.	 <ul style="list-style-type: none"> <li>•Makes random marks on the sidewalk with chalk.</li> <li>•Uses a crayon to make marks on a piece of paper.</li> <li>•Chooses to use the markers or crayons during playtime to make scribbled pictures.</li> </ul> <hr/> No examples for this age.	 <ul style="list-style-type: none"> <li>•Holds crayon with thumb and fingers of one hand.</li> <li>•Draws a circle and a straight line after watching someone else do it.</li> <li>•Makes a scribbled picture and says, "It's a dinosaur" when showing it to her uncle.</li> <li>•Pretends to write own name.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Makes scribbles with purpose and intent to communicate meaning.</li> <li>•Adds squiggles and other marks to caption a drawing.</li> </ul>

Child makes marks and uses them to represent objects or actions.			<b>Goal</b>
			<b>Examples</b>
Emerging	Makes marks on a paper with a large crayon or marker to explore writing materials.	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.	<b>Indicators</b>
<ul style="list-style-type: none"> <li>•Draws pictures using scribbles and talks with others about it.</li> <li>•Draws straight lines or curved lines.</li> <li>•Makes letter-like marks or scribbles on paper.</li> </ul>			

# Language and Communication






Reading / Phonological Awareness  
L22



No Clear Alignment with Early  
Learning Outcomes Framework

Standards  
Examples

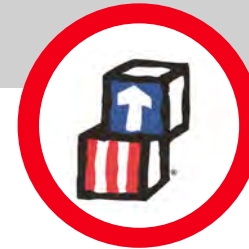
<p>Vocalizes sounds.</p>	<p>Explores sounds of materials and objects.</p> <hr/> <p>Recognizes familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).</p>	<p>Distinguishes between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).</p>
<p></p> <ul style="list-style-type: none"> <li>•Coos, babbles and experiments with vocal sounds.</li> <li>•Pumps legs and waves arms when trying to make a vocalization.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Bangs drumstick on the drum and on the table.</li> <li>•Repeats particularly pleasing sounds.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Responds, "Moo" when asked what a cow says.</li> <li>•Turns from play when hearing mom's voice.</li> </ul>	<p></p> <ul style="list-style-type: none"> <li>•Distinguishes between the sounds of a bell and a drum.</li> <li>•Identifies when spoken words have the same or different beginning sounds (e.g., cat/cake; feather/ball).</li> </ul>



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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**Memory**  
**Symbolic Thought**  
**Reasoning and Problem Solving**



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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**MEMORY**  
**Recognizes Differences in Objects**  
**Object Permanence**  
**Memories as Foundation for Actions**

**EXPLORATION AND DISCOVERY**  
**Actively Explores**  
**Understands Relationships Acting on Environment**  
**Reasoning and Problem-Solving**

**IMITATION AND SYMBOLIC REPRESENTATION AND PLAY**  
**Imitates Sounds, Actions**  
**Symbolic Thought**  
**Play to Increase Understanding**

# Cognition



## Cognitive Skills / Memory C7 and C10



## Memory IT-C 3

<b>Standards</b>	Exhibits differentiated responses to familiar and unfamiliar people, events, objects and their features. <hr/> No standards at this age.	Recalls information over a period of time with contextual cues. <hr/> No standards for this age.	Recalls information over a longer period of time without contextual cues. <hr/> Links past and present activities.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Kicks his feet in anticipation of being fed when mother positions him on her lap.</li> <li>•Kicks to make mobile hanging over her crib move.</li> <li>•Looks longer at a new picture than at one he has seen before.</li> </ul> <hr/> No examples at this age.	<ul style="list-style-type: none"> <li>•Watches the caregiver wiping down the table with a cloth, then tries it himself the next day.</li> <li>•Shows anticipation of the steps of feeding. When put into a high chair or asked to sit at a table, the child can wait a short time for food.</li> <li>•Sees a photo of a close family member and says his name or hugs the frame.</li> </ul> <hr/> No examples at this age.	<ul style="list-style-type: none"> <li>•After watching the teacher take a cloth out of the drawer, wipe down the table and put the cloth in the hamper, tries it himself a week later.</li> <li>•Responds by saying, "She's at work," when asked where mommy is.</li> <li>•Says, "Meow," when daddy points to a picture and asks, "What does a kitty cat say?"</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Explains, "I went there," referring to the visit to the pumpkin patch when singing "Five Little Pumpkins."</li> <li>•Says, "Mama," while rocking at naptime as a reminder that mama rocks me to sleep at home.</li> <li>•Says, "I went to the doctor," while playing with the stethoscope in the dramatic play center.</li> </ul>

Child recognizes differences between familiar and unfamiliar people, objects, actions or events.		
Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	<ul style="list-style-type: none"> <li>•Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines.</li> <li>•Notices and responds to new people, objects or materials in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>•Anticipates and communicates about multiple steps of familiar routines, activities or events.</li> <li>•Expresses surprise or asks about unexpected outcomes or unusual people, actions or events.</li> </ul>
<ul style="list-style-type: none"> <li>•Comments about similarities or differences between new people, objects or events, and ones that are more familiar.</li> <li>•Tells others about what will happen next or about changes in usual routines or schedules.</li> </ul>		

**Goal**

**Examples**

**Indicators**




# Cognition



No Clear Alignment with Ohio's Early Learning Standards



Memory  
IT-C 4

Child recognizes the stability of people and objects in the environment.			Goal
 Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	 •Searches for hidden or missing people or objects in the place they were last seen or found. •May wait and watch at a door or window for the return of a family member.	 Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.	Examples
•Notices who is missing from a familiar group, such as family at dinner or children in a playgroup. •Looks in several different places for a toy that was played with a few days before.			Indicators




# Cognition






## Cognitive Skills / Memory C7 and C9



## Memory IT-C 5

<b>Standards</b>	Exhibits differentiated responses to familiar and unfamiliar people, events, objects and their features. Anticipates next steps in simple, familiar routines and games.	Recalls information over a period of time with contextual cues. Anticipates the beginning and ending of activities, songs and stories.	Recalls information over a longer period of time without contextual cues. Anticipates routines.
	 <ul style="list-style-type: none"> <li>•Kicks his feet in anticipation of being fed when mother positions him on her lap.</li> <li>•Kicks to make mobile hanging over her crib move.</li> <li>•Looks longer at a new picture than at one he has seen before.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Reaches for the pages of the book.</li> <li>•Covers eyes for "peek-a-boo."</li> <li>•Opens mouth in anticipation of the next bite.</li> </ul>	 <ul style="list-style-type: none"> <li>•Watches the caregiver wiping down the table with a cloth, then tries it himself the next day.</li> <li>•Shows anticipation of the steps of feeding. When put into a high chair or asked to sit at a table, the child can wait a short time for food.</li> <li>•Sees a photo of a close family member and says his name or hugs the frame.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Moves her arms in a rolling motion to let her caregiver know that she wants to sing "Wheels on the Bus."</li> <li>•Begins to close the book as the adult reads the last page of a familiar story.</li> </ul>	 <ul style="list-style-type: none"> <li>•After watching the teacher take a cloth out of the drawer, wipe down the table and put the cloth in the hamper, tries it himself a week later.</li> <li>•Responds by saying, "She's at work," when asked where mommy is.</li> <li>•Says, "Meow," when daddy points to a picture and asks, "What does a kitty cat say?"</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•After a story, gets blanket for nap.</li> <li>•Takes a seat at the table for snack.</li> <li>•Gets jacket from cubby to go outside.</li> </ul>
<b>Examples</b>			

Child uses memories as a foundation for more complex actions and thoughts.			<b>Goal</b>
 <ul style="list-style-type: none"> <li>•Shows excitement with a toy or other object that was played with days earlier.</li> <li>•Anticipates familiar actions or routines, such as getting picked up or being fed.</li> </ul>	 <ul style="list-style-type: none"> <li>•Remembers how to use objects or materials from previous experience.</li> <li>•Anticipates routines or events by taking action, such as going to the table when it is time to eat.</li> </ul>	 <ul style="list-style-type: none"> <li>•Tells others about memories and past experiences.</li> <li>•Remembers how to do a series of actions that were observed at an earlier time.</li> </ul>	
<ul style="list-style-type: none"> <li>•Recalls a similar family event when hearing a story read.</li> <li>•Prepares for next routine or activity based on past experiences, such as gets hat or coat when it is time to go outside.</li> <li>•Repeats simple rules about expected behavior, such as "We wash our hands before we eat."</li> </ul>			<b>Indicators</b>



# Cognition - Mathematics



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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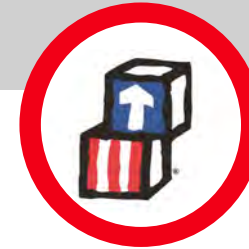
**NUMBER SENSE**  
Number Sense and Counting

**NUMBER RELATIONSHIPS AND OPERATIONS**  
Number Relationships

**ALGEBRA**  
Group and Categorize  
Patterning

**MEASUREMENTS AND DATA**  
Describe and Compare Measurable Attributes

**GEOMETRY**  
Spatial Relationships  
Identify and Describe Shapes



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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**REASONING AND PROBLEM SOLVING**  
Problem Solving  
Reasoning and Planning

**EMERGENT MATHEMATICAL THINKING**  
Number and Quantity  
Spatial Awareness  
Sorting and Classifying

**IMITATION AND SYMBOLIC REPRESENTATION AND PLAY**  
Objects as Symbols




# Cognition - Math






## Cognitive Skills / Reasoning and Problem Solving C13



## Reasoning and Problem Solving IT-C 6 and IT-C 7

<b>Standards</b>	Actively uses the body to find out about the world.	With modeling and support, uses simple strategies to solve problems.	In familiar situations, solves problems without having to try every possibility, while avoiding solutions that clearly will not work.
<b>Examples</b>	 <ul style="list-style-type: none"> <li>•Cries to get needs met.</li> <li>•Explores objects by mouthing, banging, shaking or hitting them.</li> <li>•Drops a toy and watches it fall.</li> <li>•Transfers a rattle from one hand to the other.</li> </ul>	 <ul style="list-style-type: none"> <li>•Twists a shape until it fits into a hole in a container.</li> <li>•Squeezes onto adult's lap even though another child is already sitting there.</li> <li>•Tries several ways to reach a ball that is stuck under the couch.</li> </ul>	 <ul style="list-style-type: none"> <li>•Moves chair to reach a ball.</li> <li>•Tries multiple shapes to find the piece that fits the hexagon shape in the shape sorter.</li> <li>•Turns a puzzle piece to make it fit into its space.</li> </ul>

<b>Goal</b>	<p>Child learns to use a variety of strategies in solving problems.</p> <hr/> <p>Child uses reasoning and planning ahead to solve problems.</p>		
<b>Examples</b>	 <p>Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.</p> <hr/> <p>Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.</p>	 <p>Explores how to make something happen again or how something works by doing actions repeatedly, such as filling a container and emptying it out multiple times.</p> <hr/> <p>Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.</p>	 <p>Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.</p> <hr/> <p>Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.</p>
<b>Indicators</b>	<ul style="list-style-type: none"> <li>•Uses a variety of strategies to solve problems, such as trial and error, simple tools or asking someone to help.</li> <li>•Tries to solve the same problem in several different ways at different times.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Uses a variety of strategies to solve problems, such as trial and error, simple tools, or asking someone to help.</li> <li>•Tries to solve the same problem in several different ways at different times.</li> </ul>		




# Cognition - Math






## Number Sense / Number Sense and Counting C15 and C16



## Emergent Mathematical Thinking IT-C 8

<b>Standards</b>	<p>Explores objects and attend to events in the environment.</p> <hr/> <p>No standards at this age.</p>	<p>Pays attention to quantities when interacting with objects.</p> <hr/> <p>No standards at this age.</p>	<p>Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much.</p> <hr/> <p>Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.</p>
<b>Examples</b>	 <ul style="list-style-type: none"> <li>•Explores or experiments with object(s) such as shaking a rattle or ring of keys.</li> <li>•Holds one block in each hand and drops one when offered a third block.</li> </ul>	 <ul style="list-style-type: none"> <li>•Communicates, "More," and "All gone," when eating from a bowl of Cheerios.</li> <li>•Searches for the third ball after two of three balls were handed to him.</li> <li>•Communicates, "A lot," when looking at a large number of blocks.</li> </ul>	 <ul style="list-style-type: none"> <li>•Uses words or signs such as, "One, two, more, little, a lot."</li> <li>•Starts counting with "one" sometimes pointing to the same item twice when counting or uses numbers out of order. "One, two, three, five, eight."</li> <li>•Reaches into bowl and takes out two carrots when the teacher says, "Just take two."</li> <li>•Holds up two fingers and says, "Two," when asked how old.</li> <li>•Participates in counting songs, rhymes and stories.</li> </ul>

<p>Child develops sense of number and quantity.</p>		
		
<p>Attends to quantity in play with objects, such as reaching or looking for more than one object.</p>	<p>Uses a few basic words to refer to change in the number of objects, such as asking for "more" or saying "all gone" when a plate is empty.</p>	<p>Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.</p>
<ul style="list-style-type: none"> <li>• Counts small number of objects (two to three), sometimes counting the same object twice or using numbers out of order.</li> <li>•Identifies "more" or "less" with a small number of items without needing to count them.</li> <li>•Uses fingers to show how old they are.</li> </ul>		

**Goal**

**Examples**

**Indicators**

# Cognition - Math



## Number Relationships and Operations Number Relationships C19



## Emergent Mathematical Thinking IT-C 8

<b>Standards</b>	Explores objects and attend to events in the environment.	Notices changes in quantity of objects (especially ones that can be detected visually with ease).	Demonstrates an understanding that “adding to” increases the number of objects in the group.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Explores objects by mouthing, banging, shaking or hitting them.</li> <li>•Holds an object in each hand and looks at both as if comparing them.</li> </ul>	<ul style="list-style-type: none"> <li>•Says, “All gone!” when the bowl is empty.</li> <li>•Says, “More,” when the adult brings out more balls.</li> <li>•Looks for a specific character toy when noticing that one of his three character toys is missing.</li> </ul>	<ul style="list-style-type: none"> <li>•Adds more objects to a collection of objects, and indicates, “I have more.”</li> <li>•When the adult adds one more duck to a group of two ducks, shows three fingers to indicate the total number of ducks.</li> <li>•Has one slice of apple on her plate, adds another slice of apple, and communicates, “Two.”</li> </ul>

Child develops sense of number and quantity.			<b>Goal</b>
			<b>Examples</b>
Attends to quantity in play with objects, such as reaching or looking for more than one object.	Uses a few basic words to refer to change in the number of objects, such as asking for “more” or saying “all gone” when a plate is empty.	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much or a lot.	<b>Indicators</b>
<ul style="list-style-type: none"> <li>• Counts small number of objects (two to three), sometimes counting the same object twice or using numbers out of order.</li> <li>• Identifies “more” or “less” with a small number of items without needing to count them.</li> <li>• Uses fingers to show how old they are.</li> </ul>			

# Cognition - Math



## Geometry / Spatial Relationships C25



## Emergent Mathematical Thinking IT-C 9

Standards	Explores the properties of objects.	Explores how things fit and move in space.	Demonstrates how things fit together and/or move in space with increasing accuracy.
Examples	<ul style="list-style-type: none"> <li>•Watches people and objects move through space.</li> <li>•Brings an object to her mouth to explore it.</li> <li>•Reaches for and grasps an object.</li> <li>•Drops a toy and watches it fall.</li> <li>•Moves her body through space by rolling, rocking or crawling.</li> </ul>	<ul style="list-style-type: none"> <li>•Experiments with how objects fit in space: stacks, sorts, dumps, pushes, pulls, twists, turns.</li> <li>•Fits the round puzzle piece in the round space on the puzzle board.</li> <li>•Gets stuck in a tight space when exploring.</li> <li>•Explores the ways shapes and objects fit together.</li> </ul>	<ul style="list-style-type: none"> <li>•Builds a tall tower with a number of blocks.</li> <li>•Fits a shape into the matching space in a shape sorter toy on the first or second try.</li> <li>•Completes a puzzle with three to four interlocking pieces.</li> <li>•Stacks rings on a base in the correct order on the first or second attempt.</li> </ul>

Child uses spatial awareness to understand objects and their movement in space.			Goal
<ul style="list-style-type: none"> <li>•Explores or examines objects and watches objects when they move.</li> </ul>	<ul style="list-style-type: none"> <li>•Explores how things fit together, how they fit with other things and how they move through space, such as a ball thrown under a table.</li> </ul>	<ul style="list-style-type: none"> <li>•Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box. little, too much or a lot.</li> </ul>	Examples
<ul style="list-style-type: none"> <li>• Does puzzles with interlocking pieces, different colors and shapes.</li> <li>•Understands some effects of size or weight when picking up or moving objects.</li> </ul>			




# Cognition - Math






## Algebra / Group and Categorize C21



## Emergent Mathematical Thinking IT-C 10

<b>Standards</b>	Notices differences between familiar and unfamiliar people, objects and places.	Matches two objects that are the same and selects similar objects from a group.	Sorts objects into two or more groups by their properties and uses.
<b>Examples</b>	 <ul style="list-style-type: none"> <li>Looks back and forth between people or objects, as if comparing them.</li> <li>Explores objects by mouthing, banging, shaking or hitting them.</li> <li>Demonstrates the ability to tell the difference between “friendly” and “unfriendly” voices.</li> </ul>	 <ul style="list-style-type: none"> <li>Matches two identical fire trucks.</li> <li>Points out all the blue plates at the lunch table.</li> <li>Puts toy cars in one pile and airplanes in another.</li> <li>Removes all the red blocks from the bucket of blocks, with help.</li> </ul>	 <ul style="list-style-type: none"> <li>Labels the big animals, “Mama,” or “Padre,” and the small animals “Baby,” or “Bebe.”</li> <li>Places all of the red pegs in one bowl, the white pegs in another bowl and the green pegs in a third bowl.</li> <li>Indicates that birds, dogs and horses are all animals, while cars are not.</li> <li>Sorts different- shaped blocks into three piles: circles, squares, and triangles.</li> </ul>

Child uses matching and sorting of objects or people to understand similar and different characteristics.			<b>Goal</b>
			<b>Examples</b>
Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.	<b>Indicators</b>
<ul style="list-style-type: none"> <li>Sorts toys or other objects by color, shape or size.</li> <li>Orders some objects by size.</li> <li>Identifies characteristics of people, such as, “Mom has black hair like me.”</li> </ul>			

# Cognition - Math



## Cognitive Skills / Memory C8



## Imitation and Symbolic Representation and Play IT-C 11

<b>Standards</b>	Mirrors simple actions and facial expressions of others previously experienced.	Mirrors and repeats something seen at an earlier time.	Reenacts a sequence of events accomplished or observed at an earlier time.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Sticks out his tongue in reaction to teacher sticking out her tongue.</li> <li>•Becomes quiet and stops moving his body to watch an adult as she interacts with him.</li> <li>•Imitates an adult's facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>•Imitates an adult's sounds when babbling.</li> <li>•Takes a drink from her cup, sets it down and says, "Aah," after watching an adult doing it the previous day.</li> <li>•Retrieves adult's cell phone and holds it up to her ear.</li> </ul>	<ul style="list-style-type: none"> <li>•Retrieves adult's cell phone, holds it up to her ear and says, "Hello."</li> <li>•Pretends to make a cake, wrap gifts and decorate the living room, "Like I saw my grandma do for my last birthday party."</li> <li>•Feeds her baby doll, burps the doll and wraps it in a blanket, pretending to rock it to sleep in the same way her teacher rocks her.</li> </ul>

Child observes and imitates sounds, words, gestures, actions and behaviors.			<b>Goal</b>
Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	Imitates what other people did earlier, such as wiping up a spill or closing a door.	Imitates more complex actions, words or signs at a later time in order to communicate, make or do something.	<b>Examples</b>
<ul style="list-style-type: none"> <li>• Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.</li> <li>•Imitates someone else's conversation, such as in pretend play or on a toy phone.</li> </ul>			






# Cognition - Math






## Cognitive Skills / Symbolic Thought C11



## Imitation and Symbolic Representation and Play IT-C 12 and IT-C 13

<b>Standards</b>	Explores real objects, people and actions.	Uses one or two simple actions or objects to represent another in pretend play.	Engages in pretend play involving several sequenced steps and assigned roles.
<b>Examples</b>	 <ul style="list-style-type: none"> <li>•Sticks out his tongue in reaction to teacher sticking out her tongue.</li> <li>•Becomes quiet and stops moving his body to watch an adult as she interacts with him.</li> <li>•Imitates an adult's facial expressions.</li> </ul>	 <ul style="list-style-type: none"> <li>•Imitates an adult's sounds when babbling.</li> <li>•Takes a drink from her cup, sets it down and says, "Aah," after watching an adult doing it the previous day.</li> <li>•Retrieves adult's cell phone and holds it up to her ear.</li> </ul>	 <ul style="list-style-type: none"> <li>•Retrieves adult's cell phone, holds it up to her ear and says, "Hello."</li> <li>•Pretends to make a cake, wrap gifts and decorate the living room, "Like I saw my grandma do for my last birthday party."</li> <li>•Feeds her baby doll, burps the doll and wraps it in a blanket, pretending to rock it to sleep in the same way her teacher rocks her.</li> </ul>




<p>Child uses objects or symbols to represent something else.</p> <hr/> <p>Child uses pretend play to increase understanding of culture, environment, and experiences.</p>			<b>Goal</b>
			<b>Examples</b>
Emerging.	<p>Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.</p> <hr/> <p>Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.</p>	<p>Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.</p> <hr/> <p>Acts out routines, stories or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.</p>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>•Uses familiar objects to represent something else.</li> <li>•Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.</li> <li>•Understands that some symbols have meaning, such as a sign or a drawing.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Seeks to involve others in pretend or make-believe play.</li> <li>•Looks for props to use when telling or making up a story.</li> <li>•Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.</li> </ul>			




# Cognition - Math



Number Relationships and Operations/Number Relationships, Algebra/Patterning, Measurement & Data/  
Describe and Compare Measurable Attributes and Geometry/Identify and Describe Shapes C20, C22, C23, C26

The following Ohio Early Learning Standards have No Clear Alignment with Early Learning Outcomes Framework standards.

<b>Standards</b>	No standards for this age. (C20) <hr/> Imitates repeated movements.	No standards for this age. (C20) <hr/> Participates in adult-initiated movement patterns.	Places objects in one-to-one correspondence relationships during play. (C20) <hr/> Copies and anticipates a repeating pattern.(C22)
			
<b>Examples</b>	No examples for this age. (C20) <hr/> •Makes cooing sound repeatedly when interacting with an adult. •Kicks repeatedly at an object. •Mimics patterns sounded by adult. (C22)	No examples for this age. (C20) <hr/> •Copies adult movements, such as tapping the table or clapping. •Puts hand near eyes in response to peek-a-boo game. •Participates in a part of a pattern song (claps or moves with adult).(C22)	•Gives each doll a pretend sip from a cup. •Sits each animal on a block. •Sets the table with two plates and two cups when playing house with a friend. (C20) <hr/> •Follows and remembers movements in familiar songs or rhymes. •Recognizes a repeating pattern in a storybook (e.g., "Brown Bear, Brown Bear What Do You See?"). •Anticipates what happens next in everyday routines. Notes patterns. (C22)

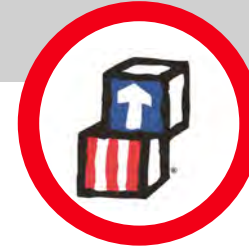
<b>Standards</b>	Explores properties of objects. (C23) <hr/> No standards for this age. (C26)	Shows awareness of the size of objects. (C23) <hr/> No standards for this age. (C26)	Demonstrates awareness that objects can be compared by attributes (e.g., size, weight, capacity) and begins to use words such as bigger, smaller and longer. (C23) <hr/> Recognizes basic shapes. (C26)
			
<b>Examples</b>	•Looks for what is making a sound. •Brings an object to her mouth to explore it. •Drops a toy and watches it fall. (C23) <hr/> No examples for this age. (C26)	•Communicates, "Big ball," when adult rolls the ball to her. •Points to the train and says, "Long." •Shows a preference for the bigger over the smaller ball.(C23) <hr/> No examples for this age. (C26)	•Says, "This block is more big." Says, "My train is longer." •Attempts to pick up a box with toys and communicates, "Heavy." •Says, "This has more," when referring to two cups of milk. •Labels the big animals, "Mama," and the small animals, "Baby." (C23) <hr/> •Identifies a circle and a square in a shape-puzzle. •Points to circles of different sizes and communicates that these are all circles.



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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THESE WERE NOT PROVIDED FOR THE SCIENCE  
SECTION - PLEASE ADD THE STRANDS/TOPICS



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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THESE WERE NOT PROVIDED FOR THE SCIENCE  
SECTION - PLEASE ADD THE SUB DOMAINS

# Cognition - Science



## Scientific Inquiry and Application / Inquiry C39 and C40



## Exploration and Discovery IT-C 1

<b>Standards</b>	Examines objects with lips and tongue. Observes, holds, touches and manipulates objects. <hr/> No standards for this age.	Tries different things with objects to see what happens or how things work. Observes the physical and natural world. <hr/> No standards for this age.	Engages in sustained and complex manipulation of objects. Engages in focused observations of objects and events in the environment. <hr/> Asks questions about objects and events in the environment. With modeling and support, uses simple tools to explore the environment.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Explores toys and other objects in the environment with mouth.</li> <li>•Places mouth on adult's face while being held.</li> <li>•Turns face to the light breeze.</li> <li>•Explores body parts of self and others.</li> <li>•Explores, touches and feels books.</li> </ul> <hr/> No examples for this age.	<ul style="list-style-type: none"> <li>•Tries to reach an object behind the bookcase.</li> <li>•Drops objects from different heights and positions.</li> <li>•Watches the rain on the window.</li> <li>•In the water table, pours water through the waterwheels to see the wheel's movement.</li> <li>•Notice the wind moving the daffodils in the garden.</li> </ul> <hr/> No examples for this age.	<ul style="list-style-type: none"> <li>•Experiments with water tubes in the water table, pours water through different tubes and observes the water flow down.</li> <li>•Builds with blocks, making a big castle.</li> <li>•Watches movement of ants on an anthill.</li> <li>•Looks inside a toy to see how it works.</li> <li>•Observes a butterfly and asks, "Where did it go?"</li> <li>•Asks, "Why does the wind blow?"</li> <li>•Uses nesting cups in water table.</li> <li>•Uses a small shovel or stick to move the dirt looking for bugs.</li> <li>•Uses a magnifier to examine moss growing near a tree.</li> </ul>

Child actively explores people and objects to understand self, others and objects.			<b>Goal</b>
<ul style="list-style-type: none"> <li>•Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.</li> </ul>	<ul style="list-style-type: none"> <li>•Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.</li> </ul>	<ul style="list-style-type: none"> <li>•Observes and experiments with how things work, seeks information from others or experiments with different behaviors to see how people and objects react.</li> </ul>	<b>Examples</b>
<ul style="list-style-type: none"> <li>•Learns about characteristics of people and properties and uses of objects through the senses and active exploration.</li> <li>•Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.</li> </ul>			

# Cognition - Science



## Scientific Inquiry and Application / Cause and Effect C47



## Exploration and Discovery IT-C 2

<b>Standards</b>	Uses simple actions to make things happen.	Purposefully combines actions to make things happen.	Makes predictions. Demonstrates understanding that events have a cause.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Explores objects by mouthing, banging, shaking or hitting them.</li> <li>•Grasps a toy in her hand, bats or kicks at water then acts surprised by the splash.</li> <li>•Shakes a rattle repeatedly to make the sound continue.</li> </ul>	<ul style="list-style-type: none"> <li>•Drops objects from different heights and positions.</li> <li>•Pulls a string attached to a toy to bring the toy closer.</li> <li>•Touches or bangs the handle of a jack-in-the-box, then hands it back to the caregiver to make it pop.</li> <li>•Touches different parts of a musical toy to make the music start again.</li> <li>•Explores the air moving through a bubble-blowing wand to produce bubbles.</li> </ul>	<ul style="list-style-type: none"> <li>•Predicts that the glass will break if it falls on the tile floor.</li> <li>•With prompting, predicts that recess will be indoors because it is raining.</li> <li>•Responds to simple “what if” questions to predict a variety of outcomes.</li> <li>•Chooses only rings with holes when playing with a ring stacking toy.</li> <li>•Says, “Lucile fall down,” when seeing a peer crying.</li> <li>•Communicates about what makes a pop-up toy go.</li> <li>•Repeats an action to cause a known reaction.</li> </ul>

Child uses understanding of causal relationships to act on social and physical environments.			<b>Goal</b>
Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	<ul style="list-style-type: none"> <li>•Identifies the cause of an observed outcome, such as the tower fell over because it was built too high.</li> <li>•Predicts outcomes of actions or events, such as turning the faucet will make water come out.</li> </ul>	<b>Examples</b>
<ul style="list-style-type: none"> <li>•Makes simple predictions about what will happen next, such as in a story or in everyday routines.</li> <li>•Anticipates some cause and effects of own actions, such as what happens while running with a cup of water.</li> </ul>			




# Cognition - Science






## Scientific Inquiry and Application / Inquiry C29



## Exploration and Discovery\* IT-SE 10

<b>Standards</b>	Uses simple actions to Shows awareness of self and awareness of other people.	Prefers familiar adults and recognizes familiar actions and routines.	Identifies self and others as belonging to one or more groups.
			
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Uses his hands to explore different parts of his body and explores mom’s facial features.</li> <li>•Attends to the difference between familiar and unfamiliar people.</li> <li>•Smiles and lights up when big brother comes to talk to him.</li> <li>•Shows anxiety when dad leaves.</li> <li>•Cries and expects a caregiver to meet her needs.</li> </ul>	<ul style="list-style-type: none"> <li>•Expresses anxious behavior around unfamiliar adults.</li> <li>•Talks on the phone and walks around the way her mommy does at home.</li> <li>•Goes to get coat when it’s time to go outside even though it’s raining and the caregiver has said the group is having inside play.</li> </ul>	<ul style="list-style-type: none"> <li>•Uses pronouns like “we” and “our.”</li> <li>•Says or signs, “Adrian is a boy, and I’m a boy.”</li> <li>•Says or signs, “I’m not a baby. I’m a big girl.”</li> <li>•Names some family members or friends.</li> </ul>

Child shows awareness about self and how to connect with others.			<b>Goal</b>
			
Learn about self by exploring hands, feet, body and movement.	Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.	Shows awareness of own thoughts, feelings and preferences as well as those of others. Uses different words or signs to refer to self and others.	<b>Examples</b>
<ul style="list-style-type: none"> <li>•Shows awareness of self, including own body, abilities, thoughts and feelings.</li> <li>•Shows awareness of others as having thoughts and feelings separate from own.</li> </ul>			

\* This standard is from the Social and Emotional Learning Domain in the Early Learning Outcome Framework

# Perceptual, Motor, Physical Development



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

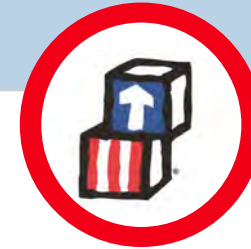
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### MOTOR DEVELOPMENT

Large Muscle: Balance and Coordination  
Small Muscle: Touch, Grasp, Reach, Manipulate  
Oral-Motor  
Sensory-Motor

### PHYSICAL WELL-BEING

Body Awareness  
Physical Activity  
Nutrition  
Self-Help



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### PERCEPTION

Uses Perception to Understand World  
Uses Perception to Direct Actions

### GROSS MOTOR

Large Muscle Movement  
Large Muscle Exploration  
Body Awareness

### FINE MOTOR

Hand-Eye Coordination  
Fine Motor Exploration  
Adjusts Reach and Grasp

### HEALTH, SAFETY AND NUTRITION

Healthy Behaviors  
Safe Behaviors  
Healthy Eating Habits



# Perceptual, Motor, Physical Development



No Clear Alignment with Ohio's Early Learning Standards



Perception  
IT-PMP 1

<p>Child uses perceptual information to understand objects, experiences and interactions.</p>			<b>Goal</b>
<p>Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle and use objects, including recognizing differences in texture and how things feel.</p>	<p>Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.</p>	<p>Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.</p>	<b>Indicators</b>
<ul style="list-style-type: none"> <li>•Combines information gained through the senses to understand objects, experiences and interactions.</li> <li>•Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.</li> <li>•Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.</li> </ul>			




# Perceptual, Motor, Physical Development






## Motor Development / Sensory Motor Pa8



## Perception IT-PMP 2

<b>Standards</b>	Uses senses and movement to explore immediate surroundings.	Coordinates senses with movement.	Uses sensory information to guide movement to accomplish tasks.
			
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Follows a toy moved from one side to another.</li> <li>•Holds a steady gaze on an adult's face.</li> <li>•Stares at bright colors or patterns of a mobile on the crib.</li> <li>•Mouths objects.</li> <li>•Turns head toward sounds.</li> </ul>	<ul style="list-style-type: none"> <li>•Participates in games involving pointing, grasping, tossing and placing.</li> <li>•Recognizes a change in depth when approaching stairs or the edge of bed.</li> <li>•Reaches for interesting objects.</li> <li>•Hears and responds to familiar voices and to sounds in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>•Eager to look at and draw pictures.</li> <li>•Completes simple puzzles.</li> <li>•Listens to and participates in movement activities.</li> <li>•Hears and follows directions.</li> </ul>

Child uses perceptual information in directing own actions, experiences and interactions.		
		
Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Uses depth perception, scans for obstacles, and uses that information to plan while learning to crawl, walk or move in another way.	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.
<ul style="list-style-type: none"> <li>•Adjusts walking or running to the type of surface, such as a rocky, sandy or slippery surface.</li> <li>•Handles or explores objects or materials in different ways depending on perceptual information about the objects or materials, such as fragile, messy or sticky properties.</li> </ul>		

**Goal**

**Examples**

**Indicators**




# Perceptual, Motor, Physical Development






## Motor Development / Large Muscle Pa4



## Gross Motor IT-PMP 3 and 4

<b>Standards</b>	Demonstrates strength and control of head, arms, legs and trunk using purposeful movements.	Moves with increasing coordination and balance, with or without adult support and/or assistive device.	Uses locomotor skills with increasing coordination and balance.  Uses a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.
	 <ul style="list-style-type: none"> <li>•Holds head and torso up, first on two hands and then on one while on tummy.</li> <li>•Scoots backward on belly toward adult.</li> <li>•Crawls forward on his hands and knees or might scoot on bottom or "army crawl" to reach something of interest.</li> </ul>	 <ul style="list-style-type: none"> <li>•Cruises around furniture.</li> <li>•Walks.</li> <li>•Begins to run excitedly toward adult.</li> <li>•Climbs into adult chair and turns to sit.</li> </ul>	 <ul style="list-style-type: none"> <li>•Runs, jumps and kicks a ball.</li> <li>•Uses alternating feet when climbing stairs.</li> <li>•Walks on a line.</li> <li>•Moves around objects, between tables/chairs, etc.</li> <li>•Touches toes, knees, chest and head when prompted.</li> </ul>
<b>Examples</b>			

<p>Child demonstrates effective and efficient use of large muscles for movement and position.</p> <hr/> <p>Child demonstrates effective and efficient use of large muscles to explore the environment.</p>			<b>Goal</b>
 <p>Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.</p> <hr/> <p>Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.</p>	 <p>Moves from crawling to cruising to walking, learning new muscle coordination for each new skill and how to manage changing ground surfaces.</p> <hr/> <p>Uses body position, balance and especially movement to explore and examine materials, activities and spaces.</p>	 <p>Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.</p> <hr/> <p>Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet indoor and outdoor play.</p>	
<ul style="list-style-type: none"> <li>•Coordinates movements and actions for a purpose.</li> <li>•Walks and runs, adjusting speed or direction depending on the situation.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>•Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying and running.</li> <li>•Experiments with different ways of moving the body, such as dancing around the room.</li> </ul>			<b>Indicators</b>

# Perceptual, Motor, Physical Development



No Clear Alignment with Ohio's Early Learning Standards



Gross Motor  
IT-PMP 5

<p>Child uses sensory information and body awareness to understand how their body relates to the environment.</p>			Goal
<p>Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.</p>	<p>Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.</p>	<p>Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.</p>	Indicators
<ul style="list-style-type: none"> <li>•Maintains balance and posture while seated and concentrating, such as working with clay, blocks or markers or looking at a book.</li> <li>•Adjusts position of body to fit through or into small spaces.</li> </ul>			




# Perceptual, Motor, Physical Development






## Motor Development / Small Muscle Pa6



## Fine Motor IT-PMP 6 and 7

<b>Standards</b>	Transfers a toy from one hand to another by reaching, grasping and releasing.	Uses both hands together to accomplish a task.	Coordinates the use of arms, hands and fingers to accomplish tasks.
	 <ul style="list-style-type: none"> <li>•Grabs a preferred shaker toy, shakes it, brings toy to mouth and then tosses it down to reach for a new toy.</li> <li>•While holding a small toy in one hand, reaches for another toy with free hand.</li> <li>•Bangs objects on floor during play.</li> </ul>	 <ul style="list-style-type: none"> <li>•Turns the pages of a board book.</li> <li>•Fills and dumps buckets at the sensory table.</li> <li>•Scribbles with a fat crayon on a large piece of paper using a full hand grasp.</li> </ul>	 <ul style="list-style-type: none"> <li>•Uses a spoon to scoop up food and bring it to mouth, with some spillage.</li> <li>•Strings a large wooden bead onto a shoelace.</li> <li>•Makes snips in a piece of paper with child-sized scissors.</li> <li>•Unbuttons a large button on sweater.</li> </ul>
<b>Examples</b>			

<p>Child coordinates hand and eye movements to perform actions.</p> <hr/> <p>Child uses hands for exploration, play and daily routines.</p>			<b>Goal</b>
 <p>Coordinates hands and eyes when reaching for and holding stable or moving objects.</p> <hr/> <p>Uses single actions to explore shape, size, texture or weight of objects, such as turning an object over or around, dropping it or pushing it away.</p>	 <p>Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings or blocks or picking up pieces of food one by one.</p> <hr/> <p>Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects or turning pages in a board book.</p>	 <p>Uses hand-eye coordination when participating in routines, play and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together or folding paper.</p> <hr/> <p>Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting and doing self-care skills or routines.</p>	
<p>•Uses hand-eye coordination to manipulate objects and materials, such as completing puzzles or threading beads with large holes.</p> <p>•Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture or looking for favorite page.</p> <hr/> <p>•Uses hand-eye coordination to manipulate objects and materials such as completing puzzles or threading beads with large holes.</p> <p>•Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture or looking for favorite page.</p>			<b>Indicators</b>

# Perceptual, Motor, Physical Development



No Clear Alignment with Ohio's Early Learning Standards



Gross Motor  
IT-PMP 8

Child adjusts reach and grasp to use tools.			<b>Goal</b>
			<b>Examples</b>
Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.	Extends reach by using simple tools, such as a pull string, stick or rake to pull a distant object closer.	Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush or marker.	
<ul style="list-style-type: none"> <li>•Adjusts grasp with ease to new tools and materials.</li> <li>•Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads.</li> <li>•Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough or a toy shovel with sand.</li> </ul>			<b>Indicators</b>

# Perceptual, Motor, Physical Development



## Physical Well-Being / Self-Help Pa12



## Health, Safety and Nutrition IT-PMP 9

<b>Standards</b>	Demonstrates emerging participation in dressing.	With adult assistance, participates in personal care tasks (handwashing, dressing, etc.).	With modeling and support, completes personal care tasks (hand-washing, dressing, toileting, etc.).
<b>Examples</b>	Straightens or extends arm when hand is placed in sleeve during dressing.	<ul style="list-style-type: none"> <li>•Uses soap and rubs hands together during hand-washing.</li> <li>•Gets clothing items or diapers when asked.</li> <li>•Extends foot when adult is ready to put shoes on; may attempt to put on own shoes.</li> </ul>	<ul style="list-style-type: none"> <li>•Washes hands with soap and water at the sink before snack.</li> <li>•Actively participates in choosing clothing to wear.</li> <li>•Expresses preferences for clothing items.</li> <li>•Undresses completely without help.</li> </ul>

Child demonstrates healthy behaviors with increasing independence as part of everyday routines.			<b>Goal</b>
Emerging.	With adult assistance, anticipates and cooperates in daily routines, such as washing hands, blowing nose or holding a toothbrush.	Participates in self-care routines with more independence, such as washing hands, blowing nose, brushing teeth or drinking from a cup.	<b>Examples</b>
<ul style="list-style-type: none"> <li>•Shows increasing independence in self-care routines with guidance from adults.</li> <li>•Puts on or takes off some articles of clothing, such as shoes, socks, coat or hat.</li> </ul>			






# Perceptual, Motor, Physical Development






## Physical Well-Being / Safety Practices Pa13



## Health, Safety and Nutrition IT-PMP 10

Standards	No Standards for this age.	Follows adult intervention and guidance regarding safety.	Cooperates and/or stops a behavior in response to a direction regarding safety.
	No Standards for this age.	Uses adults as resources when needing help in potentially unsafe or dangerous situations.	Identifies ways adults help to keep us safe.
Examples	 No examples for this age.	 •Uses soap and rubs hands together during hand-washing. •Gets clothing items or diapers when asked. •Extends foot when adult is ready to put shoes on; may attempt to put on own shoes.	 •Washes hands with soap and water at the sink before snack. •Actively participates in choosing clothing to wear. •Expresses preferences for clothing items. •Undresses completely without help.
	No examples for this age.	•Calls an adult for help when a glass falls and is broken. •Asks for help jumping down from a climber.	•Identifies role of police officer. •Gives examples of what a firefighter may tell a child to do if they smell smoke.

Child uses safe behaviors with support from adults.		
 Emerging	 Emerging	 •Accepts adult guidance, support and protection when encountering unsafe situations. •Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables or not to put small objects in mouth.
•Cooperates with adults when in unsafe situations, such as taking an adult's hand to cross a street or being cautious around an unfamiliar dog. •Shows some understanding of safe and unsafe behaviors, such as not touching a hot stove.		

Goal

Examples

Indicators

# Perceptual, Motor, Physical Development



## Physical Well-Being / Nutrition Pa11



## Health, Safety and Nutrition IT-PMP 11

<b>Standards</b>	Expresses when hungry or full.	Follows a regular eating routine.	Makes simple food choices, has food preferences and demonstrate willingness to try new foods.
<b>Examples</b>	<ul style="list-style-type: none"> <li>•Watches bottle or food being prepared</li> <li>•Reaches for bottle or food when presented.</li> <li>•Eagerly accepts bottle or soft foods when hungry and turns head or pushes away when full.</li> </ul>	<ul style="list-style-type: none"> <li>•Climbs into toddler seat anticipating snack time.</li> <li>•During lunch, asks for more bananas when still hungry.</li> </ul>	<ul style="list-style-type: none"> <li>•Helps pick and later tastes green beans from the garden.</li> <li>•Prefers peaches and pumpkin bread one week then turkey and cheese the next week.</li> </ul>

Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.			<b>Goal</b>
Emerging.	<ul style="list-style-type: none"> <li>•Shows interest in new foods that are offered.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows willingness to try new nutritious foods when offered on multiple occasions.</li> <li>•With adult support, sometimes makes nutritious choices about which foods to eat when offered several choices.</li> </ul>	<b>Examples</b>
<ul style="list-style-type: none"> <li>•Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.</li> <li>•Sometimes makes nutritious choices with support from an adult.</li> <li>•Communicates to adults when hungry, thirsty or has had enough to eat.</li> </ul>			

# Perceptual, Motor, Physical Development



No Clear Alignment with Early Learning Outcomes Framework



## Motor Development / Oral-Motor and Body Awareness Pa7 and Pa9



## Physical Well-Being / Physical Activity Pa10

<b>Standards</b>	<p>Uses mouth and tongue to explore objects. Opens mouth to wait for food to enter and uses upper lip to clean food off spoon during spoon feeding.</p> <p>Shows awareness of own body.</p>	<p>Takes and chews small bites/pieces of finger food.</p> <p>Points to basic body parts when asked.</p>	<p>Takes bites from whole foods, coordinates chewing and swallowing.</p> <p>Names, points to and moves body parts when asked.</p>
	<p>•Explores the texture of objects with lips and tongue while playing with toys.</p> <p>•Takes infant cereal or pureed fruit or vegetable from spoon with lips and coordinates swallowing of the food.</p> <p>•Sucks on toes, hands and fingers.</p> <p>•Looks at hands.</p>	<p>•Chews small pieces of finger food with a variety of textures such as crackers, bits of cheese and chunks of banana.</p> <p>•Bites a biscuit or chews on a toy.</p> <p>•Takes a bite from a piece of bread.</p> <p>•Points to eyes, nose, etc. when asked.</p> <p>•Points to the doll's nose when asked.</p>	<p>•Takes bites of and chews apples, broccoli, chicken and other foods presented at lunch.</p> <p>•Drinks from a cup without a lid with a little spilling.</p> <p>•Moves appropriate body parts when playing "Simon Says."</p> <p>•Responds when asked, "Can you wiggle your fingers? Can you touch your toes?"</p> <p>•Participates in movement songs and games, such as "Head, Shoulders, Knees and Toes."</p>

<b>Standards</b>	<p>Interacts with adults in physical activities.</p>	<p>Using simple movement skills, participates in active physical play.</p>	<p>Participates in active physical play and structured activities requiring spontaneous and instructed body movements.</p>
	<p>•Plays peek-a-boo.</p> <p>•Reaches for a toy.</p> <p>•Kicks legs and moves arms while lying on back.</p>	<p>•Crawls on and climbs over and under a small climber.</p> <p>•Throws ball and then crawls to pick up the ball.</p>	<p>•Moves body parts during the "Five Little Ducks" song.</p> <p>•Jumps and turns around when dancing to the music.</p> <p>•Runs outside to be the first on the slide.</p>

# Pre-Kindergarten



Defined as 36-60 months



Defined as 36-48 months



# Approaches to Learning



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### INITIATIVE

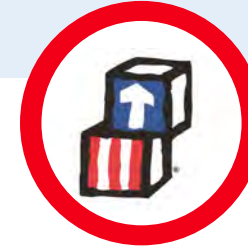
Initiative and Curiosity  
Planning, Action and Reflection

### ENGAGEMENT AND PERSISTENCE

Attention  
Persistence

### CREATIVITY

Innovation and Invention  
Expression of Ideas and Feeling Through the Arts



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### INITIATIVE AND CURIOSITY

Initiative and Independence  
Interest and Curiosity

### EMOTIONAL AND BEHAVIORAL SELF-REGULATION

Manages Emotions  
Follows Rules  
Handles Materials Appropriately  
Self-Regulation

### COGNITIVE SELF-REGULATION

Impulse Control  
Attention  
Persistence  
Working Memory  
Mental Flexibility

### CREATIVITY

Expresses Creative Thinking  
Uses Imagination





# Approaches to Learning



## SOCIAL EMOTIONAL DEVELOPMENT Self / Self-Regulation Sa9



## APPROACHES TO LEARNING Emotional and Behavioral Self-Regulation P-ATL 1 and P-ATL 2

Standard

Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

Examples

- Describes a personal accomplishment with delight.
- Accepts reminder about play ending and cleans up.
- Asks for teacher to help with computer game and waits until teacher finishes book to help him.
- Moves from one activity to another with minimal adult support.
- Withdraws to a quiet, safe place to calm down after an altercation with another child.
- Follows the rules and routines in classroom and other settings with reminders.

The first five Early Learning Outcomes Framework standards in this Domain are aligned with standards from the the Social and Emotional Development Domain (Sa9 and Sa10) in Ohio's Early Learning Standards or are not aligned.

Goal

Child manages emotions with increasing independence.

Child follows classroom rules and routines with increasing independence.

36-48 Months

48-60 Months

Independently manages less intense emotions, such as mild frustration. May require adult support to manage more intense emotions.

With assistance from adults, follows simple rules and routines, such as hanging up a coat or sitting at the table when asked by an adult.

Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.

With occasional reminders from adults, usually follows classroom rules and routines, such as following an end-of-lunch routine that includes putting away plates, washing hands and lining up at the door to go outside.

Examples

- Expresses emotions in ways that are appropriate to the situation.
- Looks for adult assistance when emotions are most intense.
- Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking deep breaths.

- Demonstrates awareness of classroom rules when asked and follows these rules most of the time.
- Follows most classroom routines, such as putting away backpack when entering the room or sitting on the rug after outside time.
- Responds to signals when transitioning from one activity to another.

Indicators



# Approaches to Learning



**No Clear Alignment with Ohio's Early Learning Development Standards**



**Emotional and Behavioral Self-Regulation P-ATL 3**

Child appropriately handles and takes care of classroom materials.

**36-48 Months**

- With adult support, handles classroom materials, such as putting them where they belong.

**48-60 Months**

- Usually handles, takes care of and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.

- Appropriately handles materials during activities.
- Cleans up and puts materials away appropriately, such as placing blocks back on correct shelf or placing markers in the correct bin.

Goal  
Examples  
Indicators



**SOCIAL EMOTIONAL DEVELOPMENT  
Self / Self-Regulation  
Sa9**



**APPROACHES TO LEARNING  
Emotional and Behavioral  
Self-Regulation P-ATL 4**

Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

- Describes a personal accomplishment with delight.
- Accepts reminder about play ending and cleans up.
- Asks for teacher to help with computer game and waits until teacher finishes book to help him.
- Moves from one activity to another with minimal adult support.
- Withdraws to a quiet, safe place to calm down after an altercation with another child.
- Follows the rules and routines in classroom and other settings with reminders.

Standard  
Examples

Child manages actions, words and behavior with increasing independence.

**36-48 Months**

With frequent support from adults, manages own actions, words and behavior, such as reminders to use gentle touches and friendly words.

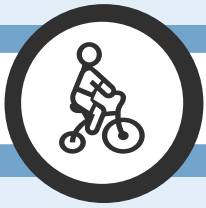
**48-60 Months**

Manages own actions, words and behavior with occasional support from adults.

- Demonstrates control over actions and words in response to a challenging situation, such as wanting to use the same materials as another child or frustration over not being able to climb to the top of a structure. May need support from adults.
- Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.
- Waits for turn, such as waits in line to wash hands or waits for a turn on the swings.
- Refrains from aggressive behavior towards others.
- Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time.
- Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.

Goal  
Examples  
Indicators





# Approaches to Learning



## SOCIAL EMOTIONAL DEVELOPMENT Self / Self-Regulation Sa9 and Sa 10



## APPROACHES TO LEARNING Cognitive Self-Regulation (Executive Functioning ) P-ATL 5

Standard

Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

Demonstrates the ability to delay gratification for short periods of time.

Demonstrates the ability to delay gratification for short periods of time.

Examples

- Describes a personal accomplishment with delight.
  - Accepts reminder about play ending and cleans up.
  - Asks for teacher to help with computer game and waits until teacher finishes book to help him.
  - Moves from one activity to another with minimal adult support.
  - Withdraws to a quiet, safe place to calm down after an altercation with another child.
  - Follows the rules and routines in classroom and other settings with reminders.
  - Demonstrates strategies for waiting, such as not looking at the desired item.
  - Distracts herself by singing, rocking or making faces.
- 
- Demonstrates strategies for waiting, such as not looking at the desired item.
  - Distracts herself by singing, rocking or making faces.

Goal

Child demonstrates an increasing ability to control impulses.

Examples

36-48 Months	48-60 Months
Frequently engages in impulsive behavior, but inhibits them when directly supported by an adult.	Sometimes controls impulses independently, while at other times needs support from an adult.
<ul style="list-style-type: none"> <li>•With adult guidance and support, stops an engaging activity to transition to another less desirable activity.</li> <li>•Delays having desires met, such as agreeing to wait a turn to start an activity.</li> <li>•Without adult reminders, waits to communicate information to a group.</li> <li>•Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them.</li> </ul>	

Indicators



# Approaches to Learning



## Engagement and Persistence / Attention A9

Focuses on an activity with deliberate concentration, despite distractions.

- Continues with a high-interest activity when children are playing nearby.
- Says, "I'll play with you later," while continuing to engage in activity.
- Continues building with blocks when other children are playing with cars on the rug.
- Focuses on his own book, retelling the story while turning the pages, despite distractions.



## Cognitive Self-Regulation (Executive Functioning) P-ATL 6

Child maintains focus and sustains attention with minimal adult support.

36-48 Months

48-60 Months

With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.

With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

- Maintains focus on activities for extended periods of time, such as 15 minutes or more.
- Engages in purposeful play for extended periods of time.
- With minimal support, attends to an adult during large and small group activities.



## Engagement and Persistence / Persistence A10

Carries out tasks, activities, projects or experiences from beginning to end. Focuses on the task at hand even when frustrated or challenged.

- Comes back to a task and continues with it.
- Maintains interest in a project or activity over a period of time.
- Says, "Can we please finish this game first?" when it is time to clean up.
- Completes the floor puzzle even though the pieces are difficult to fit together.
- Dresses self independently and continues to attempt proper use of zippers, glove and belts.
- Continues to work on the clay horse, trying to figure out why the legs don't hold the body up.



## Cognitive Self-Regulation (Executive Functioning) P-ATL 7

Child persists in tasks.

36-48 Months

48-60 Months

With or without adult support, persists on preferred tasks when presented with small challenges, such as continuing to try to build a tall tower with blocks, even when some pieces fall.

With or without adult support, frequently persists on preferred tasks, but sometimes persists on less preferred activities, such as working to clean up an activity area.

- Completes tasks that are challenging or less preferred despite frustration, either by persisting independently or seeking help from an adult or other child.
- Returns with focus to an activity or project after having been away from it.

Standard

Examples

Standard

Examples

Goal

Examples

Indicators

Goal

Examples

Indicators



# Approaches to Learning



## Initiative / Planning, Action and Reflection A8



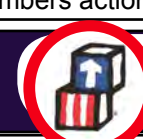
## Cognitive Self-Regulation (Executive Functioning) P-ATL 8

Standard	Uses prior knowledge and information to assess, inform and plan for future actions and learning.
Examples	<ul style="list-style-type: none"> <li>•After sending a variety of shape toys down a ramp, begins to select round objects more frequently, noting that round objects roll more easily.</li> <li>•Expresses intention and interests, (e.g., “I want to work in the block area again today. I brought a car for the road.”).</li> <li>•Describes several solutions to reach a goal and weighs the pros and cons of each option.</li> </ul>

Child holds information in mind and manipulates it to perform tasks.		Goal
<b>36-48 Months</b>	<b>48-60 Months</b>	
Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.	Holds an increasing amount of information in mind to successfully complete tasks.	Examples
<ul style="list-style-type: none"> <li>•Accurately recounts recent experiences in the correct order and includes relevant details.</li> <li>•Successfully follows detailed, multi-step directions, sometimes with reminders.</li> <li>•Remembers actions to go with stories or songs shortly after being taught.</li> </ul>		Indicators



## Creativity / Innovation and Invention A11



## Cognitive Self-Regulation (Executive Functioning) P-ATL 9

Standard	Uses creative and flexible thinking to solve problems.
Examples	<ul style="list-style-type: none"> <li>•Uses alternatives and draws on varied resources to approach tasks with flexibility and originality.</li> <li>•Comes up with different, realistic ideas about how to get the Frisbee unstuck from the tree branches.</li> </ul>

Child demonstrates flexibility in thinking and behavior.		Goal
<b>36-48 Months</b>	<b>48-60 Months</b>	
Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.	Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.	Examples
<ul style="list-style-type: none"> <li>•Tries different strategies to complete work or solve problems, including with other children.</li> <li>•Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</li> <li>•Transitions between activities without getting upset.</li> </ul>		Indicators



# Approaches to Learning



## Initiative / Initiative and Curiosity, Planning, Action and Reflection, A5 and A7

Demonstrates self-direction while participating in a range of activities and routines.

Develops, initiates and carries out simple plans to obtain a goal.

- Follows classroom routines and anticipates what happens next independently or with the use of classroom pictures prompts.
- Puts away books or other materials where they belong when finished.
- Self-selects a variety of activities during free choice.
- Considers the materials needed, obtains the materials and then creates.
- Selects art materials at the art table to use for a collage.



## Initiative and Curiosity P-ATL 10

Child demonstrates initiative and independence.

36-48 Months

48-60 Months

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Regularly shows initiative, particularly in interactions with familiar adults.</li> <li>• Works independently for brief periods of time without adult prompting.</li> </ul>   | <ul style="list-style-type: none"> <li>• Frequently shows initiative, particularly when engaged in preferred activities.</li> <li>• Demonstrates a willingness and capability to work independently for increasing amounts of time.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Engages in independent activities.</li> <li>• Makes choices and communicates these to adults and other children.</li> <li>• Independently identifies and seeks ways to complete activities or tasks, such as gathering art supplies to make a mask or gathering cards to play a matching activity.</li> <li>• Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials and generating appropriate scenarios to be enacted.</li> </ul> |  |



## Initiative / Initiative and Curiosity A4 and A6

Seeks new and varied experiences and challenges (takes risks).

Asks questions to seek explanations about phenomena of interest.

- Puts materials together in new ways to test results.
- Climbs to the top of the climber to ring the playground bell.
- Approaches new materials in a classroom with interest.
- Joins in a peer-created game or activity.
- Asks others for information, "Why are you here?"
- Asks "Why?" to gain information about how the world works. "Why is the moon round?"
- Sees a worm and wonders, "Why does it keep moving?"
- While looking through a picture book on mammals, asks the teacher questions about the chimpanzees in the picture.



## Initiative and Curiosity P-ATL 11

Child shows interest in and curiosity about the world around them.

36-48 Months

48-60 Months

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Seeks out new information and explores new play and tasks with adult support.</li> </ul>  | <ul style="list-style-type: none"> <li>• Seeks out new information and explores new play and tasks both independently and with adult support.</li> </ul> |
| <ul style="list-style-type: none"> <li>• Asks questions and seeks new information.</li> <li>• Is willing to participate in new activities or experiences even if they are perceived as challenging.</li> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas and activities.</li> </ul> |  |

Standard

Examples

Goal

Examples

Indicators

Standard

Examples

Goal

Examples

Indicators



# Approaches to Learning



## Creativity A11, A12 and A13

Uses creative and flexible thinking to solve problems.

Uses imagination and creativity to interact with objects and materials.

Engages in inventive social play.

Express individuality, life experiences and what they know and are able to do through a variety of media.

Expresses interest in and shows appreciation for the creative work of others.

- Uses alternatives and draws on varied resources to approach tasks with flexibility and originality.
- Comes up with different, realistic ideas about how to get the Frisbee unstuck from the tree branches.

- Uses the buckets containing the outside balls to create a fort.
- Directs friends in imaginary horse game activity at recess.

- When playing restaurant, decides on materials needed (menus, food that will be served, etc.) and defines roles of players.
- Makes up a new way of playing the Memory game and explains the rules to playmates.

- Uses own body to demonstrate how a flower grows.
- Watches a peer dance and then demonstrates a favorite dance move.
- Chooses to represent family members via painting, collage and sculpture.

- Offers opinions to peers regarding the other's art work ("I like the rainbow you made." Or, "When you draw a face, the eyes go here.").
- Communicates to a friend, "I like it because the colors are pretty."
- Looks at her friend's clay object and asks, "How did you make it so smooth?"



## Creativity P-ATL 12 and 13

Child expresses creativity in thinking and communication.

Child uses imagination in play and interactions with others.

### 36-48 Months

Responds to adults' prompts to express creative ideas in words or actions.

- Consistently uses imagination in play and other creative works.
- Begins to communicate creative ideas to other children and adults.

### 48-60 Months

Communicates creative ideas and actions both with and without prompting from adults.

Develops more elaborate imaginary play, stories and other creative works with children and adults.

- Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.
- Approaches tasks, activities and play in ways that show creative problem solving.
- Uses multiple means of communication to creatively express thoughts, feelings or ideas.

- Engages in social and pretend play.
- Uses imagination with materials to create stories or works of art.
- Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.

Standard

Examples

Goal

Examples

Indicators

# Social and Emotional Development



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### SELF

Awareness and Expression of Emotion  
Self-Concept  
Self-Regulation  
Sense of Competence

### RELATIONSHIPS

Attachment  
Interactions with Adults  
Peer Interactions and Relationships  
Empathy



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

---

### SENSE OF IDENTITY AND BELONGING

Self-Concept  
Self-Confidence  
Sense of Belonging

### EMOTIONAL FUNCTIONING

Expresses Emotion  
Empathy  
Emotional Regulation

### RELATIONSHIPS WITH OTHER CHILDREN

Maintains Relationship with Other Children  
Engages in Cooperative Play  
Conflict Resolution through Problem Solving

### RELATIONSHIPS WITH ADULTS

Engages in Positive Relationships with Adults  
Prosocial Cooperative Behavior with Adults



# Social and Emotional Development



## Relationships / Attachment Sa12, Sa13, Sa15 and Sa16



## Relationships with Adults P-SE 1

Standard

Expresses affection for familiar adults.

Seeks security and support from familiar adults in anticipation of challenging situations.

Separates from familiar adults in a familiar setting with minimal distress.

Engages in extended, reciprocal conversations with familiar adults.

Requests and accepts guidance from familiar adults.

Examples

- G greets teacher upon arrival with hug.
  - Asks to sit at Mr. Steve’s table.
  - Asks to hold teacher’s hand during walk.
  - Makes gifts for parent.
  - Smiles when saying to another child, “I like my teacher.”
  - Asks Ms. Amy to help build a road in the sand box.
- 
- Seeks teacher’s comfort when distressed.
  - Asks teacher to watch out the window for mom with him as he waits to be picked up for a dentist appointment.
  - Seeks reassurance from the teacher when scared by a story by asking, “That’s just pretend, right?”
- 
- Says goodbye to parent upon arriving at school and becomes involved in the life of the classroom with peers and/or activities.
  - Smiles and greets Abuela (grandma) when picked up from classroom.
- 
- At mealtime, tells teacher about a personal experience such as a birthday party.
  - In response to the teacher’s questions, “What do you like to do in the snow?” answers, “I like to build a snowman.”
- 
- Asks teacher for help when confronted with a challenging task.
  - Asks teacher for help in resolving a conflict with another child.
  - With support from the teacher, describes his feelings about an upsetting event.

Goal

Child engages in and maintains positive relationships and interactions with adults.

36-48 Months

48-60 Months

Examples

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>•Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas.</li> <li>•Can separate from trusted adults when in familiar settings.</li> <li>•Uses adults as resources to solve problems.</li> </ul> | <ul style="list-style-type: none"> <li>•Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting.</li> <li>•Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</li> </ul> |
|---|--|

Indicators

- Interacts readily with trusted adults.
- Engages in some positive interactions with less familiar adults, such as parent volunteers.
- Shows affection and preference for adults who interact with them on a regular basis.
- Seeks help from adults when needed.





# Social and Emotional Development



No Clear Alignment with Ohio's Early Learning Standards



Relationships with Adults  
P-SE 2

Child engages in prosocial and cooperative behavior with adults.

36-48 Months

48-60 Months

- Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting.
- Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.

- Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting.
- Uncooperative behavior with familiar adults is rare and the child can resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.

- Engages in prosocial behaviors with adults, such as using respectful language or greetings.
- Attends to an adult when asked.
- Follows adult guidelines and expectations for appropriate behavior.
- Asks or waits for adult permission before doing something when they are unsure.

Goal

Examples

Indicators



# Social and Emotional Development



## Relationships / Peer Interactions and Relationships Sa18, Sa17



## Relationships with Other Children P-SE 3 and P-SE 4

Standard

Demonstrates socially competent behavior with peers.

Interacts with peers in more complex pretend play including planning, coordination of roles and cooperation.

Examples

- Child with a speech delay shows younger child how to ride a tricycle.
- Invites several other children to play by saying, "Do you want to dress up with me?"
- Waits until another child is finished playing on a swing and then uses it.
- Offers to share his play dough.
- Holds bubble wand for another child, so she can blow bubbles.
- Seeks to play with one or more friends, even to the extent of excluding other children from the play group.

Assumes the role of a scary monster, roars and all the other children scamper away.

- A small group of children decide to re-enact The Three Bears after the teacher reads the story aloud.
- Creates pretend play sequences that include a beginning, middle and end.
- Assumes a role and maintains that character for the duration of the play sequence.
- Says, "You can't talk! You're the dog, remember?"

Goal

Child engages in and maintains positive relationships and interactions with adults.

Child engages in cooperative play with other children.

36-48 Months

48-60 Months

Examples

- Sometimes engages in and maintains interactions with other children without support from an adult or demonstrates skills in doing this when prompted by an adult.
- May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.

Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.

- Sustains interactions with other children more often and for increasing periods of time.
- Demonstrates prosocial behaviors with other children with and without prompting from adults.
- Likely to show at least some preference for playing with particular children.

Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.

Indicators

- Engages in and maintains positive interactions with other children.
- Uses a variety of skills for entering social situations with other children, such as suggesting something to do together, joining an existing activity or sharing a toy.
- Takes turns in conversations and interactions with other children.
- Develops friendships with one or two preferred other children.

Engages in joint play, such as using coordinated goals, planning, roles and games with rules with at least one other child at a time.

- Demonstrates willingness to include others' ideas during interactions and play.
- Shows enjoyment of play with other children, such as through verbal exchanges, smiles and laughter.
- Engages in reflection and conversation about past play experiences.



# Social and Emotional Development



## Relationships / Peer Interactions and Relationships Sa19



## Relationships with Other Children P-SE 5

Standard

With modeling and support, negotiates to resolve social conflicts with peers.

Examples

- Seeks assistance from a teacher when a disagreement starts to escalate into physical aggression.
- Suggests to child that they build a house together to resolve struggle to control highly desirable blocks.
- Tells the teacher, "She won't share," when another child takes all of the blocks and refuses to share.
- With prompting from the teacher, remembers to use words to express strong feelings (e.g., "I don't like it when you push.")

Goal

Child uses basic problem-solving skills to resolve conflicts with other children.

36-48 Months

48-60 Months

Examples

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>•Begins to recognize and describe social problems.</li> <li>•With adult guidance and support, suggests solutions to conflicts.</li> </ul> | <ul style="list-style-type: none"> <li>•Often recognizes and describes social problems, suggests solutions to conflicts and compromises when working or playing in a group.</li> <li>•Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</li> </ul> |
|--|--|

Indicators

- Recognizes and describes basic social problems in books or pictures, such as both children wanting the same toy, and during interactions with other children, such as "Why do you think your friend might be sad?"
- Uses basic strategies for dealing with common conflicts, such as sharing, taking turns and compromising.
- Expresses feelings, needs and opinions in conflict situations.
- Seeks adult help when needed to resolve conflicts.



# Social and Emotional Development



## Self / Self-Regulation, Awareness and Expression of Emotion Sa9, Sa4 and Sa5



## Emotional Functioning P-SE 6

Standard

Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

Recognizes and identifies own emotions and the emotions of others.

Communicates a range of emotions in socially accepted ways.

Examples

- Describes a personal accomplishment with delight.
- Accepts reminder about play ending and cleans up.
- Asks for teacher to help with computer game and waits until teacher finishes book to help him.
- Moves from one activity to another with minimal adult support.
- Withdraws to a quiet, safe place to calm down after an altercation with another child.
- Follows the rules and routines in classroom and other settings with reminders.
- Tells teacher, "Juanita was sad, because she thought her mom wasn't coming."
- Identifies the emotion a character is feeling in a story.
- Expresses feelings through words, play or artistic representation.
- Uses props, such as posters, puppets and dolls to assist in identifying and expressing emotions.
- Manages negative emotions by telling peer, "I am mad, because you took my book."
- Tells teacher, "I don't like it when Angelica hits me."

Goal

Child expresses a broad range of emotions and recognizes these emotions in self and others.

Examples

36-48 Months	48-60 Months
<ul style="list-style-type: none"> <li>•Expresses a broad range of emotions across contexts, such as during play and in interactions with adults.</li> <li>•Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.</li> </ul>	<ul style="list-style-type: none"> <li>•Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried.</li> <li>•Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.</li> </ul>
<ul style="list-style-type: none"> <li>•Recognizes and labels basic emotions in books or photographs.</li> <li>•Uses words to describe own feelings.</li> <li>•Uses words to describe the feelings of adults or other children.</li> </ul>	

Indicators



# Social and Emotional Development



## Relationships / Empathy Sa20



## Emotional Functioning P-SE 7

Standard

Expresses concern for the needs of others and people in distress.  
Shows regard for the feelings of other living things.

Examples

- Expresses sympathy to a friend who is feeling sad.
- Says, "Oops," when bumping into another child's block tower and then helps to pick up the blocks.
- Offers to help another child who is upset after spilling milk.
- Worries that the class guinea pig is lonely over the weekend.
- Says, "My dog was brave when he got his shots at the vet."

Goal

Child expresses care and concern toward others.

36-48 Months

48-60 Months

Examples

Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.

Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.

Indicators

- Makes empathetic statements to adults or other children.
- Offers support to adults or other children who are distressed.



# Social and Emotional Development



## Self / Awareness and Expression of Emotion, Self-Regulation Sa5 and Sa 9



## Emotional Functioning P-SE 8

Standard

Communicates a range of emotions in socially accepted ways.

Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.

Examples

- Expresses feelings through words, play or artistic representation.
  - Uses props, such as posters, puppets and dolls to assist in identifying and expressing emotions.
  - Manages negative emotions by telling peer, "I am mad, because you took my book."
  - Tells teacher, "I don't like it when Angelica hits me."
- 
- Describes a personal accomplishment with delight.
  - Accepts reminder about play ending and cleans up.
  - Asks for teacher to help with computer game and waits until teacher finishes book to help him.
  - Moves from one activity to another with minimal adult support.
  - Withdraws to a quiet, safe place to calm down after an altercation with another child.
  - Follows the rules and routines in classroom and other settings with reminders.

Goal

Child manages emotions with increasing independence.

36-48 Months

48-60 Months

Examples

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Manages less intense emotions, such as mild frustration, independently.</li> <li>• May require adult support to manage more intense emotions.</li> </ul> | <ul style="list-style-type: none"> <li>• Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress.</li> <li>• Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.</li> </ul> |
|---|--|

Indicators

- Expresses feelings in ways that are appropriate to the situation.
- Looks for adult assistance when feelings are most intense.
- Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.



# Social and Emotional Development



## Self / Self-Concept Sa6 and Sa7

Identifies the diversity in human characteristics and how people are similar and different.

Compares own characteristics to those of others.

- Tells his teacher, "I'm a boy, and my sister is a girl."
- Notices a child with a physical disability and responds with questions or curiosity.
- Communicates, "I have straight hair, and she has curly hair."
- Says, "I have a mommy and daddy, but Angie has a mommy and a grandma."
- While using her wheelchair, communicates, "I can go faster than you!"



## Sense of Identity and Belonging P-SE 9

Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

36-48 Months

48-60 Months

Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.

Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.

- Describes self using several different characteristics.
- Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences or culture.



## Self / Sense of Competence Sa11

Shows confidence in own abilities and accomplishes routine and familiar tasks independently.

- Says, "I couldn't pour my own milk when I was little."
- Smiles when putting a floor puzzle together and states, "I'm good at this."
- Exclaims, "Look at me," when opening his own milk by himself.



## Sense of Identity and Belonging P-SE 10

Child expresses confidence in own skills and positive feelings about self.

36-48 Months

48-60 Months

•Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments.  
•May share own ideas or express positive feelings about self, particularly when prompted by an adult.

•Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults.  
•Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.

- Shows satisfaction or seeks acknowledgment when completing a task or solving a problem.
- Expresses own ideas or beliefs in group contexts or in interactions with others.
- Uses positive words to describe self, such as kind or hard-worker.

Standard

Examples

Goal

Examples

Indicators

Standard

Examples

Goal

Examples

Indicators



# Social and Emotional Development



No Clear Alignment with Ohio's Early Learning Standards



Relationships with Adults  
P-SE 11

Child has sense of belonging to family, community and other groups.

36-48 Months

48-60 Months

Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.

Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

- Identifies self as being a part of different groups, such as family, community, culture, faith or preschool.
- Relates personal stories about being a part of different groups.
- Identifies similarities and differences about self across familiar environments and settings.

Goal

Examples

Indicators



Self / Self-Regulation  
Sa 10



No Clear Alignment with Early Learning Outcomes Framework

With modeling and support, shows awareness of the consequences for his/her actions.

- Says, "We walk inside, so we won't bump into other people."
- Tells a friend, "If you leave the caps off the markers, they dry out."

Standard

Examples



# Language and Communication



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### LISTENING AND SPEAKING

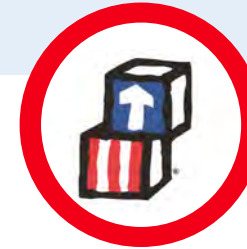
Receptive Language and Comprehension  
Expressive Language  
Social Communication

### READING

Reading Comprehension  
Fluency  
Print Concepts  
Phonological Awareness  
Letter and Word Recognition

### WRITING

Writing Process  
Writing Application and Composition



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### ATTENDING AND UNDERSTANDING

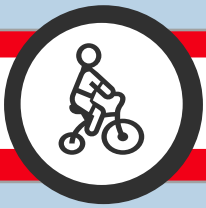
Attends to Communication  
Understands Complex Communication

### COMMUNICATING AND SPEAKING

Varies Information to Situation  
Understands Conversation  
Expresses Self

### VOCABULARY

Understands and Uses Wide Vocabulary  
Shows Understanding of Word Categories



# Language and Communication



## No Clear Alignment with Ohio's Early Learning Standards



## Attending and Understanding P-LC 1

Child attends to communication and language from others..

36-48 Months

48-60 Months

Shows acknowledgment of comments or questions and can attend to conversations, either spoken or signed.

Shows acknowledgment of complex comments or questions and can attend to longer, multi-turn conversations, either spoken or signed.

- Uses verbal and non-verbal signals appropriately to acknowledge the comments or questions of others.
- Shows ongoing connection to a conversation, group discussion or presentation.

Goal

Examples

Indicators



## Listening and Speaking / Receptive Language and Communication L4 and L5



## Attending and Understanding P-LC 2

Demonstrates understanding of increasingly complex concepts and longer sentences.

Follows two-step directions or requests.

- Says to a friend, "Miss Lisa says it's time to clean up."
- Retrieves own book out of own cubby and adult's book off the shelf when adult requests, "Please get your truck book and my truck book for naptime."

- Responds to directions such as, "Place the book on the shelf and put your coat on, so we can go outside."

Child understands and responds to increasingly complex communication and language from others.

36-48 Months

48-60 Months

Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions and simple stories.

Shows an understanding of complex statements, questions and stories containing multiple phrases and ideas and responds appropriately.

- Shows an ability to recall (in order) multiple step directions.
- Demonstrates understanding of a variety of question types, such as "Yes/No?" or "Who/What/When/Where?" or "How/ Why?"
- Shows understanding of a variety of sentence types, such as multi-clause, cause-effect, sequential order, or if-then.
- Shows an understanding of talk related to the past or future.
- Shows understanding, such as nodding or gestures, in response to the content of books read aloud, stories that are told or lengthy explanations given on a topic. Children who are DLLs may demonstrate more complex communication and language in their home language than in English.

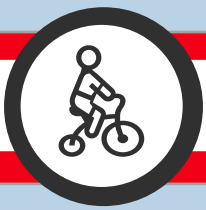
Standard

Examples

Goal

Examples

Indicators



# Language and Communication



## Listening and Speaking / Expressive Language L6

Uses language to communicate in a variety of ways with others to: share observations, ideas and experiences; problem-solve and reason; and predict and seek new information.

- Shares experiences in a statement such as, "I have a new, black puppy and it tickles when he licks my face!"
- Exhibits an understanding of abstract language in statements such as, "Red and blue are both colors." Or, "I can tell you're happy because you're smiling."
- Exhibits problem-solving and reasoning in statements such as, "It's raining, so we'll play in the gym today." Or, "Maybe if we move our chairs together like this, we can both see the book."
- Makes a prediction such as, "I think the man will catch that gingerbread man."
- Seeks new information by asking questions like, "What's for lunch today?" Or, "Where are we going?"



## Communicating and Speaking P-LC 3

Child varies the amount of information provided to meet the demands of the situation.

36-48 Months	48-60 Months
Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.
<ul style="list-style-type: none"> <li>•Usually provides sufficient detail in order to get needs met, such as explaining a point of difficulty in a task or sharing a request from home with the teacher.</li> <li>•Uses language, spoken or sign, to clarify a word or statement when misunderstood.</li> <li>•Children who are DLLs may switch between their languages.</li> </ul>	



## Listening and Speaking / Expressive Language L7

Speaks audibly and expresses thoughts, feelings and ideas clearly. (Articulation)

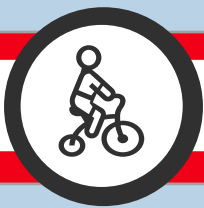
- Modulates voice intonation and volume appropriate to the situation (e.g., Uses "inside" quieter voice in the classroom and a louder "outside" voice on the playground).
- Accurately pronounces most words, but vocabulary contains some errors (e.g., "kepitch" for "ketchup" or "pusgetti" for "spaghetti").
- Verbalizes why she is upset, such as, "I'm sad when my mom goes to work." Or, "I'm scared when it thunders."



## Communicating and Speaking P-LC 4

Child understands, follows and uses appropriate social and conversational rules.

36-48 Months	48-60 Months
Engages in conversations with adults, other children or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	<ul style="list-style-type: none"> <li>•Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question.</li> <li>•With increasing independence, varies tone and volume of expression to match the social situation.</li> </ul>
<ul style="list-style-type: none"> <li>•Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.</li> <li>•With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.</li> </ul>	



# Language and Communication



## Listening and Speaking / Social Communication L13



## Communicating and Speaking P-LC 4

Standard

With modeling and support, follows typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaking about the topic or text being discussed).

With modeling and support, continues a conversation through multiple exchanges.

Examples

- Contributes to the conversation about how to care for the new class pet.
  - Suggests they might see a turtle in the pond, while listing all the things the class might find on a nature walk.
- 
- Engages in conversation with an adult about his new cat and why his name is Mittens.
  - Engages in role-related conversations during pretend play.

Goal

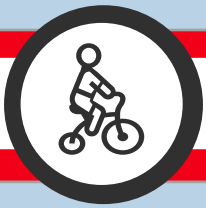
Child understands, follows and uses appropriate social and conversational rules.

Examples

36-48 Months	48-60 Months
Engages in conversations with adults, other children or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Engages in conversations with adults, other children or within the group setting lasting 2–3 conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.

Indicators

- Maintains multi-turn conversations with adults, other children, and within larger groups by responding in increasingly sophisticated ways, such as asking related questions or expressing agreement.
- With increasing independence, matches the tone and volume of expression to the content and social situation, such as by using a whisper to tell a secret.



# Language and Communication



## Listening and Speaking / Expressive Language L6



## Communicating and Speaking P-LC 5

Standard

Uses language to communicate in a variety of ways with others  
To: share observations, ideas and experiences; problem-solve and reason;  
and predict and seek new information.

Examples

- Shares experiences in a statement such as, "I have a new, black puppy and it tickles when he licks my face!"
- Exhibits an understanding of abstract language in statements such as, "Red and blue are both colors." Or, "I can tell you're happy because you're smiling."
- Exhibits problem-solving and reasoning in statements such as, "It's raining, so we'll play in the gym today." Or, "Maybe if we move our chairs together like this, we can both see the book."
- Makes a prediction such as, "I think the old man will catch that gingerbread man."
- Seeks new information by asking questions like, "What's for lunch today?" Or, "Where are we going?"

Goal

Child expresses self in increasingly long, detailed, and sophisticated ways.

36-48 Months

48-60 Months

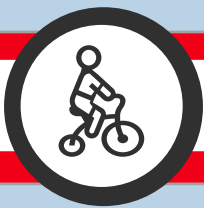
Examples

- Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors.
- Typically uses 3–5 word phrases/sentences when communicating.
- With some prompting, can offer multiple (two to three) pieces of information on a single topic.

- Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors.
- Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke."
- Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.

Indicators

- Communicates clearly enough to be understood by adults across a range of situations. Pronunciation errors and grammatical errors are isolated and infrequent. Shows proficiency with prepositions, regular/irregular past tense, possessives, and noun-verb agreement.
- Typically, uses complete sentences of more than 5 words with complex structures, such as sentences involving sequence and causal relations.
- Can produce and organize multiple sentences on a topic, such as giving directions or telling a story, including information about the past or present or things not physically present, and answer a variety of question types.



# Language and Communication



## Listening and Speaking / Expressive Language L10 and L11



## Vocabulary P-LC 6

Standard

With modeling and support, uses words acquired through conversations and shared reading experiences. (Vocabulary)

With modeling and support, determines the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)

Examples

- Uses the term “magnify” in the science area after listening to an informational book on science tools.
- Explains the need for a “tape measure” in the block area after a conversation about the tools used by construction workers.
- Identifies a picture of a Tyrannosaurus and a Stegosaurus while reading a new book about dinosaurs.
- Uses the word colander in the kitchen area after hearing the teacher explain and demonstrate how to use the colander to drain the grapes for snack.
- Generalizes that blue jays and robins are parrots.

Goal

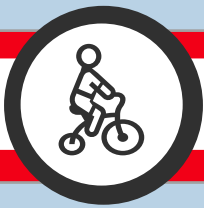
Child understands and uses a wide variety of words for a variety of purposes.

Examples

36-48 Months	48-60 Months
<ul style="list-style-type: none"> <li>•Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things or ideas that are meaningful within the everyday environment.</li> <li>•Uses new vocabulary words to describe relations among things or ideas.</li> <li>•Shows repetition of new words offered by adults.</li> </ul>	<ul style="list-style-type: none"> <li>•Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety.</li> <li>•Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</li> </ul>

Indicators

- Demonstrates the use of multiple (two to three) new words or signs a day during play and other activities.
- Shows recognition of and/or familiarity with key domain- specific words heard during reading or discussions.
- With multiple exposures, uses new domain-specific vocabulary during activities, such as using the word “cocoon” when learning about the life-cycle of caterpillars, or “cylinder” when learning about 3-D shapes.
- With support, forms guesses about the meaning of new words from context clues.



# Language and Communication



## Listening and Speaking / Expressive Language L9, L11 and L12



## Vocabulary P-LC 7

Standard

With modeling and support, use the conventions of standard English. (Grammar)

- Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.
- Form regular plural nouns orally by adding /s/ or /es/.
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.

Identifies real-life connections between words and their use. (Vocabulary)

With modeling and support, explores relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.).

Examples

- Says, "My grandma's cat had babies, and I get to pick out one of the kittens for my very own!"
- Says, "I made three wishes when I blew out my birthday candles."
- Asks, "When is lunch?" or "Why isn't Abby at school today?"
- Says, "I can put my coat on and take it off by myself."
- Says, "I had macaroni and cheese for dinner last night," during sharing time.
- Mentions that all the furniture in the doll house is small.
- Explains the need for the circle cookie cutter while playing at the clay table.
- Gathers a fire truck, car and a motorcycle when the teacher suggests they might put some vehicles in the block city.
- Places the corn, carrots and broccoli in one basket, an apple, banana and orange into another basket and says, "These are vegetables and these are fruits."
- Says, "Green means go and red means stop!"
- Says, "The tortoise is slow, and the rabbit is fast."
- Demonstrates walking and marching during music/movement time.

Goal

Child shows understanding of word categories and relationships among words.

36-48 Months

48-60 Months

Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.

Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.

Examples

Indicators

- Categorizes words or objects, such as sorting a hard hat, machines and tools into the construction group, or giving many examples of farm animals.
- Discusses new words in relation to known words and word categories, such as "It fell to the bottom when it sank" or "When you hop, it's like jumping on one leg" or "The bear and fox are both wild animals."
- Identifies shared characteristics among people, places, things or actions, such as identifying that both cats and dogs are furry and have four legs.
- Identifies key common antonyms, such as black/white or up/down. Identifies one to two synonyms for very familiar words, such as glad or happy.
- Shows an ability to distinguish similar words, such as "I don't like it. I love it!" or "It's more than tall, it's gigantic!" or "It's so cold, it's frosty."



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### LISTENING AND SPEAKING

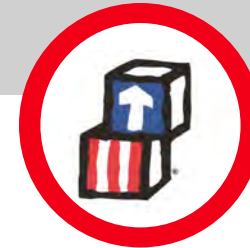
Receptive Language and Comprehension  
Expressive Language  
Social Communication

### READING

Reading Comprehension  
Fluency  
Print Concepts  
Phonological Awareness  
Letter and Word Recognition

### WRITING

Writing Process  
Writing Application and Composition



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### PHONOLOGICAL AWARENESS

Awareness Spoken Language Smaller Sounds

### PRINT AND ALPHABET KNOWLEDGE

Understanding How Print Used  
Identifies Letters

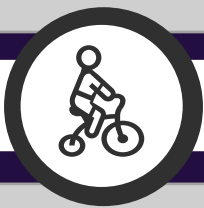
### COMPREHENSION AND TEXT STRUCTURE

Understanding of Narrative Text  
Asks Questions and Answers

### WRITING

Writes for Variety of Purposes





# Literacy



## Reading / Phonological Awareness L22, L23 and L24

Standard

With modeling and support, recognizes and produces rhyming words.  
With modeling and support, recognizes words in spoken sentences.

With modeling and support identifies, blends and segments syllables in spoken words. With modeling and support, orally blends and segments familiar compound words.

With modeling and support, blends and segments onset and rhyme in single-syllable spoken words.

With modeling and support identifies initial and final sounds in spoken words.

Examples

- Identifies rhyming words in familiar stories, poems, songs and words.
- Plays with rhyme and makes up nonsense rhyming words.
- Finishes the rhyme, "Jack and Jill went up the ."
- Claps for each word in the sentence: "Bob sold his bike."
- Takes a step for each word in the sentence: "The ball is red and round."

- Responds "apple" and "baby" when listening to an adult separate and distinctly articulate individual syllables "ap-ple" or "ba-by."
- Chants and claps the syllables in classmate's names and other words.
- Chants the two words of a compound word ("dog-house") and the child responds, "Doghouse."
- The teacher asks, "If I take 'snow' out of 'snowman,' what's left?" and the child responds, "Man."

- Correctly identifies the cup when the teacher asks for the "c- up."
- Substitutes different beginning sounds in classmates' names while playing a "name game" with the teacher.
- Identifies initial sound of name and leaves the circle when the teacher invites all the children whose names begin with the / d/ sound to play.
- Locates things in the environment that begin with the /p/ sound while playing a "sound search" game.
- Repeats words and identifies the common initial sound (e.g., baby, ball, and bottle).
- Repeats words and identifies the common final sound (e.g., Matt, kite, boat).



## Phonological Awareness P-LIT 1

Goal

Child demonstrates awareness that spoken language is composed of smaller segments of sound.

36-48 Months

48-60 Months

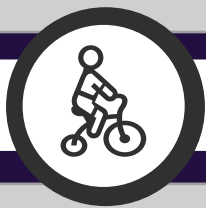
- Shows rote imitation and enjoyment of rhyme and alliteration.
- With support, distinguishes when two words rhyme and when two words begin with the same sound.

- Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log.
- Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm."
- Can count syllables and understand sounds in spoken words.

Examples

- Provides one or more words that rhyme with a single given target, such as "What rhymes with log?"
- Produces the beginning sound in a spoken word, such as "Dog begins with /d/."
- With adult support, provides a word that fits with a group of words sharing an initial sound, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"

Indicators



# Literacy



## Reading / Reading Comprehension L17 and Print Concepts L21

With modeling and support, names the author and illustrators of a story and what part each person does for a book.

Demonstrates an understanding of basic conventions of print in English and other languages.  
Orients books correctly for reading and turns pages one at a time.  
Demonstrates an understanding that print carries meaning.

- Verbalizes that the author writes the book and the illustrator makes pictures.
  - Mentions that Eric Carle is both the author AND the illustrator in his books.
- 
- Follows words from left to right and top to bottom.
  - Leaves spaces between strings of letters when writing a “sentence” about the book.
  - Holds the book right-side up with front cover facing toward herself.
  - Turns pages one at a time from front to back.
  - Orders from a menu during pretend play.
  - Pointing to the text in a new book asks, “What does that say?”
  - “Writes” a journal entry and “reads” it to the other children.



## Print and Alphabet Knowledge P-LIT 2

Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).

36-48 Months

48-60 Months

Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult “What does this say?” or “Read this.”

- Begins to demonstrate an understanding of the connection between speech and print.
- Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.

- Understands that print is organized differently for different purposes, such as a note, list or storybook.
- Understands that written words are made up of a group of individual letters.
- Begins to point to single-syllable words while reading simple, memorized texts.
- Identifies book parts and features, such as the front, back, title and author.

Standard

Examples

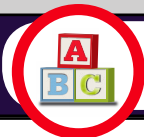
Goal

Examples

Indicators



# Literacy



## Reading / Letter and Word Recognition L25, L26

With modeling and support, recognizes and names some upper and lower case letters in addition to those in first name.

With modeling and support, demonstrates understanding that alphabet letters are a special category of symbols that can be named and identified.  
With modeling and support, recognizes the sounds associated with letters.

- Picks out and names familiar letters while looking at books.
- Names the letters as he assembles the alphabet puzzle.
- Identifies the letters she knows in a story or classroom poster.
- Names the letters of her first name while playing "school" in the dramatic play center.
- Differentiates numerals from letters, by sorting all the numbers from the magnetic letters and numbers and placing them on the magnetic board.
- Identifies that "Bobby" and "Billy" start with the same sound and letter.
- Plays with letter /sound relationships in songs, rhymes and stories.
- Plays with letter/sound relationships using magnetic letters, alphabet puzzles, games, writing letters in the sand table, etc.



## Print and Alphabet Knowledge P-LIT 3

Child identifies letters of the alphabet and produces correct sounds associated with letters.

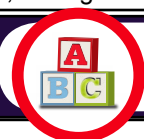
36-48 Months

48-60 Months

Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name or naming some letters that are encountered often.

• Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment.  
• Produces the sound of many recognized letters.

- Names 18 uppercase and 15 lowercase letters.
- Knows the sounds associated with several letters.



## Reading / Reading Comprehension L15 and L16

Retells or re-enacts familiar stories.

Identifies characters and major events in a story.

- "Reads" the book to a friend after hearing the story.
- Uses flannel-board pieces or picture cards to tell the sequence of events in the story.
- Uses props and acts out The Three Bears during dramatic play after the teacher reads the story.
- Identifies the characters in the book when the teacher points to the picture.
- Identifies the three pigs and the wolf in The Three Little Pigs, and relates how the pigs outsmarted the wolf.



## Comprehension and Text Structure P-LIT 4

Child demonstrates an understanding of narrative structure through storytelling/re-telling.

36-48 Months

48-60 Months

With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.

Retells two to three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.

- Re-tells or acts out a story that was read, putting events in the appropriate sequence, and demonstrating more sophisticated understanding of how events relate, such as cause and effect relationships.
- Tells fictional or personal stories using a sequence of at least two to three connected events.
- Identifies characters and main events in books and stories.

Standard

Examples

Goal

Examples

Indicators

Standard

Examples

Goal

Examples

Indicators



# Literacy



## Reading / Reading Comprehension L15 and L18



## Comprehension and Text Structure P-LIT 5

Standard

Asks and answers questions, and comments about characters and major events in familiar stories.

With modeling and support, identifies the topic of an informational text that has been read aloud.

Examples

- After reading *The Three Bears*, says, "Goldie Locks will be in trouble!"
- Responds to open-ended questions posed about the story during shared reading (why, how, prediction, cause/effect).

- Responds correctly when asked, "What's this book about?"
- Answers questions about caterpillars after listening to an informational book on caterpillars.

Goal

Child asks and answers questions about a book that was read aloud.

Examples

36-48 Months

48-60 Months

- Can answer basic questions about likes or dislikes in a book or story.
- Asks and answers questions about main characters or events in a familiar story.
- With modeling and support, makes predictions about events that might happen next.

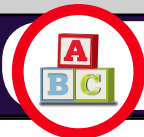
- With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where.
- With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.

Indicators

- Answers questions about details of a story with increasingly specific information. When asked, "Who was Mary?" the child responds, "She was the girl who was riding the horse and then got hurt."
- Answers increasingly complex inferential questions that require making predictions based on multiple pieces of information from the story, such as inferring characters' feelings or intentions or providing evaluations of judgments that are grounded in the text.
- Provides a summary of a story, highlighting many of the key ideas in the story and how they relate.



# Literacy



## Writing / Writing Process, Application and Composition L28, L29 and L31



## Writing P-LIT 6

Standard

Demonstrates an understanding of the structure and function of print.

With modeling and support, prints letters of own name and other meaningful words with mock letters and some actual letters.

With modeling and support, demonstrates letter formation in "writing."

With modeling and support, shows awareness that one letter or cluster of letters represents one word.

With modeling and support, uses a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).

With modeling and support, uses a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)

Examples

- Uses a combination of scribbles, shapes, drawings and letters when writing.
- Writes a series of lines and symbols that look like letters.
- Draws a picture and makes marks as a caption or label.
- Copies words found in the environment.

- Incorporates letters and familiar words into drawings and other artwork.
- Writes using invented spelling (e.g., rak (rake) or trk (truck)).
- Forms some letters correctly during writing, although some letters may sometimes be formed backwards or upside down.
- Captions a drawing of his cat using groups of letters with spaces between the groups.
- Incorporates her name and her friend's name under the picture of the two girls playing on the swing.

- Uses a pad and pencil to take a friend's order in the dramatic play restaurant.
- Makes a get-well card for a sick friend.
- Uses a clipboard and pencil to survey the class to find out who has a pet and who does not.
- Makes a book entitled My Favorite Dinosaurs .
- "Writes" a thank-you note to let the cook know he liked the macaroni and cheese at lunch.
- "Writes" a note to the afternoon teacher explaining that she would prefer that her cot be located in the house corner for nap.
- Documents observations of the ant farm.

Goal

Child writes for a variety of purposes using increasingly sophisticated marks.

Examples

36-48 Months	48-60 Months
<ul style="list-style-type: none"> <li>•Engages in writing activities that consist largely of drawing and scribbling.</li> <li>•Begins to convey meaning.</li> <li>•With modeling and support, writes some letter-like forms and letters.</li> </ul>	<ul style="list-style-type: none"> <li>•Progressively uses drawing, scribbling, letter-like forms and letters to intentionally convey meaning.</li> <li>•With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</li> </ul>

Indicators

- Creates a variety of written products that may or may not phonetically relate to intended messages.
- Shows an interest in copying simple words posted in the classroom.
- Attempts to independently write some words using invented spelling, such as K for kite.
- Writes first name correctly or close to correctly.
- Writes (draws, illustrates) for a variety of purposes and demonstrates evidence of many aspects of print conventions, such as creating a book that moves left to right.



# Literacy



## No Clear Alignment with Early Learning Outcomes Framework



### Listening and Speaking / Receptive Language & Comprehension, Expressive Language L5, L7

Standard

Asks meanings of words.

Describes familiar people, places, things and experiences.

Examples

- Asks, "What's a creek?" when the teacher reads the word in a story.
- Asks questions about how furniture can be a chair, a table and a bed.
- Describes a trip to the airport to pick up grandma.
- Looks in a mirror and describes her features.



### Reading / Reading Comprehension, Fluency and Letter and Word Recognition L19, L20 and L25

Standard

Actively engages in group reading with purpose and understanding.

With modeling and support uses phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.

With modeling and support, recognizes and "reads" familiar words or environmental print.

Examples

- Asks for a favorite book to be read aloud.
- Listens attentively as the teacher reads and giggles at the trouble The Cat in the Hat causes.
- Participates in reciting rhymes and finger plays using accompanying gestures.
- Chants along during a shared reading of Chicka, Chicka, Boom Boom.
- Makes a "growly" voice when reciting, "I'll huff and I'll puff and I'll blow your house down!" during a shared reading of The Three Little Pigs.
- Pauses appropriately to turn the page when pretending to read out loud.
- Reads his book made from the front panels of cereal boxes, soup can labels and restaurant logos.
- Recognizes "Walmart" on the paper he is cutting.



### Reading / Reading Comprehension L16, L17, L18 and L19

Standard

Demonstrates an understanding of the differences between fantasy and reality.

With modeling and support, describes what part of the story the illustration depicts.

With modeling and support, describes, categorizes and compares and contrasts information in informational text.

With modeling and support, discusses some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).

Examples

- Describes talking dogs, singing flowers as "only pretend."
- Explains that Corduroy the Bear is not real after hearing the story being read.
- Talks about the picture when sharing a book.
- Responds to questions about the illustrations.
- Sequences a series of picture cards to describe how a caterpillar becomes a butterfly after listening to a book about butterflies.
- Communicates the difference between the fire engine and the ladder truck after reading a book about a fire station.
- Compares the illustrations in two books about the zoo, and notices that one uses photographs and the other uses drawings of the animals.
- Uses several books about the firehouse to find out what will be needed on the fire engine the class is building during the fire engine project.



# Literacy



No Clear Alignment with Early Learning Outcomes Framework



## Writing / Writing Process, Writing Application and Composition L28, L30, L32 and L33

Standard

Uses a 3-finger grasp of dominant hand to hold a writing tool.

“Reads” what they have written.

With modeling and support, notices and sporadically uses punctuation in writing.

With modeling and support, discusses and responds to questions from others about writing/drawing.

With modeling and support, participates in shared research and writing projects using a variety of resources to gather information or to answer a question.

With modeling and support, explores a variety of digital tools to express ideas.

Examples

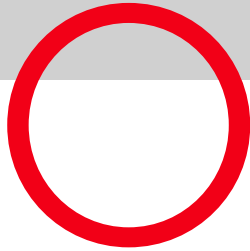
•Holds a pencil when writing differently than a marker when drawing.  
•Experiments with writing with either hand and uses the hand that is more comfortable.

•Reads journal entry to the teacher.  
•Makes a book about dancing and reads it to a friend.  
•Places a period at the end of his name.  
•Incorporates periods and exclamation marks in writing.  
•Notices a question mark while looking at a book and copies it while working in the writing center.

•Answers questions about the drawing she made of her house and barn.  
•Discusses a family trip to an art museum after the teacher asks him about his journal entry.  
•Consults a variety of books on dinosaurs to create a book entitled “My Favorite Dinosaurs.”  
•Asks the teacher to help find other books or use the computer to find out more about spiders.

•Uses the class camera to record the growth of the class garden.  
•Asks for help searching the Internet for pictures of dinosaurs, so he can illustrate his book entitled “My Favorite Dinosaurs.”





**OHIO EARLY LEARNING STANDARDS  
STRANDS/TOPICS**

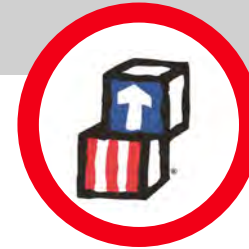
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**COGNITIVE SKILLS**

Memory

Symbolic Thought

Reasoning and Problem Solving



**EARLY LEARNING OUTCOMES FRAMEWORK  
SUB-DOMAINS**

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**NO CLEAR ALIGNMENT WITH EARLY LEARNING  
OUTCOMES FRAMEWORK**

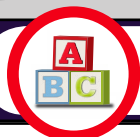




# Cognition



## No Clear Alignment with Early Learning Outcomes Framework



### Cognitive Skills / Memory C7, C8, C9

Standard

Communicates about past events and anticipates what comes next during familiar routines and experiences.

With modeling and support, remembers and uses information for a variety of purposes.

Recreates complex ideas, events/ situations with personal adaptations.

Examples

- Communicates about his aunt's visit last summer.
- Anticipates what comes next in the schedule. For example, retrieves blanket after lunch time.
- Follows the route out of the building to the playground.

- Retrieves toy from the block area and places it in the drawer by the kitchen, following adult's two-step directions.
- Communicates the idea he wanted to share even though the teacher didn't call on him right away.
- Completes a "Work Plan" in preparation for play, and reports how he accomplished his plan during review time.

- Sings simple, short phrases of new song in Spanish right after the teacher models.
- Listens to the story of the Three Billy Goats Gruff, and then stomps around the room talking in a deep voice.
- Looks at Van Gogh's Sunflowers painting, holds her markers up to the original to try to match the colors, but paints the background pink.
- Organizes a "play" of The Three Little Pigs with his friends, using pink and grey dress up clothes, pink markers to paint their noses and squeaky voices when answering the knocks of the wolf.



### Cognitive Skills / Reasoning and Problem-Solving C13

Standard

Demonstrates ability to solve everyday problems based upon past experience.

Examples

- Moves glass away from the table and cautions her baby sister, "Be careful. If my glass falls off the table, it will break."
- Puts the large block on the bottom after repeatedly adding a large block on top of smaller blocks and watching the tower fall.
- Touches a bug, squeals when it moves away and then cups hand to catch the bug.



### Cognitive Skills / Symbolic Thought C11, C12

Standard

Demonstrates understanding that symbols carry meaning and uses symbols to represent thinking (e.g., drawings, construction or movement).

Participates cooperatively in complex pretend play, involving assigned roles and an overall plan.

Examples

- Places a STOP sign on the road in the block corner and stops the cars during play.
- Orders from "menu" in pretend play.
- Tells a story about making a snowman, draws a picture of his story and writes "snow" under the picture with his own symbols for representing that word.

- Assigns her two friends the role of "cat" and "daddy" and then makes herself the vet who fixes the broken leg, gives the cat some medicine and tells daddy how to take care of the cat.
- Engages in pretend play, reenacting Goldilocks and the Three Bears, pretending to be little bear.
- Engages in pretend play in which he is the doctor and the other children are the patient and the nurse and pretends to write prescriptions.



### Cognitive Skills / Reasoning and Problem-Solving C13 and C14

Standard

Solves problems by planning and carrying out a sequence of actions.

Seeks more than one solution to a question, problem or task.  
Explains reasoning for the solution selected.

Examples

- Counts the number of plates at the table and then counts out that same number of napkins before setting the table for snack.
- Retrieves glue, crayons and paper strips before sitting down at the table to make a paper chain.

- While building the train track, tries to create a curve with four different track pieces before asking for help.
- Rotates the puzzle piece and tries different pieces until finding the piece that fits.
- Discusses the number of people who want some play dough. When the teacher asks, "How can we divide this one tub of play dough so everyone has the same amount?" suggests methods for dividing it and how they might determine if the pieces are all the same.
- When discovering there were no more blocks, retrieves a set of markers, connects them together and places on top of blocks and explains how he uses them to make a chimney.

# Cognition - Mathematics Development



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### NUMBER SENSE

Number Sense and Counting  
Compare Numbers

### NUMBER RELATIONSHIPS AND OPERATIONS

Number Relationships

### ALGEBRA

Group and Categorize  
Patterning

### MEASUREMENT AND DATA

Describe and Compare Measurable Attributes  
Data Analysis

### GEOMETRY

Spatial Relationships  
Identify and Describe Shapes  
Analyze, Compare and Create Shapes



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

---

### COUNTING AND CARDINALITY

Number Names and Sequence  
Sets  
Understands Number and Quantity  
Compares Numbers  
Associates Numbers and Quantity

### OPERATIONS AND ALGEBRAIC THINKING

Understands Addition and Subtraction  
Understands Simple Pattern

### MEASUREMENT

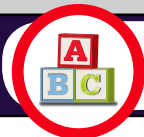
Measures by Different Attributes and Compares

### GEOMETRY AND SPATIAL SENSE

Identifies, Describes, Compares, Composes Shapes  
Explores Positions of Objects in Space



# Cognition - Mathematics Development



## Number Sense / Number Sense and Counting C15 C16

Counts to 20 by ones with increasing accuracy.

Identifies and names numerals 1-9.

- Recites or signs the numbers 1-20 incompletely or with errors.
- Chants, sings or signs 1-20 in order while marching.
- Points to numerals in a book as the teacher names them.
- Points to and names numerals on a spinner while playing game.



## Counting and Cardinality P-MATH 1

Child knows number names and the count sequence.

36-48 Months

48-60 Months

- Says or signs some number words in sequence (up to 10), starting with one.
- Understands that counting words are separate words, such as “one,” “two,” “three,” versus “onetwothree”.

Says or signs more number words in sequence.

- Counts verbally or signs to at least 20 by ones.



## Number Sense / Number Sense and Counting C17

Identifies without counting small quantities of up to 3 items. (Subsidize)

- Looks briefly at a picture and immediately communicates the quantity of up to three objects in the picture.
- Identifies quantities up to three without counting during play and classroom routines (e.g., sorting bears, getting snack, etc.).



## Counting and Cardinality P-MATH 2

Child recognizes the number of objects in a small set.

36-48 Months

48-60 Months

- Develops an understanding of what whole numbers mean.
- Begins to recognize the number of small objects in groups without counting.

Quickly recognizes the number of objects in a small set (referred to as “subitizing”).

Instantly recognizes, without counting, small quantities of up to 5 objects and says or signs the number.

Standard

Examples

Goal

Examples

Indicators

Standard

Examples

Goal

Examples

Indicators



# Cognition - Mathematics Development



## Number Sense / Number Sense and Counting C17, C18



## Counting and Cardinality P-MATH 3

Standard

Demonstrates one-to-one correspondence when counting objects up to 10.  
Understands that the last number spoken tells the number of objects counted.

Examples

- Counts the number of cars on the rug: "One, two, three, four, five, six."
- Counts out napkins for snack time saying the number aloud as he puts each one on the table.
- Accurately counts five crackers to match the picture in a rebus chart.
- Moves an equivalent number of steps indicated on a large number cube during gross motor play.
- When asked how many napkins he passed out for snack says, "Ten napkins."

Goal

Child understands the relationship between numbers and quantities.

Examples

36-48 Months	48-60 Months
<ul style="list-style-type: none"> <li>•Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence).</li> <li>•Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").</li> </ul>	<ul style="list-style-type: none"> <li>•Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence).</li> <li>•Understands that the last number represents how many objects are in a group (cardinality).</li> </ul>

Indicators

- When counting objects, says or signs the number names in order, pairing one number word that corresponds with one object up to at least 10.
- Counts and answers "How many?" questions for approximately 10 objects.
- Accurately counts as many as 5 objects in a scattered configuration.
- Understands that each successive number name refers to a quantity that is one larger.
- Understands that the last number said represents the number of objects in a set.



# Cognition - Mathematics Development



## Number Sense / Number Sense and Counting C18

Identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.

- Points to the set with six blocks when asked which set has more blocks, the set with five or the set with six.
- Compares the number of letters in written names of two objects and indicates which word has more or fewer letters.
- Responds to questions like, "Does Jason have as many crackers as Jasmine?"



## Counting and Cardinality P-MATH 4

Child compares numbers.

36-48 Months

48-60 Months

- With adult help, begins to accurately count and compare objects that are about the same size and are in small groups, such as a pile of 2 blocks and a pile of 4, and determines whether the piles have the same or different numbers of blocks.
- Identifies the first and second objects in a sequence.

- Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers.
- Uses numbers related to order or position.

- Identifies whether the number of objects in one group is more than, less than or the same as objects in another group for up to at least five objects.
- Identifies and uses numbers related to order or position from first to tenth.



## No Clear Alignment with Ohio's Early Learning Standards



## Counting and Cardinality P-MATH 5

Child associates a quantity with written numerals up to 5 and begins to write numbers.

36-48 Months

48-60 Months

Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.

- Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals.
- With adult support, writes some numerals up to 10.

- Associates a number of objects with a written numeral 0–5.
- Recognizes and, with support, writes some numerals up to 10.

Standard

Examples

Goal

Examples

Indicators

Goal

Examples

Indicators



# Cognition - Mathematics Development



## Number Relationships and Operations C19



## Operations and Algebraic Thinking P-MATH 6

Standard

Counts to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.

Examples

- Counts the number of boys and the number of girls present and then finds out how many children are there altogether.
- Responds appropriately when asked, "Right now there are five people at our snack table. How many people will be here if Jenny comes?"
- Participates in stories and rhymes involving addition and subtraction (e.g., "The Doorbell Rang," "Ten in the Bed," "Where is Thumbkin?")
- Counts the number of crackers left after everyone is served at snack.
- Groups and counts the number of objects that are yellow and the number of objects that are blue.

Goal

Child understands addition as adding to and understands subtraction as taking away from.

36-48 Months

48-60 Months

Examples

With adult support, begins to add and subtract very small collections of objects. For example, the teacher says, "You have 3 grapes and get 1 more. How many in all?" Child counts out 3, then counts out 1 more, then counts all 4: "1, 2, 3, 4. I have 4!"

Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.

Indicators

- Represents addition and subtraction in different ways, such as with fingers, objects and drawings.
- Solves addition and subtraction word problems. Adds and subtracts up to 5 to or from a given number.
- With adult assistance, begins to use counting on from the larger number for addition. For example, when adding a group of 3 and a group of 2, counts "One, two, three..." and then counts on "Four, five!" (keeping track with fingers). When counting back for subtraction, such as taking away 3 from 5, counts, "Five, four, three...two!" (keeping track with fingers).



# Cognition - Mathematics Development



## Algebra / Patterning C22

Recognizes, duplicates and extends simple patterns using attributes such as color, shape or size.  
Creates patterns.

- Follows pattern for placing utensils and plates on table in preparation for lunchtime.
- Uses colored pattern blocks to copy a pattern picture.
- Extends a pattern started by another.
- Finds and identifies patterns in the environment.
- Builds a road alternating long and short unit blocks.
- Orders colored bears in red, blue, yellow; red, blue, yellow pattern.



## Operations and Algebraic Thinking P-MATH 7

Child understands simple patterns.

36-48 Months

48-60 Months

- Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, \_\_\_\_\_, girl.
- Duplicates and extends ABABAB patterns.

Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.

- Fills in missing elements of simple patterns.
- Duplicates simple patterns in a different location than demonstrated, such as making the same alternating color pattern with blocks at a table that was demonstrated on the rug.
- Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.
- Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks.



## Measurement & Data / Describe and Compare Measurable Attributes C23, C24

Describes and compares objects using measurable attributes (e.g., length, size, capacity and weight).  
Orders objects by measurable attribute (e.g., biggest to smallest, etc.).  
Measures length and volume (capacity) using non-standard or standard measurement tools.

- Compares shoe sizes to see who has the bigger or smaller shoe.
- Sorts and classifies objects and can explain the sorting criteria (e.g., one rock is heavier than the other; one pencil is longer, etc.).
- Places the different sized plates from biggest to smallest on the table.
- Orders blocks by height, tallest to shortest, while building his "town" in the block area.
- Measures how many paper clips it takes to be as long as a pencil.
- Measures how many small containers it takes to fill one large container at the sand table.



## Measurement P-MATH 8

Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

36-48 Months

48-60 Months

With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.

With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.

- Measures using the same unit, such as putting together snap cubes to see how tall a book is.
- Compares or orders up to five objects based on their measurable attributes, such as height or weight.
- Uses comparative language, such as shortest, heavier or biggest.

Standard

Examples

Standard

Examples

Goal

Examples

Indicators

Goal

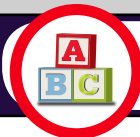
Examples

Indicators





# Cognition - Mathematics Development



## Algebra, Measurement & Data and Geometry C21, C23, C26 and C27



## Geometry and Spatial Sense P-MATH 9

Standard

Sorts and classifies objects by one or more attributes (e.g., size, number).

Describes and compares objects using measurable attributes (e.g., length, size, capacity and weight).

Understands and uses names of shapes when identifying objects.  
Names three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).

Compares two-dimensional shapes in different sizes and orientations using informal language.

Examples

- Sorts red and blue counting bears and then sorts each group of bears by size.
- Sorts blocks by size and shape for storing on block shelf at clean-up time.

- Compares shoe sizes to see who has the bigger or smaller shoe.
- Sorts and classifies objects and can explain the sorting criteria (e.g., one rock is heavier than the other; one pencil is longer, etc.).

- Points and names the circle, square, rectangle and triangle shapes while working with puzzles.
- Identifies different shapes that are called out loud, while playing a game of shape bingo.
- Asks a friend, “Can I have another square block?”
- Refers to a cube as a “box.”
- Calls the cone “ice cream cone.”
- Calls a sphere a “ball.”

- Locates two-dimensional geometric shapes of differing size and orientation in the classroom environment.
- Answers questions like, “How do you know the shape is a triangle?” by describing the number of “lines” and “points.”
- Identifies two-dimensional shapes by feel in a “feely box.”
- Identifies a triangle whether sitting on its base or on its point.

Goal

Child identifies, describes, compares and composes shapes.

Examples

36-48 Months

48-60 Months

- Recognizes and names typical circle, square, and sometimes a triangle.
- With adult support, matches some shapes that are different sizes and orientations.

- Recognizes and compares a greater number of shapes of different sizes and orientations.
- Begins to identify sides and angles as distinct parts of shapes.

Indicators

- Names and describes shapes in terms of length of sides, number of sides and number of angles.
- Correctly names basic shapes regardless of size and orientation.
- Analyzes, compares and sorts two-and three-dimensional shapes and objects in different sizes. Describes their similarities, differences and other attributes, such as size and shape.
- Creates and builds shapes from components.



# Cognition - Mathematics Development



## Geometry C27 and C28

Creates shapes during play by building, drawing, etc.

Combines simple shapes to form larger shapes.

- Draws a picture of his house using some basic shapes, such as a rectangle for the building, a triangle for the roof and a circle for the sun.
- Creates symmetrical block structures.
- Draws shapes from memory.

- Uses blocks to create larger shape structures.
- Manipulates pattern blocks to form larger shapes.
- Describes the shapes used to create new shapes.



## Geometry and Spatial Sense P-MATH 9

Child identifies, describes, compares and composes shapes.

36-48 Months

48-60 Months

- Recognizes and names typical circle, square, and sometimes a triangle.
- With adult support, matches some shapes that are different sizes and orientations.

- Recognizes and compares a greater number of shapes of different sizes and orientations.
- Begins to identify sides and angles as distinct parts of shapes.

- Names and describes shapes in terms of length of sides, number of sides and number of angles.
- Correctly names basic shapes regardless of size and orientation.
- Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences and other attributes, such as size and shape.
- Creates and builds shapes from components.



## Geometry / Spatial Relationships C25

Demonstrates understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/ below, beside/between, in front of/ behind and next to.

- Communicates, "My toy fell under the table," or "I left my ball outside," or "Sit down beside me."
- Navigates an obstacle course when the teacher says, "Go under the bridge and then go around the climber."
- Says, "My dad keeps the car inside the garage."
- Builds simple, meaningful "maps" using blocks and toys such as trees, cars and houses, and describes relative positions. (e.g., "The truck is beside the road." "The dog is behind the house.").



## Geometry and Spatial Sense P-MATH 10

Child explores the positions of objects in space.

36-48 Months

48-60 Months

- Begins to understand spatial vocabulary.
- With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."

- Increasingly understands spatial vocabulary.
- Follows directions involving their own position in space, such as "Move to the front of the line."

- Understands and uses language related to directionality, order and the position of objects, including up/down and in front/behind.
- Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."

Standard

Examples

Standard

Examples

Goal

Examples

Indicators

Goal

Examples

Indicators

# Cognition - Scientific Reasoning



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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**SCIENCE INQUIRY AND APPLICATION**  
Inquiry

**EARTH AND SPACE SCIENCE**  
Explorations of the Nature World

**PHYSICAL SCIENCE**  
Explorations of Energy

**LIFE SCIENCE**  
Explorations of Living Things



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### SCIENTIFIC INQUIRY

Observes and Describes Observable Phenomena  
Engages in Scientific Talk  
Compares and Categorizes Observable Phenomena

### REASONING AND PROBLEM SOLVING

ASK QUESTIONS AND GATHERS INFORMATION, MAKES  
PREDICTIONS

### PLANS AND CONDUCTS INVESTIGATIONS

ANALYZES RESULTS, DRAWS CONCLUSIONS,  
COMMUNICATES RESULTS



# Cognition - Scientific Reasoning



## Measurement and Data, Science Inquiry and Application C24, C39, C42 and C43

Collects data by categories to answer simple questions.

Explores objects, materials and events in the environment.

Makes careful observations.

Records observations using words, pictures, charts, graphs, etc.

Uses simple tools to extend investigation.

- Sorts the red bears and the blue bears. Counts to see which group has more.
- Counts how many children said they have a pet and how many said they do not have a pet.

•Counts the number of apples in each column of the graph, and concludes, "More children like red apples."

- Tries different combinations of blocks to build a tall tower.
- Uses moist clay to make two pieces stick together.
- Watches the birds at the birdfeeder.
- Observes that the wind blows the snow across the playground.

•Observes a bird on the grass and says, "That bird is eating a worm!"

•Tells his mother, "The sunflowers we planted are almost as tall as me now."

•Says to a friend, "The cars and houses got smaller and smaller when we took the airplane to visit my dad."

- Draws a picture of the bird eating a worm.
- Takes a clipboard on a nature walk to record observations.
- Photographs moss on the side of a tree.
- Tells a friend that the moon was a whole circle last night and a lot of times it's only part of a circle and expresses interest in why it is different.
- Explains that when they plucked rubber bands of different lengths strung across a shoebox they made different sounds.

- Uses a measuring cup to measure out flour needed to bake bread.
- Asks for a magnifying glass to view parts of a flower.
- With adult help, marks height on a growth chart.



## Scientific Inquiry P-SCI 1

Child observes and describes observable phenomena (objects, materials, organisms and events).

### 36-48 Months

- Uses the five senses to observe objects, materials, organisms and events.
- Provides simple verbal or signed descriptions.
- With adult support, represents observable phenomena, such as draws a picture.

### 48-60 Months

- Makes increasingly complex observations of objects, materials, organisms and events.
- Provides greater detail in descriptions.
- Represents observable phenomena in more complex ways, such as pictures that include more detail.

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations.
- Uses observational tools to extend the five senses, such as a magnifying glass, microscope, binoculars or stethoscope.
- Describes observable phenomena using adjectives and labels, such as lemons taste sour and play dough feels sticky.
- Represents observable phenomena with pictures, diagrams and 3-D models.



## Earth and Space Science / Explorations of the Natural World C48

With modeling and support, recognizes familiar elements of the natural environment and understands that these may change over time (e.g., soil, weather, sun and moon).

- Notices how melting snow creates craters and gullies that change the landscape of the playground.
- While on the playground, notices that he can see the moon even though it is day.
- Notices that the sun moves in the sky during the course of the day.
- Comments about the wind blowing the flag on top of the playground structure.
- Uses language (either verbal or sign language) to describe characteristics of the weather during different times of the year.
- Predicts what will happen to snow when the temperature rises.

Standard

Examples

Goal

Examples

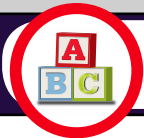
Indicators

Standard

Examples



# Cognition - Scientific Reasoning



## No Clear Alignment with Ohio's Early Learning Standards



## Scientific Inquiry P-SCI 2

Child engages in scientific talk.

36-48 Months

48-60 Months

- With adult support and modeling, begins to use scientific vocabulary words.
- Sometimes repeats new words offered by adults.

- Uses a greater number of scientific vocabulary words.
- Repeats new words offered by adults and may ask questions about unfamiliar words.

- Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate or measure.
- Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object.

Goal

Examples

Indicators



## Science Inquiry and Application / Inquiry C41

Describe, compare, sort, classify and order.

- Says, "The guinea pig's fur is brown with white spots."
- Strokes the guinea pig and the bunny and comments that the bunny's fur is softer.
- Notices and comments that the sand in the sun is easier to sift than the sand in the shade.
- Sorts all the shells from the rocks in the basket on the nature table.
- Orders the shells from smallest to largest.



## Scientific Inquiry P-SCI 3

Child compares and categorizes observable phenomena.

36-48 Months

48-60 Months

- Sorts objects into groups based on simple attributes, such as color.
- With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and with adult help, determines which container holds more scoops.

- With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture.
- Uses measurement tools to assess the properties of and compare observable phenomena.

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor and sound.
- Uses measurement tools, such as a ruler, balance scale, eye dropper, unit blocks, thermometer or measuring cup to quantify similarities and differences of observable phenomena.

Standard  
Examples

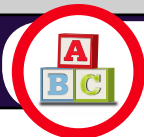
Goal

Examples

Indicators



# Cognition - Scientific Reasoning



## Science Inquiry and Application C40, C44

Poses questions about the physical and natural environment.

Makes predictions.

- Asks why the ant hill on the playground is bigger today than it was yesterday.
  - Listens intently to the voice on the classroom intercom and then asks if it is a phone.
  - Asks, "How did the caterpillar become a cocoon?"
- 
- Provides responses when asked, "What do you think will happen to the ice cubes if we leave them on the counter?"
  - After assisting his grandfather with feeding the hens, states, "I think the chicken eggs will be hatched when we come out here tomorrow."
  - States, "Tasha's sister took two steps today. I bet she'll take three tomorrow."
  - Predicts which toy car will go faster, one rolling down a sharp incline or one rolling down a slight incline.



## Reasoning and Problem Solving P-SCI 4

Child asks a question, gathers information and makes predictions.

36-48 Months

48-60 Months

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>•Asks simple questions. Uses adults as primary resources to gather information about questions.</li> <li>•With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."</li> </ul>   | <ul style="list-style-type: none"> <li>•Asks more complex questions.</li> <li>•Uses other sources besides adults to gather information, such as books or other experts.</li> <li>•Uses background knowledge and experiences to make predictions.</li> </ul> |
| <ul style="list-style-type: none"> <li>•Asks questions that can be answered through an investigation, such as "What do plants need to grow?" or "What countries do the children in our class come from?"</li> <li>•Gathers information about a question by looking at books or discussing prior knowledge and observations.</li> <li>•Makes predictions and brainstorms solutions based on background knowledge and experiences, such as "I think that plants need water to grow," or, "I think adding yellow paint to purple will make brown."</li> </ul> |   |

Standard  
Examples

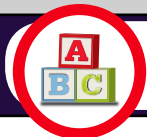
Goal

Examples

Indicators



# Cognition - Scientific Reasoning



## Science Inquiry and Application C40

Engages in simple investigations.

- During the garden project, investigates which plants grew better, those planted in the shade or those planted in the sun.
- Engages in an investigation of the properties of sound: loud/ soft (volume), high/low (pitch).



## Reasoning and Problem Solving P-SCI 5

Child plans and conducts investigations and experiments.

### 36-48 Months

- With adult support, engages in simple investigations and experiments, such as building a “bridge” out of classroom materials and seeing how many dolls it will hold before it collapses.
- Records data with teacher assistance, mostly using pictures and marks on a page.

### 48-60 Months

- With increasing independence, engages in some parts of conducting complex investigations or experiments.
- Increasingly able to articulate the steps that need to be taken to conduct an investigation.
- Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children’s favorite snacks.

- Articulates steps to be taken and lists materials needed for an investigation or experiment.
- Implements steps and uses materials to explore testable questions, such as “Do plants need water to grow?” by planting seeds and giving water to some but not to others.
- Uses senses and simple tools to observe, gather and record data, such as gathering data on where children’s families are from and creating a graph that shows the number of children from different countries.

Examples Standard

Goal

Examples

Indicators





# Cognition - Scientific Reasoning



## Science Inquiry and Application and Earth & Space Science, C43, C45, C46 and C48

Identifies patterns and relationships.

Makes inferences, generalizations and explanations based on evidence.

Shares findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).

With modeling and support, recognizes familiar elements of the natural environment and understands that these may change over time (e.g., soil, weather, sun and moon).

Standard

Examples

- States, "At night it gets dark and we go to sleep and in the morning it gets light, so we wake up."
- Makes the observation that in the winter it snows, but where her grandma lives in Florida it does not.
- States, "I like to eat peanut butter and jelly for lunch, but John and Lisa can't eat it because it makes them sick."

- On a windy day, observes that the leaf pile is gone and infers, "The leaves blew away."
- Observes that his classmate is absent and infers, "Marcos is out sick today."
- Observes that the ground is wet and states, "It rained last night."

- Helps make a graph that demonstrates the length of his shadow that was measured in the morning and in the late afternoon to compare which one is bigger.
- Draws pictures of the birds that visit two different bird feeders on the playground, making a distinction between the color and size of the birds which eat from each feeder.
- Takes pictures of the same tree on the playground at different times of the year and discusses how the tree changes over time.

- Notices how melting snow creates craters and gullies that change the landscape of the playground.
- While on the playground, notices that he can see the moon even though it is day.
- Notices that the sun moves in the sky during the course of the day.
- Comments about the wind blowing the flag on top of the playground structure.
- Uses language (either verbal or sign language) to describe characteristics of the weather during different times of the year.
- Predicts what will happen to snow when the temperature rises.



## Reasoning and Problem Solving P-SCI 6

Child analyzes results, draws conclusions and communicates results.

36-48 Months

48-60 Months

- With adult assistance, analyzes and interprets data.
- Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"

- With increasing independence, analyzes and interprets data and draws conclusions.
- With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions and conclusions in increasingly complex ways through multiple methods

- Analyzes and interprets data and summarizes results of investigation.
- Draws conclusions, constructs explanations and verbalizes cause and effect relationships.
- With adult support, compares results to initial prediction and offers evidence as to why they do or do not work. Generates new testable questions based on results.
- Communicates results, solutions and conclusions through a variety of methods, such as telling an adult that plants need water to grow or putting dots on a map that show the number of children from each country.

Goal

Examples

Indicators



# Cognition - Scientific Reasoning



No Clear Alignment with Early Learning Outcomes Framework



## Physical Science / Explorations of the World C49

Standard

With modeling and support, develops understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.

Examples

- Expresses concern for the birds in winter and suggests a class bird feeding project.
- Explains how he goes to the recycle plant with his dad to deposit the family's paper, glass and metal trash.
- Draws a picture of how food grows (e.g., apples grow on trees, corn grows in the ground).
- Categorizes natural objects as those that we can eat and those that we can't eat (e.g., can eat plants, can't eat rocks).
- Identifies the harmful consequences of a forest fire.



## Physical Science / Explorations of Energy C50, C51

Standard

With modeling and support, explores the properties of objects and materials (e.g., solids and liquids).

With modeling and support, explores the position and motion of objects.

With modeling and support, explores the properties and characteristics of sound and light.

Examples

- Observes what happens when ice melts in the sensory table.
- Makes ice cream for dessert at lunch.
- Notices that the higher the incline of the ramp, the farther the toy car rolls.
- Engages in play in the block area with ramps, pulleys, wheels, levers, etc.
- Discovers that some magnets "pull" together and some magnets "push" apart.

Explores the classroom musical instruments and sorts them into categories by how the sound is produced. (e.g., those that make sound by striking, shaking or blowing).

- Explores the transparent properties of a variety of materials on the light table.
- Engages in an investigation of shadows.



## Life Science / Explorations of Living Things, C52, C53, C54 and C55

Standard

With modeling and support, identifies physical characteristics and simple behaviors of living things.

With modeling and support, identifies and explores the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).

With modeling and support, demonstrates knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.

With modeling and support, demonstrates an understanding that living things change over time (e.g., life cycle).

With modeling and support, recognizes similarities and differences between people and other living things.

Examples

- Says, "Birds have feathers and mammals have fur."
- Says, "My dog had puppies!"
- Watches a spider spin her web.
- Recognizes the similarities between a pony and a horse.
- Matches authentic pictures of different habitats to the things that occupy them (e.g., people live in houses, worms live in the ground, fish live in the water).
- Says, "Some dinosaurs were meat-eaters, and some ate plants."
- Discusses the differences between habits of tortoises and turtles.
- Says, "Owls hunt at night."
- Observes that the class pet guinea pig eats, drinks water and sleeps just like people do.
- While watching the angel fish in the aquarium, observes the gills and explains, "That is how the fish breathes under water."
- Matches animal parts (e.g., a duck's feet, a rabbit's ears, a cat's tail) to the correct animal.
- Identifies the nose and mouth as parts of the body that humans use to breathe.
- Studies his baby pictures and explains how he used to be a baby, but now he's big.
- Places in sequence pictures of the life cycle of a butterfly from caterpillar to chrysalis/ cocoon to butterfly.
- Matches pictures of familiar baby animals to adult animals.
- Orders correctly a series of pictures of plant's growth (e.g., from a seed, to a seedling, to a mature plant).
- Describes what happens to a human from infancy to adulthood (e.g., begins life as a baby, grows into a child, matures into an adult).
- Observes that animals have fur and people do not.
- Points to a goose and says, "It looks like a duck."
- States, "Some bears are brown, some are black, and Polar bears are white!"

# Cognition - Social Studies



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

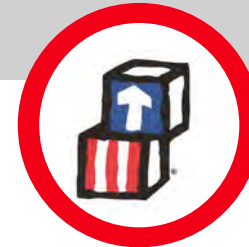
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**HISTORY**  
Historical Thinking  
Heritage

**GEOGRAPHY**  
Spatial Thinking and Skills  
Human Systems

**GOVERNMENT**  
Civic Participation Skills  
Rules and Laws

**ECONOMICS**  
Scarcity  
Production and Consumption



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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NO CLEAR ALIGNMENT WITH THE EARLY LEARNING  
OUTCOMES FRAMEWORK



# Cognition - Social Studies



No Clear Alignment with Early Learning Outcomes Framework



## History / Historical Thinking and Skills C30 and C31

Demonstrates an understanding of time in the context of daily experiences.

Develops an awareness of his/her personal history.

- Tells her mom that her friend was sick yesterday and not at school.
  - Labels the day "Swim day" or "Field trip day" when talking to his friend at snack.
  - Reminds substitute teacher that they go on the playground after snack in the morning.
  - Shows the new boy in the class the picture schedule so he will know what comes next.
- 
- Looks at the classroom photo album, points to grandma and tells the teacher about how she rocked him when he was a baby.
  - Tells his friend about going to the park for a picnic with his family while playing in the sensory table.
  - Asks her mama to tell "her born story" on her birthday.
  - Shares that when he was a baby he wore diapers, but he's not a baby anymore.

Standard  
Examples



## Geography / Spatial Thinking and Skills and Human Systems C32 and C33

Demonstrates a beginning understanding of maps as actual representations of places.

Identifies similarities and differences of personal, family and cultural characteristics and those of others.

- Includes representations of roads, buildings and bodies of water during block play.
  - Draws a map.
  - Goes on a "bear hunt" using a map.
  - Drive cars along a road on a map.
- 
- Asks the teacher why her skin is pink and her friend's skin is brown.
  - Makes a self-portrait that includes his body parts and clothing, and states, "I have black hair and Catherina has brown hair."
  - Tells the teacher, "I speak Spanish at home." Or, "I live with my mom and my grandma, but Casey lives with his mom and his dad."

Standard  
Examples



## History / Heritage C32

Develops an awareness and appreciation of family cultural stories and traditions.

- Imitates making one of his family's traditional desserts while playing in the kitchen area.
- Participates in re-enacting different holiday traditions during dramatic play.

Standard  
Examples



## Government / Civic Participation Skills C34

Understands that everyone has rights and responsibilities within a group.  
Demonstrates cooperative behaviors and fairness in social interactions.

- Participates in group vote on what to name the guinea pig.
- Offers to be a class buddy for a new boy in the room.
- Tells the teacher there is a broken toy in the room.
- Shows concern for his classmate who has trouble getting on the playground because he uses braces.
- Reminds another child to put a plastic bottle in the recycle container.
- Helps a friend rebuild a block tower when it accidentally falls over.
- Works with a friend in the sensory table to fill a bottle with water.

Standard  
Examples



# Cognition - Social Studies



No Clear Alignment with Early Learning Outcomes Framework



## Government / Civic Participation Skills C35

Standard

With modeling and support, negotiates to solve social conflicts with peers.  
With modeling and support, demonstrates an awareness of the outcomes of choices.

Examples

- With adult help, creates a waiting list to take turns at the computer.
- Tells a friend, "Give it back. He had it first," when she takes a book from another child.
- Tells his friends, "You will be the cashier and you can be the shopper and then you can switch."
- Tells a friend to hold onto the swing so they won't fall.
- Asks for his coat when he's outside and didn't bring his coat.
- Says, "I'm hungry. I wish I would have eaten my snack," after choosing not to eat during snack time.



## Government / Rules and Laws C36

Standard

With modeling and support, demonstrates understanding that rules play an important role in promoting safety and protecting fairness.

Examples

- Participates in creation of classroom rules.
- Tells a classmate to stop throwing blocks because one could hit a friend.
- During dramatic play, asks a friend, "Can I have a turn playing with the doll when you are all done?"



## Economics / Scarcity C37

Standard

With modeling and support, recognizes that people have wants and must make choices to satisfy those wants because resources and materials are limited.

Examples

- Notifies that the red paint is gone and asks the teacher to get more out of the supply closet.
- Offers to share the sponge in the water table when there is only one available.
- Tells his friend that there are only two books about cars in the book area and that he has to pick one.



## Economics / Production and Consumption C38

Standard

With modeling and support, demonstrates understanding of where goods and services originate and how they are acquired.  
With modeling and support, demonstrates responsible consumption and conservation of resources.

Examples

- Makes a grocery list during dramatic play, puts a purse over her shoulder and says, "I have to go to the grocery store."
- Helps to take care of a tomato plant in the classroom and then assists in making salsa for snack when tomatoes are ripe.
- Tells the teacher that his family went to the apple orchard to pick apples and made applesauce with them at home.
- Tells a new classmate at snack not to take too many crackers, so they aren't thrown away.

# Perceptual, Motor, Physical Development



## OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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### MOTOR DEVELOPMENT

Large Muscle: Balance and Coordination

Small Muscle: Touch, Grasp, Reach, Manipulate

Oral-Motor

Sensory-Motor

### PHYSICAL WELL-BEING

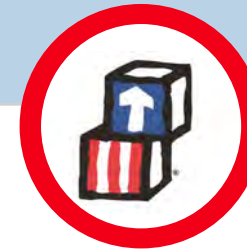
Body Awareness

Physical Activity

Nutrition

Self-Help

Safety Practices



## EARLY LEARNING OUTCOMES FRAMEWORK SUB-DOMAINS

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### GROSS MOTOR

Demonstrates Control, Strength, Coordination

Uses Perceptual Information to Guide Motions

### FINE MOTOR

Demonstrates Control, Strength, Coordination

Exhibits Complex Fine Motor Coordination

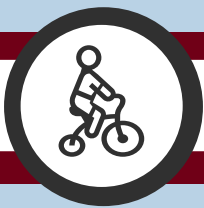
### HEALTH, SAFETY AND NUTRITION

Demonstrates Personal Hygiene and Self-care

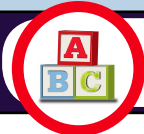
Develops Knowledge/Skills Promoting Nutrition

Demonstrates Knowledge Personal Safety

Responsibility for Personal Hygiene and Self-Care



# Perceptual, Motor, Physical Development



## Motor Development / Large Muscle: Balance and Coordination Pa4 and Pa5

Standard

Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).  
Demonstrates coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).

Uses non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).

Examples

- Hops like a bunny while acting out a story in the dramatic play center.
- Climbs the ladder to slide down the slide.
- Pumps his legs to make the swing go higher.
- Throws and catches a ball.
- Kicks balls to another child outside.

•Plays “Simon Says,” touches toes, twists to the left and twists to the right.



## Physical Well-Being / Physical Activity Pa10

Standard

Participates in structured and unstructured active physical play exhibiting strength and stamina.

Examples

- Climbs on the jungle gym and states that he can go higher than he did yesterday.
- Runs and stops during playing a game of “Red Light, Green Light.”



## Gross Motor P-PMP 1

Goal

Child demonstrates control, strength and coordination of large muscles.

36-48 Months

48-60 Months

Examples

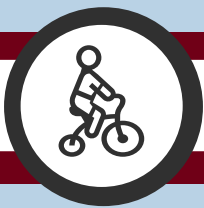
- Balances on one leg or a beam for short periods with some assistance.
- Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated.
- Engages in physical activity that requires strength and stamina for at least brief periods.

- Balances on one leg or on a beam for longer periods of time both when standing still and when moving from one position to another.
- Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running.
- Engages in more complex movements, such as riding a tricycle with ease.
- Engages in physical activities of increasing levels of intensity for sustained periods of time.

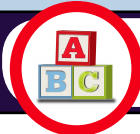
Indicators

- Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.
- Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder or dancing to music.
- Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.





# Perceptual, Motor, Physical Development



## Motor Development / Large Muscle: Balance and Coordination Pa5

Demonstrates spatial awareness in physical activity or movement.

- Runs around the cones and sandbox while pretending to be a bear chasing another bear.
- Jumps up in the air without falling when trying to reach the book on the high shelf.

Examples Standard



## Gross Motor P-PMP 2

Child uses perceptual information to guide motions and interactions with objects and other people.

36-48 Months

48-60 Months

- Somewhat aware of own body, space and relationship to other objects.
- May have difficulty consistently coordinating motions and interactions with objects and other people.

Shows increasing awareness of body, space and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.

Goal

Examples

Indicators

- Demonstrates awareness of own body and other people's space during interactions.
- Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.
- When asked, can move own body in front of, to the side or behind something or someone else, such as getting in line with other children.
- Changes directions when moving with little difficulty.



## Motor Development / Small Muscle: Touch/ Grasp/Reach/Manipulate Pa6

Coordinates the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.  
Uses classroom and household tools independently with eye- hand coordination to carry out activities.

- Strings beads to make a necklace.
- Zips, snaps, buttons and dresses self.
- Uses fork and spoon to eat.
- Uses scissors to cut shapes to place on a card for his mother.
- Uses pencil to make a drawing of recognizable shapes to hang on his cubby.

Standard

Examples



## Fine Motor P-PMP 3

Child demonstrates increasing control, strength and coordination of small muscles.

36-48 Months

48-60 Months

Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.

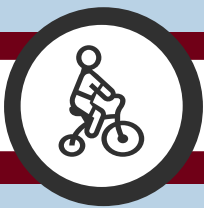
Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.

Goal

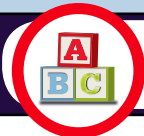
Examples

Indicators

- Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.
- Uses a pincer grip to hold and manipulate tools for writing, drawing and painting.
- Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring or buttoning.



# Perceptual, Motor, Physical Development



## Physical Well-Being / Self-Help Pa12

Follow basic health practices.  
Independently completes personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).

- Puts dirty things, such as tissues and towels, in trash.
- Washes hands after using tissue.
- Covers mouths with elbow or sleeve when sneezing and coughing.
- Brushes teeth, rinses mouth and puts toothbrush away.
- Uses the toilet, flushes and washes hands.
- Dresses with clothing right side out and correct side forward.
- Puts shoes on correct feet.



## Health, Safety and Nutrition P-PMP 4

Child demonstrates personal hygiene and self-care skills.

36-48 Months

48-60 Months

Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.

•Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.

- Washes hands with soap and water. Knows to do this before eating, after using the bathroom or after blowing nose.
- Demonstrates increasing ability to take responsibility for participating in personal self-care skills, such as brushing teeth or getting dressed.



## Physical Well-Being / Nutrition Pa11

Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.  
Distinguishes nutritious from non-nutritious foods.

- Explains the body needs food, "to make my body grow."
- Pretends to fix a meal in dramatic play: "Do you want carrots or grapes?"
- Says, "Vegetables are good for you, and candy is not!"
- Creates a "My Plate" with pictures of nutritious foods.
- Sorts pictures into groups of healthy and non-healthy foods.



## Health, Safety and Nutrition P-PMP 5

Child develops knowledge and skills that help promote nutritious food choices and eating habits.

36-48 Months

48-60 Months

Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.

Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.

- Identifies a variety of healthy and unhealthy foods.
- Demonstrates basic understanding that eating a variety of foods helps the body grow and be healthy.
- Moderates food consumption based on awareness of own hunger and fullness.

Standard

Examples

Standard

Examples

Goal

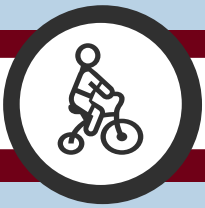
Examples

Indicators

Goal

Examples

Indicators



# Perceptual, Motor, Physical Development



## Physical Well-Being / Safety Practices Pa13 and Pa14



## Health, Safety and Nutrition P-PMP 6

Standard

With modeling and support, identifies and follows basic safety rules.  
Identifies ways adults help to keep us safe.

With modeling and support, identifies the consequences of unsafe behavior.  
With modeling and support, demonstrates ability to follow emergency routines (e.g., fire or tornado drill).

With modeling and support, demonstrates ability to follow transportation and pedestrian safety rules.

Examples

- Tells friend not to run in the restroom.
- With occasional adult prompting, goes feet first down the slide.
- Requests to hold an adult hand when crossing the street.
- Identifies role of police officer.
- Gives examples of what a firefighter may tell children to do if they smelled smoke.

- Says, "You shouldn't play in the street because a car could hit you."
- Says, "If you play with matches, you'll get burned."
- While swinging, tells a friend, "Hang on tight so you don't fall!"
- With adult guidance, lines up to exit the building during a fire drill.
- Looks toward the teacher to listen to directions when tornado alarm rings.
- Willingly climbs into a safety seat in the car.
- Says, "Look both ways before you cross the street."
- Holds handle on the "walking rope" during the walk to the park.

Goal

Child demonstrates knowledge of personal safety practices and routines.

36-48 Months

48-60 Months

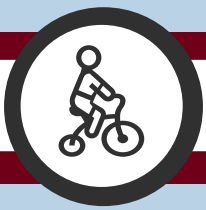
- Shows awareness of a growing number of personal safety practices and routines.
- Looks to adults for support in enacting these.

- Exhibits increasing independence in following basic personal safety practices and routines.
- Follows adult guidance around more complex practices.

Examples

Indicators

- Identifies, avoids and alerts others to danger, such as keeping a safe distance from swings.
- With adult help and support, identifies and follows basic safety rules, such as transportation and street safety practices.



# Perceptual, Motor, Physical Development



No Clear Alignment with Early Learning Outcomes Framework



## Motor Development / Oral-Motor Pa7

Standard  
Demonstrates increasingly complex oral-motor skills, such as drinking through a straw, blowing bubbles or repeating a tongue-twister.

- Examples
- Drinks from an open cup, usually without spilling.
  - Drinks a milkshake through a straw.
  - Blows out birthday candles.
  - Attempts tongue twisters, such as “Peter Piper.”
  - Speaks clearly with some mispronunciations.



## Motor Development / Sensory-Motor Pa8

Standard  
Regulates reactions to external sensory stimuli in order to focus on complex tasks or activities.

- Examples
- Carries a cup of water to the table without spilling.
  - Builds complex block structures adjusting the blocks to balance.
  - Participates in activities requiring distance vision (e.g., catching/tossing games, recognizing familiar adults and children from across the room, etc.).
  - Participates in activities requiring close-up vision (e.g., drawing sorting small objects, looking at books, etc.).



## Physical Well-Being / Body Awareness Pa9

Standard  
Identifies and describes the function of body parts.

- Examples
- Identifies many body parts such as knees, elbows, shoulders, neck and fingers.
  - Tells a friend, “My muscles make me strong.”
  - States, “I see with my eyes,” “I hear with my ears,” “I smell with my nose.”



## Physical Well-Being / Physical Activity Pa10

Standard  
Demonstrates basic understanding that physical activity helps the body grow and be healthy.

- Examples
- Makes statements like, “Running fast makes my legs strong,” or, “I feel good when I run, jump and play with my friends.”
  - While jumping rope comments, “I am exercising my body.”