Ohio Early Learning and Development Standards
Domain: Language and Literacy Development

Strand: Listening and Speaking			
Topic: Receptive Language and Comprehension			
Infants (Birth - 8 months)	**Young Toddlers (6 - 18 months)**	**Older Toddlers (16 - 36 months)**	**Pre-Kindergarten (3 - 5 years)**
Attends and responds to language and sounds.	Show understanding of simple requests and statements referring to people and objects around him/her.	Show understanding of requests and statements referring to people, objects, ideas and feelings. Demonstrate interest in and use words that are new or unfamiliar in conversation and play. Understand when words are used in unconventional ways.	Demonstrate understanding of increasingly complex concepts and longer sentences. Ask meaning of words. Follow two-step directions or requests.
Topic: Expressive Language			
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	Begin to use single words and conventional gestures to communicate with others.	Combine words to express more complex ideas, or requests. With modeling and support, describe experiences with people, places and things. Use words that indicate position and direction.	Use language to communicate in a variety of ways with others to share observations, ideas and experiences; problem-solve, reason, predict and seek new information. Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) Describe familiar people, places, things and experiences. Use drawings or other visuals to add details to verbal descriptions.

			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 and 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) With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) Identify real-life connections between words and their use. (Vocabulary) With modeling and support, explore relationships between

			word meanings (e.g., categories of objects, opposites, verbs describing similar actions - *walk, march, prance*, etc.). (Vocabulary)
Topic: Social Communication			
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Participate in and often initiate basic communications with family members or familiar others.	Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed). With modeling and support, continue a conversation through multiple exchanges.

Strand: Reading			
Topic: Early Reading			
Show interest in books, pictures, songs and rhymes.	Actively participate in book reading, story-telling, and singing.	Show an appreciation for reading books, telling stories and singing.	
Topic: Reading Comprehension			
Attend and respond when familiar books are read aloud**.**	Point to familiar pictures in books when labeled by adult.	Demonstrate an understanding of the meaning of stories and information in books. Use pictures to describe and predict stories and information in books. Understand when words are used in unconventional ways during shared reading.	Ask and answer questions, and comment about characters and major events in familiar stories. Retell or re-enact familiar stories. Identify characters and major events in a story. Demonstrate an understanding of the differences between fantasy and reality. With modeling and support, describe what part of the story the illustration depicts. With modeling and support, name the author and illustrator of a story and what part each person does for a book. With modeling and support, identify the topic of an informational text that has been read aloud. With modeling and support, describe, categorize and compare and contrast information in informational text.

			With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). Actively engage in group reading with purpose and understanding.
Topic: Fluency			
			With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitious or predictable texts.
Topic: Print Concepts			
	Demonstrate interest in exploring books.	Demonstrate a beginning understanding that print carries meaning. Distinguishes pictures from letters and words in a text.	Demonstrate an understanding of basic conventions of print in English and other languages. Orient books correctly for reading and turn pages one at a time. Demonstrate an understanding that print carries meaning.
Topic: Phonological Awareness			
Vocalize sounds.	Explore sounds of materials and objects. Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	With modeling and support, recognize and produce rhyming words. With modeling and support recognize words in spoken sentences. With modeling and support identify, blend and segment syllables in spoken words.

			With modeling and support, orally blend and segment familiar compound words. With modeling and support, blend and segment onset and rime in single-syllable spoken words. With modeling and support identify initial and final sounds in spoken words.
Topic: Letter and Word Recognition			
		With modeling and support recognize familiar logos and environmental print. With modeling and support, recognize own name in print.	With modeling and support recognize and “read” familiar words or environmental print. With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. With modeling and support, recognize the sounds associated with letters.
Strand: Writing			
Topic: Early Writing			
Show ability to transfer and manipulate an object with hands,	Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	

Topic: Writing Process			
			Use a 3-finger grasp of dominant hand to hold a writing tool. Demonstrate an understanding of the structure and function of print. With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. With modeling and support, demonstrate letter formation in “writing.” With modeling and support show awareness that one letter or cluster of letters represents one word.
Topic: Writing Application and Composition			
		Make marks and “scribble writing” to represent objects and ideas.	“Read” what he/she has written. With modeling and support, notice and sporadically use punctuation in writing. 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). 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)

			With modeling and support, discuss and respond to questions from others about writing/drawing. With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. With modeling and support, explore a variety of digital tools to express ideas.