



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

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## Standards' Purpose and Five Domains

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

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

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

Because the infant/toddler years are marked by rapid developmental change, the Standards are divided into three meaningful transitional periods: Infants (birth to around 8 months), Young Toddlers (6 to around 18 months), and Older Toddlers (16 to around 36 months). The Standards during the pre-kindergarten years (3-5 years), describe those developmental skills and concepts children should know and be able to do at the end of their pre-kindergarten experience.

## Organization of the Standards

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

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

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




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

**Download All Five Domains at [earlychildhoodohio.org](http://earlychildhoodohio.org)**

## 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).

### Strands in the Language and Literacy Domain

-  Listening and Speaking
-  Reading
-  Writing



**STRAND**

**Infants/Toddlers Listening and Speaking**

**TOPICS**

- Receptive Language and Comprehension .....
- Expressive Language .....
- Social Communication .....

**Pre-Kindergarten Listening and Speaking**

- Receptive Language and Comprehension
- Expressive Language
- Social Communication

**STRAND**

**Infants/Toddlers Reading**

**TOPICS**

- Early Reading
- Reading Comprehension .....
- Print Concepts (Young and Older Toddlers) .....
- Phonological Awareness .....
- Letter and Word Recognition (Older Toddlers) .....

**Pre-Kindergarten Reading**

- Reading Comprehension
- Fluency
- Print Concepts
- Phonological Awareness
- Letter and Word Recognition

**STRAND**

**Infants/Toddlers Writing**

**TOPICS**

- Early Writing .....

**Pre-Kindergarten Writing**

- Writing Process
- Writing Application and Composition





STRAND | **Listening and Speaking**

TOPIC | **Receptive Language and Comprehension**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> <b>Attend and respond to language and sounds.</b></p> <p><b>EXAMPLES</b> Watches adult's face as she speaks.</p> <p>Looks at mother when asked, "Where's mommy?"</p> <p>Reaches for bottle when asked, "Do you want your bottle?"</p>	<p><b>STANDARD STATEMENT</b> <b>Show understanding of simple requests and statements referring to people and objects around them.</b></p> <p><b>EXAMPLES</b> 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").</p> <p>Crawls toward the ball when adult asks, "Where's the ball?" without using gestures.</p> <p>Looks toward door when adult says, "Your daddy's here."</p> <p>Points to head when adult asks, "Where do you wear your hat?"</p>	<p><b>STANDARD STATEMENT</b> <b>Show understanding of requests and statements referring to people, objects, ideas and feelings.</b></p> <p><b>EXAMPLES</b> Sits next to identified child at the table when an adult makes the request.</p> <p>Finds the bear and gives it to Jesse when the adult says, "Jesse can't find his bear."</p> <p>Picks up container for blocks when adult says, "Let's put the blocks away before painting."</p>	<p><b>STANDARD STATEMENT</b> <b>Demonstrate understanding of increasingly complex concepts and longer sentences.</b></p> <p><b>EXAMPLES</b> Says to a friend, "Miss Lisa says it's time to clean up."</p> <p>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."</p>



STRAND | **Listening and Speaking** (continued)

TOPIC | **Receptive Language and Comprehension** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT <b>Demonstrate interest in and use words that are new or unfamiliar in conversation and play.</b></p> <p>EXAMPLES Uses a new word during a pretend phone conversation.</p> <p>Tucks the baby doll in the doll bed and says, "Your quilt will keep you warm."</p> <p>Organizes a hunt for caterpillars on the playground after listening to a story about caterpillars.</p>	<p>STANDARD STATEMENT <b>Ask meaning of words.</b></p> <p>EXAMPLES Asks, "What's a creek?" when the teacher reads the word in a story.</p> <p>Asks questions about how <i>furniture</i> can be a chair, a table and a bed.</p>
		<p>STANDARD STATEMENT <b>Understand when words are used in unconventional ways.</b></p> <p>EXAMPLES Says, "That's silly!" when the adult says, "Put your mitten on your foot." Or, "Put your boot on your ear."</p>	<p>STANDARD STATEMENT <b>Follow two-step directions or requests.</b></p> <p>EXAMPLES Responds to directions such as, "Place the book on the shelf and put your coat on so we can go outside."</p>



STRAND | **Listening and Speaking** (continued)

TOPIC | **Expressive Language**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b>  <b>Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.</b></p> <p><b>EXAMPLES</b>            Coos using single vowel sounds (e.g., “ah,” “eh,” “uh”).</p> <p>Demonstrates several different cries to express different needs.</p> <p>Babbles, using consonant sounds.</p> <p>Uses gestures or expressions to indicate wants, needs or feelings.</p>	<p><b>STANDARD STATEMENT</b>  <b>Begin to use single words and conventional gestures to communicate with others.</b></p> <p><b>EXAMPLES</b>            Uses one-word sentences.</p> <p>Says “mama” or “papa.”</p> <p>Says, “uh oh” when milk spills.</p> <p>Uses long strings of babbles together.</p> <p>Points to an object to communicate that she wants the caregiver to get it for her.</p>	<p><b>STANDARD STATEMENT</b>  <b>Combine words to express more complex ideas, or requests.</b></p> <p><b>EXAMPLES</b>            Combines words into simple sentences.</p> <p>Speaks clearly enough for others to usually understand what he is trying to say within context.</p> <p>Names her extended family members when caregiver points to each in a photograph.</p> <p>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.</p> <p>Uses words like “mine,” “yours” and “his” to indicate who owns each toy.</p>	<p><b>STANDARD STATEMENT</b>  <b>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.</b></p> <p><b>EXAMPLES</b>            Shares experiences in a statement such as, “I have a new, black puppy and it tickles when he licks my face!”</p> <p>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.”</p> <p>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.”</p> <p>Makes a prediction such as, “I think the old man will catch that gingerbread man.”</p> <p>Seeks new information by asking questions like, “What’s for lunch today?” Or, “Where are we going?”</p>





STRAND | **Listening and Speaking** (continued)

TOPIC | **Expressive Language** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p><b>STANDARD STATEMENT</b>  <b>With modeling and support, describe experiences with people, places and things.</b></p> <p><b>EXAMPLES</b>            Sees a photo of a cat and says, "I have a kitty."</p> <p>Shares an opinion about the flavor of ice cream he likes after listening to a poem about ice cream.</p>	<p><b>STANDARD STATEMENT</b>  <b>Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)</b></p> <p><b>EXAMPLES</b>            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).</p> <p>Accurately pronounces most words but vocabulary contains some errors (e.g., "kepitch" for "ketchup" or "pusgetti" for "spaghetti").</p> <p>Verbalizes why she is upset such as, "I'm sad when my mom goes to work." Or, "I'm scared when it thunders."</p>
		<p><b>STANDARD STATEMENT</b>  <b>Use words that indicate position and direction.</b></p> <p><b>EXAMPLES</b>            Invites another child to sit <i>beside</i> him.</p> <p>Announces that he will park the tractor <i>in front of</i> the barn, while playing in the block center.</p>	<p><b>STANDARD STATEMENT</b>  <b>Describe familiar people, places, things and experiences.</b></p> <p><b>EXAMPLES</b>            Describes a trip to the airport to pick up grandma.</p> <p>Looks in a mirror and describes her features.</p>





STRAND | **Listening and Speaking** (continued)

TOPIC | **Expressive Language** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>Use drawings or other visuals to add details to verbal descriptions.</b></p> <p>EXAMPLES Passed a photograph around the circle during show and tell as he describes his new puppy.</p> <p>Points out the "ice-berg detector" on his drawing of the Titanic.</p>



STRAND | **Listening and Speaking** (continued)

TOPIC | **Expressive Language** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p><b>STANDARD STATEMENT</b>  <b>With modeling and support, use the conventions of standard English. (Grammar)</b></p> <ul style="list-style-type: none"> <li>• Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc.</li> <li>• Form regular plural nouns orally by adding /s/ or /es/.</li> <li>• Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>• Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>• Produce and expand complete sentences in shared language activities.</li> </ul> <p><b>EXAMPLES</b>  Says, "My grandma's cat had babies, and I get to pick out one of the kittens for my very own!"</p> <p>Says, "I made three wishes when I blew out my birthday candles."</p> <p>Asks, "When is lunch?" or "Why isn't Abby at school today?"</p> <p>Says, "I can put my coat on and take it off by myself."</p> <p>Says, "I had macaroni and cheese for dinner last night," during sharing time.</p>



STRAND | **Listening and Speaking** (continued)

TOPIC | **Expressive Language** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)</b></p> <p>EXAMPLES Uses the term “magnify” in the science area after listening to an informational book on science tools.</p> <p>Explains the need for a “tape measure” in the block area after a conversation about the tools used by construction workers.</p>



STRAND | **Listening and Speaking** (continued)

TOPIC | **Expressive Language** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)</b></p> <p>EXAMPLES Identifies a picture of a Tyrannosaurus and a Stegosaurus, while reading a new book about dinosaurs.</p> <p>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.</p> <p>Generalizes that blue jays and robins are parrots.</p>
			<p>STANDARD STATEMENT <b>Identify real-life connections between words and their use. (Vocabulary)</b></p> <p>EXAMPLES Mentions that all the furniture in the doll house is small.</p> <p>Explains the need for the circle cookie cutter while playing at the clay table.</p>



STRAND | **Listening and Speaking** (continued)

TOPIC | **Expressive Language** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - <i>walk, march, prance</i>, etc.). (Vocabulary)</b></p> <p>EXAMPLES Gathers a fire truck, car and a motorcycle when the teacher suggested they might put some vehicles in the block city.</p> <p>Places the corn, carrots and broccoli in one basket, an apple, banana and orange into another basket and says, "These are vegetables and these are fruits."</p> <p>Says, "Green means <i>go</i> and red means <i>stop!</i>"</p> <p>Says, "The tortoise is <i>slow</i>, the rabbit is <i>fast</i>."</p> <p>Demonstrates <i>walking</i> and <i>marching</i> during music/movement time.</p>



STRAND | **Listening and Speaking** (continued)

TOPIC | **Social Communication**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b>  <b>Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.</b></p> <p><b>EXAMPLES</b>            Gazes at caregiver during a feeding.</p> <p>Vocalizes when caregiver calls her name.</p> <p>Smiles and vocalizes to initiate contact with caregiver.</p> <p>Makes a gurgling sound and pauses for caregiver to respond, then after caregiver says something to him, coos and smiles.</p>	<p><b>STANDARD STATEMENT</b>  <b>Participate in and often initiate basic communications with family members or familiar others.</b></p> <p><b>EXAMPLES</b>            Waves bye-bye in response to an adult waving bye-bye to her.</p> <p>Runs to the window to blow kisses to her mother, even before she has left the room.</p> <p>Plays “peek-a-boo” with an adult.</p>	<p><b>STANDARD STATEMENT</b>  <b>Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.</b></p> <p><b>EXAMPLES</b>            Uses, “please” and “thank-you” appropriately.</p> <p>Takes a turn in a conversation by answering a question when asked, and then asking a question in return.</p> <p>Makes a related comment in a group conversation during lunch time.</p>	<p><b>STANDARD STATEMENT</b>  <b>With modeling and support, follow typical patterns when communicating with others (e.g., listen to others, take turns talking and speaking about the topic or text being discussed).</b></p> <p><b>EXAMPLES</b>            Contributes to the conversation about how to care for the new class pet.</p> <p>Suggests they might see a turtle in the pond, while listing all the things the class might find on a nature walk.</p>
			<p><b>STANDARD STATEMENT</b>  <b>With modeling and support, continue a conversation through multiple exchanges.</b></p> <p><b>EXAMPLES</b>            Engages in conversation with an adult about his new cat and why his name is Mittens.</p> <p>Engages in role-related conversations during pretend play.</p>



STRAND | **Reading**

TOPIC | **Early Reading**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b>  <b>Show interest in books, pictures, songs and rhymes.</b></p> <p><b>EXAMPLES</b>  Turns toward adult and watches her eyes and mouth while she's singing a song.</p> <p>Cuddles and looks at caregiver's face while being read to.</p> <p>Babbles while looking at a book with caregiver.</p> <p>Coos when hearing caregiver singing.</p>	<p><b>STANDARD STATEMENT</b>  <b>Actively participate in book reading, story-telling, and singing.</b></p> <p><b>EXAMPLES</b>  Reaches for the pages of a board book when caregiver is holding up a book.</p> <p>Looks at the picture of the bus in a book when caregiver points and says, "school bus."</p> <p>Pats a photograph of family pet.</p> <p>Turns a board book right-side up and turns the pages.</p>	<p><b>STANDARD STATEMENT</b>  <b>Show an appreciation for reading books, telling stories and singing.</b></p> <p><b>EXAMPLES</b>  Initiates reading a book, telling a story, or singing a song.</p> <p>Asks for a favorite story to be read over and over.</p> <p>Tries to do all the hand motions to "The Itsy Bitsy Spider."</p> <p>Makes up a story and tells it to her teddy bear.</p>	





STRAND | **Reading** (continued)

TOPIC | **Reading Comprehension**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b>  <b>Attend and respond when familiar books are read aloud.</b></p> <p><b>EXAMPLES</b>            Looks at page of a picture book that caregiver holds up to see.</p> <p>Reaches for the pages of a book when caregiver is holding up a book and looking at it.</p> <p>Follows adult’s gaze to look at a picture in a book.</p>	<p><b>STANDARD STATEMENT</b>  <b>Point to familiar pictures in books when labeled by adult.</b></p> <p><b>EXAMPLES</b>            Points to the animals in the pictures as caregiver is reading and asks questions about the pictures.</p> <p>Points to a picture of a dog and makes a barking noise or says, “Doggie.”</p> <p>Vocalizes and points to identify familiar signs, labels or logos in the home and community (e.g., a stop sign).</p>	<p><b>STANDARD STATEMENT</b>  <b>Demonstrate an understanding of the meaning of stories and information in books.</b></p> <p><b>EXAMPLES</b>            Talks about the garden he planted with grandfather after reading a book on flowers.</p> <p>Finishes the repetitive sentence, “Brown Bear, Brown Bear, what do you see?” when reading that book.</p>	<p><b>STANDARD STATEMENT</b>  <b>Ask and answer questions, and comment about characters and major events in familiar stories.</b></p> <p><b>EXAMPLES</b>            After reading <i>The Three Bears</i> says, “Goldie Locks will be in trouble!”</p> <p>Responds to open-ended questions posed about the story during shared reading (why, how, prediction, cause/effect).</p>
		<p><b>STANDARD STATEMENT</b>  <b>Use pictures to describe and predict stories and information in books.</b></p> <p><b>EXAMPLES</b>            Sees the bear’s shadow in <i>The Little Mouse, The Red, Ripe Strawberry and Big Hungry Bear</i>, and squeals, “The bear’s coming!”</p> <p>Explains that the mouse wants a cookie after the teacher turns the page in the book and allows him to look at the pictures.</p>	<p><b>STANDARD STATEMENT</b>  <b>Retell or re-enact familiar stories.</b></p> <p><b>EXAMPLES</b>            “Reads” the book to a friend after hearing the story.</p> <p>Uses flannel-board pieces or picture cards to tell the sequence of events in the story.</p> <p>Uses props and acts out <i>The Three Bears</i> during dramatic play, after the teacher reads the story.</p>



STRAND | **Reading** (continued)

TOPIC | **Reading Comprehension** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p><b>STANDARD STATEMENT</b> <b>Identify characters and major events in a story.</b></p> <p><b>EXAMPLES</b> Identifies the characters in the book when the teacher points to the picture.</p> <p>Identifies the three pigs and the wolf in <i>The Three Little Pigs</i>, and relates how the pigs outsmarted the wolf.</p>
		<p><b>STANDARD STATEMENT</b> <b>Understand when words are used in unconventional ways during shared reading.</b></p> <p><b>EXAMPLES</b> Explains to teacher the cat “is silly,” when participating in a shared reading about a cat that has a new suit.</p> <p>Laughs during the reading of a poem about a rabbit that has too many running shoes.</p>	<p><b>STANDARD STATEMENT</b> <b>Demonstrate an understanding of the differences between fantasy and reality.</b></p> <p><b>EXAMPLES</b> Describes talking dogs, singing flowers as “only pretend.”</p> <p>Explains that Corduroy the bear is not real after hearing the story being read.</p>



STRAND | **Reading** (continued)

TOPIC | **Reading Comprehension** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>With modeling and support, describe what part of the story the illustration depicts.</b></p> <p>EXAMPLES Talks about the picture when sharing a book.</p> <p>Responds to questions about the illustrations.</p>
			<p>STANDARD STATEMENT <b>With modeling and support, name the author and illustrator of a story and what part each person does for a book.</b></p> <p>EXAMPLES Verbalizes that the author writes the book and the illustrator makes the pictures.</p> <p>Mentions that Eric Carle is both the author AND the illustrator in his books.</p>



STRAND | **Reading** (continued)

TOPIC | **Reading Comprehension** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>With modeling and support, identify the topic of an informational text that has been read aloud.</b></p> <p>EXAMPLES Responds correctly when asked, "What's this book about?"</p> <p>Answers questions about caterpillars, after listening to an informational book on caterpillars.</p>
			<p>STANDARD STATEMENT <b>With modeling and support, describe, categorize and compare and contrast information in informational text.</b></p> <p>EXAMPLES Sequences a series of picture cards to describe how a caterpillar becomes a butterfly, after listening to a book about butterflies.</p> <p>Communicates the difference between the fire engine and the ladder truck, after reading a book about a fire station.</p>



STRAND | **Reading** (continued)

TOPIC | **Reading Comprehension** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT  <b>With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).</b></p> <p>EXAMPLES            Compares the illustrations in two books about the zoo, and notices that one uses photographs and the other uses drawings of the animals.</p> <p>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.</p>
			<p>STANDARD STATEMENT  <b>Actively engage in group reading with purpose and understanding.</b></p> <p>EXAMPLES            Asks for a favorite book to be read aloud.</p> <p>Listens attentively as the teacher reads, and giggles at the trouble The Cat in the Hat causes.</p> <p>Participates in reciting rhymes and finger plays using accompanying gestures.</p>



STRAND | **Reading** (continued)

TOPIC | **Fluency**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p><b>STANDARD STATEMENT</b> <b>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.</b></p> <p><b>EXAMPLES</b> Chants along during a shared reading of <i>Chicka, Chicka, Boom Boom</i>.</p> <p>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 <i>The Three Little Pigs</i>.</p> <p>Pauses appropriately to turn the page when pretending to read out loud.</p>



STRAND | **Reading** (continued)

TOPIC | **Print Concepts**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
	<p><b>STANDARD STATEMENT</b>  <b>Demonstrate interest in exploring books.</b></p> <p><b>EXAMPLES</b>            Selects and looks at a book from the shelf.</p> <p>Touches, mouths and looks at books.</p> <p>During story time in the rocking chair, helps teacher turn the pages.</p>	<p><b>STANDARD STATEMENT</b>  <b>Demonstrate a beginning understanding that print carries meaning.</b></p> <p><b>EXAMPLES</b>            Asks for stories to be read at nap time.</p> <p>Recognizes familiar signs with texts such as a stop sign or restaurant sign.</p>	<p><b>STANDARD STATEMENT</b>  <b>Demonstrate an understanding of basic conventions of print in English and other languages.</b></p> <p><b>EXAMPLES</b>            Follows words from left to right and top to bottom.</p> <p>Leaves spaces between strings of letters when writing a "sentence" about the book.</p>
			<p><b>STANDARD STATEMENT</b>  <b>Orient books correctly for reading and turn pages one at a time.</b></p> <p><b>EXAMPLES</b>            Holds the book right-side up with front cover facing toward herself.</p> <p>Turns pages one at a time from front to back.</p>
		<p><b>STANDARD STATEMENT</b>  <b>Distinguishes pictures from letters and words in a text.</b></p> <p><b>EXAMPLES</b>            Points to the picture of a bird on the page when the teacher asks where the bird is hiding.</p> <p>Moves finger along the words of the book when pretend reading to the baby doll.</p>	<p><b>STANDARD STATEMENT</b>  <b>Demonstrate an understanding that print carries meaning.</b></p> <p><b>EXAMPLES</b>            Orders from a menu during pretend play.</p> <p>Pointing to the text in a new book asks, "What does that say?"</p> <p>"Writes" a journal entry and "reads" it to the other children.</p>





STRAND | **Reading** (continued)

TOPIC | **Phonological Awareness**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b> <b>Vocalize sounds.</b></p> <p><b>EXAMPLES</b> Coos, babbles and experiments with vocal sounds.</p> <p>Pumps legs and waves arms when trying to make a vocalization.</p>	<p><b>STANDARD STATEMENT</b> <b>Explore sounds of materials and objects.</b></p> <p><b>EXAMPLES</b> Bangs drumstick on the drum and also on the table.</p> <p>Repeats particularly pleasing sounds.</p>	<p><b>STANDARD STATEMENT</b> <b>Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).</b></p> <p><b>EXAMPLES</b> Distinguishes between the sounds of a bell and a drum.</p> <p>Identifies when spoken words have the same or different beginning sounds (e.g., cat/cake; feather/ball).</p>	<p><b>STANDARD STATEMENT</b> <b>With modeling and support, recognize and produce rhyming words.</b></p> <p><b>EXAMPLES</b> Identifies rhyming words in familiar stories, poems, songs and words.</p> <p>Plays with rhyme and makes up nonsense rhyming words.</p> <p>Finishes the rhyme, "Jack and Jill went up the _____."</p>
	<p><b>STANDARD STATEMENT</b> <b>Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).</b></p> <p><b>EXAMPLES</b> Responds, "Moo" when asked what a cow says.</p> <p>Turns from play when hearing mom's voice.</p>		<p><b>STANDARD STATEMENT</b> <b>With modeling and support, recognize words in spoken sentences.</b></p> <p><b>EXAMPLES</b> Claps for each word in the sentence, "Bob sold his bike."</p> <p>Takes a step for each word in the sentence, "The ball is red and round."</p>



STRAND | **Reading** (continued)

TOPIC | **Phonological Awareness** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p><b>STANDARD STATEMENT</b> <b>With modeling and support identify, blend and segment syllables in spoken words.</b> <b>With modeling and support, orally blend and segment familiar compound words.</b></p> <p><b>EXAMPLES</b> Responds “apple” and “baby” when listening to an adult separate and distinctly articulate individual syllables “ap-ple” or “ba-by.”</p> <p>Chants and claps the syllables in classmate’s names and other words.</p> <p>Chants the two words of a compound word (“dog-house”) and the child responds, “Doghouse.”</p> <p>The teacher asks, “If I take ‘snow’ out of ‘snowman,’ what’s left?” and the child responds, “Man!”</p>



STRAND | **Reading** (continued)

TOPIC | **Phonological Awareness** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT  <b>With modeling and support, blend and segment onset and rime in single-syllable spoken words.</b></p> <p>EXAMPLES            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.</p>
			<p>STANDARD STATEMENT  <b>With modeling and support identify initial and final sounds in spoken words.</b></p> <p>EXAMPLES            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).</p>



STRAND | **Reading** (continued)

TOPIC | **Letter and Word Recognition**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT <b>With modeling and support, recognize familiar logos and environmental print.</b></p> <p>EXAMPLES Recognizes the McDonald’s logo on the drink cup.</p> <p>Identifies the stop sign in block corner.</p>	<p>STANDARD STATEMENT <b>With modeling and support, recognize and “read” familiar words or environmental print.</b></p> <p>EXAMPLES Reads his book made from the front panels of cereal boxes, soup can labels and restaurant logos.</p> <p>Recognizes “Walmart” on the paper he is cutting.</p>
		<p>STANDARD STATEMENT <b>With modeling and support, recognize own name in print.</b></p> <p>EXAMPLES Moves his printed name card from “home” to “school” on the Attendance Chart.</p> <p>Finds his cubby labeled with his name and photograph.</p>	<p>STANDARD STATEMENT <b>With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.</b></p> <p>EXAMPLES Picks out and names familiar letters while looking at books.</p> <p>Names the letters as he assembles the alphabet puzzle.</p>



STRAND | **Reading** (continued)

TOPIC | **Letter and Word Recognition** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.</b></p> <p>EXAMPLES Identifies the letters she knows in a story or classroom poster.</p> <p>Names the letters of her first name while playing “school” in the dramatic play center.</p> <p>Differentiates numerals from letters, by sorting all the numbers from the magnetic letters and numbers and placing them on the magnetic board.</p>
			<p>STANDARD STATEMENT <b>With modeling and support, recognize the sounds associated with letters.</b></p> <p>EXAMPLES Identifies that “Bobby” and “Billy” start with the same sound and letter.</p> <p>Plays with letter /sound relationships in songs, rhymes and stories.</p> <p>Plays with letter/sound relationships using magnetic letters, alphabet puzzles, games, writing letters in the sand table, etc.</p>



STRAND | **Writing**

TOPIC | **Early Writing**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
<p><b>STANDARD STATEMENT</b>  <b>Show ability to transfer and manipulate an object with hands.</b></p> <p><b>EXAMPLES</b>  Grasps a rattle, lets go of it and then tries to grasp it again.</p> <p>Picks up a small toy with thumb and fingers.</p> <p>Watches an adult write.</p>	<p><b>STANDARD STATEMENT</b>  <b>Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.</b></p> <p><b>EXAMPLES</b>  Makes random marks on the sidewalk with chalk.</p> <p>Uses a crayon to make marks on a piece of paper.</p> <p>Chooses to use the markers or crayons during playtime to make scribbled pictures.</p>	<p><b>STANDARD STATEMENT</b>  <b>Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.</b></p> <p><b>EXAMPLES</b>  Holds crayon with thumb and fingers of one hand.</p> <p>Draws a circle and a straight line after watching someone else do it.</p> <p>Makes a scribbled picture and says, "It's a dinosaur" when showing it to her uncle.</p> <p>Pretends to write own name.</p>	



STRAND | **Writing** (continued)

TOPIC | **Writing Process**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT  <b>Use a 3-finger grasp of dominant hand to hold a writing tool.</b></p> <p>EXAMPLES  Holds a pencil when writing differently than a marker when drawing.</p> <p>Experiments with writing with either hand and uses the hand that is more comfortable.</p>
			<p>STANDARD STATEMENT  <b>Demonstrate an understanding of the structure and function of print.</b></p> <p>EXAMPLES  Uses a combination of scribbles, shapes, drawings and letters when writing.</p> <p>Writes a series of lines and symbols that look like letters.</p> <p>Draws a picture and makes marks as a caption or label.</p> <p>Copies words found in the environment.</p>





STRAND | **Writing** (continued)

TOPIC | **Writing Process** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT  <b>With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.</b></p> <p>EXAMPLES            Incorporates letters and familiar words into drawings and other artwork.</p> <p>Writes using invented spelling (e.g., rak (rake) or trk (truck)).</p>
			<p>STANDARD STATEMENT  <b>With modeling and support, demonstrate letter formation in “writing.”</b></p> <p>EXAMPLES            Forms some letters correctly during writing, although some letters may sometimes be formed backwards, or upside down.</p>
			<p>STANDARD STATEMENT  <b>With modeling and support, show awareness that one letter or cluster of letters represents one word.</b></p> <p>EXAMPLES            Captions a drawing of his cat using groups of letters with spaces between the groups.</p> <p>Incorporates her name, and her friend’s name under the picture of the two girls playing on the swing.</p>



STRAND | **Writing** (continued)

TOPIC | **Writing Application and Composition**

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
		<p>STANDARD STATEMENT  <b>Make marks and “scribble writing” to represent objects and ideas.</b></p> <p>EXAMPLES            Makes scribbles with purpose and intent to communicate meaning.</p> <p>Adds squiggles and other marks to caption a drawing.</p>	<p>STANDARD STATEMENT  <b>“Read” what they have written.</b></p> <p>EXAMPLES            Reads journal entry to the teacher.</p> <p>Makes a book about dancing and reads it to a friend.</p>
			<p>STANDARD STATEMENT  <b>With modeling and support, notice and sporadically use punctuation in writing.</b></p> <p>EXAMPLES            Places a period at the end of his name.</p> <p>Incorporates periods and exclamation marks in writing.</p> <p>Notices a question mark while looking at a book, and copies it while working in the writing center.</p>



STRAND | **Writing** (continued)

TOPIC | **Writing Application and Composition** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p><b>STANDARD STATEMENT</b>  <b>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).</b></p> <p><b>EXAMPLES</b>            Uses a pad and pencil to take a friend's order in the dramatic play restaurant.</p> <p>Makes a get well card for a sick friend.</p> <p>Uses a clipboard and pencil to survey the class to find out who has a pet and who does not.</p>
			<p><b>STANDARD STATEMENT</b>  <b>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)</b></p> <p><b>EXAMPLES</b>            Makes a book entitled <i>My Favorite Dinosaurs</i>.</p> <p>"Writes" a thank-you note to let the cook know he liked the macaroni and cheese at lunch.</p> <p>"Writes" a note to the afternoon teacher explaining that she would prefer that her cot be located in the house corner for nap.</p> <p>Documents observations of the ant farm.</p>



STRAND | **Writing** (continued)

TOPIC | **Writing Application and Composition** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT  <b>With modeling and support, discuss and respond to questions from others about writing/drawing.</b></p> <p>EXAMPLES            Answers questions about the drawing she made of her house and barn.</p> <p>Discusses a family trip to an art museum after the teacher asks him about his journal entry.</p>
			<p>STANDARD STATEMENT  <b>With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</b></p> <p>EXAMPLES            Consults a variety of books on dinosaurs to create a book entitled, <i>My Favorite Dinosaurs</i>.</p> <p>Asks the teacher to help find other books or use the computer to find out more about spiders.</p>



STRAND | **Writing** (continued)

TOPIC | **Writing Application and Composition** (continued)

Infants (Birth-8 months)	Young Toddlers (6-18 months)	Older Toddlers (16-36 months)	Pre-Kindergarten (3-5 years)
			<p>STANDARD STATEMENT <b>With modeling and support, explore a variety of digital tools to express ideas.</b></p> <p>EXAMPLES Uses the class camera to record the growth of the class garden.</p> <p>Asks for help searching the internet for pictures of dinosaurs so he can illustrate his book entitled <i>My Favorite Dinosaurs</i>.</p>