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 Standards are divided into five domains:

- **Approaches to Learning**
- **Social and Emotional Development**
- **Perceptual, Motor, and Physical Development**
- **Cognition**
- **Language and Communication**

*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

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.
How to Read the Collaboration Alignment Guide

<table>
<thead>
<tr>
<th>Domain</th>
<th>OELS Strand/Topic</th>
<th>Head Start Sub-Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Description</td>
<td>Observable behaviors and examples to look for in INFANTS (Birth - 8 months)</td>
<td>Observable behaviors and examples to look for in OLDER TODDLERS (16-36 months)</td>
</tr>
<tr>
<td>Examples</td>
<td>Observable behaviors and examples to look for in YOUNG TODDLERS (6-18 months)</td>
<td>Observable behaviors and examples to look for in YOUNG TODDLERS (8-18 months)</td>
</tr>
<tr>
<td>Standards</td>
<td>Standard statements for Infants</td>
<td>Standard statements for Young Toddlers</td>
</tr>
</tbody>
</table>

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.
## Table of Contents

### Approaches to Learning
- Infants, Young Toddlers and Older Toddlers: 5-11
- Pre-Kindergarten: 70-77

### Social and Emotional Development
- Infants, Young Toddlers and Older Toddlers: 13-25
- Pre-Kindergarten: 78-87

### Language and Communication
- Infants, Young Toddlers and Older Toddlers: 26-40
- Pre-Kindergarten: 88-94

### Language and Literacy
- Pre-Kindergarten: 95-102

### Cognition
- Infants, Young Toddlers and Older Toddlers: 41-57
- Pre-Kindergarten: 103-122

### Perceptual, Motor & Physical Development
- Infants, Young Toddlers and Older Toddlers: 58-68
- Pre-Kindergarten: 123-128
Infants, Young Toddlers and Older Toddlers
OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

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

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**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates awareness of happenings in surroundings.</td>
<td>• Reacts to new voices or sounds by turning in the direction of the sound, becomes more quiet or active or changes facial expressions.</td>
</tr>
<tr>
<td></td>
<td>• Cries when mom leaves the room and shows pleasure upon return.</td>
</tr>
<tr>
<td></td>
<td>• Reaches for, grasps, or stares at objects or people of interest.</td>
</tr>
<tr>
<td></td>
<td>• Repeats simple motions or activities, swats at a mobile, and consistently reaches for objects.</td>
</tr>
<tr>
<td></td>
<td>• Lifts arms up while crying to be picked up and comforted.</td>
</tr>
<tr>
<td></td>
<td>• Grasps, releases, re-grasps, and re-release objects.</td>
</tr>
<tr>
<td>Focuses on an activity, but is easily distracted.</td>
<td>• Follows adult when that adult moves to a new activity.</td>
</tr>
<tr>
<td></td>
<td>• Focuses on books for a brief period of time.</td>
</tr>
<tr>
<td></td>
<td>• Starts an activity but then moves away if attracted by new sounds or movements.</td>
</tr>
<tr>
<td></td>
<td>• Drops food or object onto the floor repeatedly so that an adult will engage in “the pick it up” game.</td>
</tr>
<tr>
<td></td>
<td>• Wants to hear the same song or be read the same book repeatedly with his parents.</td>
</tr>
<tr>
<td></td>
<td>• Pulls self to stand repeatedly.</td>
</tr>
<tr>
<td></td>
<td>• Walks, falls, and gets up repeatedly.</td>
</tr>
<tr>
<td>Focuses on an activity for short periods of time despite distractions.</td>
<td>• Refuses to shift his attention, and stays with activities until goals are met (e.g., putting all the small cars in the toy garage).</td>
</tr>
<tr>
<td></td>
<td>• Continues to play when teacher leaves area.</td>
</tr>
<tr>
<td></td>
<td>• Participates in storybook reading with adult support when children are playing nearby</td>
</tr>
<tr>
<td></td>
<td>• Persists in the face of difficulty and may seek assistance to complete difficult tasks.</td>
</tr>
<tr>
<td></td>
<td>• Goes back to an activity after being distracted.</td>
</tr>
<tr>
<td></td>
<td>• Tries various shapes in a shape sorting toy until the shape finally fits.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child maintains focus and sustains attention with support.</td>
<td>• Maintains engagement in interactions with familiar adults and children.</td>
</tr>
<tr>
<td></td>
<td>• Chooses to join in activities or pays attention to tasks and activities that are self-initiated.</td>
</tr>
<tr>
<td></td>
<td>• Maintains focus and attention on a simple task or activity for short periods of time.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>• Participates in activities and experiences with people, objects, or materials that require attention and common focus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Maintains engagement in interactions with familiar adults and children.</td>
<td>• Grasps, releases, re-grasps, and re-release objects.</td>
</tr>
<tr>
<td>• Chooses to join in activities or pays attention to tasks and activities that are self-initiated.</td>
<td>• Persists in the face of difficulty and may seek assistance to complete difficult tasks.</td>
</tr>
<tr>
<td>• Maintains focus and attention on a simple task or activity for short periods of time.</td>
<td>• Goes back to an activity after being distracted.</td>
</tr>
</tbody>
</table>
## Approaches to Learning

### Initiative, Planning, Action, Reflection

**A8, A10**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Goal</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to people and objects in the immediate environment based on past experience.</td>
<td>• Attends to an unfamiliar adult with interest but may be wary when that adult comes too close. • Responds to own name. • Shakes a toy, hears the sound it makes, and then shakes it again.</td>
<td>Child develops the ability to show persistence in actions and behavior.</td>
<td>Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.</td>
<td>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</td>
</tr>
<tr>
<td>Attempts to reproduce intersensory and pleasurable effects and events.</td>
<td>• Repeats simple motions or activities, swats at a mobile, and consistently reaches for objects. • Lifts arms up while crying to be picked up and comforted. • Grasps, releases, re-grasps, and re-release objects.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches tasks with repeated trial and error.</td>
<td>• Stacks large blocks into a tower, makes it fall over, and stacks them again. • Continues to search for an object. • Touches different parts of a musical toy to make it play again. • Drops food or object onto the floor repeatedly so that an adult will engage in “the pick it up” game. • Wants to hear the same song or be read the same book repeatedly with his parents. • Pulls self to stand repeatedly. • Walks, falls, and gets up repeatedly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses previous learning to inform new experiences with people and objects in the environment.</td>
<td>• Acts out familiar events in new situations (e.g., pretends to order a pizza over the phone in the housekeeping area). • Chooses only rings with holes when playing with a ring stacking toy. • Turns a puzzle piece to make it fit into its space. • Persists in the face of difficulty and may seek assistance to complete difficult tasks. • Goes back to an activity after being distracted. • Tries various shapes in a shape sorting toy until the shape finally fits.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Cognitive Self-Regulation**

(Executive Functioning), IT-ATL 4

**A8, A10**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Goal</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows increasing ability to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.</td>
<td>• Persists in learning new skills or solving problems. • Continues efforts to finish a challenging activity or task with support of an adult.</td>
<td>Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Approaches to Learning**

**Standards**

<table>
<thead>
<tr>
<th>Initiative and Curiosity</th>
<th>Approaches to Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A6</td>
<td>Initiative and Curiosity IT-ATL 5</td>
</tr>
</tbody>
</table>

**Examples**

<table>
<thead>
<tr>
<th>Initiative and Curiosity</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A6</td>
<td>Child demonstrates the ability to be flexible in actions and behavior.</td>
</tr>
</tbody>
</table>

**Indicators**

<table>
<thead>
<tr>
<th>Initiative and Curiosity</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT-ATL 5</td>
<td>Child demonstrates the ability to be flexible in actions and behavior.</td>
</tr>
</tbody>
</table>

**Goal**

- No standards for this age
- No standards for this age
- Child demonstrates the ability to be flexible in actions and behavior.

**Examples**

- Attends to an unfamiliar adult with interest but may be wary when that adult comes too close.
- Responds to own name.
- Shakes a toy, hears the sound it makes, and then shakes it again.

- Approaches tasks with repeated trial and error.

- Acts out familiar events in new situations (e.g., pretends to order a pizza over the phone in the housekeeping area).
- Chooses only rings with holes when playing with a ring stacking toy.
- Turns a puzzle piece to make it fit into its space.

- No standards for this age

- Adjusts to changes in routines or usual activities when informed ahead of time by adults.
- Makes common, everyday transitions that are part of a daily schedule.
- Shows flexibility in problem solving by trying more than one approach.
## Approaches to Learning

### Initiative, Planning, Action, Reflection

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts on the environment to meet needs or interests.</td>
<td>• Rolls, wiggles, or crawls to obtain an object. • Smiles or reaches for an adult to begin or continue an interaction (i.e., singing, talking, tickling). • Cries until fed or held by an adult.</td>
<td>Child demonstrates emerging initiative in interactions, experiences, and explorations.</td>
</tr>
<tr>
<td>Uses a variety of ways to meet simple goals.</td>
<td>• Points, looks toward, or pulls an adult to obtain a desired object. • Moves a chair to the table to reach a snack. • Stands by a window and says “outside” or gestures to indicate interest in going out. • Uses a rhythm stick to retrieve a car that’s rolled under the shelf.</td>
<td>Initiates interactions with familiar adults through expressions, actions, or behaviors.</td>
</tr>
<tr>
<td>Makes choices to achieve a desired goal.</td>
<td>• Sorts through the toy box to find a missing puzzle piece. • Communicates, “I need a hat,” when looking through the dress-up clothes. • Selects a book to read from the choices provided.</td>
<td>Points to desired people, objects or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.</td>
</tr>
<tr>
<td></td>
<td>• Engages others in interactions or shared activities. • Demonstrates initiative by making choices or expressing preferences. • Attempts challenging tasks with or without adult help. • Shows eagerness to try new things.</td>
<td>Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</td>
</tr>
</tbody>
</table>
### Approaches to Learning

#### Initiative, Initiative and Curiosity

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows interest in</td>
<td>• Mouths objects to explore the environment.</td>
<td>• Shows excitement when engaged in learning</td>
</tr>
<tr>
<td>people and objects.</td>
<td>• Shows interest in people by kicking legs, smiling, reaching and</td>
<td>• Smiles at an adult</td>
</tr>
<tr>
<td></td>
<td>looking at the person.</td>
<td>• Laughs after batting at a mobile</td>
</tr>
<tr>
<td></td>
<td>• Vocalizes in response to a new toy.</td>
<td>• Knocks over a toy.</td>
</tr>
<tr>
<td></td>
<td>No standards for this age.</td>
<td></td>
</tr>
<tr>
<td>Explores the</td>
<td>• Uses senses to explore the environment by tasting, touching, hearing,</td>
<td>• Approaches new events, experiences with others, or materials with</td>
</tr>
<tr>
<td>environment</td>
<td>smelling, and looking.</td>
<td>interest and curiosity,</td>
</tr>
<tr>
<td>through a variety of</td>
<td>• Bangs, moves, throws, and dumps materials in the environment.</td>
<td>• Intently listens to a new song.</td>
</tr>
<tr>
<td>sensory-motor activity.</td>
<td>• Claps hands when successfully fits shape into sorter.</td>
<td>• Examines new toys or materials.</td>
</tr>
<tr>
<td></td>
<td>• Climbs up and down the &quot;rocking-boat&quot; steps over and over again.</td>
<td>• Participates in new experiences</td>
</tr>
<tr>
<td>Practices new skills</td>
<td></td>
<td>• Asks questions</td>
</tr>
<tr>
<td>with enthusiasm.</td>
<td></td>
<td>• Asks questions</td>
</tr>
<tr>
<td>Experiments in the</td>
<td>• Opens, closes, fills, empties, builds up, and knocks down objects and</td>
<td>• Experiments with new things or materials</td>
</tr>
<tr>
<td>environment with</td>
<td>containers.</td>
<td>• Collects leaves and pinecones in the fall.</td>
</tr>
<tr>
<td>purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks questions to</td>
<td>• Turns objects around, upside- down, and inside- out to examine the</td>
<td></td>
</tr>
<tr>
<td>gain information.</td>
<td>characteristics of the object.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pours water in the sand box to fill up a hole with water.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Points to or asks, &quot;What’s that?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asks, “Why?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asks a visitor, “What’s your name?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asks a peer, “What are you doing?”</td>
<td></td>
</tr>
</tbody>
</table>

**No examples for this age.**
### Approaches to Learning

#### Standards

| Makes discoveries about self, others, and the environment. |
| Uses objects in new ways. |
| Uses materials in new and unconventional ways. |

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

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

#### Examples

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

#### Goal

Child holds information in mind and manipulates it to perform tasks.

**Child shows imagination in play and interactions with others.**

#### Indicators

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

- Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.
  - Using imagination to explore possible uses of objects and materials.
  - Engages in pretend or make-believe play with other children.

- Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.

- Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.

- Combines objects or materials in new and unexpected ways. Shows delight in creating something new.

- Uses imagination to explore possible uses of objects and materials.

- 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**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Expresses and acts on impulses. | • Cries when hungry until adult feeds him.  
• Sleeps when tired.  
• Explores how someone’s hair feels by pulling it. |
| Responds positively to limits and choices offered by adults to help guide behavior | • Complies with limits that are set by caregiver, although inconsistently.  
• Makes a choice when offered by teacher such as, “You may hold my hand or walk by my side.”  
• Recovers quickly and is able to play soon after a tantrum. |
| With modeling and support, manages actions and emotional expressions. | • Uses a few simple words and simple dramatic play to describe and control impulses and feelings.  
• Pushes or hits another child who takes his toy and stops when the teacher tells him to stop.  
• Remembers some strategies to calm and control behavior, but may frequently forget and test boundaries.  
• Follows one-step directions. |

#### APPROACHES TO LEARNING

**Emotional and Behavioral Self-Regulation**  
**IT-ATL 1, IT-ATL 2**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Child manages feelings and emotions with support of familiar adults. | • 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.  
| Child manages actions and behavior with support of familiar adults. | 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. |
| Engages with familiar adults for calming and comfort, to focus attention, and to share joy. | • 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. |
| Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress. | • Looks to others for help in coping with strong feelings and emotions.  
• Uses strategies, such as seeking contact with a familiar adult or removing oneself from a situation to handle strong feelings and emotions. |

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.
Social and Emotional Development

**OHIO EARLY LEARNING STANDARDS**
**STRANDS/TOPICS**

- **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**

- **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
<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Initiates interactions and seeks close proximity to familiar adults who provide consistent nurturing. | • Turns toward the sight, smell or sound of mom over that of an unfamiliar adult.  
• Stops crying upon seeing a face or hearing a voice.  
• Makes eye contact and lifts arms to be picked up.  
• Smiles when approached by a teacher more often than when approached by an unfamiliar adult.  
• Babbles back and forth with a teacher.  
• Seeks comfort from a familiar adult when crying. | • Shows emotional connection and attachment to familiar adults.  
• Turns to familiar adults for protection, comfort, and getting needs met. |
| Explores environment in the presence of familiar adults with whom they have developed a relationship over an extended period of time. | • Displays anxiety when an unfamiliar adult gets close.  
• Looks for cues from the person they are attached to when unsure if something is safe.  
• Plays confidently when the person they are attached to is in the room, but crawls or runs to her when frightened.  
• Calls, “Papa!” from across the room while playing with blocks to make sure that her papa is paying attention to her.  
• Plays in the sensory table independently, but checks to make sure the teacher is near.  
• Cries to be picked up when hurt.  
• Gestures for one more hug as her daddy begins to leave.  
• 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. | • Engages in and may initiate behaviors that build relationships with familiar adults.  
• Uses familiar adults for reassurance when engaging with new adults. |
| Displays signs of comfort during play when familiar adults are nearby but not in the immediate area. | • Seeks close proximity to familiar adults for security and support, especially when distressed. |                                                                                                                                               |
| Interacts in predictable ways with familiar adults. Responds positively to familiar adults’ efforts to help with stressful moments. \ Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults. | • Cries out, looks sad or follows after when a teacher leaves the room.  
• Stays close to a teacher at drop-off after parent leaves. |                                                                                                                                               |
| Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. |                                                                                   | Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. \ Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults. |
| Interacts in predictable ways with familiar adults. Responds positively to familiar adults’ efforts to help with stressful moments. \ Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults. |                                                                                   | Interacts in predictable ways with familiar adults. Responds positively to familiar adults’ efforts to help with stressful moments. \ Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults. |
| Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults. \ 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. |                                                                                   | Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults. \ 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. |
| 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. |                                                                                   | 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. |
| Child develops expectations of consistent, positive interactions through secure relationships with familiar adults. |                                                                                   |                                                                                                                                            |
### Social and Emotional Development

#### Relationships/Attachment

- **Sa16**
  - Standards: No standards for this area.
  - Examples: No examples for this area.
  - Indicators: Demonstrates early signs of interest in unfamiliar adults.
  - Examples:
    - Hides behind teacher and peeks out to observe visitor in the classroom.
    - Stays close to familiar adult when a new adult enters the room.
    - Looks to familiar adult for reassurance when approached by an unfamiliar adult.

#### Relationships with Adults

- **IT-SE 2**
  - Goal: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.
  - Examples:
    - Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.
    - 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.
    - 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.
  - Indicators:
    - Engages in and may initiate behaviors that build relationships with familiar adults.
    - Uses familiar adults for reassurance when engaging with new adults.
## Social and Emotional Development

### Relationships/Attachment

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards for this age.</td>
<td>No examples for this age.</td>
</tr>
</tbody>
</table>
| Initiates play with familiar adults. | • Hands a favorite book to the caregiver.  
• Takes one toy phone to the caregiver and puts the other to his ear. |
| No Standards for this area. | No examples for this age. |
| Seeks assistance from familiar adults. | • Asks for help when putting a puzzle together.  
• Asks for help when zipping coat or tying shoes. |

### Relationships with Adults

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child learns to use adults as a resource to meet needs.</td>
<td>Communicates needs to familiar adults by using a variety of behaviors, such as crying, looking, smiling, pointing, dropping, reaching, or banging objects.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Asks familiar adult for help or assistance when encountering difficult tasks or situations.</td>
</tr>
</tbody>
</table>
| | • Seeks assistance from familiar adults in new or difficult situations, such as reaching for a toy on a high shelf.  
• Shows preference for familiar adults when in distress. |
# Social and Emotional Development

## Relationships/ Peer Interactions & Relationships Sa17, Sa18

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Shows interest in other children. | • Makes eye contact with another child.  
• Touches mouth or hair of another child.  
• Looks at another child that is lying on a blanket nearby. | **Goal**
**Examples**
Child shows interest in, interacts with, and develops personal relationships with other children. |
| Repeats actions that elicit social responses from others. | • Stands beside another toddler at the water table, filling her water pail, while the other toddler fills hers.  
• Rolls a ball with another toddler.  
• Pretends to cook on the stove or bathe the baby using props such as pots, pans, baby dolls and wash cloths. | **Examples**
• 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.  
• 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.  
• Seeks out other children for social interaction, including initiating contact and responding to others.  
• Develops friendships and engages in more elaborate play with friends. |
| Participates in simple back and forth interactions with peers for short periods of time. | No standards for this age. | **Examples**
• Names one or two friends within her class.  
• Stands at the play dough table, rolling balls of dough, while her peers play beside her.  
• Pretends to cook food on a toy stove with another child.  
• Takes turns and shares, although inconsistently.  
• Helps clean up during designated time.  
• Offers a toy to a friend.  
• Shows increasing interest in interacting with other children.  
• Shows preference for particular playmates, such as greeting friends by name. |
| Engages in associative play with peers. | With modeling and support, demonstrates socially competent behavior with peers, such as helping, sharing and taking turns. | **Examples**
• Makes eye contact with another child.  
• Touches mouth or hair of another child.  
• Looks at another child that is lying on a blanket nearby.  
• Imitates facial expressions such as a smile in response to a toddler’s smile.  
• Reacts to another child with a playful response, such as babbling. |
### Social and Emotional Development

#### Relationships with Other Children

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Shows interest in other children. | • Makes eye contact with another child.  
• Touches mouth or hair of another child.  
• Looks at another child that is lying on a blanket nearby.  
• Imitates facial expressions such as a smile in response to a toddler’s smile.  
• Reacts to another child with a playful response such as babbling. |
| Repeats actions that elicit social responses from others. | • Stands beside another toddler at the water table, filling her water pail, while the other toddler fills hers.  
• Rolls a ball with another toddler.  
• Pretends to cook on the stove or bathe the baby using props such as pots, pans, baby dolls and wash cloths. |
| Participates in simple back and forth interactions with peers for short periods of time. | • Names one or two friends within her class.  
• Stands at the play dough table, rolling balls of dough, while her peers play beside her.  
• Pretends to cook food on a toy stove with another child. |
| No standards for this age. | • Uses multiple strategies, such as imitating or responding to enter play with other children.  
• Engages in extended play with other children with a common focus.  
• Engages in simple cooperative play with other children. |

#### Indicators

- Child imitates and engages in play with other children.
- Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.
- Participates in simple imitation games, such as making similar sounds or running after another child.
- Plays next to other children with similar toys or materials.
- Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.
- Uses multiple strategies, such as imitating or responding to enter play with other children.
- Engages in extended play with other children with a common focus.
- Engages in simple cooperative play with other children.
### Standards

<table>
<thead>
<tr>
<th>Self: Awareness and Expression of Emotion Sa4</th>
</tr>
</thead>
</table>

- 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.

### Examples

- Expresses sadness, fear or distress by crying, kicking legs and stiffening body.
- Coos when feeling comfortable.
- Expresses joy by waving arms and kicking legs.
- Spits out things or turns head to show dislike.

- Smiles or laughs when interacting with caregiver.
- Shows affection for caregiver by hugging her.
- Moves next to caregiver to express fear of unfamiliar people.
- Shows anger by grabbing a toy that was taken from her out of the other child’s hands.
- Expresses sadness by clinging to teacher as he leaves.
- Expresses fear by crying.
- Turns away from intense interactions, then turns and interacts when ready.
- Expresses jealousy when caregiver holds another child by trying to squish onto her lap too.
- Hides her face in her hands when feeling embarrassed.
- Expresses frustration through tantrums.
- Expresses pride by clapping or saying, “I did it.”
- Uses words to express how he is feeling, such as “sad.”
- Acts out different emotions during play by pretending to cry or coo like a baby.

### Indicators

- Child learns to express a range of emotions.

- 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.

- Expresses a variety of emotions through facial expressions, sounds, gestures, or words.
- Uses words to describe some feelings or emotions that reflect an awareness of other people’s emotions.
React to emotional expressions of others.

- Matches the facial expressions of her caregiver.
- Smiles responsively.
- Cries or grimaces at the discomfort of others.

Demonstrates awareness of the feelings expressed by others.

- Comforts a crying child by offering her own blanket.
- Becomes upset when another child throws a tantrum.
- Gently pats a crying peer on his back.
- Notices a Band-Aid on caregiver’s finger and comforts with a kiss.

Demonstrates awareness that others have feelings.

- Says, “Olivia’s mama is happy,” and points to the illustration in the picture book.
- Says, “Alexandra’s crying because she misses her mommy.”
- May cry when another child cries.
- Comforts a crying child by offering a favorite toy.
- Hands an upset child a tissue and sits down beside her.

Emotional Functioning

IT-SE 7, IT-SE 8

Child recognizes and interprets emotions of others with the support of familiar adults.

- Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.
- 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.
- 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.
- Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them or responding in appropriate non-verbal ways.
- 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.

- Recognizes feelings and emotions of others.
- Responds to feelings and emotions of others with support from familiar adults.
- With support from an adult, describes feelings of characters in a book.
- Shows care and concern for others, including comforting others in distress.
- Responds to needs of others and tries to help others with simple tasks.
### Social and Emotional Development

#### Self / Self-Comforting
**Sa8, Sa9**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses and acts on impulses.</td>
<td>• Cries when hungry until adult feeds him.</td>
</tr>
<tr>
<td>Comforts self in simple ways and communicates needs for help through vocalizations and gestures.</td>
<td>• Sleeps when tired.</td>
</tr>
<tr>
<td></td>
<td>• Explores how someone’s hair feels by pulling it.</td>
</tr>
<tr>
<td></td>
<td>• Calms self when upset by sucking on fingers or hand.</td>
</tr>
<tr>
<td></td>
<td>• Turns away or yawns when feeling over-stimulated.</td>
</tr>
<tr>
<td></td>
<td>• Focuses on a nearby object when feeling overwhelmed.</td>
</tr>
<tr>
<td></td>
<td>• Moves towards an adult who provides comfort.</td>
</tr>
<tr>
<td>Responds positively to limits and choices offered by adults to help guide behavior.</td>
<td>• Complies with limits that are set by caregiver, although inconsistently.</td>
</tr>
<tr>
<td></td>
<td>• Makes a choice when offered by teacher, such as, “You may hold my hand or walk by my side.”</td>
</tr>
<tr>
<td></td>
<td>• Recovers quickly and is able to play soon after a tantrum.</td>
</tr>
<tr>
<td></td>
<td>• Uses comfort objects, such as a special blanket or a stuffed animal, to help calm down.</td>
</tr>
<tr>
<td></td>
<td>• Tries to control distress by hugging self, rocking and/or sucking thumb.</td>
</tr>
<tr>
<td></td>
<td>• Uses gestures or simple words to express distress and seeks specific kinds of assistance from teachers to calm self.</td>
</tr>
<tr>
<td>With modeling and support, manages actions and emotional expressions.</td>
<td>• Uses a few simple words and simple dramatic play to describe and control impulses and feelings.</td>
</tr>
<tr>
<td></td>
<td>• Pushes/hits another child who takes a toy and stops when told to stop.</td>
</tr>
<tr>
<td></td>
<td>• Remembers some strategies to calm and control behavior, but may frequently forget and test boundaries.</td>
</tr>
<tr>
<td></td>
<td>• Continues to rely on adults for reassurance and help in controlling feelings and behavior.</td>
</tr>
<tr>
<td></td>
<td>• Re-enacts emotional events through play.</td>
</tr>
<tr>
<td></td>
<td>• Asks for food when hungry.</td>
</tr>
<tr>
<td></td>
<td>• Gets blanket and lies down in the quiet corner when sleepy.</td>
</tr>
<tr>
<td></td>
<td>• Says, “Can you rub my back?” when having trouble settling down for a nap.</td>
</tr>
<tr>
<td></td>
<td>• Actively participates in naptime routines such as retrieving a blanket.</td>
</tr>
</tbody>
</table>

#### Emotional Functioning
**IT-SE 9**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child manages emotions with the support of familiar adults.</td>
<td>Quiets or stops crying when held and gently rocked or talked to by a familiar adult.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>• Uses different ways to calm or comfort self when upset.</td>
</tr>
<tr>
<td></td>
<td>• Responds positively to emotional support from adults and other children.</td>
</tr>
</tbody>
</table>
### Self / Self Concept
**Sa6, Sa7**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Begins to understand self as a separate person from others. | • Experiments with moving own body.  
• Watches her own hands with fascination.  
• Uses hands to explore different parts of own body.  
• Smiles at mirror image, even though she doesn't recognize it as an image of herself.  
• Reacts to hearing her name.  
• Cries when teacher leaves the room.  
| No standards for this age. |
| Recognizes self as a unique person with thoughts, feelings and distinct characteristics. | • Identifies a few parts of the body.  
• Recognizes self in mirrors and in photos.  
| No examples for this age. |
| Shows awareness of themselves as belonging to one or more groups. | • Points to and names self and members of family in a photograph.  
• Points to different body parts when teacher names them, and names a few body parts by himself.  
• Says, "Big girl," when referring to herself.  
• Refers to self by name or with the pronouns "me" and "I."  
| Identifies own feelings, needs and interests. |

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Child shows awareness about self and how to connect with others. | • Learns about self by exploring hands, feet, body and movement.  
| Child understands some characteristics of self and others. | • When name is said to child or used in conversation with a familiar adult, listens and responds by quieting, smiling or cooing.  
| | • Responds by looking or coming when called by name.  
| | • Pays attention when others notice what the child is able to do.  
| | • 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.  
| | • Identifies obvious physical similarities and differences between self and others.  
| | • Compares characteristics of self and others. |
| | • Shows awareness of self, including own body, abilities, thoughts and feelings.  
| | • Shows awareness of others as having thoughts and feelings separate from own.  
| | • Recognizes own name.  
| | • Identifies some physical characteristics of self, such as hair color, age, gender or size.  
| | • Recognizes some similarities and differences between self and others. |
## Social and Emotional Development

### Relationships / Attachment

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards for this age.</td>
<td>No examples for this age.</td>
</tr>
</tbody>
</table>
| Imitates familiar adults. | •Imitates adult’s sounds when babbling.  
  •Holds toy phone to ear.  
  •Tries to copy motions to familiar finger plays. |
| No standards for this age. | No examples for this age. |

### Relationships with Adults

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child observes and imitates sounds, words, gestures, actions, and behaviors.</td>
<td>•Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.</td>
</tr>
<tr>
<td></td>
<td>•Imitates what other people did earlier, such as wiping up a spill or closing a door.</td>
</tr>
<tr>
<td></td>
<td>•Imitates more complex actions, words, or signs at a later time in order to communicate, make or do something.</td>
</tr>
</tbody>
</table>
| | •Watches and imitates adult actions involving multiple steps, such as getting spoons and forks to set a table.  
  •Imitates someone else’s conversation, such as in pretend play or on a toy phone. |
**Social and Emotional Development**

**Standards**

Acts in ways to make things happen.

- Initiates and engages in reciprocal (mutual give and take) interactions with familiar adults.

<table>
<thead>
<tr>
<th>Shows a sense of satisfaction when making things happen.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participates in routines and experiences that involve back and forth interaction with familiar adults.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognizes own abilities and expresses satisfaction when demonstrating them to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacts with familiar adults in a variety of ways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child shows confidence in own abilities through relationships with others.</td>
</tr>
</tbody>
</table>

**Examples**

- Shakes a rattle repeatedly to hear the sound.
- Touches a toy to make the music come on again after the music has stopped.
- Looks at the teacher when crying to have needs met.
- Matches the facial expressions of an adult.
- Turns toward the sight, smell or sound of a familiar teacher over that of an unfamiliar adult.
- Coos or babbles in response to teacher's vocalizations.
- Follows adult's gaze to look at a toy.
- Exhibits wariness, cries or turns away when approached by an unfamiliar adult.

- Points at a toy and smiles with satisfaction when the teacher hands it to her.
- Rolls a toy car back and forth, pushes it really hard and squeals with delight while chasing it.
- Smiles and claps hands when successfully climbs the steps.
- Takes caregiver's hands and rocks forward and backward saying, "Row, row," as a way of asking her to sing "Row, Row, Row Your Boat."
- Cooperates during a diaper change by lifting his bottom.
- Shows a toy to her caregiver, and later gives a toy to caregiver when asked.
- Initiates an interaction with caregiver by pointing to an unfamiliar object.
- Becomes wary or anxious of unfamiliar adults.

- Insists, "Me do it!" when teacher tries to help.
- Says, "Look what I made you," and smiles as he gives the teacher a picture he painted.
- Shouts, "Teacher, watch me!" before starting down the slide on the playground.
- Brings her shoes to teacher after naptime.
- Participates in storytelling.

**Goal**

- Participates in back-and-forth social interactions through facial expressions, sounds, gestures and responding to the actions of others.
- Expresses desires and preferences.
- Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.
- Contributes own ideas, skills, and abilities to activities and experiences with adults and other children.
- 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.

- Shows confidence in increasing abilities.
- Shows others what they can do.
### Social and Emotional Development

#### Self / Social Identification*

**C29**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Shows awareness of self and awareness of other people. | • Uses his hands to explore different parts of his body and explores mom’s facial features.  
• Attends to the difference between familiar and unfamiliar people.  
• Smiles and lights up when big brother comes to talk to him.  
• Shows anxiety when dad leaves.  
• Cries and expects a caregiver to meet her needs. |
| Prefers familiar adults and recognizes familiar actions and routines. | • Expresses anxious behavior around unfamiliar adults.  
• Talks on the phone and walks around the way her mommy does at home.  
• 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. |
| Identifies self and others as belonging to one or more groups by observable characteristics. | • Uses pronouns like "we," and "our."  
• Says or signs, "Adrian is a boy, and I’m a boy."  
• Says or signs, "I'm not a baby. I’m a big girl."  
• Names some family members or friends. |

#### Sense of Identity and Belonging

**IT-SE 13**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
</table>
| 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. |

* This early learning development standard is from the Cognition Domain
OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

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

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attends and responds to language and sounds.</strong></td>
<td>No standards this age.</td>
<td>Shows understanding of simple requests and statements referring to people and objects around them. No standards this age.</td>
</tr>
<tr>
<td><strong>Shows understanding of requests and statements referring to people, objects, ideas and feelings.</strong></td>
<td>Shows understanding of requests and statements referring to people, objects, ideas and feelings.</td>
<td>Shows understanding when words are used in unconventional ways. Demonstrates interest in and uses words that are new or unfamiliar in conversation and play.</td>
</tr>
<tr>
<td><strong>Shows recognition of words, phrases, and simple sentences.</strong></td>
<td>Shows recognition of words, phrases, and simple sentences.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Goal**

Child attends to, understands and responds to communication and language from others.

Child learns from communication and language experiences with others.

**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.**

- Inspects a familiar adult’s face as she speaks.
- Watches an adult’s face as she speaks.
- Looks at mother when asked, “Where’s mommy?”
- Reaches for bottle when asked, “Do you want your bottle?”

**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.**

- Partipates 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 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.

**Indicators**

- **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.**
- **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.**

**Examples**

- 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”).
- Crawls toward the ball when adult asks, “Where’s the ball?” without using gestures.
- Looks toward door when adult says, “Your daddy’s here.”
- Points to head when adult asks, “Where do you wear your hat?”
- Watches adult’s face as she speaks.
- Looks at mother when asked, “Where’s mommy?”
- Reaches for bottle when asked, “Do you want your bottle?”
### Language and Communication

#### Standards

<table>
<thead>
<tr>
<th>Experiments intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to use single words and conventional gestures to communicate with others.</td>
</tr>
<tr>
<td>Combines words to express more complex ideas, or requests.</td>
</tr>
</tbody>
</table>

#### Examples

- Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).
- Demonstrates several different cries to express different needs.
- Babbles, using consonant sounds.
- Uses gestures or expressions to indicate wants, needs or feelings.

- Uses one-word sentences.
- Says “mama” or “papa.”
- Says “uh oh” when milk spills.
- Uses long strings of babbles together.
- Points to an object to communicate that she wants the caregiver to get it for her.

- Combines words into simple sentences.
- Speaks clearly enough for others to usually understand what he is trying to say within context.
- Names her extended family members when caregiver points to each in a photograph.
- 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.
- Uses words like “mine,” “yours” and “his” to indicate who owns each toy.

#### Indicators

- Child communicates needs and wants non-verbally and by using language.

- Learns how to use different means of communication to signal distress or discomfort, to solicit help and to communicate interests and needs to others.

- Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for “more” when eating.

- 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.”
- Children who are dual language learners (DLL) may combine their two languages or switch between them.

- Uses combinations of words and simple sentences or signs in a variety of situations.
- Uses simple sentences, such as three to four word sentences, to communicate needs and wants.
## Language and Communication

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

### Communicating and Speaking
**IT-LC 4**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Attempts to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.**  | • Gazes at caregiver during a feeding.  
• Vocalizes when caregiver calls her name.  
• Smiles and vocalizes to initiate contact with caregiver.  
• Makes a gurgling sound and pauses for caregiver to respond, then after caregiver says something to him, coos and smiles.  
No examples for this age. | Child uses non-verbal communication and language to engage others in interaction.  
• Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.  
• 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.  
• Uses words, signs, phrases, or simple sentences to initiate, continue or extend conversations with others about feelings, experiences or thoughts. |
| **Participates in and often initiates basic communications with family members or familiar others.**  | • Waves bye-bye in response to an adult waving bye-bye to her.  
• Runs to the window to blow kisses to her mother, even before she has left the room.  
• Plays “peek-a-boo” with an adult.  
No examples for this age. |  

| **Participates in and often initiates communication according to commonly accepted expectations with family members and in social groups.**  | • Uses, “please” and “thank-you” appropriately.  
• Takes a turn in a conversation by answering a question when asked, and then asking a question in return.  
• Makes a related comment in a group conversation during lunch time.  
• Sees a photo of a cat and says, “I have a kitty.”  
• Shares an opinion about ice cream flavor he likes after listening to a poem about ice cream.  
No examples for this age. |  

| **With modeling and support, describes experiences with people, places and things.** |  |  

No standards for this age.
Experiments intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.

No standards for this age.

- Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).
- Demonstrates several different cries to express different needs.
- Babbles using consonant sounds.
- Uses gestures or expressions to indicate wants, needs or feelings.

No examples for this age.

Begins to use single words and conventional gestures to communicate with others.

No standards for this age.

- Uses one-word sentences.
- Says “mama” or “papa.”
- Says “uh oh” when milk spills.
- Uses long strings of babbles together.
- Points to an object to communicate that she wants the caregiver to get it for her.

No examples for this age.

Combines words to express more complex ideas or requests.

With modeling and support, describes experiences with people, places and things.

- Combines words into simple sentences.
- Speaks clearly enough for others to usually understand what he is trying to say within context.
- Names extended family members when caregiver points to each in a photograph.
- 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.
- Uses words like “mine,” “yours” and “his” to indicate who owns each toy.
- Sees a photo of a cat and says, “I have a kitty.”
- Shares an opinion about the flavor of ice cream he likes after listening to a poem about ice cream.

Child uses increasingly complex language in conversation with others.

Explores sounds common in many languages, such as “ma-ma” or “ba-ba.”

- Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs.
- Communicates mainly about objects, actions, and events happening in the here and now.

- Participates in conversations with others using spoken or sign language that includes simple sentences, questions and responses.
- Sometimes describes experiences that have happened in the past or are about to happen.
- Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.

- Uses combinations of words and simple sentences or signs in a variety of situations.
- Uses simple sentences, such as three to four word sentences, to communicate needs and wants.
## Language and Communication

### Standards

<table>
<thead>
<tr>
<th>Experiments intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.</th>
<th>Begins to use single words and conventional gestures to communicate with others.</th>
<th>Combines words to express more complex ideas, or requests.</th>
</tr>
</thead>
</table>
| - Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).  
  - Demonstrates several different cries to express different needs.  
  - Babbles, using consonant sounds.  
  - Uses gestures or expressions to indicate wants, needs or feelings. | - Uses one-word sentences.  
  - Says “mama” or “papa.”  
  - Says “uh oh” when milk spills.  
  - Uses long strings of babbles together.  
  - Points to an object to communicate that she wants the caregiver to get it for her. | - Combines words into simple sentences.  
  - Speaks clearly enough for others to usually understand what he is trying to say within context.  
  - Names her extended family members when caregiver points to each in a photograph.  
  - 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.  
  - Uses words like “mine,” “yours” and “his” to indicate who owns each toy. |

### Examples

### Indicators

- Child initiates non-verbal communication and language to learn and gain information.
  - Takes turns in non-verbal conversations by using facial expressions, sounds, gestures or signs to initiate or respond to communication.
  - Asks simple questions using gestures (pointing), signs or words with variations in pitch and intonation.
  - Seeks information and meaning of words by asking questions in words or signs, such as “What’s that?” or “Who’s that?” or “Why?”
  - Asks questions in a variety of ways.
  - Repeats or re-phrases questions until a response is received.
## Language and Communication

### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards for this age.</td>
<td>No examples for this age.</td>
<td>Child understands an increasing number of words used in communication with others.</td>
</tr>
</tbody>
</table>

Child uses an increasing number of words in communication and conversation with others.

<table>
<thead>
<tr>
<th>Use words that indicate position and direction.</th>
</tr>
</thead>
</table>

Looks at familiar people, animals or objects when they are named such as mama, puppy or ball. May use signs or verbalizations for familiar people or objects.

<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
</table>

Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.

<table>
<thead>
<tr>
<th>Uses an increasing number of words or signs used in communication and conversation with others and adds new vocabulary words regularly.</th>
</tr>
</thead>
</table>

Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.

<table>
<thead>
<tr>
<th>Shows understanding of the meaning of common words used in daily activities.</th>
</tr>
</thead>
</table>

Attends to new words used in conversation with others.

<table>
<thead>
<tr>
<th>Understands most positional words, such as on, under, up or down.</th>
</tr>
</thead>
</table>

 ещё не работает
### Language and Communication

#### Listening and Speaking / Expressive Language L6

- **Standards**
  - 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.

- **Examples**
  - Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).
  - Demonstrates several different cries to express different needs.
  - Babbles using consonant sounds.
  - Uses gestures or expressions to indicate wants, needs or feelings.
  - Uses one-word sentences.
  - Says “mama” or “papa.”
  - Says “uh oh” when milk spills.
  - Uses long strings of babbles together.
  - Points to an object to communicate that she wants the caregiver to get it for her.
  - Combines words into simple sentences.
  - Speaks clearly enough for others to usually understand what he is trying to say within context.
  - Names her extended family members when caregiver points to each in a photograph.
  - 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.
  - Uses words like “mine,” “yours” and “his” to indicate who owns each toy.

- **Indicators**
  - Child uses an increasing number of words in communication and conversation with others.
  - May use signs or verbalizations for familiar people or objects.
  - 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.

- **Goal**
  - Shows understanding of the meaning of common words used in daily activities.
  - Attends to new words used in conversation with others.
  - Understands most positional words, such as on, under, up or down.

#### Vocabulary IT-LC 8

- **Examples**
  - Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly.
  - Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children’s vocabulary in one language.
<table>
<thead>
<tr>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs. | Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.  
•Repeats simple familiar rhymes or sings favorite songs.  
•Retells familiar stories using props. | Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.  
Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories. |
Language and Communication

**Reading/ Early Reading L14 and Print Concepts L21**

- **Standards**
  - Shows interest in books, pictures, songs and rhymes.
  - Shows an appreciation for reading books, telling stories and singing.

- **Examples**
  - No standards at this age.
  - Demonstrates interest in exploring books.
  - Demonstrates a beginning understanding that print carries meaning.

- **Indicators**
  - 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.

- **Goal**
  - No examples at this age.

- **Examples**
  - Turns toward adult and watches her eyes and mouth while she's singing a song.
  - Cuddles and looks at caregiver's face while being read to.
  - Babbles while looking at a book with caregiver.
  - Coos when hearing caregiver singing.

- **Indicators**
  - Asks to have several favorite books read over and over.
  - Holds book, turns pages and pretends to read.
## Language and Communication

### Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Attends and responds when familiar books are read aloud. | • Looks at pages of a picture book that caregiver holds up to see.  
• Reaches for the pages of a book when caregiver is holding up a book.  
• Follows adult’s gaze to look at a picture in a book. |
| Points to familiar pictures in books when labeled by adult. | • Points to the animals in the pictures as caregiver is reading and asks questions about the pictures.  
• Points to a picture of a dog and makes a barking noise or says, “Doggie.”  
• Vocalizes and points to identify familiar signs, labels or logos in the home and community (e.g., a stop sign). |
| Demonstrates an understanding of the meaning of stories and information in books. | • Talks about the garden he planted with grandfather after reading a book on flowers.  
• Finishes the repetitive sentence, "Brown Bear, Brown Bear, what do you see?" when reading that book. |
| Distinguishes pictures from letters and words in a text. | • Points to the picture of a bird on the page when the teacher asks where the bird is hiding.  
• Moves finger along the words of the book when pretend reading to the baby doll. |
| Demonstrates interest in exploring books. | • Asks for stories to be read at nap time.  
• Recognizes familiar signs with texts, such as a stop sign or restaurant sign. |

### Examples

<table>
<thead>
<tr>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child recognizes pictures and some symbols, signs, or words.</td>
<td>Looks at pictures of familiar people, animals or objects while an adult points at or names the person, animal or object.</td>
</tr>
</tbody>
</table>
| Points at, signs or says name of, or talks about animals, people or objects in photos, pictures or drawings. | Child recognizes pictures and some symbols, signs, or words.  
• Points to and names some letters or characters in their names.  
• Recognizes familiar signs on a building or street.  
• Attributes meaning to some symbols, such as a familiar logo or design. |

### Goals

- Reading/ Reading Comprehension L15 and Print Concepts L21
- Emergent Literacy IT-LC 11
### Language and Communication

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

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards for this age.</td>
<td>No examples for this age.</td>
<td>Child recognizes pictures and some symbols, signs, or words.</td>
</tr>
<tr>
<td>No standards for this age.</td>
<td>No examples for this age.</td>
<td>Looks at pictures of familiar people, animals or objects while an adult points at or names the person, animal or object.</td>
</tr>
<tr>
<td>Demonstrates interest in exploring books.</td>
<td>Selects and looks at a book from the shelf.</td>
<td>Points at, signs or says name of, or talks about animals, people or objects in photos, pictures or drawings.</td>
</tr>
<tr>
<td>Demonstrates a beginning understanding that print carries meaning.</td>
<td>Asks for stories to be read at nap time.</td>
<td>• 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.</td>
</tr>
<tr>
<td>With modeling and support, recognizes own name in print.</td>
<td>Recognizes familiar signs with texts, such as a stop sign or restaurant sign.</td>
<td>• Children who are DLLs recognize and use written forms of each of their languages.</td>
</tr>
<tr>
<td>With modeling and support, recognizes familiar logos and environmental print.</td>
<td>Moves his printed name card from “home” to “school” on the Attendance Chart.</td>
<td>• Points to and names some letters or characters in their names.</td>
</tr>
<tr>
<td></td>
<td>Finds his cubby labeled with his name and photograph.</td>
<td>• Recognizes familiar signs on a building or street.</td>
</tr>
<tr>
<td></td>
<td>• Identifies the stop sign in block corner.</td>
<td>• Attributes meaning to some symbols, such as a familiar logo or design.</td>
</tr>
</tbody>
</table>
### Reading/Reading Comprehension

**Standards**

<table>
<thead>
<tr>
<th>Attends and responds when familiar books are read aloud.</th>
<th>Points to familiar pictures in books when labeled by adult.</th>
<th>Demonstrates an understanding of the meaning of stories and information in books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards at this age.</td>
<td>No standards for this age.</td>
<td>Uses pictures to describe and predict stories and information in books.</td>
</tr>
</tbody>
</table>

**Examples**

- Looks at page of a picture book that caregiver holds up to see.
- Reaches for the pages of a book when caregiver is holding up a book and looking at it.
- Follows adult’s gaze to look at a picture in a book.
- Points to the animals in the pictures as caregiver is reading and asks questions about the pictures.
- Points to a picture of a dog and makes a barking noise or says, “Doggie.”
- Vocalizes and points to identify familiar signs, labels or logos in the home and community (e.g., a stop sign).

**Indicators**

- Child comprehends meaning from pictures and stories.
  - Looks at picture books and listens to an adult talk about pictures in a book.
  - Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.
  - Talks about books, acts out events from stories and uses some vocabulary encountered during book reading.
  - Uses pictures as a guide to talk about a story that has been read.
  - Asks or answers questions about what is happening in a book or story.
  - Identifies the feelings of characters in a book or story.

### Emergent Literacy

**Goal**

- Child comprehends meaning from pictures and stories.

**Examples**

- Talks about the garden he planted with grandfather after reading a book on flowers.
- Sees the bear’s shadow in The Little Mouse, The Red, Ripe Strawberry and Big Hungry Bear, and squeals, “The bear’s coming!”
- Explains that the mouse wants a cookie after the teacher turns the page in the book and allows him to look at the pictures.
## Language and Communication

### Standards

<table>
<thead>
<tr>
<th>Example</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows ability to transfer and manipulate an object with hands.</td>
<td>No standards for this age.</td>
</tr>
</tbody>
</table>

### Examples

- Grasps a rattle, releases it and then tries to grasp it again.
- Picks up a small toy with thumb and fingers.
- Watches an adult write.

No examples for this age.

- Uses full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.
- Makes marks and "scribble writing" to represent objects and ideas.

No standards for this age.

- Begins to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.
- Holds crayon with thumb and fingers of one hand.
- Draws a circle and a straight line after watching someone else do it.
- Makes a scribbled picture and says, “It's a dinosaur” when showing it to her uncle.
- Pretends to write own name.
- Makes scribbles with purpose and intent to communicate meaning.
- Adds squiggles and other marks to caption a drawing.

### Indicators

Child makes marks and uses them to represent objects or actions.

- Emerging
  - Makes marks on a paper with a large crayon or marker to explore writing materials.
  - Draws pictures using scribbles and talks with others about it.
  - Draws straight lines or curved lines.
  - Makes letter-like marks or scribbles on paper.

- Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.
## Language and Communication

### Standards

<table>
<thead>
<tr>
<th>Vocalizes sounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coos, babbles and experiments with vocal sounds.</td>
</tr>
<tr>
<td>• Pump's legs and waves arms when trying to make a vocalization.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explores sounds of materials and objects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____</td>
</tr>
<tr>
<td>Recognizes familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distinguishes between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distinguishes between the sounds of a bell and a drum.</td>
</tr>
<tr>
<td>• Identifies when spoken words have the same or different beginning sounds (e.g., cat/cake; feather/ball).</td>
</tr>
</tbody>
</table>

### Examples

- Coos, babbles and experiments with vocal sounds.
- Pumps legs and waves arms when trying to make a vocalization.
- Bangs drumstick on the drum and on the table.
- Repeats particularly pleasing sounds.
- Responds, "Moo" when asked what a cow says.
- Turns from play when hearing mom's voice.
OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

Memory
Symbolic Thought
Reasoning and Problem Solving

EARLY LEARNING OUTCOMES FRAMEWORK
SUB-DOMAINS

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
Exhibits differentiated responses to familiar and unfamiliar people, events, objects and their features.

No standards at this age.

•Kicks his feet in anticipation of being fed when mother positions him on her lap.
•Kicks to make mobile hanging over her crib move.
•Looks longer at a new picture than at one he has seen before.

No examples at this age.

Recalls information over a period of time with contextual cues.

No standards for this age.

•Watches the caregiver wiping down the table with a cloth, then tries it himself the next day.
•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.
•Sees a photo of a close family member and says his name or hugs the frame.

No examples at this age.

Recalls information over a longer period of time without contextual cues.

Links past and present activities.

•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.
•Responds by saying, "She's at work," when asked where mommy is.
•Says, "Meow," when daddy points to a picture and asks, "What does a kitty cat say?"
•Explains, "I went there," referring to the visit to the pumpkin patch when singing "Five Little Pumpkins."
•Says, "Mama," while rocking at naptime as a reminder that mama rocks me to sleep at home.
•Says, "I went to the doctor," while playing with the stethoscope in the dramatic play center.

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.

•Remembers actions of familiar adults, the usual location of familiar objects and parts of familiar routines.
•Notices and responds to new people, objects or materials in the environment.

•Anticipates and communicates about multiple steps of familiar routines, activities or events.
•Expresses surprise or asks about unexpected outcomes or unusual people, actions or events.

•Comments about similarities or differences between new people, objects or events, and ones that are more familiar.
•Tells others about what will happen next or about changes in usual routines or schedules.
Cognition

Child recognizes the stability of people and objects in the environment.

- 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.
- 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.
### Cognitive Skills / Memory
#### C7 and C9

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exhibits differentiated responses to familiar and unfamiliar people, events, objects and their features.</strong></td>
<td>• Kicks his feet in anticipation of being fed when mother positions him on her lap. • Kicks to make mobile hanging over her crib move. • Looks longer at a new picture than at one he has seen before. • Reaches for the pages of the book. • Covers eyes for “peek-a-boo.” • Opens mouth in anticipation of the next bite.</td>
<td><strong>Child uses memories as a foundation for more complex actions and thoughts.</strong></td>
</tr>
<tr>
<td><strong>Recalls information over a period of time with contextual cues.</strong></td>
<td>• Watches the caregiver wiping down the table with a cloth, then tries it himself the next day. • 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. • Sees a photo of a close family member and says his name or hugs the frame. • Moves her arms in a rolling motion to let her caregiver know that she wants to sing “Wheels on the Bus.” • Begins to close the book as the adult reads the last page of a familiar story.</td>
<td>• Shows excitement with a toy or other object that was played with days earlier. • Anticipates familiar actions or routines, such as getting picked up or being fed.</td>
</tr>
<tr>
<td><strong>Recalls information over a longer period of time without contextual cues.</strong></td>
<td>• 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. • Responds by saying, “She’s at work,” when asked where mommy is. • Says, “Meow,” when daddy points to a picture and asks, “What does a kitty cat say?”</td>
<td>• Remembers how to use objects or materials from previous experience. • Anticipates routines or events by taking action, such as going to the table when it is time to eat.</td>
</tr>
<tr>
<td><strong>Anticipates the beginning and ending of activities, songs and stories.</strong></td>
<td></td>
<td>• Tells others about memories and past experiences. • Remembers how to do a series of actions that were observed at an earlier time.</td>
</tr>
<tr>
<td><strong>Recalls information over a longer period of time without contextual cues.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal**

- IT-C 5

**Memory**

- C7 and C9
Cognition - Mathematics

OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

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

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**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Actively uses the body to find out about the world. | • Cries to get needs met. • Explores objects by mouthing, banging, shaking or hitting them. • Drops a toy and watches it fall. • Transfers a rattle from one hand to the other. | **Goal**
Child learns to use a variety of strategies in solving problems. **Examples**
Child uses reasoning and planning ahead to solve problems. |
| With modeling and support, uses simple strategies to solve problems. | • Twists a shape until it fits into a hole in a container. • Squeezes onto adult's lap even though another child is already sitting there. • Tries several ways to reach a ball that is stuck under the couch. | **Indicators**
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth. **Examples**
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. |
| In familiar situations, solves problems without having to try every possibility, while avoiding solutions that clearly will not work. | • Moves chair to reach a ball. • Tries multiple shapes to find the piece that fits the hexagon shape in the shape sorter. • Turns a puzzle piece to make it fit into its space. | **Examples**
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. **Examples**
Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working. |

**Cognitive Skills / Reasoning and Problem Solving C13**

<table>
<thead>
<tr>
<th>Reasoning and Problem Solving IT-C 6 and IT-C 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses a variety of strategies to solve problems, such as trial and error, simple tools or asking someone to help.</td>
</tr>
<tr>
<td>- Tries to solve the same problem in several different ways at different times.</td>
</tr>
</tbody>
</table>

**Indicators**
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. **Examples**
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.
## Standards

<table>
<thead>
<tr>
<th>Explores objects and attend to events in the environment.</th>
<th>Pays attention to quantities when interacting with objects.</th>
<th>Shows understanding that numbers represent quantity and demonstrates understanding of words that identify how much.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards at this age.</td>
<td>No standards at this age.</td>
<td>Uses number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.</td>
</tr>
</tbody>
</table>

## Examples

- Explores or experiments with object(s) such as shaking a rattle or ring of keys.
- Holds one block in each hand and drops one when offered a third block.
- Searches for the third ball after two of three balls were handed to him.
- Communicates, "A lot," when looking at a large number of blocks.
- Uses words or signs such as, "One, two, more, little, a lot."
- Starts counting with "one" sometimes pointing to the same item twice when counting or uses numbers out of order. "One, two, three, five, eight."
- Reaches into bowl and takes out two carrots when the teacher says, "Just take two."
- Holds up two fingers and says, "Two," when asked how old.
- Participates in counting songs, rhymes and stories.

## Indicators

**Child develops sense of number and quantity.**

- **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.**

- **Counts small number of objects (two to three), sometimes counting the same object twice or using numbers out of order.**
- **Identifies "more" or "less" with a small number of items without needing to count them.**
- **Uses fingers to show how old they are.**
## Cognition - Math

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| **Explores objects and attend to events in the environment.** | • Explores objects by mouthing, banging, shaking or hitting them. • Holds an object in each hand and looks at both as if comparing them. | **Goal**
| **Notices changes in quantity of objects (especially ones that can be detected visually with ease).** | • Says, “All gone!” when the bowl is empty. • Says, “More,” when the adult brings out more balls. • Looks for a specific character toy when noticing that one of his three character toys is missing. | Child develops sense of number and quantity. |
| **Demonstrates an understanding that “adding to” increases the number of objects in the group.** | • Adds more objects to a collection of objects, and indicates, “I have more.” • When the adult adds one more duck to a group of two ducks, shows three fingers to indicate the total number of ducks. • Has one slice of apple on her plate, adds another slice of apple, and communicates, “Two.” | **Examples**
| **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. | **Indicators**
| **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.** | • Counts small number of objects (two to three), sometimes counting the same object twice or using numbers out of order. • Identifies “more” or “less” with a small number of items without needing to count them. • Uses fingers to show how old they are. |
## Geometry / Spatial Relationships

**C25**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores the properties of objects.</td>
<td>• Watches people and objects move through space. • Brings an object to her mouth to explore it. • Reaches for and grasps an object. • Drops a toy and watches it fall. • Moves her body through space by rolling, rocking or crawling.</td>
<td>Child uses spatial awareness to understand objects and their movement in space.</td>
</tr>
<tr>
<td>Explores how things fit and move in space.</td>
<td>• Experiments with how objects fit in space: stacks, sorts, dumps, pushes, pulls, twists, turns. • Fits the round puzzle piece in the round space on the puzzle board. • Gets stuck in a tight space when exploring. • Explores the ways shapes and objects fit together.</td>
<td>• Explores or examines objects and watches objects when they move. • 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. • 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.</td>
</tr>
<tr>
<td>Demonstrates how things fit together and/or move in space with increasing accuracy.</td>
<td>• Builds a tall tower with a number of blocks. • Fits a shape into the matching space in a shape sorter toy on the first or second try. • Completes a puzzle with three to four interlocking pieces. • Stacks rings on a base in the correct order on the first or second attempt.</td>
<td>• Does puzzles with interlocking pieces, different colors and shapes. • Understands some effects of size or weight when picking up or moving objects.</td>
</tr>
</tbody>
</table>
### Standards

- 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.

### Examples

- **Notices differences:**
  - Looks back and forth between people or objects, as if comparing them.
  - Explores objects by mouthing, banging, shaking or hitting them.
  - Demonstrates the ability to tell the difference between “friendly” and “unfriendly” voices.
- **Matches two objects:**
  - Matches two identical fire trucks.
  - Points out all the blue plates at the lunch table.
  - Puts toy cars in one pile and airplanes in another.
  - Removes all the red blocks from the bucket of blocks, with help.
- **Sorts objects into two or more groups:**
  - Labels the big animals, “Mama,” or “Padre,” and the small animals “Baby,” or “Bebe.”
  - Places all of the red pegs in one bowl, the white pegs in another bowl and the green pegs in a third bowl.
  - Indicates that birds, dogs and horses are all animals, while cars are not.
  - Sorts different-shaped blocks into three piles: circles, squares, and triangles.

### Goal

Child uses matching and sorting of objects or people to understand similar and different characteristics.

### Indicators

- 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.
- Sorts toys or other objects by color, shape or size.
- Orders some objects by size.
- Identifies characteristics of people, such as, “Mom has black hair like me.”
<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mirrors simple actions and facial expressions of others previously</td>
<td>• Sticks out his tongue in reaction to teacher sticking out her tongue. • Becomes quiet and stops moving his body to watch an adult as she interacts with him. • Imitates an adult’s facial expressions.</td>
<td>Child observes and imitates sounds, words, gestures, actions and behaviors.</td>
</tr>
<tr>
<td>experienced.</td>
<td>Mirrors and repeats something seen at an earlier time.</td>
<td>Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.</td>
</tr>
<tr>
<td></td>
<td>Reenacts a sequence of events accomplished or observed at an earlier time.</td>
<td>Imitates what other people did earlier, such as wiping up a spill or closing a door.</td>
</tr>
<tr>
<td></td>
<td>• Imitates an adult’s sounds when babbling. • Takes a drink from her cup, sets it down and says, “Aah,” after watching an adult doing it the previous day. • Retrieves adult’s cell phone and holds it up to her ear.</td>
<td>Imitates more complex actions, words or signs at a later time in order to communicate, make or do something.</td>
</tr>
<tr>
<td></td>
<td>• Retrieves adult’s cell phone, holds it up to her ear and says, “Hello.” • Pretends to make a cake, wrap gifts and decorate the living room, “Like I saw my grandma do for my last birthday party.” • 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.</td>
<td></td>
</tr>
</tbody>
</table>
### Cognitive Skills / Symbolic Thought

**C11**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explores real objects, people and actions.</td>
<td>• Sticks out his tongue in reaction to teacher sticking out her tongue. • Becomes quiet and stops moving his body to watch an adult as she interacts with him. • Imitates an adult’s facial expressions.</td>
</tr>
<tr>
<td>Uses one or two simple actions or objects to represent another in pretend play.</td>
<td>• Imitates an adult’s sounds when babbling. • Takes a drink from her cup, sets it down and says, “Aah,” after watching an adult doing it the previous day. • Retrieves adult’s cell phone and holds it up to her ear.</td>
</tr>
<tr>
<td>Engages in pretend play involving several sequenced steps and assigned roles.</td>
<td>• Retrieves adult’s cell phone, holds it up to her ear and says, “Hello.” • Pretends to make a cake, wrap gifts and decorate the living room, “Like I saw my grandma do for my last birthday party.” • 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.</td>
</tr>
</tbody>
</table>

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

**Goal**

Child uses objects or symbols to represent something else. Child uses pretend play to increase understanding of culture, environment, and experiences.

**Indicators**

**Emerging.**

Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone. Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.

**Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.**

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.

**Imitates familiar objects to represent something else.**

Improvises with props during pretend play, such as using a towel for a blanket or making a cookie out of play dough.

**Understands that some symbols have meaning, such as a sign or a drawing.**

• Seeks to involve others in pretend or make-believe play. • Looks for props to use when telling or making up a story. • Uses pretend play to try out solutions to everyday problems, such as ways to respond to stressful situations.
The following Ohio Early Learning Standards have No Clear Alignment with Early Learning Outcomes Framework standards.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>No standards for this age. (C20)</td>
<td>Imitates repeated movements.</td>
</tr>
<tr>
<td>No examples for this age. (C20)</td>
<td>Makes cooing sound repeatedly when interacting with an adult.</td>
</tr>
<tr>
<td>No standards for this age. (C20)</td>
<td>Participates in adult-initiated movement patterns.</td>
</tr>
<tr>
<td>No examples for this age. (C20)</td>
<td>Copies adult movements, such as tapping the table or clapping.</td>
</tr>
<tr>
<td>Places objects in one-to-one correspondence relationships during play. (C20)</td>
<td>Copies and anticipates a repeating pattern. (C22)</td>
</tr>
<tr>
<td></td>
<td>Gives each doll a pretend sip from a cup.</td>
</tr>
<tr>
<td></td>
<td>Follows and remembers movements in familiar songs or rhymes.</td>
</tr>
<tr>
<td>Explores properties of objects. (C23)</td>
<td>Shows awareness of the size of objects. (C23)</td>
</tr>
<tr>
<td>No standards for this age. (C26)</td>
<td>No standards for this age. (C26)</td>
</tr>
<tr>
<td>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)</td>
<td>Recognizes basic shapes. (C26)</td>
</tr>
<tr>
<td></td>
<td>Looks for what is making a sound.</td>
</tr>
<tr>
<td></td>
<td>Brings an object to her mouth to explore it.</td>
</tr>
<tr>
<td></td>
<td>Drops a toy and watches it fall. (C23)</td>
</tr>
<tr>
<td></td>
<td>No examples for this age. (C26)</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Cognition - Science

OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

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

EARLY LEARNING OUTCOMES FRAMEWORK
SUB-DOMAINS

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

| Examines objects with lips and tongue. Observes, holds, touches and manipulates objects. | Tries different things with objects to see what happens or how things work. Observes the physical and natural world. | Engages in sustained and complex manipulation of objects. Engages in focused observations of objects and events in the environment. |
| No standards for this age. | No standards for this age. | |

### Examples

- Examines objects with lips and tongue. Observes, holds, touches and manipulates objects.
  - Places mouth on adult’s face while being held.
  - Turns face to the light breeze.
  - Explores body parts of self and others.
  - Explores, touches and feels books.
  - No examples for this age.

- Tries different things with objects to see what happens or how things work. Observes the physical and natural world.
  - Tries to reach an object behind the bookcase.
  - Drops objects from different heights and positions.
  - Watches the rain on the window.
  - In the water table, pours water through different tubes and observes the water flow down.
  - Builds with blocks, making a big castle.
  - Watches movement of ants on an anthill.
  - Looks inside a toy to see how it works.
  - No examples for this age.

- Engages in sustained and complex manipulation of objects. Engages in focused observations of objects and events in the environment.
  - Experiments with water tubes in the water table, pours water through different tubes and observes the water flow down.
  - Builds with blocks, making a big castle.
  - Watches movement of ants on an anthill.
  - Looks inside a toy to see how it works.
  - No examples for this age.

### Indicators

- Child actively explores people and objects to understand self, others and objects.
  - Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.
  - 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.
  - Observes and experiments with how things work, seeks information from others or experiments with different behaviors to see how people and objects react.
  - Learns about characteristics of people and properties and uses of objects through the senses and active exploration.
  - Experiments with everyday objects or materials to answer "What?" "Why?" or "How?" questions.

- Explores toys and other objects in the environment with mouth.
  - Places mouth on adult’s face while being held.
  - Turns face to the light breeze.
  - Explores body parts of self and others.
  - Explores, touches and feels books.
  - No examples for this age.
### Cognition - Science

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses simple actions to make things happen.</td>
<td>• Explores objects by mouthing, banging, shaking or hitting them. • Grasps a toy in her hand, bats or kicks at water then acts surprised by the splash. • Shakes a rattle repeatedly to make the sound continue.</td>
<td>Child uses understanding of causal relationships to act on social and physical environments.</td>
</tr>
<tr>
<td>Purposefully combines actions to make things happen.</td>
<td>• Drops objects from different heights and positions. • Pulls a string attached to a toy to bring the toy closer. • Touches or bangs the handle of a jack-in-the-box, then hands it back to the caregiver to make it pop. • Touches different parts of a musical toy to make the music start again. • Explores the air moving through a bubble-blowing wand to produce bubbles.</td>
<td>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.</td>
</tr>
<tr>
<td>Makes predictions. Demonstrates understanding that events have a cause.</td>
<td>• Predicts that the glass will break if it falls on the tile floor. • With prompting, predicts that recess will be indoors because it is raining. • Responds to simple &quot;what if&quot; questions to predict a variety of outcomes. • Chooses only rings with holes when playing with a ring stacking toy. • Says, &quot;Lucile fall down,&quot; when seeing a peer crying. • Communicates about what makes a pop-up toy go. • Repeats an action to cause a known reaction.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Goal**

**Examples**

**Indicators**

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*Scientific Inquiry and Application / Cause and Effect C47*

*Exploration and Discovery IT-C 2*
## Scientific Inquiry and Application / Inquiry C29

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses simple actions to show awareness of self and awareness of other people.</td>
<td>• Uses his hands to explore different parts of his body and explores mom's facial features. • Attends to the difference between familiar and unfamiliar people. • Smiles and lights up when big brother comes to talk to him. • Shows anxiety when dad leaves. • Cries and expects a caregiver to meet her needs.</td>
</tr>
<tr>
<td>Prefers familiar adults and recognizes familiar actions and routines.</td>
<td>• Expresses anxious behavior around unfamiliar adults. • Talks on the phone and walks around the way her mommy does at home. • 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.</td>
</tr>
<tr>
<td>Identifies self and others as belonging to one or more groups.</td>
<td>• Uses pronouns like “we” and “our.” • Says or signs, “Adrian is a boy, and I’m a boy.” • Says or signs, “I’m not a baby. I’m a big girl.” • Names some family members or friends.</td>
</tr>
</tbody>
</table>

### Exploration and Discovery* IT-SE 10

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child shows awareness about self and how to connect with others.</td>
<td>• Shows awareness of self, including own body, abilities, thoughts and feelings. • Shows awareness of others as having thoughts and feelings separate from own.</td>
<td></td>
</tr>
<tr>
<td>Learn about self by exploring hands, feet, body and movement.</td>
<td>Experiments with use of hands and body, discovering new capacities and how movement and gestures can be used to relate to others.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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

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

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

**Perceptual, Motor, Physical Development**

**Perception**

**IT-PMP 1**

**Goal**

Child uses perceptual information to understand objects, experiences and interactions.

<table>
<thead>
<tr>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>• Combines information gained through the senses to understand objects, experiences and interactions.</td>
<td>• 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.</td>
<td>• Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.</td>
</tr>
</tbody>
</table>
### Perceptual, Motor, Physical Development

#### Motor Development / Sensory Motor

**Pa8**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Uses senses and movement to explore immediate surroundings. |  • Follows a toy moved from one side to another.  
• Holds a steady gaze on an adult’s face.  
• Stares at bright colors or patterns of a mobile on the crib.  
• Mouths objects.  
• Turns head toward sounds. | Uses senses and movement to explore immediate surroundings. |
| Coordinates senses with movement. |  • Participates in games involving pointing, grasping, tossing and placing.  
• Recognizes a change in depth when approaching stairs or the edge of bed.  
• Reaches for interesting objects.  
• hears and responds to familiar voices and to sounds in the environment. | Coordinates senses with movement. |
| Uses sensory information to guide movement to accomplish tasks. |  • Eager to look at and draw pictures.  
• Completes simple puzzles.  
• Listens to and participates in movement activities.  
• Hears and follows directions. | Uses sensory information to guide movement to accomplish tasks. |

---

#### Perception

**IT-PMP 2**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 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.  
• Adjusts walking or running to the type of surface, such as a rocky, sandy or slippery surface.  
• 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. |                                                                                                                                                          |
## Perceptual, Motor, Physical Development

### Motor Development / Large Muscle

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Demonstrates strength and control of head, arms, legs and trunk using purposeful movements. | • Holds head and torso up, first on two hands and then on one while on tummy.  
• Scoots backward on belly toward adult.  
• Crawls forward on his hands and knees or might scoot on bottom or “army crawl” to reach something of interest. | 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. |
| Moves with increasing coordination and balance, with or without adult support and/or assistive device. | • Cruises around furniture.  
• Walks.  
• Begins to run excitedly when climbing stairs.  
• Climbs into adult chair and turns to sit. | Uses a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.  
Uses a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play. |
| Uses locomotor skills with increasing coordination and balance. | • Runs, jumps and kicks a ball.  
• Uses alternating feet when climbing stairs.  
• Walks on a line.  
• Moves around objects, between tables/chairs, etc.  
• Touches toes, knees, chest and head when prompted. | Uses a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.  
Uses a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play. |

### Gross Motor

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child demonstrates effective and efficient use of large muscles for movement and position.</td>
<td>Child demonstrates effective and efficient use of large muscles to explore the environment.</td>
<td>Uses body position, balance and especially movement to explore and examine materials, activities and spaces.</td>
</tr>
<tr>
<td>Explores new body positions and movements, such as rolling over, sitting, crawling, hitting or kicking at objects to achieve goals.</td>
<td>Moves from crawling to cruising to walking, learning new muscle coordination for each new skill and how to manage changing ground surfaces.</td>
<td>Gains control of a variety of postures and movements, including stooping, going from sitting to standing, running and jumping.</td>
</tr>
<tr>
<td>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.</td>
<td>Uses body position, balance and especially movement to explore and examine materials, activities and spaces.</td>
<td>Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet indoor and outdoor play.</td>
</tr>
</tbody>
</table>
| • Coordinates movements and actions for a purpose.  
• Walks and runs, adjusting speed or direction depending on the situation. | • Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying and running.  
• Experiments with different ways of moving the body, such as dancing around the room. | • Coordinates movements and actions for a purpose.  
• Walks and runs, adjusting speed or direction depending on the situation.  
• Explores environments using motor skills, such as throwing, kicking, jumping, climbing, carrying and running.  
• Experiments with different ways of moving the body, such as dancing around the room. |
## Child uses sensory information and body awareness to understand how their body relates to the environment.

**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.

**Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.**

**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.

- Maintains balance and posture while seated and concentrating, such as working with clay, blocks or markers or looking at a book.
- Adjusts position of body to fit through or into small spaces.

**No Clear Alignment with Ohio’s Early Learning Standards**

**Gross Motor IT-PMP 5**
# Perceptual, Motor, Physical Development

## Motor Development / Small Muscle

**Pa6**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Transfers a toy from one hand to another by reaching, grasping and releasing. | • Grabs a preferred shaker toy, shakes it, brings toy to mouth and then tosses it down to reach for a new toy.  
• While holding a small toy in one hand, reaches for another toy with free hand.  
• Bangs objects on floor during play. |
| Uses both hands together to accomplish a task. | • Turns the pages of a board book.  
• Fills and dumps buckets at the sensory table.  
• Scribbles with a fat crayon on a large piece of paper using a full hand grasp. |
| Coordinates the use of arms, hands and fingers to accomplish tasks. | • Uses a spoon to scoop up food and bring it to mouth, with some spillage.  
• Strings a large wooden bead onto a shoelace.  
• Makes snips in a piece of paper with child-sized scissors.  
• Unbuttons a large button on sweater. |

## Fine Motor

**IT-PMP 6 and 7**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Child coordinates hand and eye movements to perform actions. | • Uses hand-eye coordination to manipulate objects and materials, such as completing puzzles or threading beads with large holes.  
• Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture or looking for favorite page. |
| Child uses hands for exploration, play and daily routines. | • 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. |
| Coordinates hands and eyes when reaching for and holding stable or moving objects. | • 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.  
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. |
| 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. | Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting and doing self-care skills or routines. |

<table>
<thead>
<tr>
<th>Indicators</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| • Uses hand-eye coordination to manipulate objects and materials, such as completing puzzles or threading beads with large holes.  
• Uses hand-eye coordination in handling books, such as turning pages, pointing to a picture or looking for favorite page. | • 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. |
| • 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.  
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. | Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting and doing self-care skills or routines. |

---

*Note: The above table outlines the indicators and examples for motor and fine motor development in early childhood education.*
**Perceptual, Motor, Physical Development**

**Indicators**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child adjusts reach and grasp to use tools.</td>
<td>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.</td>
</tr>
<tr>
<td>•Adjusts grasp with ease to new tools and materials. •Uses pincer grasp with thumb and fingers to manipulate small objects or handle tools, such as stringing small beads. •Uses hand tools in a variety of ways, such as a rolling pin with clay or play dough or a toy shovel with sand.</td>
<td></td>
</tr>
</tbody>
</table>
### Physical Well-Being / Self-Help
#### Pa12

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
<th>Examples</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates emerging participation in dressing.</td>
<td>With adult assistance, participates in personal care tasks (handwashing, dressing, etc.).</td>
<td>With modeling and support, completes personal care tasks (hand-washing, dressing, toileting, etc.).</td>
<td>Child demonstrates healthy behaviors with increasing independence as part of everyday routines.</td>
</tr>
<tr>
<td>Straightens or extends arm when hand is placed in sleeve during dressing.</td>
<td><strong>•</strong> Uses soap and rubs hands together during hand-washing.</td>
<td><strong>•</strong> Washes hands with soap and water at the sink before snack.</td>
<td><strong>Emerging.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Gets clothing items or diapers when asked.</td>
<td><strong>•</strong> Actively participates in choosing clothing to wear.</td>
<td>With adult assistance, anticipates and cooperates in daily routines, such as washing hands, blowing nose or holding a toothbrush.</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Extends foot when adult is ready to put shoes on; may attempt to put on own shoes.</td>
<td><strong>•</strong> Expresses preferences for clothing items.</td>
<td>Participates in self-care routines with more independence, such as washing hands, blowing nose, brushing teeth or drinking from a cup.</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Shows increasing independence in self-care routines with guidance from adults.</td>
<td><strong>•</strong> Undresses completely without help.</td>
<td><strong>•</strong> Shows increasing independence in self-care routines with guidance from adults.</td>
</tr>
<tr>
<td></td>
<td><strong>•</strong> Puts on or takes off some articles of clothing, such as shoes, socks, coat or hat.</td>
<td></td>
<td><strong>•</strong> Puts on or takes off some articles of clothing, such as shoes, socks, coat or hat.</td>
</tr>
</tbody>
</table>
## Physical Well-Being / Safety Practices

**Pa13**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Standards for this age.</td>
<td>Follows adult intervention and guidance regarding safety. Uses adults as resources when needing help in potentially unsafe or dangerous situations. Cooperates and/or stops a behavior in response to a direction regarding safety. Identifies ways adults help to keep us safe.</td>
</tr>
<tr>
<td>No examples for this age.</td>
<td>No examples for this age.</td>
</tr>
</tbody>
</table>

- **No Standards for this age.**
- **Follows adult intervention and guidance regarding safety.**
  - Uses adults as resources when needing help in potentially unsafe or dangerous situations.
  - Cooperates and/or stops a behavior in response to a direction regarding safety.
  - Identifies ways adults help to keep us safe.

- **Emerging**
  - Child uses safe behaviors with support from adults.
    - 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.
    - Calls an adult for help when a glass falls and is broken.
    - Asks for help jumping down from a climber.
    - 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.
    - Identifies role of police officer.
    - Gives examples of what a firefighter may tell a child to do if they smell smoke.

- **Emerging**
  - 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.
  - Accepts adult guidance, support and protection when encountering unsafe situations.

## Health, Safety and Nutrition

**IT-PMP 10**

- **Health, Safety and Nutrition**
- **Physical Well-Being / Safety Practices**
- **Pa13**
### Physical Well-Being / Nutrition

<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Expresses when hungry or full. | • Watches bottle or food being prepared  
• Reaches for bottle or food when presented.  
• Eagerly accepts bottle or soft foods when hungry and turns head or pushes away when full. |
| Follows a regular eating routine. | • Climbs into toddler seat anticipating snack time.  
• During lunch, asks for more bananas when still hungry. |
| Makes simple food choices, has food preferences and demonstrate willingness to try new foods. | • Helps pick and later tastes green beans from the garden.  
• Prefers peaches and pumpkin bread one week then turkey and cheese the next week. |

### Health, Safety and Nutrition

**IT-PMP 11**

**Goal:** Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

**Emerging:**

- Shows interest in new foods that are offered.

**Examples**:

- Expresses preferences about foods, specifically likes or dislikes, sometimes based on whether the food is nutritious.
- Sometimes makes nutritious choices with support from an adult.
- Communicates to adults when hungry, thirsty or has had enough to eat.
<table>
<thead>
<tr>
<th>Standards</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td><strong>Motor Development / Oral-Motor and Body Awareness</strong> Pa7 and Pa9</td>
</tr>
<tr>
<td>Shows awareness of own body.</td>
<td>Interaction with adults in physical activities.</td>
</tr>
<tr>
<td>Interacts with adults in physical activities.</td>
<td>Using simple movement skills, participates in active physical play.</td>
</tr>
<tr>
<td>Using simple movement skills, participates in active physical play and structured activities requiring spontaneous and instructed body movements.</td>
<td>Participates in active physical play and structured activities requiring spontaneous and instructed body movements.</td>
</tr>
</tbody>
</table>

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

- Takes and chews small bites/pieces of finger food.
  - Points to basic body parts when asked.
- Takes bites from whole foods, coordinates chewing and swallowing.
  - Names, points to and moves body parts when asked.
- Takes bites of and chews apples, broccoli, chicken and other foods presented at lunch.
  - Drinks from a cup without a lid with a little spilling.
  - Points to eyes, nose, etc. when asked.
  - Points to the doll’s nose when asked.
- Points to basic body parts when asked.
  - Plays peek-a-boo.
  - Reaches for a toy.
  - Kicks legs and moves arms while lying on back.
  - Takes appropriate body parts when playing “Simon Says.”
  - Responds when asked, “Can you wiggle your fingers? Can you touch your toes?”
  - Participates in movement songs and games, such as “Head, Shoulders, Knees and Toes.”

**Physical Well-Being / Physical Activity Pa10**

- Chews small pieces of finger food with a variety of textures such as crackers, bits of cheese and chunks of banana.
- Bites a biscuit or chews on a toy.
- Takes a bite from a piece of bread.
- Sucks on toes, hands and fingers.
- Looks at hands.
- Plays peek-a-boo.
- Reaches for a toy.
- Throws ball and then crawls to pick up the ball.
- Moves body parts during the “Five Little Ducks” song.
- Jumps and turns around when dancing to the music.
- Runs outside to be the first on the slide.
Pre-Kindergarten

Defined as 36-60 months

Defined as 36-48 months
### OHIO EARLY LEARNING STANDARDS

**STRANDS/TOPICS**

<table>
<thead>
<tr>
<th>INITIATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative and Curiosity</td>
</tr>
<tr>
<td>Planning, Action and Reflection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENGAGEMENT AND PERSISTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attention</td>
</tr>
<tr>
<td>Persistence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation and Invention</td>
</tr>
<tr>
<td>Expression of Ideas and Feeling Through the Arts</td>
</tr>
</tbody>
</table>

### EARLY LEARNING OUTCOMES FRAMEWORK

**SUB-DOMAINS**

<table>
<thead>
<tr>
<th>INITIATIVE AND CURIOSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative and Independence</td>
</tr>
<tr>
<td>Interest and Curiosity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EMOTIONAL AND BEHAVIORAL SELF-REGULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages Emotions</td>
</tr>
<tr>
<td>Follows Rules</td>
</tr>
<tr>
<td>Handles Materials Appropriately</td>
</tr>
<tr>
<td>Self-Regulation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COGNITIVE SELF-REGULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impulse Control</td>
</tr>
<tr>
<td>Attention</td>
</tr>
<tr>
<td>Persistence</td>
</tr>
<tr>
<td>Working Memory</td>
</tr>
<tr>
<td>Mental Flexibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses Creative Thinking</td>
</tr>
<tr>
<td>Uses Imagination</td>
</tr>
</tbody>
</table>
Approaches to Learning

### Social Emotional Development

**Self / Self-Regulation**

- **Sa9**

  **Goal**: 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.

### Approaches to Learning

**Emotional and Behavioral Self-Regulation**

- **P-ATL 1 and P-ATL 2**

  **Goal**: Child manages emotions with increasing independence.

  Child follows classroom rules and routines with increasing independence.

  **Examples**:

  **36-48 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.

  **48-60 Months**
  - 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.

  **Indicators**:
  - 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.

---

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.
## Approaches to Learning

### Emotional and Behavioral Self-Regulation P-ATL 4

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child manages actions, words and behavior with increasing independence.</td>
<td>36-48 Months</td>
</tr>
<tr>
<td>With frequent support from adults, manages own actions, words and behavior, such as reminders to use gentle touches and friendly words.</td>
<td>Manages own actions, words and behavior with occasional support from adults.</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Manages behavior according to expectations, such as using quiet feet when asked or sitting on the rug during circle time.</td>
<td></td>
</tr>
<tr>
<td>• Waits for turn, such as waits in line to wash hands or waits for a turn on the swings.</td>
<td></td>
</tr>
<tr>
<td>• Refrains from aggressive behavior towards others.</td>
<td></td>
</tr>
<tr>
<td>• Begins to understand the consequences of behavior, such as hitting leads to an adult giving you quiet time.</td>
<td></td>
</tr>
<tr>
<td>• Can describe the effects their behavior may have on others, such as noticing that another child feels sad when you hit him.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child appropriately handles and takes care of classroom materials.</td>
<td>36-48 Months</td>
</tr>
<tr>
<td>• With adult support, handles classroom materials, such as putting them where they belong.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Appropriately handles materials during activities.</td>
<td></td>
</tr>
<tr>
<td>• Cleans up and puts materials away appropriately, such as placing blocks back on correct shelf or placing markers in the correct bin.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</td>
<td></td>
</tr>
<tr>
<td>• Describes a personal accomplishment with delight.</td>
<td></td>
</tr>
<tr>
<td>• Accepts reminder about play ending and cleans up.</td>
<td></td>
</tr>
<tr>
<td>• Asks for teacher to help with computer game and waits until teacher finishes book to help him.</td>
<td></td>
</tr>
<tr>
<td>• Moves from one activity to another with minimal adult support.</td>
<td></td>
</tr>
<tr>
<td>• Withdraws to a quiet, safe place to calm down after an altercation with another child.</td>
<td></td>
</tr>
<tr>
<td>• Follows the rules and routines in classroom and other settings with reminders.</td>
<td></td>
</tr>
</tbody>
</table>
## Approaches to Learning

### Social Emotional Development

**Self / Self-Regulation**  
Sa9 and Sa 10  

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults. | - Demonstrates 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 the ability to delay gratification for short periods of time. | - Demonstrates strategies for waiting, such as not looking at the desired item.  
- Distracts herself by singing, rocking or making faces.  
- 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. |

### Approaches to Learning

**Cognitive Self-Regulation (Executive Functioning)**  
P-ATL 5  

Child demonstrates an increasing ability to control impulses.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequently engages in impulsive behavior, but inhibits them when directly supported by an adult.</td>
<td>Sometimes controls impulses independently, while at other times needs support from an adult.</td>
</tr>
</tbody>
</table>
| - With adult guidance and support, stops an engaging activity to transition to another less desirable activity.  
- Delays having desires met, such as agreeing to wait a turn to start an activity.  
- Without adult reminders, waits to communicate information to a group.  
- Refrains from responding impulsively, such as waiting to be called on during group discussion or requesting materials rather than grabbing them. |
## Approaches to Learning

### Engagement and Persistence / Attention

**A9**

**Goal**

Focuses on an activity with deliberate concentration, despite distractions.

**Examples**

- 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.
- 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.
- With or without adult support, focuses attention on tasks and experiences for shorter periods of time, despite interruptions or distractions.

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

**Goal**

Child maintains focus and sustains attention with minimal adult support.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</td>
<td>With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</td>
</tr>
</tbody>
</table>

**Examples**

- 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**

**Goal**

Carries out tasks, activities, projects or experiences from beginning to end.

Focuses on the task at hand even when frustrated or challenged.

**Examples**

- 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

**Goal**

Child persists in tasks.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Examples**

- 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.
# Approaches to Learning

## Initiative / Planning, Action and Reflection

**A8**

**Goal**

Uses prior knowledge and information to assess, inform and plan for future actions and learning.

**Examples**

- After sending a variety of shape toys down a ramp, begins to select round objects more frequently, noting that round objects roll more easily.
- Expresses intention and interests, (e.g., “I want to work in the block area again today. I brought a car for the road.”).
- Describes several solutions to reach a goal and weighs the pros and cons of each option.

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

**Goal**

Child holds information in mind and manipulates it to perform tasks.

**Examples**

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</td>
<td>Holds an increasing amount of information in mind to successfully complete tasks.</td>
</tr>
<tr>
<td>• Accurately recounts recent experiences in the correct order and includes relevant details.</td>
<td>• Accurately recounts recent experiences in the correct order and includes relevant details.</td>
</tr>
<tr>
<td>• Successfully follows detailed, multi-step directions, sometimes with reminders.</td>
<td>• Successfully follows detailed, multi-step directions, sometimes with reminders.</td>
</tr>
<tr>
<td>• Remembers actions to go with stories or songs shortly after being taught.</td>
<td>• Remembers actions to go with stories or songs shortly after being taught.</td>
</tr>
</tbody>
</table>

## Creativity / Innovation and Invention

**A11**

**Goal**

Uses creative and flexible thinking to solve problems.

**Examples**

- 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.

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

**Goal**

Child demonstrates flexibility in thinking and behavior.

**Examples**

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>• Tries different strategies to complete work or solve problems, including with other children.</td>
<td>• Tries different strategies to complete work or solve problems, including with other children.</td>
</tr>
<tr>
<td>• Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</td>
<td>• Applies different rules in contexts that require different behaviors, such as using indoor voices or feet instead of outdoor voices or feet.</td>
</tr>
<tr>
<td>• Transitions between activities without getting upset.</td>
<td>• Transitions between activities without getting upset.</td>
</tr>
</tbody>
</table>
Approaches to Learning

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

**Goal**
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.

**Examples**
- • 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

**Goal**
Child demonstrates initiative and independence.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regularly shows initiative, particularly in interactions with familiar adults.</td>
<td>• Frequently shows initiative, particularly when engaged in preferred activities.</td>
</tr>
<tr>
<td>• Works independently for brief periods of time without adult prompting.</td>
<td>• Demonstrates a willingness and capability to work independently for increasing amounts of time.</td>
</tr>
</tbody>
</table>

**Examples**
- • Engages in independent activities.
- • Makes choices and communicates these to adults and other children.
- • 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.
- • Plans play scenarios, such as dramatic play or construction, by establishing roles for play, using appropriate materials and generating appropriate scenarios to be enacted.

### Initiative and Curiosity A4 and A6

**Goal**
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.

**Examples**
- • 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

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks out new information and explores new play and tasks with adult support.</td>
<td>• Seeks out new information and explores new play and tasks both independently and with adult support.</td>
</tr>
</tbody>
</table>

**Examples**
- • Asks questions and seeks new information.
- • Is willing to participate in new activities or experiences even if they are perceived as challenging.
- • Demonstrates eagerness to learn about and discuss a range of topics, ideas and activities.
**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. |

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responds to adults’ prompts to express creative ideas in words or actions.</td>
<td></td>
</tr>
<tr>
<td>Consistently uses imagination in play and other creative works.</td>
<td></td>
</tr>
<tr>
<td>Begins to communicate creative ideas to other children and adults.</td>
<td></td>
</tr>
<tr>
<td>Develops more elaborate imaginary play, stories and other creative works with children and adults.</td>
<td></td>
</tr>
<tr>
<td>Asks questions related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</td>
<td></td>
</tr>
<tr>
<td>Approaches tasks, activities and play in ways that show creative problem solving.</td>
<td></td>
</tr>
<tr>
<td>Uses multiple means of communication to creatively express thoughts, feelings or ideas.</td>
<td></td>
</tr>
<tr>
<td>Engages in social and pretend play.</td>
<td></td>
</tr>
<tr>
<td>Uses imagination with materials to create stories or works of art.</td>
<td></td>
</tr>
<tr>
<td>Uses objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</td>
<td></td>
</tr>
</tbody>
</table>
### Social and Emotional Development

#### OHIO EARLY LEARNING STANDARDS

**STRANDS/TOPICS**

**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
### Standard

<table>
<thead>
<tr>
<th>Examples</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses affection for familiar adults.</td>
<td>Requests and accepts guidance from familiar adults.</td>
</tr>
<tr>
<td>Seeks security and support from familiar adults in anticipation of challenging situations.</td>
<td></td>
</tr>
<tr>
<td>Separates from familiar adults in a familiar setting with minimal distress.</td>
<td></td>
</tr>
<tr>
<td>Engages in extended, reciprocal conversations with familiar adults.</td>
<td></td>
</tr>
</tbody>
</table>

- 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 sandbox. 
- 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.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas.</td>
<td>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.</td>
</tr>
<tr>
<td>Can separate from trusted adults when in familiar settings.</td>
<td>Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</td>
</tr>
<tr>
<td>Uses adults as resources to solve problems.</td>
<td></td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>No Clear Alignment with Ohio’s Early Learning Standards</th>
<th>Relationships with Adults P-SE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Indicators</strong></td>
</tr>
</tbody>
</table>

**Goal:** Child engages in prosocial and cooperative behavior with adults.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
</table>
| • 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.
## Social and Emotional Development

### Relationships / Peer Interactions and Relationships Sa18, Sa17

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates socially competent behavior with peers.</td>
<td>• Child with a speech delay shows younger child how to ride a tricycle.</td>
</tr>
<tr>
<td>Interacts with peers in more complex pretend play including planning, coordination of roles and cooperation.</td>
<td>• Invites several other children to play by saying, “Do you want to dress up with me?”</td>
</tr>
<tr>
<td>• Waits until another child is finished playing on a swing and then uses it.</td>
<td>• Offers to share his play dough.</td>
</tr>
<tr>
<td>• Holds bubble wand for another child, so she can blow bubbles.</td>
<td>• Seeks to play with one or more friends, even to the extent of excluding other children from the play group.</td>
</tr>
<tr>
<td>Assumes the role of a scary monster, roars and all the other children scamper away.</td>
<td>• A small group of children decide to re-enact The Three Bears after the teacher reads the story aloud.</td>
</tr>
<tr>
<td>• Creates pretend play sequences that include a beginning, middle and end.</td>
<td>• Assumes a role and maintains that character for the duration of the play sequence.</td>
</tr>
<tr>
<td>• Says, “You can’t talk! You’re the dog, remember?”</td>
<td>• Assumes the role of a scary monster, roars and all the other children scamper away.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child engages in and maintains positive relationships and interactions with adults.</td>
<td>• Sustains interactions with other children more often and for increasing periods of time.</td>
</tr>
<tr>
<td>Child engages in cooperative play with other children.</td>
<td>• Demonstrates prosocial behaviors with other children with and without prompting from adults.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>• Likely to show at least some preference for playing with particular children.</td>
</tr>
<tr>
<td>• 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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
### Social and Emotional Development

#### Relationships / Peer Interactions and Relationships Sa19

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

- 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.”)

### Relationships with Other Children

#### P-SE 5

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begins to recognize and describe social problems.</td>
<td>• Often recognizes and describes social problems, suggests solutions to conflicts and compromises when working or playing in a group.</td>
</tr>
<tr>
<td>• With adult guidance and support, suggests solutions to conflicts.</td>
<td>• Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</td>
</tr>
</tbody>
</table>

- 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.
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.
- 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.”

Recognizes and identifies own emotions and the emotions of others.

- Communicates a range of emotions in socially accepted ways.
- Expresses a broad range of emotions across contexts, such as during play and in interactions with adults.
- 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.

Communicates a range of emotions in socially accepted ways.

- Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried.
- 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.

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried.</td>
<td>• Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Uses words to describe the feelings of adults or other children.</td>
</tr>
</tbody>
</table>

Recognizes and labels basic emotions in books or photographs.
### Social and Emotional Development

#### Relationships / Empathy

**Sa20**

- 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.”

### Emotional Functioning

**P-SE 7**

- Child expresses care and concern toward others.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates a range of emotions in socially accepted ways.</td>
<td>Manages the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</td>
</tr>
<tr>
<td>• Expresses feelings through words, play or artistic representation.</td>
<td></td>
</tr>
<tr>
<td>• Uses props, such as posters, puppets and dolls to assist in identifying and expressing emotions.</td>
<td></td>
</tr>
<tr>
<td>• Manages negative emotions by telling peer, “I am mad, because you took my book.”</td>
<td></td>
</tr>
<tr>
<td>• Tells teacher, “I don’t like it when Angelica hits me.”</td>
<td></td>
</tr>
<tr>
<td>• Describes a personal accomplishment with delight.</td>
<td></td>
</tr>
<tr>
<td>• Accepts reminder about play ending and cleans up.</td>
<td></td>
</tr>
<tr>
<td>• Asks for teacher to help with computer game and waits until teacher finishes book to help him.</td>
<td></td>
</tr>
<tr>
<td>• Moves from one activity to another with minimal adult support.</td>
<td></td>
</tr>
<tr>
<td>• Withdraws to a quiet, safe place to calm down after an altercation with another child.</td>
<td></td>
</tr>
<tr>
<td>• Follows the rules and routines in classroom and other settings with reminders.</td>
<td></td>
</tr>
</tbody>
</table>

#### Emotional Functioning P-SE 8

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child manages emotions with increasing independence.</td>
<td></td>
</tr>
<tr>
<td><strong>36-48 Months</strong></td>
<td><strong>48-60 Months</strong></td>
</tr>
<tr>
<td>• Manages less intense emotions, such as mild frustration, independently.</td>
<td>• Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress.</td>
</tr>
<tr>
<td>• May require adult support to manage more intense emotions.</td>
<td>• Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.</td>
</tr>
<tr>
<td>• Expresses feelings in ways that are appropriate to the situation.</td>
<td>• Looks for adult assistance when feelings are most intense.</td>
</tr>
<tr>
<td>• Uses a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath.</td>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.</td>
<td>Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</td>
</tr>
</tbody>
</table>

- 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.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

- 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.
Social and Emotional Development

No Clear Alignment with Ohio’s Early Learning Standards

Relationships with Adults

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

• 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.

Self / Self-Regulation

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.”
OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

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

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

### Indicators

**Goal**

- Child attends to communication and language from others.

### Examples

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows acknowledgment of comments or questions and can attend to conversations, either spoken or signed.</td>
<td>Shows acknowledgment of complex comments or questions and can attend to longer, multi-turn conversations, either spoken or signed.</td>
</tr>
</tbody>
</table>

- 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.

## Attending and Understanding P-LC 1

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

- 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.”

## Attending and Understanding P-LC 2

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions and simple stories.</td>
<td>Shows an understanding of complex statements, questions and stories containing multiple phrases and ideas and responds appropriately.</td>
</tr>
</tbody>
</table>

- 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.
# Language and Communication

## Listening and Speaking / Expressive Language L6

**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 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

**Goal**

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Examples**

- 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.
- Uses language, spoken or sign, to clarify a word or statement when misunderstood.
- Children who are DLLs may switch between their languages.

## Listening and Speaking / Expressive Language L7

**Standard**

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

**Examples**

- 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

**Goal**

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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. With increasing independence, varies tone and volume of expression to match the social situation.</td>
</tr>
</tbody>
</table>

**Examples**

- 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.
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.

- 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.

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

<table>
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<tr>
<th>36-48 Months</th>
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<tbody>
<tr>
<td>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.</td>
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</table>

- 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

### 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 old man will catch that gingerbread man."
- Seeks new information by asking questions like, "What’s for lunch today?" Or, "Where are we going?"

### Examples

- 36-48 Months
  - 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.

- 48-60 Months
  - 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**

- 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)
- 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.

**Vocabulary P-LC 6**

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things or ideas that are meaningful within the everyday environment.</td>
<td>• Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety.</td>
</tr>
<tr>
<td>• Uses new vocabulary words to describe relations among things or ideas.</td>
<td>• Shows repetition of new words offered by adults.</td>
</tr>
<tr>
<td>• Shows repetition of new words offered by adults.</td>
<td>• Demonstrates the use of multiple (two to three) new words or signs a day during play and other activities.</td>
</tr>
<tr>
<td>• Shows recognition of and/or familiarity with key domain-specific words heard during reading or discussions.</td>
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</tr>
<tr>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• With support, forms guesses about the meaning of new words from context clues.</td>
<td>• With support, forms guesses about the meaning of new words from context clues.</td>
</tr>
</tbody>
</table>
Language and Communication

Listening and Speaking / Expressive Language L9, L11 and L12

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)

Examples:
- "My grandma’s cat had babies, and I get to pick out one of the kittens for my very own!"
- "I made three wishes when I blew out my birthday candles."
- "I can put my coat on and take it off by myself."
- "I had macaroni and cheese for dinner last night," during sharing time.
- "The tortoise is slow, and the rabbit is fast."
- "Green means go and red means stop!"
- "The bear and fox are both wild animals."
- "It’s more than tall, it’s gigantic!"
- "It’s so cold, it’s frosty."

Vocabulary P-LC 7

Goal

Examples

<table>
<thead>
<tr>
<th>36-48 Months</th>
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</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Categorizes words or objects, such as sorting a hard hat, machines and tools into the construction group, or giving many examples of farm animals.</td>
<td>&quot;I had macaroni and cheese for dinner last night,&quot; during sharing time.</td>
</tr>
<tr>
<td>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.”</td>
<td>&quot;I can put my coat on and take it off by myself.&quot;</td>
</tr>
<tr>
<td>Identifies shared characteristics among people, places, things or actions, such as identifying that both cats and dogs are furry and have four legs.</td>
<td>&quot;Green means go and red means stop!&quot;</td>
</tr>
<tr>
<td>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.</td>
<td>&quot;It’s more than tall, it’s gigantic!&quot;</td>
</tr>
<tr>
<td>Shows an ability to distinguish similar words, such as “I don’t like it. I love it!” or “It’s so cold, it’s frosty.”</td>
<td>&quot;It’s more than tall, it’s gigantic!&quot; or “It’s so cold, it’s frosty.”</td>
</tr>
</tbody>
</table>
OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

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

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
**Reading / Phonological Awareness**

**L22, L23 and L24**

- 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.
  - 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**

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples</strong></td>
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</tr>
<tr>
<td>• Shows rote imitation and enjoyment of rhyme and alliteration.</td>
<td>• Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log.</td>
</tr>
<tr>
<td>• With support, distinguishes when two words rhyme and when two words begin with the same sound.</td>
<td>• Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.”</td>
</tr>
<tr>
<td>• Can count syllables and understand sounds in spoken words.</td>
<td>• Can count syllables and understand sounds in spoken words.</td>
</tr>
<tr>
<td>• Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</td>
<td>• Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”</td>
</tr>
<tr>
<td>• Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</td>
<td>• Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”</td>
</tr>
<tr>
<td>• 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?”</td>
<td>• 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?”</td>
</tr>
</tbody>
</table>
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.

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

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.

48-60 Months

- 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.
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.
- Distinguishes 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.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Names 18 uppercase and 15 lowercase letters.</td>
<td>Produces the sound of many recognized letters.</td>
</tr>
</tbody>
</table>

**Reading / Reading Comprehension**
L15 and L16

Retells or re-enacts familiar stories.

- “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.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td>Tells fictional or personal stories using a sequence of at least two to three connected events.</td>
</tr>
<tr>
<td>Identifies characters and main events in books and stories.</td>
<td></td>
</tr>
</tbody>
</table>
**Literacy**

### Reading / Reading Comprehension
**L15 and L18**

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.

- 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.

### Comprehension and Text Structure
**P-LIT 5**

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Can answer basic questions about likes or dislikes in a book or story.</td>
<td>• With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where.</td>
</tr>
<tr>
<td>• Asks and answers questions about main characters or events in a familiar story.</td>
<td>• With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</td>
</tr>
<tr>
<td>• With modeling and support, makes predictions about events that might happen next.</td>
<td></td>
</tr>
<tr>
<td>• Answers questions about details of a story with increasingly specific information. When asked, &quot;Who was Mary?&quot; the child responds, &quot;She was the girl who was riding the horse and then got hurt.&quot;</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Provides a summary of a story, highlighting many of the key ideas in the story and how they relate.</td>
<td></td>
</tr>
</tbody>
</table>
Literacy

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

**Examples**

- 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).

**Indicators**

**Goal**

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
</table>
| •Engages in writing activities that consist largely of drawing and scribbling.  
•Begins to convey meaning.  
•With modeling and support, writes some letter-like forms and letters. | •Progressively uses drawing, scribbling, letter-like forms and letters to intentionally convey meaning.  
•With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug. |

**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.
Literacy

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

- Asks meanings of words.
- Describes familiar people, places, things and experiences.
- 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**

- 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.
- 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.

**No Clear Alignment with Early Learning Outcomes Framework**

- 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).
- 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

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a 3-finger grasp of dominant hand to hold a writing tool.</td>
<td><strong>“Reads” what they have written.</strong>  &lt;br&gt;With modeling and support, notices and sporadically uses punctuation in writing.</td>
</tr>
<tr>
<td>With modeling and support, discusses and responds to questions from others about writing/drawing.</td>
<td>With modeling and support, participates in shared research and writing projects using a variety of resources to gather information or to answer a question.</td>
</tr>
<tr>
<td>With modeling and support, explores a variety of digital tools to express ideas.</td>
<td>• Holds a pencil when writing differently than a marker when drawing.  &lt;br&gt;• Experiments with writing with either hand and uses the hand that is more comfortable.  &lt;br&gt;• Reads journal entry to the teacher.  &lt;br&gt;• Makes a book about dancing and reads it to a friend.  &lt;br&gt;• Places a period at the end of his name.  &lt;br&gt;• Incorporates periods and exclamation marks in writing.  &lt;br&gt;• Notices a question mark while looking at a book and copies it while working in the writing center.  &lt;br&gt;• Answers questions about the drawing she made of her house and barn.  &lt;br&gt;• Discusses a family trip to an art museum after the teacher asks him about his journal entry.  &lt;br&gt;• Consults a variety of books on dinosaurs to create a book entitled “My Favorite Dinosaurs.”  &lt;br&gt;• Asks the teacher to help find other books or use the computer to find out more about spiders.  &lt;br&gt;• Uses the class camera to record the growth of the class garden.  &lt;br&gt;• Asks for help searching the Internet for pictures of dinosaurs, so he can illustrate his book entitled “My Favorite Dinosaurs.”</td>
</tr>
</tbody>
</table>

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No Clear Alignment with Early Learning Outcomes Framework
OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

COGNITIVE SKILLS
Memory
Symbolic Thought
Reasoning and Problem Solving

EARLY LEARNING OUTCOMES FRAMEWORK
SUB-DOMAINS

NO CLEAR ALIGNMENT WITH EARLY LEARNING OUTCOMES FRAMEWORK
Cognition

Cognitive Skills / Memory

C7, C8, C9

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 / Symbolic Thought

C11, C12

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

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.
OHIO EARLY LEARNING STANDARDS
STRANDS/TOPICS

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

COUTING 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

**Standard**
- Counts to 20 by ones with increasing accuracy.
- Identifies and names numerals 1-9.

**Examples**
- 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 a game.

### Counting and Cardinality P-MATH 1

**Goal**
- Child knows number names and the count sequence.

**Indicators**

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Says or signs some number words in sequence (up to 10), starting with one.</td>
<td></td>
</tr>
<tr>
<td>- Understands that counting words are separate words, such as &quot;one,&quot; &quot;two,&quot; &quot;three,&quot; versus &quot;onetwothree&quot;.</td>
<td></td>
</tr>
<tr>
<td>- Counts verbally or signs to at least 20 by ones.</td>
<td></td>
</tr>
</tbody>
</table>

### Number Sense / Number Sense and Counting C17

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

**Examples**
- 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

**Goal**
- Child recognizes the number of objects in a small set.

**Indicators**

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Develops an understanding of what whole numbers mean.</td>
<td></td>
</tr>
<tr>
<td>- Begins to recognize the number of small objects in groups without counting.</td>
<td></td>
</tr>
<tr>
<td>- Quickly recognizes the number of objects in a small set (referred to as &quot;subitizing&quot;).</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Demonstrates one-to-one correspondence when counting objects up to 10.

- **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.”

### Counting and Cardinality P-MATH 3

Child understands the relationship between numbers and quantities.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples</strong></td>
<td></td>
</tr>
<tr>
<td>• 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).</td>
<td>• Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence).</td>
</tr>
<tr>
<td>• Begins to understand that the last number represents how many objects are in a group (referred to as “cardinality”).</td>
<td>• Understands that the last number represents how many objects are in a group (cardinality).</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Counts and answers “How many?” questions for approximately 10 objects.</td>
</tr>
<tr>
<td>• Accurately counts as many as 5 objects in a scattered configuration.</td>
<td>• Understands that each successive number name refers to a quantity that is one larger.</td>
</tr>
<tr>
<td>• Understands that each successive number name refers to a quantity that is one larger.</td>
<td>• Understands that the last number said represents the number of objects in a set.</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child compares numbers.</td>
<td>![36-48 Months]</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Identifies the first and second objects in a sequence.</td>
<td>Uses numbers related to order or position.</td>
</tr>
<tr>
<td>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.</td>
<td>Identifies and uses numbers related to order or position from first to tenth.</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.</td>
<td>![36-48 Months]</td>
</tr>
<tr>
<td>Understands that written numbers represent quantities of objects and uses information symbols, such as a tally, to represent numerals.</td>
<td>With adult support, writes some numerals up to 10.</td>
</tr>
<tr>
<td>Associates a number of objects with a written numeral 0–5.</td>
<td>Recognizes and, with support, writes some numerals up to 10.</td>
</tr>
</tbody>
</table>
Counts to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.

- 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.

### Number Relationships and Operations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>C19</td>
<td>Counts to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.</td>
</tr>
</tbody>
</table>

### Operations and Algebraic Thinking

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child understands addition as adding to and understands subtraction as taking away from.</td>
<td></td>
</tr>
</tbody>
</table>

#### 36-48 Months

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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!”</td>
<td></td>
</tr>
<tr>
<td>Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</td>
<td></td>
</tr>
</tbody>
</table>

#### 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

**Standard**

**Examples**

- 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

**Standard**

**Examples**

- Child understands simple patterns.
- 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.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, _____, girl.</td>
<td>• Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</td>
</tr>
<tr>
<td>• Duplicates and extends ABABAB patterns.</td>
<td>• Fills in missing elements of simple patterns.</td>
</tr>
</tbody>
</table>
| • Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks. | • 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.
| • Identifies the core unit of sequentially repeating patterns, such as color in a sequence of alternating red and blue blocks. | • Extends patterns, such as making an eight-block tower of the same pattern that was demonstrated with four blocks. |

### Measurement & Data / Describe and Compare Measurable Attributes

**Standard**

**Examples**

- 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

**Standard**

**Examples**

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.</td>
<td>With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.</td>
</tr>
<tr>
<td>Measures using the same unit, such as putting together snap cubes to see how tall a book is.</td>
<td>Measures using the same unit, such as putting together snap cubes to see how tall a book is.</td>
</tr>
<tr>
<td>Compares or orders up to five objects based on their measurable attributes, such as height or weight.</td>
<td>Compares or orders up to five objects based on their measurable attributes, such as height or weight.</td>
</tr>
<tr>
<td>Uses comparative language, such as shortest, heavier or biggest.</td>
<td>Uses comparative language, such as shortest, heavier or biggest.</td>
</tr>
</tbody>
</table>
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.

- 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.

Child identifies, describes, compares and composes shapes.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>•Recognizes and names typical circle, square, and sometimes a triangle.</td>
<td>•Recognizes and compares a greater number of shapes of different sizes and orientations.</td>
</tr>
<tr>
<td>•With adult support, matches some shapes that are different sizes and orientations.</td>
<td>•Begins to identify sides and angles as distinct parts of shapes.</td>
</tr>
<tr>
<td>•Names and describes shapes in terms of length of sides, number of sides and number of angles.</td>
<td>•Correctly names basic shapes regardless of size and orientation.</td>
</tr>
<tr>
<td>•Correctly names basic shapes regardless of size and orientation.</td>
<td>•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.</td>
</tr>
<tr>
<td>•Creates and builds shapes from components.</td>
<td></td>
</tr>
</tbody>
</table>
### Cognition - Mathematics Development

#### Geometry C27 and C28

**Examples**
- 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

**Goal**
- Child identifies, describes, compares and composes shapes.

<table>
<thead>
<tr>
<th>36-48 Months</th>
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</tr>
</thead>
<tbody>
<tr>
<td>• Recognizes and names typical circle, square, and sometimes a triangle.</td>
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<td>• Correctly names basic shapes regardless of size and orientation.</td>
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<td>• Creates and builds shapes from components.</td>
</tr>
</tbody>
</table>

#### Geometry and Spatial Relationships C25

**Goal**
- Child explores the positions of objects in space.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Begins to understand spatial vocabulary.</td>
<td>• Increasingly understands spatial vocabulary.</td>
</tr>
<tr>
<td>• With adult support, follows directions involving their own position in space, such as “Stand up and stretch your arms to the sky.”</td>
<td>• Follows directions involving their own position in space, such as “Move to the front of the line.”</td>
</tr>
<tr>
<td>• Understands and uses language related to directionality, order and the position of objects, including up/down and in front/behind.</td>
<td></td>
</tr>
<tr>
<td>• Correctly follows directions involving their own position in space, such as “Stand up” and “Move forward.”</td>
<td></td>
</tr>
</tbody>
</table>
Cognition - Scientific Reasoning

OHIO EARLY LEARNING STANDARDS STRANDS/TOPICS

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

SCIENTIFIC INQUIRY
Observe 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).

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses the five senses to observe objects, materials, organisms and events.</td>
<td>Makes increasingly complex observations of objects, materials, organisms and events.</td>
</tr>
<tr>
<td>Provides simple verbal or signed descriptions.</td>
<td>Provides greater detail in descriptions.</td>
</tr>
<tr>
<td>With adult support, represents observable phenomena, such as draws a picture.</td>
<td>Represents observable phenomena in more complex ways, such as pictures that include more detail.</td>
</tr>
</tbody>
</table>

**Indicators**

**Goal**

- 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.

**Examples**

- 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.
Cognition - Scientific Reasoning

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

**Goal**

**Examples**

- Child engages in scientific talk.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>With adult support and modeling, begins to use scientific vocabulary words.</td>
<td>Uses a greater number of scientific vocabulary words.</td>
</tr>
<tr>
<td>Sometimes repeats new words offered by adults.</td>
<td>Repeats new words offered by adults and may ask questions about unfamiliar words.</td>
</tr>
<tr>
<td>Uses scientific practice words or signs, such as observe, describe, compare, contrast, question, predict, experiment, reflect, cooperate or measure.</td>
<td></td>
</tr>
<tr>
<td>Uses scientific content words when investigating and describing observable phenomena, such as parts of a plant, animal or object.</td>
<td></td>
</tr>
</tbody>
</table>

### Scientific Inquiry

**P-SCI 2**

**Goal**

**Examples**

- Child compares and categorizes observable phenomena.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorts objects into groups based on simple attributes, such as color.</td>
<td>With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture.</td>
</tr>
<tr>
<td>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.</td>
<td>Uses measurement tools to assess the properties of and compare observable phenomena.</td>
</tr>
<tr>
<td>Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor and sound.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

**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 Reasoning

### Science Inquiry and Application

**C40, C44**

- Poses questions about the physical and natural environment.
- Makes predictions.

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

### Reasoning and Problem Solving

**P-SCI 4**

- Child asks a question, gathers information and makes predictions.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asks simple questions. Uses adults as primary resources to gather information about questions.</td>
<td></td>
</tr>
<tr>
<td>• With adult support and modeling, makes simple predictions, such as “I think that the golf ball will be heavier than the ping pong ball.”</td>
<td></td>
</tr>
<tr>
<td>• Asks more complex questions.</td>
<td></td>
</tr>
<tr>
<td>• Uses other sources besides adults to gather information, such as books or other experts.</td>
<td></td>
</tr>
<tr>
<td>• Uses background knowledge and experiences to make predictions.</td>
<td></td>
</tr>
</tbody>
</table>

| • 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?” |
| • Gathers information about a question by looking at books or discussing prior knowledge and observations. |
| • 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.” |
### Cognition - Scientific Reasoning

#### Science Inquiry and Application

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>C40</td>
<td>Engages in simple investigations.</td>
</tr>
</tbody>
</table>

- 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

<table>
<thead>
<tr>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child plans and conducts investigations and experiments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
</table>
| • 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. | • 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.
Cognition - Scientific Reasoning

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies patterns and relationships.</td>
<td></td>
</tr>
</tbody>
</table>

| 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). |

- 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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
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<tbody>
<tr>
<td>Child analyzes results, draws conclusions and communicates results.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• With adult assistance, analyzes and interprets data.</td>
<td></td>
</tr>
<tr>
<td>• 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!”</td>
<td></td>
</tr>
</tbody>
</table>

| • 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. |
### Cognition - Scientific Reasoning

**Physical Science / Explorations of the World** C49

- 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

- 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**

- 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!”

**No Clear Alignment with Early Learning Outcomes Framework**
OHIO EARLY LEARNING STANDARDS

STRANDS/TOPICS

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

NO CLEAR ALIGNMENT WITH THE EARLY LEARNING OUTCOMES FRAMEWORK
## Cognition - Social Studies

### 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.

### Geography / Spatial Thinking and Skills
**C32 and C33**

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

- 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.”

### 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.

### 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.
Cognition - Social Studies

Government / Civic Participation Skills
C35

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

- 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

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

- 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

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

- Notices 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

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.

- 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

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

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

- **D**emonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).
- **D**emonstrates 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).**
  - 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

- **P**articipates in structured and unstructured active physical play exhibiting strength and stamina.

  - 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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child demonstrates control, strength and coordination of large muscles.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Balances on one leg or a beam for short periods with some assistance.</td>
<td>- 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.</td>
</tr>
<tr>
<td>- Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated.</td>
<td>- Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running.</td>
</tr>
<tr>
<td>- Engages in physical activity that requires strength and stamina for at least brief periods.</td>
<td>- Engages in more complex movements, such as riding a tricycle with ease.</td>
</tr>
<tr>
<td>- Demonstrates balance in large-muscle movement, such as walking on a log without falling or balancing on one leg.</td>
<td>- Engages in physical activities of increasing levels of intensity for sustained periods of time.</td>
</tr>
<tr>
<td>- Performs activities that combine and coordinate large muscle movements, including swinging on a swing, climbing a ladder or dancing to music.</td>
<td>- Demonstrates strength and stamina that allow for participation in a range of physical activities, such as running around playing tag.</td>
</tr>
</tbody>
</table>
### Motor Development / Large Muscle: Balance and Coordination Pa5

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Somewhat aware of own body, space and relationship to other objects.</td>
<td>• Shows increasing awareness of body, space and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.</td>
</tr>
<tr>
<td>• May have difficulty consistently coordinating motions and interactions with objects and other people.</td>
<td>• Demonstrates awareness of own body and other people’s space during interactions.</td>
</tr>
<tr>
<td>• Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</td>
<td>• Moves body in relation to objects to effectively perform tasks, such as moving body in position to kick a ball.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Changes directions when moving with little difficulty.</td>
<td>• Changes directions when moving with little difficulty.</td>
</tr>
</tbody>
</table>

**Examples**
- 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.

### Gross Motor

**P-PMP 2**

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

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

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

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>• Easily coordinates hand and eye movements to carry out tasks, such as working on puzzles or stringing beads together.</td>
<td>• Uses a pincer grip to hold and manipulate tools for writing, drawing and painting.</td>
</tr>
<tr>
<td>• Uses scissors to cut shapes to place on a card for his mother.</td>
<td>• Uses coordinated movements to complete complex tasks, such as cutting along a line, pouring or buttoning.</td>
</tr>
<tr>
<td>• Uses pencil to make a drawing of recognizable shapes to hang on his cubby.</td>
<td></td>
</tr>
</tbody>
</table>

**Examples**
- 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**

- 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.
### Physical Well-Being / Self-Help
**Pa12**

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

**Examples**
- 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**

**Goal**
Child demonstrates personal hygiene and self-care skills.

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.</td>
</tr>
</tbody>
</table>

**Examples**
- Washes hands with soap and water. Knows to do this before eating, after using the toilet 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**

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

**Examples**
- 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**

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

<table>
<thead>
<tr>
<th>36-48 Months</th>
<th>48-60 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Examples**
- 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.
## Physical Well-Being / Safety Practices

**Pa13 and Pa14**

<table>
<thead>
<tr>
<th>Examples</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Child demonstrates knowledge of personal safety practices and routines.</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>

### Standard

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

### Health, Safety and Nutrition

**P-PMP 6**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child demonstrates knowledge of personal safety practices and routines.</td>
<td></td>
</tr>
<tr>
<td><strong>36-48 Months</strong></td>
<td><strong>48-60 Months</strong></td>
</tr>
<tr>
<td>• Shows awareness of a growing number of personal safety practices and routines. • Looks to adults for support in enacting these.</td>
<td>• Exhibits increasing independence in following basic personal safety practices and routines. • Follows adult guidance around more complex practices.</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>
### Perceptual, Motor, Physical Development

#### Motor Development / Oral-Motor  
**Pa7**  
Demonstrates increasingly complex oral-motor skills, such as drinking through a straw, blowing bubbles or repeating a tongue-twister.  

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
</table>
| • 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**  
Regulates reactions to external sensory stimuli in order to focus on complex tasks or activities.  

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
</table>
| • 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**  
Identifies and describes the function of body parts.  

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
</table>
| • 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**  
Demonstrates basic understanding that physical activity helps the body grow and be healthy.  

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
</table>
| • 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.” |