

Correlation Chart

Ohio Early Learning and Development Standards

Alignment with Preschool Curriculum by FunShine Online® Ages 3-5

Ohio Early Learning and Development Standards	FunShine Online® Learning Goals and Objectives
Social-Emotional Development	Social/Emotional Development
A. Self	Emotional Development, Self-Concept, Family and Community
Recognize and identify own emotions and the emotions of others.	SE14 Recognizes and describes own emotions SE17 Shows empathy and caring to others, respond to others emotions
Communicate a range of emotions in socially accepted ways.	SE15 Manages feelings appropriately
Identify the diversity in human characteristics and how people are similar and different.	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
Compare own characteristics to those of others.	SE1 Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics
Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.	SE15 Manages feelings appropriately
Demonstrate the ability to delay gratification for short periods of time.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately SE15 Manages feelings appropriately
With modeling and support, show awareness of the consequences for his/her actions.	SS6 Follows simple rules and routines SS9 Demonstrates growing awareness of community rules, governance, democracy
Show confidence in own abilities and accomplish routine and familiar tasks independently.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately

B. Relationships	Relationships, Persistence, Conversation, Emotional Development, People and the Environment	
Express affection for familiar adults.	SE8	Interacts comfortably with familiar adults
Seek security and support from familiar adults in anticipation of challenging situations.	AL6 SE13	Is not easily discouraged, seeks help to overcome problems Seeks help or information when needed from adults
Separate from familiar adults in a familiar setting with minimal distress.	SE3	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
Engage in extended, reciprocal conversations with familiar adults.	SE8 L7 L8	Interacts comfortably with familiar adults Initiates asking questions and responds in conversation with others Shares opinions, experiences, and ideas with others with words
Request and accept guidance from familiar adults.	SE13	Seeks help or information when needed from adults
Interact with peers in more complex pretend play including planning, coordination of roles and cooperation.	SE11 SE12	Participates in group song, dance, acting/role-play Plays cooperatively with others; resolves some conflicts, uses constructive language
Demonstrate socially competent behavior with peers.	SE10 SE12	Interacts with one or more children; develops special friendships Plays cooperatively with others; resolves some conflicts, uses constructive language
With modeling and support, negotiate to resolve social conflicts with peers.	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
Express concern for the needs of others and people in distress.	SE17	Shows empathy and caring to others, respond to others emotions
Show regard for the feelings of other living things.	SS4	Shows respect for living things

Approaches Toward Learning	Approaches to Learning
A. Initiative	Curiosity, Reflection, Risk-Taking, Self-Concept
Seek new and varied experiences and challenges (take risks).	AL12 Welcomes new experiences, situations, play events, materials, friends
Demonstrate self-direction while participating in a range of activities and routines.	SE3 Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately
Ask questions to seek explanations about phenomena of interest.	AL5 Demonstrates inquisitiveness about subjects and objects
Develop, initiate and carry out simple plans to obtain a goal.	AL11 Makes a plan before beginning a task and follows through
Use prior knowledge and information to assess, inform, and plan for future actions and learning.	AL9 Observes or contemplates and applies knowledge to a new situation
B. Engagement and Persistence	Persistence
Focus on an activity with deliberate concentration despite distractions.	AL7 Works at a task despite distractions or interruptions
Carry out tasks, activities, projects or experiences from beginning to end.	AL8 Usually completes reasonable tasks or stays engaged
Focus on the task at hand even when frustrated or challenged.	AL6 Is not easily discouraged, seeks help to overcome problems
C. Creativity	Imagination, Conversation, Self-Concept
Use imagination and creativity to interact with objects and materials.	AL1 Shows creativity, flexibility, and inventiveness in play experiences
Use creative and flexible thinking to solve problems.	AL3 Uses new strategies to solve problems

Engage in inventive social play.	AL2	Takes on various roles in make-believe play
Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.	L8	Shares opinions, experiences, and ideas with others with words
Express interest in and show appreciation for the creative work of others.	SE4	Shows interest and respect for work of self and others; exhibits increasing awareness of positive character traits
Physical Well-Being and Motor Development	Physical Development/Health	
A. Motor Development	Gross Motor, Fine Motor, Spatial Reasoning, Listening, Self-Care	
Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).	PD5	Demonstrates balance and control of large muscles: walking forward, backward, heel-to-toe, on tiptoe and on a straight line, walking on a balance board, hopping on one foot, jumping with two feet
Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).	PD6	Coordinates movement when walking up and down stairs, running smoothly, kicking a ball, throwing a ball, bouncing and catching a ball, skipping, clapping
Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
Demonstrate spatial awareness in physical activity or movement	M22	Uses simple directions to move from place to place: obstacle course, directional games, hopscotch
Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.	PD2	Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard
Use classroom and household tools independently with eye-hand coordination to carry out activities.	PD1 PD2 PD3 PD4	Gains strength and control of small muscles: folding and creasing paper, building with small blocks, manipulating play dough and clay Demonstrates eye-hand coordination: strings beads, completes puzzles, sews through holes in lacing cards, ties knots and loops, tears paper, uses eating utensils, uses a keyboard Uses scissors to cut shapes from paper Begins to control use of writing, drawing, art tools, and art/craft mediums

Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.	L4	Listens and responds to rhymes and rhythms
Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.	PD16	Demonstrates visual and auditory ability and general good health and sleep habits to enable learning
B. Physical Well-Being	Observation, Gross Motor, Self-Care, Family and Community	
Identify and describe the function of body parts.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
Participate in structured and unstructured active physical play exhibiting strength and stamina.	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
Demonstrate basic understanding that physical activity helps the body grow and be healthy.	PD7	Develops strength, flexibility, and stamina through vigorous play and by using equipment
Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
Distinguish nutritious from non-nutritious foods.	PD9	Exhibits increasing knowledge of healthy eating, good nutrition: tries new foods, willing to eat well-balanced diet, interested in various tastes, colors, and textures of food
Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).	PD8 PD10 PD11 PD12 PD13	Undresses or dresses self independently, other than help with difficult fasteners Washes hands and face without assistance Brushes teeth independently Uses tissue for nose, napkin for hand/face appropriately, independently Cares for toileting needs independently
Follow basic health practices.	PD15	Follows basic safety and health rules
With modeling and support, identify and follow basic safety rules.	PD15	Follows basic safety and health rules
Identify ways adults help to keep us safe.	SS8	Tells functions of some community helpers, parents' jobs, careers

With modeling and support, identify the consequences of unsafe behavior.	PD15	Follows basic safety and health rules
With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill).	PD15 SS6	Follows basic safety and health rules Follows simple rules and routines
With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules.	PD15 SS6	Follows basic safety and health rules Follows simple rules and routines
Cognition and General Knowledge	Approaches to Learning, Math, Science, Social Studies	
A. Cognitive Skills	Reflection, Emergent Writing, Dramatic Play, Imagination, Conversation	
Communicate about past events and anticipate what comes next during familiar routines and experiences.	AL9	Observes or contemplates and applies knowledge to a new situation
With modeling and support remember and use information for a variety of purposes.	AL9	Observes or contemplates and applies knowledge to a new situation
Recreate complex ideas, events/situations with personal adaptations.	AL9	Observes or contemplates and applies knowledge to a new situation
Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement).	L22	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes
Participate cooperatively in complex pretend play, involving assigned roles and an overall plan.	A9 AL2	Participates in creative dramatic play and make-believe Takes on various roles in make-believe play
Demonstrate ability to solve everyday problems based upon past experience.	AL3 AL9	Uses new strategies to solve problems Observes or contemplates and applies knowledge to a new situation
Solve problems by planning and carrying out a sequence of actions.	AL3 AL11	Uses new strategies to solve problems Makes a plan before beginning a task and follows through
Seek more than one solution to a question, problem or task.	AL3	Uses new strategies to solve problems

Explain reasoning for the solution selected.	AL3 L8	Uses new strategies to solve problems Shares opinions, experiences, and ideas with others with words
B. Mathematics	Numbers, Patterns, Measurement, Geometry, Spatial Relations	
Count to 20 by ones with increasing accuracy.	M1	Grows in rote counting and sequencing of numbers
Identify and name numerals 1-9.	M2	Recognizes both numerals and number names
Identify without counting small quantities of up to 3 items. (Subitize)	M4	Counts and builds sets
Demonstrate one-to-one correspondence when counting objects up to 10.	M3	Understands and uses 1-1 correspondence
Understand that the last number spoken tells the number of objects counted.	M3	Understands and uses 1-1 correspondence
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.	M5	Compares quantities in sets and uses appropriate vocabulary: equal, more less
Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects.	M6	Understands adding and subtracting from a set
Sort and classify objects by one or more attributes (e.g., size, shape).	M9	Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
Recognize, duplicate and extend simple patterns using attributes such as color, shape or size.	M11	Duplicates simple patterns, then extends and creates patterns
Create patterns.	M11	Duplicates simple patterns, then extends and creates patterns
Describe and compare objects using measurable attributes (e.g., length, size, capacity and weight).	M14	Understands, compares, and analyzes quantities of length, height, weight, time, or amount between two or more groups (by pointing to pictures or using words depicting little/big, short/tall, slow/fast, thin/fat, less/more, empty/full, few/many, heavy/light, shallow/deep, narrow/wide)

Order objects by measurable attribute (e.g., biggest to smallest, etc.).	M13	Serializes a group of like objects (small, medium, large or light, medium, dark)
Measure length and volume (capacity) using non-standard or standard measurement tools.	M15	Explores and observes ways to use tools to measure objects (e.g., erasers, paper clips, ruler, scale, thermometer, measuring spoons, etc.)
Collect data by categories to answer simple questions.	M16	Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
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.	M20	Understands directions/positional concepts: top/bottom, go/stop, far/near, up/down, over/under, out/in, above/below, in front/behind, inside/outside, etc.
Understand and use names of shapes when identifying objects.	M17	Demonstrates age-appropriate knowledge of geometric shapes
Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.).	M17	Demonstrates age-appropriate knowledge of geometric shapes
Compare two-dimensional shapes, in different sizes and orientations, using informal language.	M18	Understands that shapes remain the same when flipped or rotated
Create shapes during play by building, drawing, etc.	M17	Demonstrates age-appropriate knowledge of geometric shapes
Combine simple shapes to form larger shapes.	M17	Demonstrates age-appropriate knowledge of geometric shapes
C. Social Studies	History and Events, Self-Concept, People and the Environment, Family and Community, Relationships, Observation	
Demonstrate an understanding of time in the context of daily experiences.	SS1	Shows awareness of concepts of time/sequence of events: past, present, and future and sequence of routines such as bedtime, lunchtime, morning, night, etc.
Develop an awareness of his/her personal history.	SE1 SE2	Recognizes similarities and differences between self and others: gender, cultural identity, self and family characteristics Develops positive self-image: awareness of self as having certain abilities, preferences, characteristics

Develop an awareness and appreciation of family cultural stories and traditions.	SS7	Shows awareness of diverse backgrounds, cultural/global knowledge
Demonstrate a beginning understanding of maps as actual representations of places.	SS3	Describes characteristics of things in the environment and geography of places: home, school, park, community; says name/address
Identify similarities and differences of personal, family and cultural characteristics, and those of others.	SS7	Shows awareness of diverse backgrounds, cultural/global knowledge
Understand that everyone has rights and responsibilities within a group.	SS9	Demonstrates growing awareness of community rules, governance, democracy
Demonstrate cooperative behaviors and fairness in social interactions.	SS9	Demonstrates growing awareness of community rules, governance, democracy
With modeling and support, negotiate to solve social conflicts with peers.	SE12	Plays cooperatively with others; resolves some conflicts, uses constructive language
With modeling and support, demonstrate an awareness of the outcomes of choices.	SE3 SS6	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately Follows simple rules and routines
With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.	SE3 SS6	Demonstrates increasing self-direction, independence, and control; increasingly handles transitions appropriately Follows simple rules and routines
With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired.	SS10	Exhibits awareness of trade to obtain goods and/or services; recognizes that money comes in different forms, such as coins, dollar bills, and credit/debit cards
With modeling and support, demonstrate responsible consumption and conservation of resources.	SS2	Engages in caring for the environment and conservation
D. Science	Observation, Questioning, Investigation, Patterns, Measurement, Conversation, Vocabulary, Art	
Explore objects, materials and events in the environment.	S1	Explores materials and makes observations, predictions based on information gathered from the senses

Make careful observations.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
Pose questions about the physical and natural environment.	S4	Asks why, where, when, how, what, and seeks answers through exploration
Engage in simple investigations.	S6	Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation
Describe, compare, sort, classify, and order.	S8 M9	Makes comparisons among objects and groups Matches or sorts by color, size, shape, texture: classifies by attributes, makes comparisons
Record observations using words, pictures, charts, graphs, etc.	M16	Develops growing abilities to collect, describe, and record information in different ways, such as discussion, maps, charts, or graphs
Use simple tools to extend investigation.	S6	Uses tools such as scale, magnifier, bug catcher, map, or binoculars for investigation
Identify patterns and relationships.	S8 M10	Makes comparisons among objects and groups Recognizes patterns: can tell "what comes next?"
Make predictions.	S3	Makes predictions based on past experiences and observations
Make inferences, generalizations and explanations based on evidence.	S3	Makes predictions based on past experiences and observations
Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization).	L8 L11 A1	Shares opinions, experiences, and ideas with others with words Demonstrates growing understanding of words and meanings, including language of specific learning domains Uses a variety of art materials for exploration, and across learning domains
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).	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
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.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics

With modeling and support, explore the properties of objects and materials (e.g., solids and liquids).	S1	Explores materials and makes observations, predictions based on information gathered from the senses
With modeling and support, explore the position and motion of objects.	S1	Explores materials and makes observations, predictions based on information gathered from the senses
With modeling and support, explore the properties and characteristics of sound and light.	S1	Explores materials and makes observations, predictions based on information gathered from the senses
With modeling and support, identify physical characteristics and simple behaviors of living things.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.).	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle).	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
With modeling and support, recognize similarities and differences between people and other living things.	S2	Demonstrates knowledge about self; makes observations about self and life sciences: living vs. nonliving things, nature, environment, weather by physical characteristics
Language and Literacy Development	Language/Literacy	
A. Listening and Speaking	Listening, Conversation, Emergent Writing, Vocabulary	
Demonstrate understanding of increasingly complex concepts and longer sentences.	L2	Gains meaning by listening to stories, informational texts, directions, conversations
Ask meaning of words.	L7	Initiates asking questions and responds in conversation with others
Follow two-step directions or requests.	L1	Follows 2 and 3 step directions of increasing complexity

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.	L7 L8	Initiates asking questions and responds in conversation with others Shares opinions, experiences, and ideas with others with words
Speak audibly and express thoughts, feelings and ideas clearly. (Articulation)	L6 L8	Speaks clearly (is understood by both familiar and unfamiliar adults) Shares opinions, experiences, and ideas with others with words
Describe familiar people, places, things and experiences.	L8	Shares opinions, experiences, and ideas with others with words
Use drawings or other visuals to add details to verbal descriptions.	L21	Shows interest in written expression: scribbling, drawing a person
With modeling and support, use the conventions of standard English (Grammar): <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. 	L7 L13 L14	Initiates asking questions and responds in conversation with others Connects phrases and sentences to build ideas Speaks in sentences using grammar that is age-appropriate
With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary)	L11 L12	Demonstrates growing understanding of words and meanings, including language of specific learning domains Converses with a rapidly expanding vocabulary
With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary)	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains
Identify real-life connections between words and their use. (Vocabulary)	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains
With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary)	L11	Demonstrates growing understanding of words and meanings, including language of specific learning domains

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).	L9	Uses verbal and nonverbal conversational rules (takes turns, eye contact, loud and soft voice as appropriate, etc.)
With modeling and support, continue a conversation through multiple exchanges.	L7	Initiates asking questions and responds in conversation with others
B. Reading	Emergent Reading, Listening, Emergent Writing	
Ask and answer questions, and comment about characters and major events in familiar stories.	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
Identify characters and major events in a story.	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
Retell or re-enact familiar stories.	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
Demonstrate an understanding of the differences between fantasy and reality.	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
With modeling and support, describe what part of the story the illustration depicts.	L20 L16	Understands structure: beginning, middle, end of a story Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
With modeling and support, name the author and illustrator of a story and what part each person does for a book.	L15 L16	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud

With modeling and support, identify the topic of an informational text that has been read aloud.	L16 L2	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud Gains meaning by listening to stories, informational texts, directions, conversations
With modeling and support, describe, categorize and compare and contrast information in informational text.	L16 L2	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud Gains meaning by listening to stories, informational texts, directions, conversations
With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions).	L15 L16	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
Actively engage in group reading with purpose and understanding.	L16	Understands text read aloud: recalling part or most of a text or representing it with play or media, asking and answering questions about text read aloud, making predictions based on text read aloud
With modeling and support use phrasing, intonation and expression in shared reading of familiar books, poems, chants, songs, nursery rhymes or other repetitive or predictable texts.	L15	Shows interest/motivation in reading: following along as a book is read, attempting to read by looking at illustrations or from memory, handling books appropriately actively chooses books
Demonstrate an understanding of basic conventions of print in English and other languages.	L22 L23	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes Shows awareness that a word is made up of letters
Orient books correctly for reading and turn pages one at a time.	L19	Understands left to right, top to bottom process of reading
Demonstrate an understanding that print carries meaning.	L22	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes

With modeling and support, recognize and produce rhyming words.	L4	Listens and responds to rhymes and rhythms
With modeling and support recognize words in spoken sentences.	L2	Gains meaning by listening to stories, informational texts, directions, conversations
With modeling and support identify, blend and segment syllables in spoken words.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
With modeling and support, orally blend and segment familiar compound words.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
With modeling and support, blend and segment onset and rime in single-syllable spoken words.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
With modeling and support identify initial and final sounds in spoken words.	L17	Exhibits age-appropriate phonological awareness: combines syllables to make a word, combines words to make compound words, recognizes words that rhyme, associates sounds with letters and words, recognizes alliteration and words that rhyme
With modeling and support recognize and “read” familiar words or environmental print.	L22 L18	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
With modeling and support, recognize and name some upper and lower case letters in addition to those in first name.	L18	Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters

With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified.	L22 L18	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes Demonstrates alphabetic knowledge: can recite the alphabet, names or recognizes some letters and sounds – especially own name, recognizes and names most letters
With modeling and support, recognize the sounds associated with letters.	L24 L25	Begins to copy or write own name Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
C. Writing	Fine Motor, Emergent Writing, Conversation, Family and Community	
Use a three-finger grasp of dominant hand to hold a writing tool.	PD4	Begins to control use of writing, drawing, art tools, and art/craft mediums
Demonstrate an understanding of the structure and function of print.	L22 L25	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters.	L24 L25	Begins to copy or write own name Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
With modeling and support, demonstrate letter formation in “writing.”	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
With modeling and support show awareness that one letter or cluster of letters represents one word.	L23	Shows awareness that a word is made up of letters
“Read” what he/she has written.	L22 L25	Shows awareness of the uses and functions of environmental print, symbols, and other forms of print to convey meaning and recognizes that different text forms are used for different purposes Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
With modeling and support, notice and sporadically use punctuation in writing.	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols

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).	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
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)	L25	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols
With modeling and support, discuss and respond to questions from others about writing/drawing.	L8	Shares opinions, experiences, and ideas with others with words
With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question.	L25 L8	Demonstrates age-appropriate writing: tracing, copying letters and numbers, copying shapes and symbols Shares opinions, experiences, and ideas with others with words
With modeling and support, explore a variety of digital tools to express ideas.	SS11	Exhibits some knowledge of technology and media