

Big Ideas for Early Learning Alignment with Ohio's Early Learning and Development Standards

Cognition and General Knowledge - Social Studies	BIG IDEA KNOWLEDGE					BIG IDEA PROCESS										
	Associations	Attributes	Function	Label	Reliance	Classifying	Compare/Contrast	Comprehension	Creating	Inquiry	One to One	Problems Solving	Reasoning	Segmenting/Blending	Sequencing	Symbolizing
History																
<i>History</i>																
1. Demonstrate an understanding of time in the context of daily experiences	x							x							x	
2. Develop an awareness of his/her personal histories	x							x							x	
<i>Heritage</i>																
1. Develop an awareness and appreciation of family and cultural stories and traditions			x					x								
Geography																
<i>Spatial Thinking and Skills</i>																
1. Demonstrate a beginning understanding of maps as actual representations of places	x		x					x								x
<i>Human Systems</i>																
1. Identify similarities and differences of own personal, family and cultural characteristics, and those of others			x				x									
Government																
<i>Civic Participation and Skills</i>																
1. Understand that everyone has rights and responsibilities within a group			x					x								
2. Demonstrate cooperative behaviors and fairness in social interactions			x					x								
3. With modeling and support, negotiate to solve social conflicts with peers			x		x							x				

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4. With modeling and support, demonstrate an awareness of the outcomes of choices					X			X			X		X			
<i>Rules and Laws</i>																
1. Understand that rules play an important role in promoting safety and protecting fairness			X					X								
Economics																
<i>Scarcity</i>																
1. With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited	X				X			X								
<i>Production and Consumption</i>																
1. with modeling and support, demonstrate understanding of where goods and services originate and how they are acquired			X		X	X		X								
2. With modeling and support, demonstrate responsible consumption and conservation of resources	X		X		X						X					

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Cognition and General Knowledge - Math	BIG IDEA KNOWLEDGE					BIG IDEA PROCESS											
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Number Sense																	
Number Sense and Counting																	
1. Count to 20 by ones with increasing accuracy				X											X		
2. Identify and name numerals 1-9				X							X						
3. Identify without counting small quantities of up to 3 items (Subitize)	X							X									
4. Demonstrate one-to-one correspondence when counting objects up to 10				X							X				X		
5. Understand that the last number spoken tells the number of objects counted	X			X				X									
Identify 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	X			X			X				X						
Number Relationships and Operations																	
Number Relationships																	
1. Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects	X											X		X			
Algebra																	
Group and Categorize																	
1. Sort and classify objects by one or more attributes (e.g., size, shape)		X				X											
Patterning																	
1. Recognize, duplicate and extend simple patterns using attributes such as color, shape or size	X	X					X								X		
2. Create patterns	X	X							X						X		

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Measurement and Data																	
Describe and Compare Measurable Attributes																	
1. Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight)	x						x										
2. Order objects by measurable attributes(e.g.,biggest to smallest, etc.)	x						x								x		
3. Measure length and volume (capacity) using non-standard or standard measurement tools	x		x							x							x
Data Analysis																	
1. Collect data by categories to answer simple questions				x		x						x					
Geometry																	
Spatial Relationships																	
1. Demonstrate understanding of the relative positions of objects with terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind, and next to	x						x										
Identify and Describe Shapes																	
1. Understand and use names of shapes with identifying objects		x						x			x						
2. Names three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).		x															x
Analyze, Compare and Create Shapes																	
1. Compare two-dimensional shapes, in different sizes and orientations, using informal language	x	x					x										
2. Create shapes during play by building, drawing, etc.		x							x								x

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Cognition and General Knowledge - Math																
3. Combine simple shapes to form larger shapes		X							X					X		

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	BIG IDEA KNOWLEDGE					BIG IDEA PROCESS												
Cognition and General Knowledge - Science	Associations	Attributes	Function	Label	Reliance	Classifying	Compare/Contrast	Comprehension	Creating	Inquiry	One to One	Problems Solving	Reasoning	Segmenting/Blending	Sequencing	Symbolizing		
Science Inquiry and Application																		
Inquiry																		
1.Explore objects, materials and events in the environment										X								
2. Make careful observations										X								
3. Pose questions about the physical and natural environment										X								
4. Engage in simple investigations												X						
5. Describe, compare, sort, classify, and order						X	X								X			
6. Record observations using words, pictures, charts, graphs, etc.			X			X			X							X		
7. Use simple tools to extend investigation			X							X		X						
8. identify patterns and relationships					X										X			
9. Make predictions													X					
10. Make inferences, generalizations and explanations based on evidence													X					
11. Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g.,pictures, words, dramatizations)									X				X			X		
Earth and Space Science																		
Explorations of the natural world																		

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1. With modeling and support recognize familiar elements of the natural environment and understand that these change over time (e.g., soil, weather, sun, and moon)	x	x			x		x									
2. With modeling and support, develop understanding of the relationship between humans and nature, recognizing the difference between helpful and harmful actions toward the natural environment					x			x			x					
Physical Science																
<i>Explorations of Energy</i>																
1. With modeling and support, explore the properties of objects and materials (e.g., solids and liquids)		x								x						
2. With modeling and support, explore the position and motion of objects	x						x									
3. With modeling and support, explore the properties and characteristics of sound and light.		x								x						
Life Science																
<i>Explorations of Living Things</i>																
1. With modeling and support, identify physical characteristics and simple behaviors of living things		x		x												

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2.With modeling and support, identify and explore the relationship between living things and their environments (e.g, habitats, food, eating, habits, etc.)					x					x	x					
3.With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle)	x	x				x	x						x			
4.With modeling and support, recognize similiarities and differences between people and other living things						x	x									

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Cognition and General Knowledge - Processes and Skills	BIG IDEA KNOWLEDGE					BIG IDEA PROCESS												
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Memory																		
Memory																		
1. Communicate about past events and anticipate what comes next during familiar routines and experiences	x														x			
2. With modeling and support remember and use information for a variety of purposes							x											
3. Recreate complex ideas, events/situations with personal adaptations.								x							x	x		
Cognitive Processes																		
Symbolic Thought																		
1. Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g.drawings, construction, or movement)							x	x								x		
2. Participates cooperatively in complex pretend play, involving assigned roles and an overall plan			x					x								x		
Reasoning and Problem Solving																		
1. Demonstrates ability to solve everyday problems based on past experiences												x	x					
2. Solve problems by planning and carrying out a sequence of actions												x			x			
Seek more than one solution to a question, problem or task												x						

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	Associations	Attributes	Function	Label	Reliance	Classifying	Compare/Contrast	Comprehension	Creating	Inquiry	One to One	Problems Solving	Reasoning	Segmenting/Blending	Sequencing	Symbolizing
Explain reasoning for the solution selected													x			

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Language and Literacy	BIG IDEA KNOWLEDGE					BIG IDEA PROCESS											
	Associations	Attributes	Function	Label	Reliance	Classifying	Compare/Contrast	Comprehension	Creating	Inquiry	One to One	Problems Solving	Reasoning	Segmenting/Blending	Sequencing	Symbolizing	
Listening and Speaking Standards																	
Receptive Language and Comprehension																	
1. Demonstrate understanding of increasingly complex concepts and longer sentence			X					X									
2. Ask meaning of words				X													
Follow two-step directions or requests								X							X		
Expressive Language																	
1. Use language to communicate in a variety of ways with others to share observations, ideas and experience; problem-solve, reason, predict and seek new information																X	
2. Speak audibly and express thoughts, feelings and ideas clearly (Articulation)		X						X									
3. Describe familiar people, places, things and experiences		X		X				X									
4. Use drawings or other visuals to add details to verbal descriptions									X							X	
5. With modeling and support, use the conventions of Standard English (Grammar) :			X					X									
•Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.																	
•Form regular plural nouns orally by adding /s/ or /es/																	

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• 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																	
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)				x				x									
6. With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects (vocabulary)				x								x					
7. Identify real-life connections between words and their use. (Vocabulary)				x				x									
8. With modeling and support explore relationships between word meanings (e.g., categories of objects, opposites, verbs, describing similar actions - walk, march, prance, etc.). (Vocabulary)				x		x											
<i>Social Communication</i>																	

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1. With modeling and support follows typical patterns for communicating with others (e.g. listens to others, takes turns talking and speak about the topic or text being discussed)			X												X		
2. With modeling and support, continue a conversation through multiple exchanges			X												X		
Reading																	
<i>Reading Comprehension</i>																	
1. Ask and answer questions, and comment about characters and major events in familiar stories				X				X		X							
2. Retell or re-enact familiar stories								X									X
3. Identify characters and major events in a story				X				X									
4. Demonstrate an understanding of the differences between fantasy and reality				X			X	X					X				
5. With modeling and support, describe what part of the story the illustration depicts											X						X
6. With modeling and support, name the author and illustrator of a story and what each person does for a book			X					X									
7. With modeling and support, identify the topic of an informational text that has been read aloud				X				X									
8. With modeling and support, describe, categorize and compare and contrast information in informational text						X	X										

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9. With modeling and support, discuss some similarities and differences between two texts on the same topics (e.g. illustrations, descriptions)							x										
10. Actively engage in group reading activities with purpose and understanding			x					x									
Fluency																	
1. With modeling and support, demonstrate an understanding of reading fluency by use of phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts								x									
Print Concepts																	
1. Demonstrates an understanding of basic conventions of print in English, and other languages			x	x				x									
2. Orient books correctly for reading and turn pages one at a time			x					x									
3. Demonstrate and understands that print conveys meaning			x					x								x	
Phonological Awareness																	
1. Differentiate between sounds that are the same and different (e.g. environmental sounds, animal sounds, phonemes)				x			x										

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Language and Literacy																	
2. With modeling and support, identify, blend and segment syllables in spoken words			X			X	X			X				X			
3. With modeling and support, recognize and produce rhyming words						X	X										
4. With modeling and support, blend and segment onset and rime in single-syllable spoken words														X			
5. With modeling and support, identify initial and final sounds in spoken words			X				X							X			
<i>Letter and Word Recognition</i>																	
1. With modeling and support recognize and "read" familiar words or environmental print			X													X	
2. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name			X			X					X						
With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.			X			X	X			X							
With modeling and support, recognize the sounds associated with letters.			X				X			X							
Writing																	
<i>Writing Process</i>																	

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1. Use a 3 finger grasp of dominant hand to hold a writing tool			x					x									
2. Demonstrate an understanding of the structure and function of print			x					x								x	
3. With modeling and support, prints letters of own name and other meaningful words with mock letters and some actual letters			x	x												x	
4. With modeling and support, begin to demonstrate letter formation in "writing"			x					x								x	
5. With modeling and support, show awareness that one letter or cluster of letters represents one word											x			x		x	
<i>Writing Applications and Composition</i>																	
1. "Read" what he/she has written.																x	
2. With modeling and support, notice and sporadically use punctuation in writing			x					x									
3. With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting, cards, menus, lists, books)			x						x					x		x	

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4. With modeling and support, use 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)			X						X							X	
5. With modeling and support, use a combination of drawing, dictating and emergent writing to communicate about a personal experience or story and tell about the events in a meaningful sequence			X						X							X	
6. With modeling and support from adults, discuss and respond to questions from others about the writing/drawing								X								X	
7. With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question										X		X					
8. With modeling and support from adults, explore a variety of digital tools to express ideas			X							X						X	

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Social and Emotional Development	Associations	Attributes	Function	Label	Reliance	Classifying	Compare/Contrast	Comprehension	Creating	Inquiry	One to One	Problems Solving	Reasoning	Segmenting/Blending	Sequencing	Symbolizing	
Self																	
Awareness and Expression of Emotion																	
1. Recognize and identify own emotions and the emotions of others				X							X						
2. Communicate a range of emotions in socially acceptable ways			X		X			X									
Self-Concept																	
1. Identify the diversity in human characteristics and how people are similar and different		X					X										
2. Compare own characteristics with those of others		X					X										
3. Display awareness of own thoughts and feelings								X									
Self-Regulation																	
1. Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults			X		X			X									
2. Demonstrate the ability to delay gratification for short periods of time					X			X									
3. With modeling and support, show awareness of the consequences for his/her actions.			X		X			X									
Sense of Competence																	
Show confidence in own abilities and accomplish routine and familiar tasks independently			X		X			X				X					

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Social and Emotional Development																	
<i>Attachment</i>																	
1. Express affection for familiar adults			X					X									
2. Seek security and support from familiar adults in anticipation of challenging situations			X		X							X					
3. Separate from familiar adults in a familiar setting with minimal distress					X			X									
Relationships																	
<i>Interactions with Adults</i>																	
1. Engage in extended reciprocal conversations with familiar adults			X												X		
2. Request and accepts guidance from familiar adults			X		X			X				X					
<i>Peer Interactions and Relationships</i>																	
1. Interact with peers in more complex pretend play including planning, coordination of roles and cooperation			X									X				X	
2. Demonstrate socially competent behavior with peers			X		X			X									
3. With modeling and support, negotiate to resolve social conflicts with peers					X							X					
<i>Empathy</i>																	
1. Express concern for the needs of others and people in distress					X			X									

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Social and Emotional Development	Associations	Attributes	Function	Label	Reliance	Classifying	Compare/Contrast	Comprehension	Creating	Inquiry	One to One	Problems Solving	Reasoning	Segmenting/Blending	Sequencing	Symbolizing
2. Show regard for the feelings of other living things					X			X								

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Approaches to Learning																
Initiative																
<i>Initiative and Curiosity</i>																
1. Seek new and varied experiences and challenges (takes risks)										X						
2. Demonstrate self-direction while participating in a range of activities and routines			X		X			X								
3. Ask questions to seek explanations about phenomena of interest										X		X	X			
<i>Planning, Action and Reflection</i>																
1. Develop, initiate, and carry out simple plans to obtain a goal												X				
2. Use prior knowledge and information to assess, inform and plan for future actions and learning								X				X	X			
Engagement and Persistence																
<i>Attention</i>																
1. Focus on an activity with deliberate concentration despite distractions								X								
<i>Persistence</i>																
1. Carry out tasks, activities, projects or experiences from beginning to end			X												X	
2. Focus on the task at hand even when frustrated or challenged												X				
Creativity																

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Approaches to Learning																
<i>Innovation and Invention</i>																
1. Use imagination and creativity to interact with objects and materials									x	x						
2. Use creative and flexible thinking to solve problems												x				
3. Engage in inventive social play.									x							
<i>Expression of Ideas and Feelings Through the Arts</i>																
1. Express individuality, life experiences, and what he/she knows and is able to do through a variety of media			x						x							x
2. Express interest in and show appreciation for the creative work of others								x								

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Physical Well-Being and Motor Development																	
Motor Development																	
<i>Large Muscle: Movement and Balance and Coordination</i>																	
1. Demonstrate locomotor skills with control, coordination, and balance in active play (e.g., running, hopping, skipping).		x	x					x									
2. Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle)		x	x					x									
3. Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting)		x	x									x					
4. Demonstrate spatial awareness in physical activity or movement	x							x									
<i>Small Muscle: Touch, Grasp, Reach, Manipulate</i>																	
1. Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements			x														
2. Use classroom and household tools independently with eye-hand coordination to carry out activities			x					x									
<i>Oral-Motor</i>																	

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Physical Well-Being and Motor Development	Associations	Attributes	Function	Label	Reliance	Classifying	Compare/Contrast	Comprehension	Creating	Inquiry	One to One	Problems Solving	Reasoning	Segmenting/Blending	Sequencing	Symbolizing	
1. Demonstrate increasingly complex oral motor skills such as drinking through a straw, blowing bubbles or repeating a tongue twister			X														
<i>Sensory Motor</i>																	
1. Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.			X		X			X									
Physical Well-Being																	
<i>Body Awareness</i>																	
1. Identify and describe the function of body parts			X	X				X									
<i>Physical Activity</i>																	
1. Participate in structured and unstructured active physical play exhibiting strength and stamina		X															
2. Demonstrate basic understanding that physical activity helps the body grow and be healthy					X			X									
<i>Nutrition</i>																	
1. Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy					X			X									
2. Distinguish nutritious from non-nutritious foods.			X			X	X										
<i>Self-Help</i>																	
1. Independently complete personal care tasks (e.g., toileting, toothbrushing, hand-washing, dressing etc.)			X					X									

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2. Follow basic health practices			X					X								
Safety Practices																
1. With modeling and support, Identify and follow basic safety rules.			X					X								
2. Identify ways adults help to keep us safe.			X		X			X								
3. With modeling and support, Identify the consequences of unsafe behavior.			X		X		X									
4. With modeling and support, demonstrate ability to follow emergency routines (e.g., a fire or tornado drill)			X												X	
5. with modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.			X					X								