



**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

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.

Strands in the Approaches Toward Learning Domain



Initiative



Engagement and Persistence



Creativity



STRAND

Infants/Toddlers Initiative

TOPICS

- Initiative and Curiosity
- Planning, Action and Reflection

Pre-Kindergarten Initiative

- Initiative and Curiosity
- Planning, Action and Reflection

STRAND

Infants/Toddlers Engagement and Persistence

TOPICS

- Attention
- Persistence

Pre-Kindergarten Engagement and Persistence

- Attention
- Persistence

STRAND

Infants/Toddlers Creativity

TOPICS

- Innovation and Invention
- Expression of Ideas and Feelings Through the Arts

Pre-Kindergarten Creativity

- Innovation and Invention
- Expression of Ideas and Feelings through the Arts





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) |
|---|---|---|---|
| <p>STANDARD STATEMENT Show interest in people and objects.</p> <p>EXAMPLES Mouths objects to explore the environment.</p> <p>Shows interest in people by kicking legs, smiling, reaching and looking at the person.</p> <p>Vocalizes in response to a new toy.</p> | <p>STANDARD STATEMENT Explore the environment through a variety of sensory-motor activity.</p> <p>EXAMPLES Uses senses to explore the environment by tasting, touching, hearing, smelling, and looking.</p> <p>Bangs, moves, throws, and dumps materials in the environment.</p> | <p>STANDARD STATEMENT Experiment in the environment with purpose.</p> <p>EXAMPLES Opens, closes, fills, empties, builds up, and knocks down objects and containers.</p> <p>Turns objects around, upside-down, and inside-out to examine the characteristics of the object.</p> <p>Pours water in the sand box to fill up a hole with water.”</p> | <p>STANDARD STATEMENT Seek new and varied experiences and challenges (takes risks).</p> <p>EXAMPLES Puts materials together in new ways to test results.</p> <p>Climbs to the top of the climber to ring the playground bell.</p> <p>Approaches new materials in a classroom with interest.</p> <p>Joins in a peer-created game or activity.</p> |



STRAND | Initiative (continued)

TOPIC | Initiative and Curiosity (continued)

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|--------------------------|--|---|--|
| | <p>STANDARD STATEMENT Practice new skills with enthusiasm.</p> <p>EXAMPLES Claps hands when successfully fits shape into sorter.</p> <p>Climbs up and down the “rocking-boat” steps over and over again.</p> | <p>STANDARD STATEMENT Ask questions to gain information.</p> <p>EXAMPLES Points to or asks, “What’s that?”</p> <p>Asks, “Why?”</p> <p>Asks a visitor, “What’s your name?”</p> <p>Asks a peer, “What are you doing?”</p> | <p>STANDARD STATEMENT Demonstrate self-direction while participating in a range of activities and routines.</p> <p>EXAMPLES Follows classroom routine and anticipates what happens next independently, or with the use of classroom pictures prompts.</p> <p>Puts away books or other materials where they belong when finished.</p> <p>Self-selects a variety of activities during free choice.</p> |



STRAND | **Initiative** (continued)

TOPIC | **Initiative and Curiosity** (continued)

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|--------------------------|---|-------------------------------|---|
| | <p>STANDARD STATEMENT Demonstrate a willingness to try new activities and experiences.</p> <p>EXAMPLES With encouragement from an adult, puts fingers into the play dough.</p> <p>Eagerly joins a small group of children when the caregiver invites them to read a new book with her.</p> <p>Excitedly bundles up to go outside and play in the snow.</p> | | <p>STANDARD STATEMENT Ask questions to seek explanations about phenomena of interest.</p> <p>EXAMPLES Asks others for information, "Why are you here?"</p> <p>Asks, "Why?" to gain information about how the world works. "Why is the moon round?"</p> <p>Sees a worm and wonders, "Why does it keep moving?"</p> <p>While looking through a picture book on mammals, asks the teacher questions about the chimpanzees in the picture.</p> |



STRAND | Initiative (continued)

TOPIC | Planning, Action and Reflection

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|--|--|---|--|
| <p>STANDARD STATEMENT Act on the environment to meet needs or interests.</p> <p>EXAMPLES Rolls, wiggles, or crawls to obtain an object.</p> <p>Smiles or reaches for an adult to begin or continue an interaction (i.e., singing, talking, tickling).</p> <p>Cries until fed or held by an adult.</p> | <p>STANDARD STATEMENT Use a variety of ways to meet simple goals.</p> <p>EXAMPLES Points, looks toward, or pulls an adult to obtain a desired object.</p> <p>Moves a chair to the table to reach a snack.</p> <p>Stands by a window and says “outside” or gestures to indicate interest in going out.</p> <p>Uses a rhythm stick to retrieve a car that’s rolled under the shelf.</p> | <p>STANDARD STATEMENT Make choices to achieve a desired goal.</p> <p>EXAMPLES Sorts through the toy box to find a missing puzzle piece.</p> <p>Communicates, “I need a hat,” when looking through the dress-up clothes.</p> <p>Selects a book to read from the choices provided.</p> | <p>STANDARD STATEMENT Develop, initiate and carry out simple plans to obtain a goal.</p> <p>EXAMPLES Considers the materials needed, obtains the materials, and then creates.</p> <p>Selects art materials at the art table to use for a collage.</p> |



STRAND | Initiative (continued)

TOPIC | Planning, Action and Reflection (continued)

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|---|--|---|--|
| <p>STANDARD STATEMENT Respond to people and objects in their immediate environment based on past experience.</p> <p>EXAMPLES Attends to an unfamiliar adult with interest but may be wary when that adult comes too close.</p> <p>Responds to own name.</p> <p>Shakes a toy, hears the sound it makes, and then shakes it again.</p> | <p>STANDARD STATEMENT Approach tasks with repeated trial and error.</p> <p>EXAMPLES Stacks large blocks into a tower, makes it fall over, and stacks them again.</p> <p>Continues to search for an object.</p> <p>Touches different parts of a musical toy to make it play again.</p> | <p>STANDARD STATEMENT Use previous learning to inform new experiences with people and objects in their environment.</p> <p>EXAMPLES Acts out familiar events in new situations (e.g., pretends to order a pizza over the phone in the housekeeping area).</p> <p>Chooses only rings with holes when playing with a ring stacking toy.</p> <p>Turns a puzzle piece to make it fit into its space.</p> | <p>STANDARD STATEMENT Use prior knowledge and information to assess, inform, and plan for future actions and learning.</p> <p>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.</p> <p>Expresses intention and interests, (e.g., "I want to work in the block area again today. I brought a car for the road.").</p> <p>Describes several solutions to reach a goal, and weighs the pros and cons of each option.</p> |



STRAND | Engagement and Persistence

TOPIC | Attention

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|--|---|--|--|
| <p>STANDARD STATEMENT Demonstrate awareness of happenings in surroundings.</p> <p>EXAMPLES Reacts to new voices or sounds by turning in the direction of the sound, becomes more quiet or active or changes facial expressions.</p> <p>Cries when mom leaves the room and shows pleasure upon return.</p> <p>Reaches for, grasps, or stares at objects or people of interest.</p> | <p>STANDARD STATEMENT Focus on an activity but are easily distracted.</p> <p>EXAMPLES Follows adult when that adult moves to a new activity.</p> <p>Focuses on book for a brief period of time.</p> <p>Starts an activity but then moves away if attracted by new sounds or movements.</p> | <p>STANDARD STATEMENT Focus on an activity for short periods of time despite distractions.</p> <p>EXAMPLES Refuses to shift his attention, and stays with activities until goals are met (e.g., putting all the small cars in the toy garage).</p> <p>Continues to play when teacher leaves area.</p> <p>Participates in storybook reading with adult support when children are playing nearby.</p> | <p>STANDARD STATEMENT Focus on an activity with deliberate concentration despite distractions.</p> <p>EXAMPLES Continues with a high interest activity when children are playing nearby.</p> <p>Says, "I'll play with you later," while continuing to engage in activity.</p> <p>Continues building with blocks when other children play with cars on the rug.</p> <p>Focuses on his own book, retelling the story while turning the pages, despite distractions.</p> |



STRAND | **Engagement and Persistence** (continued)

TOPIC | Persistence

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|--|--|--|---|
| <p>STANDARD STATEMENT Attempt to reproduce interesting and pleasurable effects and events.</p> <p>EXAMPLES Repeats simple motions or activities, swats at a mobile, and consistently reaches for objects.</p> <p>Lifts arms up while crying to be picked up and comforted.</p> <p>Grasping, releasing, re-grasping, and re-releasing objects.</p> | <p>STANDARD STATEMENT Repeat actions intentionally to achieve goal.</p> <p>EXAMPLES Drops food or object onto the floor repeatedly so that an adult will engage in “the pick it up” game.</p> <p>Wants to hear the same song or be read the same book over and over again with his parents.</p> <p>Pulls self to stand repeatedly.</p> <p>Walks, falls, and gets up repeatedly.</p> | <p>STANDARD STATEMENT Engage in self-initiated activities for sustained periods of time.</p> <p>EXAMPLES Persists in the face of difficulty and may seek assistance to complete difficult tasks.</p> <p>Goes back to an activity after being distracted.</p> <p>Tries various shapes in a shape sorting toy until the shape finally fits.</p> | <p>STANDARD STATEMENT Carry out tasks, activities, projects or experiences from beginning to end.</p> <p>EXAMPLES Comes back to a task and continues with it.</p> <p>Maintains interest in a project or activity over a period of time.</p> <p>Says, “Can we please finish this game first?” when it is time to clean up.</p> |
| | | | <p>STANDARD STATEMENT Focus on the task at hand even when frustrated or challenged.</p> <p>EXAMPLES Completes the floor puzzle even though the pieces are difficult to fit together.</p> <p>Dresses self independently and continues to attempt proper use of zippers, glove, and belts.</p> <p>Continues to work on the clay horse, trying to figure out why the legs don’t hold the body up.</p> |



STRAND | **Creativity**

TOPIC | **Innovation and Invention**

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|---|--|---|---|
| <p>STANDARD STATEMENT Make discoveries about self, others, and the environment.</p> <p>EXAMPLES Inspects own hands and feet, or the hands of teachers, by mouthing and watching.</p> <p>Watches other children with interest, may touch the eyes or hair of a peer.</p> <p>Loudly bangs a spoon on the table, notices the loud sound, and does it again.</p> | <p>STANDARD STATEMENT Use objects in new ways.</p> <p>EXAMPLES Uses objects differently and creatively (a bucket is turned upside down to build a tower or be a pedestal).</p> <p>Uses a dish or bowl as a hat.</p> <p>Uses a basket as a wagon, dragging it around with some objects inside.</p> | <p>STANDARD STATEMENT Use materials in new and unconventional ways.</p> <p>EXAMPLES Builds a castle with blocks or manipulatives.</p> <p>Generalizes actions to similar objects (stacks boxes like blocks).</p> <p>Uses a stick to dig in the sandbox when unable to find a shovel.</p> <p>Puts pegs in the pegboard as candles on a Birthday cake.</p> <p>Uses toes to paint during finger-painting activity.</p> | <p>STANDARD STATEMENT Use imagination and creativity to interact with objects and materials.</p> <p>EXAMPLES Uses the buckets containing the outside balls to create a fort.</p> <p>Directs friends in imaginary horse game activity at recess.</p> |
| | | | <p>STANDARD STATEMENT Use creative and flexible thinking to solve problems.</p> <p>EXAMPLES Uses alternatives and draws on varied resources to approach tasks with flexibility and originality.</p> <p>Comes up with different, realistic ideas about how to get the Frisbee unstuck from the tree branches.</p> |



STRAND | **Creativity** (continued)

TOPIC | **Innovation and Invention** (continued)

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|--------------------------|------------------------------|-------------------------------|--|
| | | | <p>STANDARD STATEMENT Engage in inventive social play.</p> <p>EXAMPLES When playing restaurant, decides on materials needed (menus, food that will be served, etc.) and defines roles of players.</p> <p>Makes up a new way of playing the Memory game and explains the rules to playmates.</p> |



STRAND | **Creativity** (continued)

TOPIC | **Expression of Ideas and Feelings Through the Arts**

| Infants (Birth-8 months) | Young Toddlers (6-18 months) | Older Toddlers (16-36 months) | Pre-Kindergarten (3-5 years) |
|---|---|---|---|
| <p>STANDARD STATEMENT Demonstrate preferences, pleasure or displeasure when interacting with various media.</p> <p>EXAMPLES Rocks, smiles, and/or claps in response to music.</p> <p>Grimaces when presented with a new food texture.</p> <p>Pastes and/or smears cereal with hands.</p> | <p>STANDARD STATEMENT Seek out experiences with a variety of materials and art materials based on preferences and past experiences.</p> <p>EXAMPLES Smiles, laughs or claps in response to favorite songs.</p> <p>Chooses certain objects over others during music and movement experiences (e.g., prefers scarves over bells).</p> <p>Chooses to explore wet, slippery media over dry, rough media (e.g., prefers paint or wet clay over paper or cloth).</p> | <p>STANDARD STATEMENT Use self-selected materials and media to express ideas and feelings.</p> <p>EXAMPLES Stomps like a dinosaur, roars like a lion, or hops like a frog during interactive songs.</p> <p>Offers suggestions for animals to include on "Old MacDonald's Farm."</p> <p>Chooses to create drawings or collages for mommy.</p> | <p>STANDARD STATEMENT Express individuality, life experiences, and what they know and are able to do through a variety of media.</p> <p>EXAMPLES Uses own body to demonstrate how a flower grows.</p> <p>Watches a peer dance and then demonstrates a favorite dance move.</p> <p>Chooses to represent family members via painting, collage and sculpture.</p> |
| | | | <p>STANDARD STATEMENT Express interest in and show appreciation for the creative work of others.</p> <p>EXAMPLES 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.").</p> <p>Communicates to a friend, "I like it because the colors are pretty."</p> <p>Looks at her friend's clay object and asks, "How did you make it so smooth?"</p> |