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Ohio's New Learning Standards:

Kindergarten through Grade 3

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Introduction

In December 2011, Ohio was awarded the Race to the Top Early Learning Challenge Grant. The grant requirements included developing standards in all Essential Domains of School Readiness, Birth through Age 5. These five domains are:

- Social and Emotional Development
- Physical Well-being and Motor Development
- Approaches Toward Learning
- Language and Literacy Development
- Cognition and General Knowledge

Ohio also addressed in its application for the Race to the Top Early Learning Challenge Grant the plan to enhance existing state standards for kindergarten through grade 3 by developing three additional domains: approaches toward learning; physical well-being; and social and emotional development. Ohio's Early Learning and Development Standards provided the foundation to develop these additional domains that would complement and support Ohio's Learning Standards for kindergarten through grade 3.

The K-3 standards created in the domains of approaches toward learning, physical well-being, and social and emotional development address key concepts and skills that children develop and learn in these areas during their kindergarten through grade 3 years. The standards promote an understanding of the nonacademic areas that contribute to the success of each student and guide the implementation of instructional strategies and curriculum that support all areas of learning. Ohio recognizes educators address these concepts and skills with students and these standards will serve to reaffirm the importance of these critical areas.

Research has shown that nonacademic factors contribute to long-term academic success. Skills such as self-regulation and persistence are necessary for students when tackling challenging tasks. In fact, these skills can predict a wide range of life outcomes including educational achievement and health (Heckman & Kautz, 2013). Other developmental

areas, such as a sense of competence and self-confidence, influence students' abilities to understand their own characteristics and the effort needed to learn new content. There also is a growing body of research that shows how students' mindsets play a key role in their academic achievement (Dweck, 2008). In particular, students who believe that they can learn new skills through effort are likely to be more successful in completing academic tasks than those who believe that ability is fixed or unchangeable through effort.

The K-3 standards in approaches toward learning, physical well-being, and social and emotional development were created as part of a collaborative effort of state agencies including the Ohio Department of Education, Ohio Department of Job and Family Services, Ohio Department of Health, Ohio Department of Mental Health and Addiction Services, Ohio Department of Developmental Disabilities and the Governor's Office. These state agencies worked with national experts and writing teams made up of Ohio-based experts and stakeholders to develop the new standards.

ORGANIZATION OF THE STANDARDS

The standards in each domain are organized according to **strands**, the developmental or conceptual components in each domain. Each strand contains one or more **topics** (focus areas within each strand) and the **standard statements**, which specify the concepts and skills students know and are able to do at the end of each grade band.

The standards present a continuum of learning and development from kindergarten through grade 3. Because research indicates that children make progress in the domains of approaches toward learning, physical well-being, and social and emotional development over relatively broad periods of time, Ohio's writing teams decided to utilize a grade band format to organize the standards. These grade bands are divided into three meaningful transitional periods: *Pre-kindergarten*, *End of Grade 1* and *End of Grade 3*. The standards in each of these grade bands describe the developmental concepts and skills students should know and be able to do at the end of the band.

AN OVERVIEW OF THE DOMAINS

APPROACHES TOWARD LEARNING

This domain focuses on the foundational behaviors, dispositions and attitudes that students bring to learning experiences and social interactions. It includes initiative and curiosity, as well as the ability to plan and reflect on actions and learning. This domain also addresses engagement and persistence in learning and problem solving, which includes the ability to focus attention on activities. It also addresses creativity and the ability to use innovation and invention to support flexible thinking and problem solving. Flexible thinking supports a student's ability to tackle challenging tasks (Siegler & Alibali, 2005). The standards in the domain Approaches Toward Learning are organized in the following strands: *Initiative; Engagement and Persistence; and Creativity*.

PHYSICAL WELL-BEING

Ohio's Early Learning and Development Standards provide a strong foundation for the development and learning associated with physical well-being, as well as motor development from birth through the end of the preschool experience. Many of these standards also connect to Ohio's Learning Standards for physical education, especially in the areas of motor development and physical activity. The Physical Well-being domain for kindergarten through grade 3 was developed to complement and align with the Early Learning and Development Standards. These standards are consistent with the National Health Education Standards from the Center of Disease Control and the Florida, California and Maryland Health Standards.

This domain focuses on the health practices that are essential to a student's overall development and well-being. Evidence shows that a student's health is linked to his or her academic achievement (Basch, 2010). The standards address knowledge of health concepts and behaviors as well as decision-making skills. This domain also includes interpersonal communication skills to enhance health, which includes ways to avoid or reduce health risk and identify healthy ways to express feelings. The standards in the domain Physical Well-being are organized in the following strand: *Physical Well-being*.

SOCIAL AND EMOTIONAL DEVELOPMENT

This domain focuses on the behaviors that reflect students' emotional growth and their abilities to navigate their social worlds through interactions with adults and peers. It includes standards that address the ability to regulate emotion, attention and behavior. Students that effectively self-regulate their learning tend to achieve at higher levels in the classroom than those who do not self-regulate well (Blair & Razza, 2007). This domain also focuses on the ability to establish relationships with adults and peers. The standards in the domain Social and Emotional Development are organized in the following strands: *Self and Relationships*.

UTILIZING THE K-3 STANDARDS

The kindergarten through grade 3 standards in approaches toward learning, physical well-being, and social and emotional development are useful in developing nonacademic skills that are critical to the academic success of each student. The standards represent important skills that will strengthen students' learning of academic content. These standards also provide a comprehensive approach for promoting students' learning and development.

There are no new assessments directly linked to these standards; however, educators should carefully review the standards in the approaches toward learning, physical well-being, and social and emotional development domains and make decisions on how to integrate within academic instruction practices that support students' progress in reaching each standard. Recommended practice would be to use observation procedures to notice and document progress on these standards but no formal assessments are required to support implementation of the standards.

References:

Basch, C.E. *Healthier Students Are Better Learners: A Missing Link in Efforts to Close the Achievement Gap*. New York: New York. Columbia University; http://www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf

Blair, C., & Razza, R.P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development, 78*, 647-663.

Dweck, C. (2008). *Mindsets and math/science achievement*.

Heckman, J.J. & Kautz, T. (2013). *Fostering and measuring skills: Interventions that improve character and cognition* (No. w19656). National Bureau of Economic Research.

Siegler, R.S., & Alibali, M.W. (2005). *Children's Thinking* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Domain: Approaches Toward Learning

STRAND: INITIATIVE

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Initiative and Curiosity		
<p>Standard Statements:</p> <p>Seek new and varied experiences and challenges (take risks).</p>	<p>Standard Statements:</p> <p>Select challenging activities in which students are motivated to learn, even ones that may be too challenging.</p>	<p>Standard Statements:</p> <p>Engage in activities that are challenging and persist even when students are tired or frustrated.</p>
<p>Demonstrate self-direction while participating in a range of activities and routines.</p>	<p>Begin to practice skills purposefully in order to improve performance or for enjoyment.</p>	<p>Recognize one's strengths and preferences within a range of activities and routines.</p>
<p>Ask questions to seek explanations about phenomena of interest.</p>	<p>Offers explanations about topics of interest.</p>	<p>Considers different explanations to explain topics of interest.</p>
Topic: Planning, Action and Reflection		
<p>Standard Statements:</p> <p>Develop, initiate and carry out simple plans to obtain a goal.</p>	<p>Standard Statements:</p> <p>Begin to organize information or ideas into categories as a first step in reaching a goal or solving a problem.</p>	<p>Standard Statements:</p> <p>Organize ideas to carry out multi-step plans to obtain a goal or solve a problem.</p>
<p>Use prior knowledge and information to assess, inform and plan for future actions and learning.</p>	<p>Demonstrate an understanding of cause and effect when explaining concrete and visible sequences of action.</p>	<p>Demonstrate increased interest in rules and logic when considering future actions and learning.</p>

STRAND: ENGAGEMENT AND PERSISTENCE

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Attention		
<p>Standard Statements:</p> <p>Focus on an activity with deliberate concentration despite distractions.</p>	<p>Standard Statements:</p> <p>Begin to focus attention relevant aspects of activities and ignore or put aside irrelevant information with support from adults.</p>	<p>Standard Statements:</p> <p>Organize systematically and engage in sustained activities with minimal support from adults.</p>
Topic: Persistence		
<p>Standard Statements:</p> <p>Carry out tasks, activities, projects or experiences from beginning to end.</p>	<p>Standard Statements:</p> <p>Carry out tasks, activities, projects or experiences that are increasingly challenging.</p>	<p>Standard Statements:</p> <p>Carry out complex tasks, activities, projects or experiences that involve several tasks and subtasks.</p>
<p>Focus on the task at hand even when frustrated or challenged.</p>	<p>Demonstrate interest in following a process and producing a product with support from adults.</p>	<p>Communicate with peers and adults about the process and product of activities or tasks.</p>

STRAND: CREATIVITY

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Innovation and Invention		
Standard Statements: Use imagination and creativity to interact with objects and materials.	Standard Statements: Interact with a wide variety of objects and materials without concern of product or outcome.	Standard Statements: Interact with a wide variety of objects and materials with the end product as the focus.
Use creative and flexible thinking to solve problems.	Identify differences between problem types and adapt strategies based on the type of problem.	Work backwards from a proposed solution in order to solve a problem.
Engage in inventive social play.	Engage in elaborate, inventive and social play.	Negotiate and integrate the ideas of others in the elaboration of inventive social play.
Topic: Expression of Ideas and Feelings through the Arts		
Standard Statements: Express individuality, life experiences, and what one knows and is able to do through a variety of media.	Standard Statements: Demonstrate an awareness of possibilities when creating something with a variety of media.	Standard Statements: Demonstrate a set idea of how to portray different creations or thoughts through a variety of media.
Express interest in and show appreciation for the creative work of others.	Identify and describe reasons for the creative work of others.	Compare and contrast the creative work of others.

Domain: Physical Well-Being

Ohio's Early Learning and Development Standards provide a strong foundation for the development and learning associated with physical well-being and motor development from birth through preschool. Many of these standards also connect to the Ohio Physical Education Standards. A table below indicates the connection between the Early Learning and Development Standard Topics and the Ohio Physical Education Standards.

Early Learning and Development Standards	Ohio Physical Education Standards
DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT Topic: Large Muscle, Balance and Coordination	STRAND: MOTOR DEVELOPMENT STANDARD 1: Demonstrates competency in a variety of motor skills and movement patterns. STANDARD 2: Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT Topic: Peer Interactions and Relationships	STRAND: MOTOR DEVELOPMENT STANDARD 4: Exhibits responsible personal and social behavior that respects self and others.
DOMAIN: PHYSICAL WELL-BEING AND MOTOR DEVELOPMENT Topic: Physical Activity	STRAND: PHYSICAL WELL-BEING STANDARD 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. STANDARD 5: Recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

In addition to the Ohio Physical Education Standards, the following standards were developed to compliment the physical well-being standards and align to the Early Learning and Development Standards. These standards are based on the National Health Education Standards from the Center of Disease Control, as well as the Florida, California and Maryland Health Standards.

STRAND: PHYSICAL WELL-BEING

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Knowledge of Health Concepts and Behaviors: Body Awareness		
Standard Statements: Identify and describe the function of body parts.	Standard Statements: Identify major human organs and their functions.	Standard Statements: Demonstrate basic understanding of how body parts and organs work together to form systems.
Topic: Knowledge of Health Concepts and Behaviors: Nutrition		
Standard Statements: Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	Standard Statements: Describe ways a healthy diet maintains good health and prevents illness.	Standard Statements: Compare the elements of a healthy lifestyle (food intake and physical fitness) with weight management.
Distinguish nutritious from non-nutritious foods.	Recognize that food is categorized into groups and the nutritional value for each group.	Identify the nutrition facts label as a helpful source of information to make food choices.
Topic: Knowledge of Health Concepts and Behaviors: Self Help		
Standard Statements: Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing, etc.). Follow basic health practices.	Standard Statements: Identify the physical and social dimensions of health such as making friends, empathy and getting enough sleep.	Standard Statements: Distinguish healthy behaviors from non-healthy behaviors that affect one's health.

STRAND: PHYSICAL WELL-BEING

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Decision Making: Safety Practices		
Standard Statements: With modeling and support, identify and follow basic safety rules.	Standard Statements: Determine the meaning of warning signals, labels and signs to following safety procedures.	Standard Statements: Demonstrate ways to appropriately respond to dangerous situations.
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	Demonstrate with adult supervision the ability to follow emergency routines (e.g., fire or tornado drill).	Communicate to others that still require adult supervision the emergency routines to follow.
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	Demonstrate with adult supervision the ability to follow transportation and pedestrian safety rules.	Communicate to others that still require adult supervision the safety rules related to transportation and pedestrians.
Identify ways adults help to keep us safe.	Determine when decisions can be made individually or when assistance from an adult is needed.	Demonstrate an understanding of ways to ask for assistance to support health and safety practices.
With modeling and support, identify the consequences of unsafe behavior.	Identify specific health consequences of unsafe behavior.	Identify short-term personal impact of each option when considering consequences of unsafe behavior.
Topic: Interpersonal Communication Skills to Enhance Health		
Not Applicable	Standard Statements: Identify healthy ways to express needs, wants and feelings.	Standard Statements: Identify effective verbal and nonverbal communication skills to enhance health.
	Describe ways to respond to an unwanted, threatening or dangerous situation.	Demonstrate refusal skills that avoid or reduce health risks.
Topic: Health Advocacy for Self and Others		
Not Applicable	Standard Statements: Identify how one can learn health behaviors from family and friends.	Standard Statements: Identify ways traditions and customs of family and friends may influence health behaviors.
	Describe behaviors that avoid or reduce health risks.	Demonstrate responsible personal health behaviors and promote positive behaviors to others.

Domain: Social Emotional Development

STRAND: SELF

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Awareness & Expression of Emotion		
<p>Standard Statements:</p> <p>Recognize and identify own emotions and the emotions of others.</p>	<p>Standard Statements:</p> <p>Demonstrate increased awareness of other's feelings and perspectives.</p>	<p>Standard Statements:</p> <p>Demonstrate understanding that peers and adults think about what others are thinking (example: Matt is mad at me and he knows that I know he's mad).</p>
<p>Communicate a range of emotions in socially accepted ways.</p>	<p>Demonstrate an understanding that another person's feelings differ from one's own thoughts.</p>	<p>Communicate to peers and adults regarding one's feelings or how the actions of others affect one's feelings.</p>
Topic: Self-Concept		
<p>Standard Statements:</p> <p>Identify the diversity in human characteristics and how people are similar and different.</p>	<p>Standard Statements:</p> <p>Compare the similarities and differences of their peers to themselves.</p>	<p>Standard Statements:</p> <p>Acknowledge the diversity of human characteristics and how people are similar and different.</p>
<p>Compare own characteristics to those of others.</p>	<p>Describe own characteristics based on traits and beliefs.</p>	<p>Describe and value own characteristics and those of others.</p>
Topic: Self-Regulation		
<p>Standard Statements:</p> <p>Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</p>	<p>Standard Statements:</p> <p>Manage thoughts, words and actions with the support of cues in the environment. (Example: Use of posted rules)</p>	<p>Standard Statements:</p> <p>Demonstrate an understanding of what behaviors are considered acceptable and desirable by peers and adults.</p>
<p>Demonstrate the ability to delay gratification for short periods of time.</p>	<p>Demonstrate the ability to delay gratification for extended periods of time.</p>	<p>Demonstrate self-control in a variety of situations and settings.</p>
<p>With modeling and support, show awareness of the consequences of actions.</p>	<p>Identify consequences associated with specific behaviors and actions.</p>	<p>With increasing independence, take responsibility for behaviors and associated consequences.</p>

STRAND: SELF

Pre-Kindergarten (3-5 Years)

End of Grade 1

End of Grade 3

Topic: Self-Competence**Standard Statements:**

Show confidence in own abilities and accomplish routine and familiar tasks independently.

Standard Statements:

Begin to understand that through effort one can accomplish challenging tasks.

Standard Statements:

Understand that through effort one can confidently learn new content.

STRAND: RELATIONSHIPS

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Attachment and Trust		
Standard Statements: Express affection for familiar adults.	Standard Statements: Relate to adults in respectful ways.	Standard Statements: Relate to adults in respectful and cooperative ways.
Seek security and support from familiar adults in anticipation of challenging situations.	Begin to understand the roles that adults play in assisting them in challenging and everyday situations.	Define the roles that adults play in assisting them in challenging and everyday situations.
Separate from familiar adults in a familiar setting with minimal distress.	Separate from familiar adults in a familiar setting with increasing confidence.	Transition between familiar adults across settings with confidence and independence.
Topic: Interaction with Adults		
Standard Statements: Engage in extended, reciprocal conversations with familiar adults.	Standard Statements: Engage in extended, reciprocal conversations with familiar adults around a specific topic.	Standard Statements: Explore ideas to learn about perspectives and feelings.
Not Applicable	Identify ways to interact with adults based on expectations of one's behavior.	Internalize adults' expectations of one's behavior.
Request and accept guidance from familiar adults.	Seek emotional support, physical assistance and social interaction from adults when needed.	Advocate for self when in need of emotional support, physical assistance and social interaction.
Topic: Peer Interactions and Relationships		
Standard Statements: Interact with peers in more complex pretend play including planning coordination of roles and cooperation.	Standard Statements: Organize, direct and sustain interactions with others during pretend play.	Standard Statements: Engage in cooperative, rule-regulated games with peers.
Demonstrate socially competent behavior with peers.	Recognize socially competent behavior in peers.	Advocate for self and others.
With modeling and support, negotiate to resolve social conflicts with peers.	Use words and other positive strategies to resolve social conflicts and nurture developing relationships.	Use increased problem-solving skills to practice positive interactions and respect for peers, and demonstrate ability to balance own needs with those of others.

STRAND: RELATIONSHIPS

Pre-Kindergarten (3-5 Years)	End of Grade 1	End of Grade 3
Topic: Empathy and Social Awareness		
<p>Standard Statements:</p> <p>Express concern for the needs of others and people in distress.</p> <p>Show regard for the feelings of other living things.</p>	<p>Standard Statements:</p> <p>Express concern and take effective action to address the needs of others.</p> <p>Demonstrate concern and care for other living things.</p>	<p>Standard Statements:</p> <p>Demonstrate willingness to help others by providing assistance.</p> <p>Communicate to adults and peers about the needs of other living things.</p>