



**Ohio's Early Learning & Development Standards:
Birth to Kindergarten Entry**

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Standards' Purpose and Five Domains

The Standards support the development and well-being of young children to foster their learning.

Ohio's Early Learning & Development Standards present a continuum of learning and development from birth to age five in each of five domains:

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

Because the infant/toddler years are marked by rapid developmental change, the Standards are divided into three meaningful transitional periods: Infants (birth to around 8

months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The Standards during the pre-kindergarten years (3-5 years), describe those developmental skills and concepts children should know and be able to do at the end of their pre-kindergarten experience.

Organization of the Standards

The Standards within each domain are organized according to strands: the developmental or conceptual components within each domain. Each strand contains one or more topics, the area of focus within each strand, and the standard statements: those concepts and skills children should know and be able to do for the different age groups.

Some topics reflect learning and development across the birth-to-five continuum, with Standards for all age levels: infants, young toddlers, older toddlers, and Pre-K, while other topics pertain only to a specific age.

For example, some knowledge and skills – the ability to identify and describe shapes or skills related to social studies and science – emerge in preschool. Topics that address those competencies include Standards only at the Pre-K level. Other topics such as Self Comforting and Social Identity have Standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

Each domain also contains a Learning and Development Progression which shows at a glance what skills are developed by children and when.

Download All Five Domains at earlychildhoodohio.org

Physical Well-Being and Motor Development

These Standards address motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. These Standards also describe the development of health practices that become part of children's daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, to be physically active, and to learn more effectively (Bluemenshine and others, 2008).

Strands in the Physical Well-Being and Motor Development Domain

 Motor Development

 Physical Well-Being



STRAND

Infants/Toddlers Motor Development

TOPICS

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

Pre-Kindergarten Motor Development

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

STRAND

Infants/Toddlers Physical Well-Being

TOPICS

- Body Awareness →
- Physical Activity →
- Nutrition →
- Self-Help →
- Safety Practices (Young and Older Toddlers) →

Pre-Kindergarten Physical-Well Being

- Body Awareness
- Physical Activity
- Nutrition
- Self-Help
- Safety Practices





STRAND | **Motor Development**

TOPIC | **Large Muscle: Balance and Coordination**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.</p> <p>EXAMPLES Holds head and torso up, first on two hands and then on one, while on tummy.</p> <p>Scoots backward on belly toward adult.</p> <p>Crawls forward on his hands and knees or might scoot on bottom or "army crawl" to reach something of interest.</p>	<p>STANDARD STATEMENT Move with increasing coordination and balance, with or without adult support and/or assistive device.</p> <p>EXAMPLES Cruises around furniture.</p> <p>Walks.</p> <p>Begins to run excitedly toward adult.</p> <p>Climbs into adult chair and turns to sit.</p>	<p>STANDARD STATEMENT Use locomotor skills with increasing coordination and balance.</p> <p>EXAMPLES Runs, jumps, kicks a ball.</p> <p>Uses alternating feet when climbing stairs.</p> <p>Walks on a line.</p> <p>Moves around objects, between tables/chairs, etc.</p>	<p>STANDARD STATEMENT Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).</p> <p>EXAMPLES Hops like a bunny while acting out a story in the dramatic play center.</p> <p>Climbs the ladder to slide down the slide.</p> <p>Pumps his legs to make the swing go higher.</p>
		<p>STANDARD STATEMENT Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.</p> <p>EXAMPLES Touches toes, knees, chest and head when prompted.</p>	<p>STANDARD STATEMENT Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).</p> <p>EXAMPLES Throws and catches a ball.</p> <p>Kicks balls to another child outside.</p>



STRAND | **Motor Development** (continued)

TOPIC | **Large Muscle: Balance and Coordination** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).</p> <p>EXAMPLES Plays "Simon Says," touches toes, twists to the left and twists to the right.</p>
			<p>STANDARD STATEMENT Demonstrate spatial awareness in physical activity or movement.</p> <p>EXAMPLES Runs around the cones and sandbox while pretending to be a bear chasing another bear.</p> <p>Jumps up in the air without falling when trying to reach the book on the high shelf.</p>



STRAND | **Motor Development** (continued)

TOPIC | **Small Muscle: Touch, Grasp, Reach, Manipulate**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Transfer a toy from one hand to another by reaching, grasping and releasing.</p> <p>EXAMPLES Grabs a preferred shaker toy, shakes it, brings toy to mouth then tosses it down to reach for a new toy.</p> <p>While holding a small toy in one hand, reaches for another toy with free hand.</p> <p>Bangs objects on floor during play.</p>	<p>STANDARD STATEMENT Use both hands together to accomplish a task.</p> <p>EXAMPLES Turns the pages of a board book.</p> <p>Fills and dumps buckets at the sensory table.</p> <p>Scribbles with a fat crayon on a large piece of paper using a full hand grasp.</p>	<p>STANDARD STATEMENT Coordinate the use of arms, hands and fingers to accomplish tasks.</p> <p>EXAMPLES Uses a spoon to scoop up food and bring it to mouth, with some spillage.</p> <p>Strings a large wooden bead onto a shoelace.</p> <p>Makes snips in a piece of paper with child-sized scissors.</p> <p>Unbuttons a large button on sweater.</p>	<p>STANDARD STATEMENT Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.</p> <p>EXAMPLES Strings beads to make a necklace.</p> <p>Zips, snaps, buttons and dresses self.</p>
			<p>STANDARD STATEMENT Use classroom and household tools independently with eye-hand coordination to carry out activities.</p> <p>EXAMPLES Uses fork and spoon to eat.</p> <p>Uses scissors to cut shapes to place on a card for his mother.</p> <p>Uses pencil to make a drawing of recognizable shapes to hang on his cubby.</p>



STRAND | Motor Development (continued)

TOPIC | Oral-Motor

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Use mouth and tongue to explore objects.</p> <p>EXAMPLES Explores the texture of objects with lips and tongue while playing with toys.</p>	<p>STANDARD STATEMENT Take and chew small bites/pieces of finger food.</p> <p>EXAMPLES 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>STANDARD STATEMENT Take bites from whole foods, coordinate chewing and swallowing.</p> <p>EXAMPLES 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>STANDARD STATEMENT Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.</p> <p>EXAMPLES Drinks from an open cup, usually without spilling.</p> <p>Drinks a milkshake through a straw.</p> <p>Blows out Birthday candles.</p> <p>Attempts tongue twisters such as "Peter Piper."</p> <p>Speaks clearly with some mispronunciations.</p>
<p>STANDARD STATEMENT Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.</p> <p>EXAMPLES Takes infant cereal, or pureed fruit or vegetable from spoon with lips and coordinates swallowing of the food.</p>			



STRAND | **Motor Development** (continued)

TOPIC | **Sensory Motor**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Use senses and movement to explore immediate surroundings.</p> <p>EXAMPLES Follows a toy moved from one side to another.</p> <p>Holds a steady gaze on an adult's face.</p> <p>Stares at bright colors or patterns of a mobile on the crib.</p> <p>Mouths objects.</p> <p>Turns head toward sounds.</p>	<p>STANDARD STATEMENT Coordinate senses with movement.</p> <p>EXAMPLES Participates in games involving pointing, grasping, tossing, and placing.</p> <p>Recognizes a change in depth when approaching stairs or the edge of bed.</p> <p>Reaches for interesting objects.</p> <p>Hears and responds to familiar voices and to sounds in the environment.</p>	<p>STANDARD STATEMENT Use sensory information to guide movement to accomplish tasks.</p> <p>EXAMPLES Eager to look at and draw pictures.</p> <p>Completes simple puzzles.</p> <p>Listens to and participates in movement activities.</p> <p>Hears and follows directions.</p>	<p>STANDARD STATEMENT Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.</p> <p>EXAMPLES Carries a cup of water to the table without spilling.</p> <p>Builds complex block structure adjusting the blocks to balance.</p> <p>Participates in activities requiring distance vision (e.g., catching/tossing games, recognizes familiar adults and children from across the room, etc.).</p> <p>Participates in activities requiring close-up vision (e.g., draws, sorts small objects, looks at books, etc.).</p>



STRAND | **Physical Well-Being**

TOPIC | **Body Awareness**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Show awareness of own body.</p> <p>EXAMPLES Sucks on toes, hands and fingers.</p> <p>Looks at hands.</p>	<p>STANDARD STATEMENT Point to basic body parts when asked.</p> <p>EXAMPLES Points to eyes, nose, etc. when asked.</p> <p>Points to the doll's nose when asked.</p>	<p>STANDARD STATEMENT Name, point to and move body parts when asked.</p> <p>EXAMPLES 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>	<p>STANDARD STATEMENT Identify and describe the function of body parts.</p> <p>EXAMPLES Identifies many body parts such as knees, elbows, shoulders, neck, fingers.</p> <p>Tells a friend, "My muscles make me strong."</p> <p>States, "I see with my eyes," "I hear with my ears," "I smell with my nose."</p>



STRAND | **Physical Well-Being** (continued)

TOPIC | **Physical Activity**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Interact with adults in physical activities.</p> <p>EXAMPLES Plays peek-a-boo.</p> <p>Reaches for a toy.</p> <p>Kicks legs and moves arms while lying on back.</p>	<p>STANDARD STATEMENT Using simple movement skills, participate in active physical play.</p> <p>EXAMPLES Crawls on and climbs over and under a small climber.</p> <p>Throws ball and then crawls to pick up the ball.</p>	<p>STANDARD STATEMENT Participate in active physical play and structured activities requiring spontaneous and instructed body movements.</p> <p>EXAMPLES 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 get to be the first on the slide.</p>	<p>STANDARD STATEMENT Participate in structured and unstructured active physical play exhibiting strength and stamina.</p> <p>EXAMPLES Climbs on the jungle gym and states that he can go higher than he did yesterday.</p> <p>Runs and stops during playing a game of "Red Light, Green Light."</p>
			<p>STANDARD STATEMENT Demonstrate basic understanding that physical activity helps the body grow and be healthy.</p> <p>EXAMPLES Makes statements like, "Running fast makes my legs strong," or, "I feel good when I run, jump and play with my friends."</p> <p>While jumping rope comments, "I am exercising my body."</p>



STRAND | **Physical Well-Being** (continued)

TOPIC | **Nutrition**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Express when hungry or full.</p> <p>EXAMPLES Watches bottle or food being prepared and/or reaches for bottle or food when presented.</p> <p>Eagerly accepts bottle or soft foods when hungry and turns head or pushes away when full.</p>	<p>STANDARD STATEMENT Follow a regular eating routine.</p> <p>EXAMPLES Climbs into toddler seat anticipating snack time.</p> <p>During lunch, asks for more bananas when still hungry.</p>	<p>STANDARD STATEMENT Make simple food choices, have food preferences and demonstrate willingness to try new foods.</p> <p>EXAMPLES Helps pick and later tastes green beans from the garden.</p> <p>Prefers peaches and pumpkin bread one week then turkey and cheese the next week.</p>	<p>STANDARD STATEMENT Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.</p> <p>EXAMPLES Explains why the body needs food, "To make my body grow."</p> <p>Pretends to fix a meal in dramatic play, "Do you want carrots or grapes?"</p>
			<p>STANDARD STATEMENT Distinguish nutritious from non-nutritious foods.</p> <p>EXAMPLES Says, "Vegetables are good for you and candy is not!"</p> <p>Creates a "My Plate" with pictures of nutritious foods.</p> <p>Sorts pictures into groups of healthy and non-healthy foods.</p>



STRAND | **Physical Well-Being** (continued)

TOPIC | **Self Help**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p>STANDARD STATEMENT Demonstrate emerging participation in dressing.</p> <p>EXAMPLES Straightens or extends arm when hand is placed in sleeve during dressing.</p>	<p>STANDARD STATEMENT With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.).</p> <p>EXAMPLES Uses soap and rubs hands together during hand-washing.</p> <p>Gets clothing items or diapers when asked.</p> <p>Extends foot when adult is ready to put shoes on; may attempt to put on own shoes.</p>	<p>STANDARD STATEMENT With modeling and support, complete personal care tasks (e.g., hand-washing, dressing, toileting, etc.).</p> <p>EXAMPLES Washes hands with soap and water at the sink before snack.</p> <p>Actively participates in choosing clothing to wear.</p> <p>Expresses preferences for clothing items.</p> <p>Undresses completely without help.</p>	<p>STANDARD STATEMENT Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p> <p>EXAMPLES Brushes teeth, rinses mouth and puts toothbrush away.</p> <p>Uses the toilet, flushes, washes hands.</p> <p>Dresses with clothing right side out and correct side forward.</p> <p>Puts shoes on correct feet.</p>
			<p>STANDARD STATEMENT Follow basic health practices.</p> <p>EXAMPLES Puts dirty things such as tissues and towels in trash.</p> <p>Washes hands after using tissue.</p> <p>Covers mouths with elbow or sleeve when sneezing and coughing.</p>



STRAND | **Physical Well-Being** (continued)

TOPIC | **Safety Practices**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
	<p>STANDARD STATEMENT Follow adult intervention and guidance regarding safety.</p> <p>EXAMPLES Sometimes stops doing a behavior when adult says, "No." Stops putting non-food items in mouth when asked. Holds caregiver's hand when crossing street. Climbs into car seats.</p>	<p>STANDARD STATEMENT Cooperate and/or stop a behavior in response to a direction regarding safety.</p> <p>EXAMPLES Follows rule, with reminder, to walk in the classroom, even when excited. Wears helmet when riding a wheeled toy, with help from adult.</p>	<p>STANDARD STATEMENT With modeling and support, identify and follow basic safety rules.</p> <p>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.</p>
		<p>STANDARD STATEMENT Use adults as resources when needing help in potentially unsafe or dangerous situations.</p> <p>EXAMPLES Calls an adult for help when a glass falls and is broken. Asks for help jumping down from a climber.</p>	<p>STANDARD STATEMENT Identify ways adults help to keep us safe.</p> <p>EXAMPLES Identifies role of police officer. Gives examples of what a firefighter may tell a child to do if they smelled smoke.</p>



STRAND | **Physical Well-Being** (continued)

TOPIC | **Safety Practices** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT With modeling and support, identify the consequences of unsafe behavior.</p> <p>EXAMPLES Says, "You shouldn't play in the street because a car could hit you." Says, "If you play with matches, you'll get burned." Tells a friend, "Hang on tight so you don't fall!" while swinging.</p>
			<p>STANDARD STATEMENT With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).</p> <p>EXAMPLES Lines up to exit the building during a fire drill, with adult guidance. Looks toward teacher to listen to directions when tornado alarm rings.</p>
			<p>STANDARD STATEMENT With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.</p> <p>EXAMPLES Willingly climbs into 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.</p>