

Correlation Chart

Ohio Early Learning and Development Standards

Alignment with Infant/Toddler Curriculum by FunShine Online® Ages 0-36 months

Ohio Early Learning and Development Standards	FunShine Online® Learning Goals and Objectives
Social-Emotional Development	Social/Emotional Development
Birth to 8 Months	
A. Self	Self-Awareness, Trust, Relationships, Exploration
Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds.	SE11 Expresses feelings and emotions through facial expressions, sounds, or gestures
Begin to understand self as a separate person from others.	SE12 Develops awareness of self as separate from others
Comfort self in simple ways and communicate needs for help through vocalizations and gestures.	SE3 Seeks ways to find comfort in new situations
Express and act on impulses.	SE6 Responds to and interacts with other children
Act in ways to make things happen.	C4 Makes things happen and watches for results or repeats action
B. Relationships	Trust, Relationships, Exploration
Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing.	SE1 Engages in behaviors that build relationships with familiar adults
Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults.	SE1 Engages in behaviors that build relationships with familiar adults
Show interest in other children.	SE5 Shows interest in and awareness of other children
Repeat actions that elicit social responses from others.	SE1 Engages in behaviors that build relationships with familiar adults

React to emotional expressions of others.	C1	Pays attention to people, objects, and sounds
6 to 18 Months		
A. Self	Self-Awareness, Trust, Self-Regulation	
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.	SE11	Expresses feelings and emotions through facial expressions, sounds, or gestures
Recognize self as a unique person with thoughts, feelings and distinct characteristics.	SE12	Develops awareness of self as separate from others
Comfort self in a variety of ways.	SE3	Seeks ways to find comfort in new situations
Respond positively to limits and choices offered by adults to help guide behavior.	SE14	Begins to manage own behavior and show self-regulation
Show a sense of satisfaction when making things happen	SE13	Shows confidence in increasing abilities
B. Relationships	Exploration, Trust, Dramatic Play, Self-Regulation, Relationships	
Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time.	C2	Uses senses to explore people, objects, and the environment
Seek close proximity to familiar adults for security and support, especially when distressed.	SE3 SE1	Seeks ways to find comfort in new situations Engages in behaviors that build relationships with familiar adults
Imitate familiar adults.	C12	Observes and imitates sounds, gestures, or behavior
Initiate play with familiar adults.	SE1	Engages in behaviors that build relationships with familiar adults
Participate in routines and experiences that involve back and forth interaction with familiar adults.	SE17	Understands simple routines, rules or limitations
Participate in simple back and forth interactions with peers for short periods of time.	SE6	Responds to and interacts with other children
Demonstrate awareness of the feelings expressed by others.	SE7	Begins to recognize and respond to other children's feelings and emotions

16 to 36 Months	
A. Self	Self-Awareness, Self-Regulation, Trust
Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt.	SE11 Expresses feelings and emotions through facial expressions, sounds, or gestures
Show awareness of themselves as belonging to one or more groups.	SE12 Develops awareness of self as separate from others
Identify own feelings, needs and interests.	SE11 Expresses feelings and emotions through facial expressions, sounds, or gestures SE13 Shows confidence in increasing abilities
Anticipate the need for comfort and try to prepare for changes in routine.	SE3 Seeks ways to find comfort in new situations
With modeling and support, manage actions and emotional expressions.	SE14 Begins to manage own behavior and show self-regulation
Recognize own abilities and express satisfaction when demonstrating them to others.	SE13 Shows confidence in increasing abilities
B. Relationships	Self-Regulation, Trust, Relationships
Display signs of comfort during play when familiar adults are nearby but not in the immediate area.	SE16 Shows increasing independence
Seek security and support from familiar adults when distressed.	SE3 Seeks ways to find comfort in new situations SE4 Shows emotional connection and attachment to others
Interact with familiar adults in a variety of ways.	SE1 Engages in behaviors that build relationships with familiar adults SE2 Responds differently to familiar and unfamiliar adults
Seek assistance from familiar adults.	SE1 Engages in behaviors that build relationships with familiar adults
Demonstrate early signs of interest in unfamiliar adults.	SE2 Responds differently to familiar and unfamiliar adults
Engage in associative play with peers.	SE6 Responds to and interacts with other children

With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns.	SE7 SE8	Begins to recognize and respond to other children's feelings and emotions Begins to show concern for others
Demonstrate awareness that others have feelings.	SE7	Begins to recognize and respond to other children's feelings and emotions
Respond in caring ways to another's distress in some situations.	SE8	Begins to show concern for others
Approaches Toward Learning	Approaches to Learning	
Birth to 8 months		
A. Initiative	Exploration, Memory	
Show interest in people and objects.	C1	Pays attention to people, objects, and sounds
Act on the environment to meet needs or interests.	C2	Uses senses to explore people, objects, and the environment
Respond to people and objects in their immediate environment based on past experience.	C6 C7	Recognizes familiar people, places, and things Recalls and uses information in new situations
B. Engagement and Persistence	Exploration	
Demonstrate awareness of happenings in surroundings.	C1	Pays attention to people, objects, and sounds
Attempt to reproduce interesting and pleasurable effects and events.	C4	Makes things happen and watches for results or repeats action
C. Creativity	Exploration, Self-Awareness	
Make discoveries about self, others, and the environment.	C2	Uses senses to explore people, objects, and the environment
Demonstrate preferences, pleasure or displeasure when interacting with various media.	C1 SE11	Pays attention to people, objects, and sounds Expresses feelings and emotions through facial expressions, sounds, or gestures

6 to 18 months	
A. Initiative	Exploration, Curiosity, Problem Solving
Explore the environment through a variety of sensory-motor activity.	C2 Uses senses to explore people, objects, and the environment
Practice new skills with enthusiasm.	AL1 Exhibits interest, curiosity, and eagerness in exploring the world
Demonstrate a willingness to try new activities and experiences.	AL1 Exhibits interest, curiosity, and eagerness in exploring the world
Use a variety of ways to meet simple goals.	AL5 Uses a variety of strategies to solve problems
Approach tasks with repeated trial and error.	AL5 Uses a variety of strategies to solve problems
B. Engagement and Persistence	Persistence
Focus on an activity but is easily distracted.	AL2 Stays attentive and engaged for increasing periods of time
Repeat actions intentionally to achieve goal.	AL3 Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
C. Creativity	Problem Solving, Art
Use objects in new ways.	AL4 Experiments with different uses for objects
Seek out experiences with a variety of materials and art materials based on preferences and past experiences.	C15 Explores and uses a variety of art media
16 to 36 months	
A. Initiative	
Experiment in the environment with purpose.	AL1 Exhibits interest, curiosity, and eagerness in exploring the world C2 Uses senses to explore people, objects, and the environment

Ask questions to gain information.	L6	Participates in simple two-way conversations
Make choices to achieve a desired goal.	C4	Makes things happen and watches for results or repeats action
Use previous learning to inform new experiences with people and objects in their environment.	C5 C7	Shows ability to acquire and process new information Recalls and uses information in new situations
B. Engagement and Persistence	Persistence	
Focus on an activity for short periods of time despite distractions.	AL2	Stays attentive and engaged for increasing periods of time
Engage in self-initiated activities for sustained periods of time.	AL3	Finishes self-selected tasks, such as completing a puzzle or listening to a storybook
C. Creativity	Problem Solving, Art	
Use materials in new and unconventional ways.	AL4	Experiments with different uses for objects
Use self-selected materials and media to express ideas and feelings.	C15	Explores and uses a variety of art media
Physical Well-Being and Motor Development	Physical Development	
Birth to 8 months		
A. Motor Development	Gross Motor, Fine Motor, Exploration	
Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.	PH1 PH2	Moves body, arms and legs with coordination Demonstrates large muscle balance, stability, control, and coordination
Transfer a toy from one hand to another by reaching, grasping and releasing.	PH6 PH7 PH8	Develops small muscle control and coordination Coordinates eye and hand movements Controls small muscles in hands when doing simple tasks
Use mouth and tongue to explore objects.	C2	Uses senses to explore people, objects, and the environment
Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.	C2	Uses senses to explore people, objects, and the environment

B. Physical Well-Being	Wellness, Gross Motor	
Show awareness of own body.	PH11	Becomes more aware of own body
Interact with adults in physical activities.	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
Express when hungry or full.	PH12	Responds when physical needs are met; tries/consumes a variety of nutritious foods
Demonstrate emerging participation in dressing.	PH14	Begins to develop self-help skills
6 to 18 months		
A. Motor Development	Gross Motor, Fine Motor, Wellness	
Move with increasing coordination and balance, with or without adult support and/or assistive device.	PH1 PH2 PH3	Moves body, arms and legs with coordination Demonstrates large muscle balance, stability, control, and coordination Develops increasing ability to change positions and move body from place to place
Use both hands together to accomplish a task.	PH6 PH7 PH8	Develops small muscle control and coordination Coordinates eye and hand movements Controls small muscles in hands when doing simple tasks
Take and chew small bites/pieces of finger food.	PH7 PH12	Coordinates eye and hand movements Responds when physical needs are met; tries/consumes a variety of nutritious foods
Coordinate senses with movement.	PH5 PH6	Uses hands or feet to make contact with objects or people Develops small muscle control and coordination
B. Physical Well-Being	Gross Motor, Wellness	
Point to basic body parts when asked.	PH11	Becomes more aware of own body
Using simple movement skills, participate in active physical play.	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
Follow a regular eating routine.	PH12	Responds when physical needs are met; tries/consumes a variety of nutritious foods

With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)	PH13	Participates in physical care routines
Follow adult intervention/guidance regarding safety.	PH15	Begins to understand safe and unsafe behaviors
16 to 36 months		
A. Motor Development	Gross Motor, Fine Motor, Wellness	
Use locomotor skills with increasing coordination and balance.	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
Use a variety of non-locomotor body movements (hands in the air, turn around, stand on one foot, etc.) during play.	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
Coordinate the use of arms, hands and fingers to accomplish tasks.	PH7 PH8	Coordinates eye and hand movements Controls small muscles in hands when doing simple tasks
Take bites from whole foods and coordinate chewing and swallowing.	PH12	Responds when physical needs are met; tries/consumes a variety of nutritious foods
Use sensory information to guide movement to accomplish tasks.	PH5 PH6	Uses hands or feet to make contact with objects or people Develops small muscle control and coordination
B. Physical Well-Being	Wellness, Gross Motor	
Name, point to and move body parts when asked.	PH11	Becomes more aware of own body
Participate in active physical play and structured activities requiring spontaneous and instructed body movements.	PH4	Moves body with purpose to achieve a goal; participates in active games, outdoor play and other forms of physical movement
Make simple food choices, has food preferences and demonstrate willingness to try new foods.	PH12	Responds when physical needs are met; tries/consumes a variety of nutritious foods
With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).	PH13	Participates in physical care routines
Cooperate and/or stop a behavior in response to a direction regarding safety.	PH15	Begins to understand safe and unsafe behaviors
Use adults as resources when needing help in potentially unsafe or dangerous situations.	PH15	Begins to understand safe and unsafe behaviors

Cognition and General Knowledge	Cognitive Development
Birth to 8 months	
A. Cognitive Skills	Trust, Relationships, Exploration, Self-Regulation
Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.	SE2 Responds differently to familiar and unfamiliar adults SE5 Shows interest in and awareness of other children C1 Pays attention to people, objects, and sounds
Mirror simple actions and facial expressions of others previously experienced.	C12 Observes and imitates sounds, gestures, or behavior
Anticipates next steps in simple familiar routines and games.	SE17 Understands simple routines, rules or limitations
Explore real objects, people and actions.	C2 Uses senses to explore people, objects, and the environment
Actively use the body to find out about the world.	C2 Uses senses to explore people, objects, and the environment
B. Mathematics	Exploration, Dramatic Play
Explore objects and attend to events in the environment.	C1 Pays attention to people, objects, and sounds
Explore objects and attend to events in the environment.	C1 Pays attention to people, objects, and sounds
Notice differences between familiar and unfamiliar people, objects and places.	C1 Pays attention to people, objects, and sounds
Imitate repeated movements.	C12 Observes and imitates sounds, gestures, or behavior
Explore properties of objects.	C2 Uses senses to explore people, objects, and the environment
Explore the properties of objects.	C2 Uses senses to explore people, objects, and the environment

C. Social Studies	Exploration, Self-Awareness	
Show awareness of self and awareness of other people.	C1 SE12	Pays attention to people, objects, and sounds Develops awareness of self as separate from others
D. Science	Exploration, Fine Motor	
Examine objects with lips and tongue.	C2	Uses senses to explore people, objects, and the environment
Observe, hold, touch and manipulate objects.	C2 PH5 PH8	Uses senses to explore people, objects, and the environment Uses hands or feet to make contact with objects or people Controls small muscles in hands when doing simple tasks
Use simple actions to make things happen.	PH9	Uses different actions on objects (kicks, shakes, pats, swipes)
6 to 18 months		
A. Cognitive Skills	Memory, Dramatic Play, Memory, Problem Solving	
Recall information over a period of time with contextual cues.	C5	Shows ability to acquire and process new information
Mirror and repeat something seen at an earlier time.	C12	Observes and imitates sounds, gestures, or behavior
Anticipate the beginning and ending of activities, songs and stories.	C5 C7	Shows ability to acquire and process new information Recalls and uses information in new situations
Use one or two simple actions or objects to represent another in pretend play.	C13	Uses objects in new ways or in pretend play
With modeling and support, use simple strategies to solve problems.	AL5	Uses a variety of strategies to solve problems

B. Mathematics	Exploration, Emergent Math	
Pay attention to quantities when interacting with objects.	C1	Pays attention to people, objects, and sounds
Notice changes in quantity of objects (especially ones that can be detected visually with ease).	C10	Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
Match two objects that are the same and select similar objects from a group.	C10	Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
Show awareness of the size of objects.	C1	Pays attention to people, objects, and sounds
Explore how things fit and move in space.	C11	Explores ways objects and people move and fit in space
C. Social Studies	Exploration, Self-Awareness	
Prefer familiar adults and recognize familiar actions and routines.	C1 SE12	Pays attention to people, objects, and sounds Develops awareness of self as separate from others
D. Science	Problem-Solving, Exploration	
Try different things with objects to see what happens or how things work.	AL4	Experiments with different uses for objects
Observe the physical and natural world around them.	C2	Uses senses to explore people, objects, and the environment
Purposefully combine actions to make things happen.	C4	Makes things happen and watches for results or repeats action
16 to 36 months		
A. Cognitive Skills	Memory, Dramatic Play, Self-Regulation, Self-Awareness, Problem Solving	
Recall information over a longer period of time without contextual cues.	C5 C7	Shows ability to acquire and process new information Recalls and uses information in new situations

Reenact a sequence of events accomplished or observed at an earlier time.	C12 C7	Observes and imitates sounds, gestures, or behavior Recalls and uses information in new situations
Anticipate routines.	SE17	Understands simple routines, rules or limitations
Link past and present activities.	C7	Recalls and uses information in new situations
Engage in pretend play involving several sequenced steps and assigned roles.	C14 SE10	Uses imitation or pretend play to express creativity and imagination Uses imitation or pretend play to learn new roles and relationships
In familiar situations, solve problems without having to try every possibility, while avoiding solutions that clearly will not work.	AL5	Uses a variety of strategies to solve problems
B. Mathematics	Emergent Math, Exploration	
Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.	C9	Shows interest in and awareness of numbers and counting during daily routines and activities
Use number words to indicate the quantity in small sets of objects (e.g., 2, 3), and begin counting aloud.	C9	Shows interest in and awareness of numbers and counting during daily routines and activities
Demonstrate an understanding that adding to increases the number of objects in the group.	C9	Shows interest in and awareness of numbers and counting during daily routines and activities
Place objects in one-to-one correspondence relationships during play.	C9	Shows interest in and awareness of numbers and counting during daily routines and activities
Sort objects into two or more groups by their properties and uses.	C10	Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
Copy and anticipate a repeating pattern.	C3	Becomes increasingly aware of colors, shapes, patterns, or pictures
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.	C3 C10	Becomes increasingly aware of colors, shapes, patterns, or pictures Begins to notice differences in size, quantity and distance (more, all gone, big, little, near, far, long, short, etc.)
Demonstrate how things fit together and/or move in space with increasing accuracy.	C11	Explores ways objects and people move and fit in space

Recognize basic shapes.	C3	Becomes increasingly aware of colors, shapes, patterns, or pictures
C. Social Studies	Exploration, Self-Awareness	
Identify self and others as belonging to one or more groups by observable characteristics.	C1 SE12	Pays attention to people, objects, and sounds Develops awareness of self as separate from others
D. Science	Exploration, Communicating, Memory	
Engage in sustained and complex manipulation of objects.	C2	Uses senses to explore people, objects, and the environment
Engage in focused observations of objects and events in the environment.	C2	Uses senses to explore people, objects, and the environment
Ask questions about objects and events in the environment.	C2 L6	Uses senses to explore people, objects, and the environment Participates in simple two-way conversations
With modeling and support, use simple tools to explore the environment.	C1 C2	Pays attention to people, objects, and sounds Uses senses to explore people, objects, and the environment
Demonstrate understanding that events have a cause.	C4	Makes things happen and watches for results or repeats action
Make predictions.	C5 C7	Shows ability to acquire and process new information Recalls and uses information in new situations
Language and Literacy Development	Language Development	
Birth to 8 months		
A. Listening and Speaking	Listening, Communicating	
Attends and responds to language and sounds.	L1	Listens and responds with interest to verbal and nonverbal communication of others
Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.	L3	Uses sounds, gestures, or actions to express needs and wants

Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.	L3 L4	Uses sounds, gestures, or actions to express needs and wants Imitates sounds, gestures, or words
B. Reading	Emergent Literacy, Communicating	
Show interest in books, pictures, songs and rhymes.	L7	Shows interest in songs, rhymes, and stories
Attend and respond when familiar books are read aloud.	L9	Demonstrates interest and involvement with books and other print materials
Vocalize sounds.	L3	Uses sounds, gestures, or actions to express needs and wants
C. Writing	Fine Motor	
Show ability to transfer and manipulate an object with hands	PH6	Develops small muscle control and coordination
6 to 18 months		
A. Listening and Speaking	Listening, Communicating	
Show understanding of simple requests and statements referring to people and objects around him/her.	L2	Begins to understand gestures, words, questions, or routines
Begin to use single words and conventional gestures to communicate with others.	L2	Begins to understand gestures, words, questions, or routines
Participate in and often initiate basic communications with family members or familiar others.	L3	Uses sounds, gestures, or actions to express needs and wants
B. Reading	Emergent Literacy, Exploration	
Point to familiar pictures in books when labeled by adult.	L8	Shows interest in photos, pictures, and drawings
Demonstrate interest in exploring books.	L9	Demonstrates interest and involvement with books and other print materials

Explore sounds of materials and objects.	C1	Pays attention to people, objects, and sounds
Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).	C1	Pays attention to people, objects, and sounds
C. Writing	Emergent Literacy	
Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribble.	L12	Makes marks with writing tools
16 to 36 months		
A. Listening and Speaking	Listening, Communicating	
Show understanding of requests and statements referring to people, objects, ideas and feelings.	L2	Begins to understand gestures, words, questions, or routines
Demonstrate interest in and use words that are new or unfamiliar in conversation and play.	L3 L4	Uses sounds, gestures, or actions to express needs and wants Imitates sounds, gestures, or words
Understand when words are used in unconventional ways.	L2	Begins to understand gestures, words, questions, or routines
Combine words to express more complex ideas, or requests.	L5	Uses consistent sounds, signs, or words for a variety of purposes
With modeling and support, describe experiences with people, places and things.	L5	Uses consistent sounds, signs, or words for a variety of purposes
Use words that indicate position and direction.	L5	Uses consistent sounds, signs, or words for a variety of purposes
Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.	L6	Participates in simple two-way conversations

B. Reading	Emergent Literacy, Communicating, Listening, Exploration	
Demonstrate an understanding of the meaning of stories and information in books.	L9	Demonstrates interest and involvement with books and other print materials
Use pictures to describe and predict stories and information in books.	L8 L5	Shows interest in photos, pictures, and drawings Uses consistent sounds, signs, or words for a variety of purposes
Understand when words are used in unconventional ways during shared reading.	L2 L9	Begins to understand gestures, words, questions, or routines Demonstrates interest and involvement with books and other print materials
Demonstrate a beginning understanding that print carries meaning.	L10	Begins to recognize and understand that pictures or symbols can be “read” by others and have meaning
Distinguishes pictures from letters and words in a text.	L11	Understands that people use writing to communicate
Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).	C1	Pays attention to people, objects, and sounds
With modeling and support recognize familiar logos and environmental print.	L10	Begins to recognize and understand that pictures or symbols can be “read” by others and have meaning
With modeling and support, recognize own name in print.	L11	Understands that people use writing to communicate
C. Writing	Fine Motor, Emergent Literacy	
Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool.	PH6	Develops small muscle control and coordination
Make marks and “scribble writing” to represent objects and ideas.	L12	Makes marks with writing tools