

Ohio's Early Learning and Development Standards in All Essential Domains of School Readiness (Birth – Age 5)

Introduction

In December 2011, Ohio was awarded the Race to the Top Early Learning Challenge Grant. To be awarded the funding, Ohio was required to have *Early Learning and Development Standards in all Essential Domains of School Readiness, Birth to Age 5*. These five domains included:

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

Ohio's Early Learning and Development Standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

The standards present a continuum of learning and development from birth to age five in each of the domains. Because the infant/toddler years are marked by rapid developmental change, the standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The standards during the preschool years describe those developmental skills and concepts children should know and be able to do at the end of their preschool experience.

The Ohio Early Learning and Development Standards were created as part of a collaborative effort of state agencies serving young children including 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. 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 in the five developmental domains.

Ohio's revision of standards builds upon the strong set of existing standards in Ohio's Infant and Toddler Guidelines (for children birth to 36 months of age) and the Pre-Kindergarten Standards (for children ages 3 to 5). Ohio's *Infant and Toddler Guidelines* was the major source for the

development of the infants' and toddlers' standards. Similarly, Ohio's *Pre-Kindergarten Content Standards* were revised and expanded in the Language and Literacy and Cognitive Development domains. The Cognition and General Knowledge standards were aligned with the kindergarten Common Core State Standards in English-Language Arts and Mathematics and Ohio's Revised Academic Content Standards in Science and Social Studies. Finally, the standards were reviewed and revised with particular attention to being appropriate for children with disabilities and for children with diverse cultural and linguistic backgrounds. Knowledge of the strengths and needs of each child is pertinent in order to implement differentiation strategies and culturally responsive pedagogy in a manner to help each child meet the standards.

Organization of the Standards

The standards within each domain are organized according to **strands**, the developmental or conceptual components within each domain. Each strand contains one or more **topics**, the area of focus within each strand, and the **standard statements**, those concepts and skills children should know and be able to do for the different age-groups. Some topics reflect learning and development across the birth-to-five continuum, with standards for all age levels: infants, young toddlers, older toddler, and Pre-K, while other topics pertain only to a specific age-period. For example, some knowledge and skills such as *the ability to identify and describe shapes* or skills related to social studies and science emerge in preschool. Topics that address those competencies include standards only at the Pre-K level. Other topics such as *Self-Comforting* and *Social Identity* have standards only at the infant-toddler levels, because these foundational skills developed during the early years lead to more specific competencies at the preschool level.

An Overview of the Domains

Social and Emotional Development. The standards for Social and Emotional development involve behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children's developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children's long-term academic and social success (National Research Council, 2008). Strands in the social and emotional domain are *Self* and *Relationships*.

Physical Well-Being and Motor Development Physical Well-Being and Motor Development standards address motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements, to touch, grasp and manipulate objects, and to engage in physical activity. These

standards also describe the development of health practices that become part of children's daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, to be physically active, and to learn more effectively (Bluemenshine and others, 2008). The two strands in this domain are *Motor Development and Physical Well-Being*.

Approaches Toward Learning. Approaches Toward Learning centers on the foundational behaviors, dispositions, and attitudes that children bring to social interactions and learning experiences. It includes children's initiative and curiosity, and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children's ability to take advantage of learning opportunities, and to set, plan, and achieve goals for themselves. This domain also includes children's level of attention, engagement, and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children's creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways, and to express thoughts, ideas and feelings in a variety of media. The standards in the domain Approaches Toward Learning are organized in the following strands: *Initiative; Engagement and Persistence; and Creativity*.

Language and Literacy. The standards for language and literacy reflect knowledge and skills fundamental to children's learning of language, reading and writing. Young children's language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children's developing concepts of print, comprehension of age-appropriate text, phonological awareness, and letter recognition. Research has identified early skills of language and literacy as important predictors for children's school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008). The Language and Literacy domain consists of the following strands: *Listening and Speaking, Reading and Writing*.

Cognition and General Knowledge. This domain includes those cognitive processes that enable all other learning to take place, as well as children's knowledge of the social and physical world. This domain is organized into the strand, *Cognitive Skills* and those concepts and skills in **sub-domains**, *Mathematics, Social Studies and Science*.

Cognitive Skills. This strand refers to the underlying cognitive mechanisms, skills and processes that support learning and reasoning across domains, including the development of memory, symbolic thought, reasoning and problem-solving.

- **Mathematics.** The sub-domain of mathematics encompasses the mathematical concepts and skills that children develop during the birth-to-five-year period, including children's developing understanding of number and quantity, number relationships, and basic algebraic concepts. A meta-analysis conducted by Duncan and colleagues (2007) suggests that specific early math skills such as knowledge of numbers and ordinality are important predictors of later achievement in math and reading. The Mathematics sub-domain also addresses children's developing knowledge of key attributes of objects, including size and shape, and the way objects fit, are positioned, and move in space. The standards in the domain of mathematics are organized in four strands: *Number Sense, Number Relationships and Operations; Algebra; Measurement and Data; and Geometry.*
- **Social Studies.** The sub-domain of social studies includes basic skills and competencies that set the foundation for learning about concepts of social science. At a young age, children begin to develop their social identity and to think about their place in the social world. As they grow, they develop an increased awareness of their personal histories and heritage, and a sense of time and place. Through everyday interactions with children and adults, they develop an appreciation for rights and responsibility within a group, and how social rules help people in promoting safety and fairness (Mindes, 2005). Such competencies are described in the domain of Social Studies under the following strands: *History; Geography; Government; and Economics.*
- **Science.** This sub-domain focuses on children's curiosity to explore and learn about their environment. It includes behaviors of exploration and discovery, and fundamental conceptual development such as problem solving and cause and effect. These early behaviors develop into increasingly systematic inquiry skills, and the ability to observe, investigate and communicate about the natural environment, living things, and objects and materials (Gelman and Brenneman, 2004). Early competencies in science are organized in four key strands: *Science Inquiry and Application; Earth and Space Science; Physical Science; and Life Science.*

Ohio's early learning and development standards illuminate the breadth of learning and development from birth to kindergarten entry that strengthens school readiness. An understanding of learning and development in each domain guides programs and teachers as they plan developmentally appropriate learning opportunities and environments for young children. In particular, teachers can use an understanding of standards to focus on the kinds of interactions and environments that support, for example, language development or approaches toward learning. While the standards facilitate a focused look at young children's learning in each domain, teachers and others responsible for the care and education of young children need to keep in mind that infants, toddlers, and preschool-age children learn holistically.

Moreover, social and emotional development stands at the center of their learning. For example, as an infant or toddler builds security in a relationship with a caring adult, that child is also learning to communicate with language and to use the relationship as a secure base for practicing new movement skills and building knowledge about the world through exploration. Likewise, as preschool-age children tell stories about family experiences they are expanding their self-awareness, using their growing cognitive capacity to remember the past, and practicing narrative skills. Such examples of integrated learning are endless. In addition to providing focused looks in each domain, the standards can help us see how learning occurs in different domains at the same time.

Teachers and others can use the standards as starting points for observing and understanding young children's learning and development. With each learning encounter teachers observe, they can refer to the standards and ask what knowledge and skills are the children gaining in the areas of language and literacy, cognition and general knowledge, social and emotional development, physical well-being and motor development, and approaches toward learning. Teachers can use their observations of integrated learning to plan new learning encounters for young children and support the building of knowledge in all essential domains of school readiness.

References

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

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

			<p>With modeling and support, use the conventions of standard English (Grammar):</p> <ul style="list-style-type: none"> • Use familiar nouns and verbs to describe persons, animals, places, events, actions etc. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words (interrogatives) (e.g., who, what, where, when, why and how). • Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for of, by, with). • Produce and expand complete sentences in shared language activities. <p>With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</p> <p>With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</p> <p>Identify real-life connections between words and their use. (Vocabulary)</p> <p>With modeling and support, explore relationships between</p>
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			word meanings (e.g., categories of objects, opposites, verbs describing similar actions - <i>walk, march, prance, etc.</i>). (Vocabulary)
Topic: Social Communication			
Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	Participate in and often initiate basic communications with family members or familiar others.	Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	With modeling and support follow typical patterns when communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed). With modeling and support, continue a conversation through multiple exchanges.

Strand: Reading

Topic: Early Reading

Show interest in books, pictures, songs and rhymes.

Actively participate in book reading, story-telling, and singing.

Show an appreciation for reading books, telling stories and singing.

Topic: Reading Comprehension

Attend and respond when familiar books are read aloud.

Point to familiar pictures in books when labeled by adult.

Demonstrate an understanding of the meaning of stories and information in books.

Use pictures to describe and predict stories and information in books.

Understand when words are used in unconventional ways during shared reading.

Ask and answer questions, and comment about characters and major events in familiar stories.

Retell or re-enact familiar stories.

Identify characters and major events in a story.

Demonstrate an understanding of the differences between fantasy and reality.

With modeling and support, describe what part of the story the illustration depicts.

With modeling and support, name the author and illustrator of a story and what part each person does for a book.

With modeling and support, identify the topic of an informational text that has been read aloud.

With modeling and support, describe, categorize and compare and contrast information in informational text.

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

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

Topic: Writing Process

			<p>Use a 3-finger grasp of dominant hand to hold a writing tool.</p> <p>Demonstrate an understanding of the structure and function of print.</p> <p>With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.</p> <p>With modeling and support, demonstrate letter formation in "writing."</p> <p>With modeling and support show awareness that one letter or cluster of letters represents one word.</p>
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Topic: Writing Application and Composition

		<p>Make marks and "scribble writing" to represent objects and ideas.</p>	<p>"Read" what he/she has written.</p> <p>With modeling and support, notice and sporadically use punctuation in writing.</p> <p>With modeling and support, use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g., letters, greeting cards, menus, lists, books).</p> <p>With modeling and support, use a combination of drawing, dictating and emergent writing to tell a story, to express ideas, and to share information about an experience or topic of interest. (Composition)</p>
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			<p>With modeling and support, discuss and respond to questions from others about writing/drawing.</p> <p>With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</p> <p>With modeling and support, explore a variety of digital tools to express ideas.</p>
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Ohio Early Learning and Development Standards
Domain: Cognition and General Knowledge

Strand: Cognitive Skills				
Topic: Memory				
Infants (birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)	
Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.	Recall information over a period of time with contextual cues.	Recall information over a longer period of time without contextual cues.	Communicate about past events and anticipate what comes next during familiar routines and experiences.	
Mirror simple actions and facial expressions of others previously experienced.	Mirror and repeat something seen at an earlier time.	Reenact a sequence of events accomplished or observed at an earlier time.	With modeling and support remember and use information for a variety of purposes.	
Anticipates next steps in simple familiar routines and games.	Anticipate the beginning and ending of activities, songs and stories.	Anticipate routines. Link past and present activities.	Recreate complex ideas, events/situations with personal adaptations.	
Topic: Symbolic Thought				
Explore real objects, people and actions.	Use one or two simple actions or objects to represent another in pretend play.	Engage in pretend play involving several sequenced steps and assigned roles.	Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.
Topic: Reasoning and Problem-Solving				
Actively use the body to find out about the world.	With modeling and support, use simple strategies to solve problems.	In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	Demonstrate ability to solve everyday problems based upon past experience.	Solve problems by planning and carrying out a sequence of actions.

			Seek more than one solution to a question, problem or task. Explain reasoning for the solution selected.
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Sub-Domain: Mathematics

Strand: Number Sense

Topic: Number Sense and Counting			
Explore objects and attend to events in the environment.	Pay attention to quantities when interacting with objects.	Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much. Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	Count to 20 by ones with increasing accuracy. Identify and name numerals 1-9. Identify without counting small quantities of up to 3 items. (Subitize) Demonstrate one-to-one correspondence when counting objects up to 10. Understand that the last number spoken tells the number of objects counted. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group up to 10.

Strand: Number Relationships and Operations

Topic: Number Relationships			
Explore objects and attend to events in the environment.	Notice changes in quantity of objects (especially ones that can be detected visually with ease).	Demonstrate an understanding that <i>adding to</i> increases the number of objects in the group. Place objects in one-to-one	Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.

		correspondence relationships during play.	
Strand: Algebra			
Topic: Group and Categorize			
Notice differences between familiar and unfamiliar people, objects and places.	Match two objects that are the same and select similar objects from a group.	Sort objects into two or more groups by their properties and uses.	Sort and classify objects by one or more attributes (e.g., size, shape).
Topic: Patterning			
Initiate repeated movements.	Participate in adult-initiated movement patterns.	Copy and anticipate a repeating pattern.	Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. Create patterns.
Strand: Measurement and Data			
Topic: Describe and Compare Measureable Attributes			
Explore properties of objects.	Show awareness of the size of objects.	Demonstrate awareness that objects can be compared by attributes (e.g., size, weight, capacity), and begin to use words such as bigger, smaller and longer.	Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight). Order objects by measureable attribute (e.g., biggest to smallest, etc.). Measure length and volume (capacity) using non-standard or standard measurement tools.
Topic: Data Analysis			
			Collect data by categories to answer simple questions.

Strand: Geometry

Topic: Spatial Relationships

Explore the properties of objects.	Explore how things fit and move in space.	Demonstrate how things fit together and/or move in space with increasing accuracy.	Demonstrate understanding of the relative position of objects using terms such as in/on/under, up/down, inside/outside, above/below, beside/between, in front of/behind and next to.
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Topic: Identify and Describe Shapes

		Recognize basic shapes.	Understand and use names of shapes when identifying objects. Name three-dimensional objects using informal, descriptive vocabulary (e.g., "cube" for box, "ice cream cone" for cone, "ball" for sphere, etc.).
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Topic: Analyze, Compare and Create Shapes

			Compare two-dimensional shapes, in different sizes and orientations, using informal language. Create shapes during play by building, drawing, etc. Combine simple shapes to form larger shapes.
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Sub-Domain: Science

Strand: Science Inquiry and Application

Topic: Inquiry

<p>Examine objects with lips and tongue. Observe, hold, touch and manipulate objects.</p>	<p>Try different things with objects to see what happens or how things work. Observe the physical and natural world around them.</p>	<p>Engage in sustained and complex manipulation of objects. Engage in focused observations of objects and events in the environment. Ask questions about objects and events in the environment. With modeling and support, use simple tools to explore the environment.</p>	<p>Explore objects, materials and events in the environment. Make careful observations. Pose questions about the physical and natural environment. Engage in simple investigations. Describe, compare, sort, classify, and order. Record observations using words, pictures, charts, graphs, etc. Use simple tools to extend investigation. Identify patterns and relationships. Make predictions. Make inferences, generalizations and explanations based on evidence. Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).</p>
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Topic: Cause and Effect			
Use simple actions to make things happen.	Purposefully combine actions to make things happen.	Demonstrate understanding that events have a cause. Make predictions.	
Strand: Earth and Space Science			
Topic: Explorations of the Natural World			
			With modeling and support, recognize familiar elements of the natural environment and understand that these may change over time (e.g., soil, weather, sun and moon).
			With modeling and support, develop understanding of the relationship between humans and nature; recognizing the difference between helpful and harmful actions toward the natural environment.
Strand: Physical Science			
Topic: Explorations of Energy			
			With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).
			With modeling and support, explore the position and motion of objects.
			With modeling and support, explore the properties and characteristics of sound and light.

Strand: Life Science

Topic: Explorations of Living Things

			<p>With modeling and support, identify physical characteristics and simple behaviors of living things.</p> <p>With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).</p> <p>With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> <p>With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).</p> <p>With modeling and support, recognize similarities and differences between people and other living things.</p>
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Sub-Domain: Social Studies

Strand: Self

Topic: Social Identity				
Show awareness of self and awareness of other people.	Prefer familiar adults and recognize familiar actions and routines.	Identify self and others as belonging to one or more groups by observable characteristics.		

Strand: History

Topic: Historical Thinking and Skills				
			Demonstrate an understanding of time in the context of daily experiences.	Develop an awareness of his/her personal history.

Topic: Heritage

				Develop an awareness and appreciation of family cultural stories and traditions.
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Strand: Geography

Topic: Spatial Thinking and Skills				
			Demonstrate a beginning understanding of maps as actual representations of places.	

Topic: Human Systems

				Identify similarities and differences of personal, family and cultural characteristics, and those of others.
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Strand: Government

Topic: Civic Participation and Skills

			Understand that everyone has rights and responsibilities within a group. Demonstrate cooperative behaviors and fairness in social interactions. With modeling and support, negotiate to solve social conflicts with peers. With modeling and support, demonstrate an awareness of the outcomes of choices.
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Topic: Rules and Laws

			With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.
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Strand: Economics

Topic: Scarcity

			With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.
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Topic: Production and Consumption

			With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired. With modeling and support, demonstrate responsible consumption and conservation of resources.
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Ohio Early Learning and Development Standards
Physical Well-Being and Motor Development

Strand: Motor Development			
Topic: Large Muscle, Balance and Coordination			
Infants (Birth - 8 months)	Young Toddlers (6 - 18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)
Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	Move with increasing coordination and balance, with or without adult support and/or assistive device.	Use locomotor skills with increasing coordination and balance. Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting). Demonstrate spatial awareness in physical activity or movement.
Strand: Motor Development			
Topic: Small Muscle: Touch Grasp, Reach, Manipulate			
Transfer a toy from one hand to another by reaching, grasping and releasing.	Use both hands together to accomplish a task.	Coordinate the use of arms, hands and fingers to accomplish tasks.	Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements. Use classroom and household tools independently with eye-hand coordination to carry out activities.

Topic: Oral-Motor			
Use mouth and tongue to explore objects.	Take and chew small bites/pieces of finger food.	Take bites from whole foods and coordinate chewing and swallowing.	Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.
Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.			
Topic: Sensory Motor			
Use senses and movement to explore immediate surroundings.	Coordinate senses with movement.	Use sensory information to guide movement to accomplish tasks.	Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.
Strand: Physical Well-Being			
Topic: Body Awareness			
Show awareness of own body.	Point to basic body parts when asked.	Name, point to and move body parts when asked.	Identify and describe the function of body parts.
Topic: Physical Activity			
Interact with adults in physical activities.	Using simple movement skills, participate in active physical play.	Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy.

Topic: Nutrition			
Express when hungry or full.	Follow a regular eating routine.	Make simple food choices, has food preferences and demonstrate willingness to try new foods.	Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.
		Distinguish nutritious from non-nutritious foods.	
Topic: Self-Help			
Demonstrate emerging participation in dressing.	With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)	With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).
		Follow basic health practices.	
Topic: Safety Practices			
	Follow adult intervention/guidance regarding safety.	Cooperate and/or stop a behavior in response to a direction regarding safety.	With modeling and support, identify and follow basic safety rules.
		Use adults as resources when needing help in potentially unsafe or dangerous situations.	Identify ways adults help to keep us safe.
			With modeling and support, identify the consequences of unsafe behavior.
			With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).
			With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.

Ohio Early Learning and Development Standards
Domain: Approaches toward Learning

Strand: Initiative			
Topic: Initiative and Curiosity			
Infants (Birth - 8 months)	Young Toddlers (6-18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)
Show interest in people and objects.	Explore the environment through a variety of sensory-motor activity. Practice new skills with enthusiasm. Demonstrate a willingness to try new activities and experiences.	Experiment in the environment with purpose. Ask questions to gain information.	Seek new and varied experiences and challenges (take risks). Demonstrate self-direction while participating in a range of activities and routines. Ask questions to seek explanations about phenomena of interest.
Topic: Planning, Action and Reflection			
Act on the environment to meet needs or interests.	Use a variety of ways to meet simple goals.	Make choices to achieve a desired goal.	Develop, initiate and carry out simple plans to obtain a goal.
Respond to people and objects in their immediate environment based on past experience.	Approach tasks with repeated trial and error.	Use previous learning to inform new experiences with people and objects in their environment.	Use prior knowledge and information to assess, inform, and plan for future actions and learning.
Strand: Engagement and Persistence			
Topic: Attention			
Demonstrate awareness of happenings in surroundings.	Focus on an activity but is easily distracted.	Focus on an activity for short periods of time despite distractions.	Focus on an activity with deliberate concentration despite distractions.

Topic: Persistence			
Attempt to reproduce interesting and pleasurable effects and events.	Repeat actions intentionally to achieve goal.	Engage in self-initiated activities for sustained periods of time.	Carry out tasks, activities, projects or experiences from beginning to end. Focus on the task at hand even when frustrated or challenged.
Strand Creativity			
Topic Innovation and Invention			
Make discoveries about self, others, and the environment.	Use objects in new ways.	Use materials in new and unconventional ways.	Use imagination and creativity to interact with objects and materials. Use creative and flexible thinking to solve problems. Engage in inventive social play.
Topic: Expression of Ideas and Feelings through the Arts			
Demonstrate preferences, pleasure or displeasure when interacting with various media.	Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	Use self-selected materials and media to express ideas and feelings.	Express individuality, life experiences, and what he/she knows and is able to do through a variety of media. Express interest in and show appreciation for the creative work of others.

Ohio Early Learning and Development Standards
Domain: Approaches toward Learning

Strand: Initiative			
Topic: Initiative and Curiosity			
Infants (Birth - 8 months)	Young Toddlers (6-18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)
Show interest in people and objects.	Explore the environment through a variety of sensory-motor activity. Practice new skills with enthusiasm. Demonstrate a willingness to try new activities and experiences.	Experiment in the environment with purpose. Ask questions to gain information.	Seek new and varied experiences and challenges (take risks). Demonstrate self-direction while participating in a range of activities and routines. Ask questions to seek explanations about phenomena of interest.
Topic: Planning, Action and Reflection			
Act on the environment to meet needs or interests.	Use a variety of ways to meet simple goals.	Make choices to achieve a desired goal.	Develop, initiate and carry out simple plans to obtain a goal.
Respond to people and objects in their immediate environment based on past experience.	Approach tasks with repeated trial and error.	Use previous learning to inform new experiences with people and objects in their environment.	Use prior knowledge and information to assess, inform, and plan for future actions and learning.
Strand: Engagement and Persistence			
Topic: Attention			
Demonstrate awareness of happenings in surroundings.	Focus on an activity but is easily distracted.	Focus on an activity for short periods of time despite distractions.	Focus on an activity with deliberate concentration despite distractions.

Topic: Persistence			
Attempt to reproduce interesting and pleasurable effects and events.	Repeat actions intentionally to achieve goal.	Engage in self-initiated activities for sustained periods of time.	Carry out tasks, activities, projects or experiences from beginning to end. Focus on the task at hand even when frustrated or challenged.
Strand Creativity			
Topic Innovation and Invention			
Make discoveries about self, others, and the environment.	Use objects in new ways.	Use materials in new and unconventional ways.	Use imagination and creativity to interact with objects and materials. Use creative and flexible thinking to solve problems. Engage in inventive social play.
Topic: Expression of Ideas and Feelings through the Arts			
Demonstrate preferences, pleasure or displeasure when interacting with various media.	Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	Use self-selected materials and media to express ideas and feelings.	Express individuality, life experiences, and what he/she knows and is able to do through a variety of media. Express interest in and show appreciation for the creative work of others.

Ohio Early Learning and Development Standards
Domain: Social and Emotional Development

Strand: Self				
Topic: Awareness and Expression of Emotion				
Infants (Birth - 8 months)	Young Toddlers (6-18 months)	Older Toddlers (16 - 36 months)	Pre-Kindergarten (3 - 5 years)	
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	Communicate emotions purposefully and intentionally, including complex emotions such as happiness, sadness, surprise, dislike, anger, and fear nonverbally and possibly with a few familiar words.	Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	Recognize and identify own emotions and the emotions of others.	Communicate a range of emotions in socially accepted ways.
Topic: Self-Concept				
Begin to understand self as a separate person from others.	Recognize self as a unique person with thoughts, feelings and distinct characteristics.	Show awareness of themselves as belonging to one or more groups. Identify own feelings, needs and interests.	Identify the diversity in human characteristics and how people are similar and different.	Compare own characteristics to those of others.
Topic: Self-Comforting				
Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	Comfort self in a variety of ways.	Anticipate the need for comfort and try to prepare for changes in routine.		
Topic: Self-Regulation				
Express and act on impulses.	Respond positively to limits and choices offered by adults to help guide behavior.	With modeling and support, manage actions and emotional expressions.	Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	

				Demonstrate the ability to delay gratification for short periods of time. With modeling and support, show awareness of the consequences for his/her actions.
Topic: Sense of Competence				
Act in ways to make things happen.	Show a sense of satisfaction when making things happen.	Recognize own abilities and express satisfaction when demonstrating them to others.	Show confidence in own abilities and accomplish routine and familiar tasks independently.	
Strand: Relationships				
Topic: Attachment				
Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time. Seek close proximity to familiar adults for security and support, especially when distressed. Imitate familiar adults. Initiate play with familiar adults.	Display signs of comfort during play when familiar adults are nearby but not in the immediate area. Seek security and support from familiar adults when distressed.	Express affection for familiar adults. Seek security and support from familiar adults in anticipation of challenging situations. Separate from familiar adults in a familiar setting with minimal distress.	
Topic: Interactions with Adults				
Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	Participate in routines and experiences that involve back and forth interaction with familiar adults.	Interact with familiar adults in a variety of ways. Seek assistance from familiar	Engage in extended, reciprocal conversations with familiar adults. Request and accept guidance from	

		adults. Demonstrate early signs of interest in unfamiliar adults.	familiar adults.
Topic: Peer Interactions and Relationships			
Show interest in other children. Repeat actions that elicit social responses from others.	Participate in simple back and forth interactions with peers for short periods of time.	Engage in associative play with peers. With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. Demonstrate socially competent behavior with peers.
Topic: Empathy			
React to emotional expressions of others.	Demonstrate awareness of the feelings expressed by others.	Demonstrate awareness that others have feelings. Respond in caring ways to another's distress in some situations.	Express concern for the needs of others and people in distress. Show regard for the feelings of other living things.