



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Approaches Toward Learning

STRAND: INITIATIVE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Initiative & Curiosity</p> <p>Seeks new and varied experiences (tasks risks) *1, 8</p> <p>Demonstrates self-direction *1, 8</p> <p>Asks questions to seek explanations *2, 10</p>	<p>Topic: Initiative & Curiosity</p> <p>The child will show interest in/explore their environment.</p> <p>The child will try new activities, experiences and experiment in the environment.</p> <p>The child will ask questions to gain information (16+)</p>	<p>Topic: Initiative and Curiosity</p> <p>Infants (Birth - 8 months)</p> <p>Show interest in people and objects.</p> <p>Young Toddlers (6-18 months)</p> <p>Explore the environment through a variety of sensory-motor activity.</p> <p>Practice new skills with enthusiasm.</p> <p>Demonstrate a willingness to try new activities and experiences.</p> <p>Older Toddlers (16 - 36 months)</p> <p>Experiment in the environment with purpose.</p> <p>Ask questions to gain information.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Seek new and varied experiences and challenges (take risks).</p> <p>Demonstrate self-direction while participating in a range of activities and routines.</p> <p>Ask questions to seek explanations about phenomena of interest.</p>



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ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>TOPIC: PLANNING, ACTION & REFLECTION</p> <p>Develops simple plans to obtain a goal *10</p> <p>Initiates and carries out simple plans (goal) *10</p> <p>Uses prior knowledge and information to: assess, inform, and plan for future actions *10</p>	<p>TOPIC: PLANNING, ACTION & REFLECTION</p> <p>The child will act on the environment to meet needs, interests, or goals. (may include making choices and use of trial & error)</p> <p>The child will use prior experiences to respond to or inform new experiences.</p>	<p>TOPIC: PLANNING, ACTION & REFLECTION</p> <p>Infants (Birth - 8 months)</p> <p>Act on the environment to meet needs or interests.</p> <p>Respond to people and objects in their immediate environment based on past experience.</p> <p>Young Toddlers (6-18 months)</p> <p>Use a variety of ways to meet simple goals.</p> <p>Approach tasks with repeated trial and error.</p> <p>Older Toddlers (16 - 36 months)</p> <p>Make choices to achieve a desired goal.</p> <p>Use previous learning to inform new experiences with people and objects in their environment.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Develop, initiate and carry out simple plans to obtain a goal.</p> <p>Use prior knowledge and information to assess, inform, and plan for future actions and learning.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Approaches Toward Learning

STRAND: ENGAGEMENT & PERSISTENCE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Attention</p> <p>Maintains focus despite distractions *2, 8</p> <p>Topic: Persistence</p> <p>Carries out tasks (classroom Jobs and routines) from beginning to end</p> <p>Carries out activities (self & teacher directed) from beginning to end</p> <p>Carries out projects (can maintain interest over time) from beginning to end *10</p> <p>Focuses on the task at hand even when challenged</p>	<p>Topic: Attention</p> <p>The child will demonstrate awareness of happenings in surroundings.</p> <p>The child will focus on an activity with developmentally appropriate ability to avoid distractions.</p> <p>Topic: Persistence:</p> <p>The child will repeat actions to achieve a goal.</p> <p>The child will engage in self initiated activities for extended period of time (16+ months)</p>	<p>Topic: Attention</p> <p>Infants (Birth - 8 months)</p> <p>Demonstrate awareness of happenings in surroundings.</p> <p>Young Toddlers (6-18 months)</p> <p>Focus on an activity but is easily distracted.</p> <p>Older Toddlers (16 - 36 months)</p> <p>Focus on an activity for short periods of time despite distractions.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Focus on an activity with deliberate concentration despite distractions</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Approaches Toward Learning

STRAND: CREATIVITY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Innovation & Invention</p> <p>Uses imagination and creativity in interactions with materials and objects</p> <p>Uses creative and flexible thinking to solve problems</p> <p>Engages in inventive social play *1, 9</p> <p>Topic: Expression of Ideas and Feelings thru the Arts</p> <p>Expresses self, experiences, knowledge through the arts</p> <p>Expresses interest and appreciation of the work of others *7, 8 & 9</p>	<p>Topic: Innovation & Invention</p> <p>The child will make discoveries & use materials in new ways.</p> <p>Topic: Expression through the Arts</p> <p>The child will engage with a variety of materials & media to express ideas & feelings.</p>	<p>Topic Innovation & Invention</p> <p>Infants (Birth - 8 months): Make discoveries about self, others, and the environment.</p> <p>Young Toddlers (6-18 months): Use objects in new ways.</p> <p>Older Toddlers (16 - 36 months): Use materials in new and unconventional ways.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Use imagination and creativity to interact with objects and materials.</p> <p>Use creative and flexible thinking to solve problems.</p> <p>Engage in inventive social play.</p> <p>Topic: Expression of Ideas and Feelings through the Arts</p> <p>Infants (Birth - 8 months): Demonstrate preferences, pleasure or displeasure when interacting with various media.</p> <p>Young Toddlers (6-18 months): Seek out experiences with a variety of materials and art materials based on preferences and past experiences.</p> <p>Older Toddlers (16 - 36 months): Use self-selected materials and media to express ideas and feelings.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Express individuality, life experiences, and what he/she knows and is able to do through a variety of media.</p> <p>Express interest in and show appreciation for the creative work of others.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

STRAND: COGNITIVE SKILLS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Memory</p> <p>Communicate about past event & anticipate what comes next in familiar routines and experiences</p> <p>Remember and use information for a variety of purposes</p> <p>Recreate complex ideas, events and situations.</p>	<p>Topic: Memory</p> <p>The child will remember people, objects and events over a period of time with/ without contextual clues.</p> <p>The child will anticipate next steps in familiar routines, games, activities, songs, & stories.</p> <p>The child link past and present activities. (16+)</p>	<p>Topic: Memory</p> <p>Standard Statement:</p> <p>Infants (Birth-8 Months)-Exhibit differentiated responses to familiar and unfamiliar people, events, objects and their features.</p> <p>Mirror simple actions and facial expressions of others previously experienced.</p> <p>Anticipates next steps in simple familiar routines and games.</p> <p>Young Toddlers (6-18 Months)-Recall information over a period of time with contextual cues.</p> <p>Mirror & repeat something seen at an earlier time.</p> <p>Anticipate the beginning and ending of activities, song, stories.</p> <p>Older Toddlers: (16-36 Months)-Recall information over a period of time without contextual cues.</p> <p>Reenact a sequence of events accomplished or observed at an earlier time.</p> <p>Anticipate routines.</p> <p>Link past and present activities.</p> <p>Prekindergarten (3-5 years)-Communicate about past events and anticipate what comes next during familiar routines and experiences</p> <p>With modeling and support remember and use information for a variety of purposes.</p> <p>Recreate complex ideas, events/situations with personal adaptations.</p>





Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

STRAND: COGNITIVE SKILLS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Symbolic Thought</p> <p>Demonstrate understanding the symbols carry meaning</p> <p>Use symbols to represent thinking</p> <p>Participate in complex pretend play involving assigned roles and overall plan .</p>	<p>Topic: Symbolic Thought</p> <p>The child will use simple actions or objects to represent another in play.</p> <p>The child will engage in pretend play with sequenced steps and assigned roles. (16+)</p>	<p>Topic: Symbolic Thought</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Exhibit differentiated responses to familiar & unfamiliar people, events, objects and their features.</p> <p>Mirror simple actions and facial expressions of others previously experienced.</p> <p>Anticipates next steps in simple familiar routines & games.</p> <p>Young Toddlers (6-18 months)</p> <p>Recall information over a period of time with contextual cues.</p> <p>Mirror and repeat something seen at a earlier time.</p> <p>Anticipate the beginning and ending of activities, songs, and stories.</p> <p>Older Toddlers (16-36 months)</p> <p>Recall information over a longer period of time without contextual cues.</p> <p>Reenact a sequence of events accomplished or observed at an earlier time.</p> <p>Anticipate routines</p> <p>Link past and present activities.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Demonstrate understanding that symbols carry meaning and use symbols to represent thinking</p> <p>Participates cooperatively in complex pretend play, involving assigned roles and an overall plan.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

STRAND: COGNITIVE SKILLS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Reasoning & Problem Solving</p> <p>Use past experiences in problem solving</p> <p>Problem solve using planning and sequence of actions</p> <p>Seek more than one solution to a question, task or problem.</p>	<p>Topic: Reasoning & Problem Solving</p> <p>The child will actively use body to explore their environment</p> <p>The child will, with adult support, use simple strategies to solve problems. (example: trial and error)</p> <p>The child will, in familiar situations, solve problems without having to try every solution and avoiding solutions that will clearly not work. (exhibit basic reasoning skills)</p>	<p>Topic: Reasoning & Problem Solving</p> <p>Standard Statement:</p> <p>Demonstrates ability to solve everyday problems based on past experiences</p> <p>Solve problems by planning and carrying out a sequence of actions; may seek more than one solution, and explain their reasoning.</p> <p>Explain reasoning for the solution selected.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: NUMBER SENSE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Number Sense & Counting</p> <p>Counts to 20 by ones with increasing accuracy</p> <p>Identifies and names numerals 1-9</p> <p>Subtilizes (identify without counting) up to 3</p> <p>Demonstrates one-to-one correspondence to 10</p> <p>Understands cardinality</p> <p>Identifies greater than/less than up to 10</p> <p>Demonstrates understanding that symbols carry meaning</p>	<p>Topic: Number Sense & Counting</p> <p>The child will notice changes in quantity of objects.</p> <p>The child will demonstrate understanding that adding to increases number of objects. (16+)</p> <p>The child will use one-to-one correspondence with objects in play. (16+)</p> <p>(Number words and words that identify how much assessed under Language Development)</p>	<p>Topic: Number Sense & Counting</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Explore objects and attend to events in the environment</p> <p>Young Toddlers (6-18 months)</p> <p>Pay attention to quantities when interacting with objects</p> <p>Older Toddlers (16-36 months)</p> <p>Show understanding that numbers represent quantity and demonstrate understanding of words that identify how much.</p> <p>Use number words to indicate the quantity in small sets of objects and begin counting aloud.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Count to 20 by ones with increasing accuracy.</p> <p>Identify and name numerals 1-9.</p> <p>Identify without counting small quantities of up to 3 items. (Subsidize)</p> <p>Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>Understand that the last number spoken tells the number of objects counted.</p> <p>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.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: NUMBER RELATIONSHIPS WITH OPERATIONS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Number Relationships</p> <p>Counts to solve simple additions problems</p> <p>Counts to solve simple subtraction problems</p>	<p>Topic: Number Relationships</p> <p>The child will notice changes in quantity of objects.</p> <p>The child will demonstrate understanding that adding to increases number of objects. (16+)</p>	<p>Topic: Number Relationships</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Explore objects and attend to events in the environment</p> <p>Young Toddlers (6-18 months)</p> <p>Notice changes in quantity of objects.</p> <p>Older Toddlers (16-36 months)</p> <p>Demonstrate an understanding that adding to increases the number of objects in the group.</p> <p>Place objects in one-to-one correspondence relationships during play.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Count to 20 by ones with increasing accuracy.</p> <p>Identify and name numerals 1-9.</p> <p>Identify without counting small quantities of up to 3 items. (Subsidize)</p> <p>Demonstrate one-to-one correspondence when counting objects up to 10.</p> <p>Understand that the last number spoken tells the number of objects counted.</p> <p>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.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: ALEGBRA

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Group & Categorize</p> <p>Sorts and classifies objects by 1 attribute</p> <p>Sorts and classifies objects by more than 1 attribute</p> <p>Topic: Patterning</p> <p>Recognizes simple patterns (ABA, ABBA)</p> <p>Duplicates simple patterns (ABA, ABBA)</p> <p>Extends simple patterns</p> <p>Creates patterns</p>	<p>Topic: Group & Categorize</p> <p>The child will notice differences between two objects.</p> <p>The child will match similar objects.</p> <p>The child will sort objects into groups.</p> <p>Topic: Patterning</p> <p>The child will imitate repeated movements.</p> <p>The child will participate in adult-initiated movement patterns.</p> <p>The child will copy and anticipate a repeating pattern. (16+)</p>	<p>Topic: Group & Categorize</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)- Notice differences between familiar and unfamiliar people, objects & places</p> <p>Young Toddlers (6-18 months)-Match two objects that are the same and select similar objects from a group</p> <p>Older Toddlers (16-36 months)-Sort objects into two or more groups by their properties and uses</p> <p>Pre-Kindergarten (3-5 years)-Sort and classify objects by one or more attributes (size, shape)</p> <p>Topic: Patterning</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)-Imitate repeated movements</p> <p>Young Toddlers (6-18 months)-Participate in adult-initiated movement patterns</p> <p>Older Toddlers (16-36 months) -Copy and anticipate repeated pattern</p> <p>Pre-Kindergarten (3-5 years)-Recognize, duplicate and extend simple patterns using attributes such as color, shape or size</p> <p>Create patterns.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: MEASUREMENT & DATA

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Describe & Compare Measure Attributes</p> <p>Describes and compares using measure attributes</p> <p>Orders objects by measureable attributes</p>	<p>Topic: Describe & Compare Measure Attributes</p> <p>The child will begin to compare objects by their attributes. (e.g. size, weight)</p> <p>The child will begin to use words to describe attributes (e.g. bigger, smaller, and longer)</p>	<p>Topic: Describe & Compare Measure Attributes</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)-Explore properties of objects</p> <p>Young Toddlers (6-18 months)-Show awareness of the size of objects</p> <p>Older Toddlers (16-36 months)-Demonstrate awareness that objects can be compared by attributes (size, weight, capacity) and begin to use words such as bigger, smaller, and longer</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight).</p> <p>Order objects by measureable attribute (e.g., biggest to smallest, etc.).</p> <p>Measure length and volume (capacity) using non-standard or standard measurement tools</p>
<p>Topic: Data Analysis</p> <p>Collect data by categories to answer questions</p>	<p>Topic: Data Analysis</p> <p>NA</p>	<p>Topic: Data Analysis</p> <p>Pre-Kindergarten (3-5 years)-Collect data by categories to answer simple questions.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: GEOMETRY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Spatial Relationships</p> <p>Demonstrates understanding of relative position in/on/under, above/below, up/down.....)</p>	<p>Topic: Spatial Relationships</p> <p>The child will explore the properties of objects</p> <p>The child will explore how things fit and move in space</p>	<p>Topic: Spatial Relationships</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Explore the properties of objects</p> <p>Young Toddlers (6-18 months)</p> <p>Explore how things move in space</p> <p>Older Toddlers (16-36 months)</p> <p>Demonstrate how things fit together and/or move in space with increasing accuracy.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Demonstrates 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.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Mathematics | STRAND: GEOMETRY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Identify & Describe Shapes</p> <p>Understand and uses shape names</p> <p>Names 3-dimensional objects using informal language</p>	<p>Topic: Identify & Describe Shapes</p> <p>The child will recognize basic shapes.</p>	<p>Topic: Identify & Describe Shapes</p> <p>Standard Statement:</p> <p>Older Toddlers: (16-36 Months)</p> <p>Recognize basic shapes.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Understand and use names of shapes and identifying objects</p> <p>Name three-dimensional objects using informal, descriptive vocabulary (cube for box, ice cream cone for cone, ball for sphere, etc)</p>
<p>Topic: Analyze, Compare and Create Shapes</p> <p>Compares 2-dimensional shapes by size and orientation using informal language</p> <p>Creates shapes in play</p> <p>Combines shapes to form larger shapes</p>	<p>Topic: Analyze, Compare and Create Shapes</p> <p>NA</p>	<p>Topic: Analyze, Compare and Create Shapes</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Compare two-dimensional shapes, in different sizes and orientation, using informal language.</p> <p>Create shapes during play by building, drawing, etc.</p> <p>Combine simple shapes to form larger shapes.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: HISTORY

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Historical Thinking and Skills</p> <p>Demonstrates understanding of time in daily context</p> <p>Develops awareness of personal identity</p> <p>Topic: Heritage</p> <p>Demonstrates awareness and appreciation of family</p> <p>Demonstrates understanding that symbols carry meaning</p>	<p>Topic: Historical Thinking and Skills</p> <p>NA</p> <p>Topic: Heritage</p> <p>NA</p>	<p>Topic: Historical Thinking and Skills</p> <p>Demonstrate an understanding of time in the context of daily experiences</p> <p>Develop an awareness of his/her personal history</p> <p>Topic: Heritage</p> <p>Develop an awareness and appreciation of family cultural stories and traditions</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: GOVERNMENT

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Civic Participation and Skills</p> <p>Understands that all have rights, responsibilities in group</p> <p>Also see Social and Emotional Development</p> <p>Topic: Rules & Laws</p> <p>Demonstrates understanding that rules help promote safety and fairness</p>	<p>Topic: Civic Participation and Skills</p> <p>NA</p> <p>Topic: Rules & Laws</p> <p>NA</p>	<p>Topic: Civic Participation and Skills</p> <p>Understand that everyone has rights and responsibilities within a group.</p> <p>Demonstrate cooperative behaviors and fairness in social interactions</p> <p>With modeling and support, negotiate to solve social conflicts with peers.</p> <p>With modeling and support, demonstrate an awareness of the outcomes of choices.</p> <p>Topic: Rules & Laws</p> <p>With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: SELF

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Social Identify</p> <p>See Social /Emotional</p>	<p>Topic: Social Identify</p> <p>The child will show awareness of self and others.</p> <p>The child will prefer familiar adults and recognize familiar actions and routines.</p> <p>The child will identify self as belonging to one or more groups. (16+)</p>	<p>Topic: Social Identify</p> <p>Standard Statement:</p> <p>Infants (birth-8 months)</p> <p>Show awareness of self and awareness of other people</p> <p>Young Toddlers (6-18 months)</p> <p>Prefer familiar adults and recognize familiar actions and routines</p> <p>Older Toddlers (16-36 months)</p> <p>Identify self and others as belonging to one or more groups by observable characteristics</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Social Studies | STRAND: ECONOMICS

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Scarcity</p> <p>Understands limited resources and the need to make choices to meet wants and needs</p> <p>Topic: Productions and Consumption</p> <p>Demonstrates responsible consumption of resources</p>	<p>Topic: Scarcity</p> <p>NA</p> <p>Topic: Productions and Consumption</p> <p>NA</p>	<p>Topic: Scarcity</p> <p>With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited.</p> <p>Topic: Productions and Consumption</p> <p>With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired</p> <p>With modeling and support, demonstrate responsible consumption and conservation of resources</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: SCIENCE INQUIRY & APPLICATION

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Inquiry</p> <p>Explores objects, materials and events</p> <p>Makes careful observations</p> <p>Asks questions re physical/natural environment</p> <p>Engages in simple investigations</p> <p>Describes, compares, sorts, classifies & orders</p> <p>Records observations words/pictures</p> <p>Record observations charts/graphs</p> <p>Use simple tools to extend investigations</p> <p>Identify patterns & relationships</p> <p>Made predictions</p> <p>Make inferences, generalizations and explanations based on evidence</p> <p>Share findings (correct/incorrect)</p>	<p>Topic: Inquiry</p> <p>NA</p>	<p>Topic: Inquiry</p> <p>Infants (birth-8 months)-Examine objects with lips and tongue. Observe, hold, touch and manipulate objects.</p> <p>Young Toddlers (6-18 months)-Try different things with objects to see what happens or how things work. Observe the physical and natural world around them.</p> <p>Older Toddlers (16-36 months) -Engage in sustained and complex manipulation of objects. Engage in focused observations of objects and events in the environment. Ask questions about objects and events in the environment. With modeling and support, use simple tools to explore the environment.</p> <p>Pre-Kindergarten (3-5 years)-Explore objects, materials and events in the environment Make careful observations Pose questions about the physical and natural environment. Engage in simple investigations Describe, compare, sort, classify and order Record observations using words, pictures, charts, graphs, etc Use simple tools to extend investigation Identify patterns and relationships Make predictions Make inferences, generalizations and explanations based on evidence. Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: SCIENCE INQUIRY & APPLICATION

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Cause & Effect</p> <p>NA</p>	<p>Topic: Cause & Effect</p> <p>The child will use simple actions to make things happen.</p> <p>The child will purposefully combine actions to make things happen. (16+)</p> <p>The child will demonstrate understanding that events have a cause. (16+)</p> <p>The child will make predictions. (16+)</p>	<p>Topic: Cause & Effect</p> <p>Infants (birth-8 months)</p> <p>Use simple actions to make things happen.</p> <p>Young Toddlers (6-18 months)</p> <p>Purposefully combine actions to make things happen</p> <p>Older Toddlers (16-36 months)</p> <p>Demonstrate understanding that events have a cause</p> <p>Make predictions</p>





Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: EARHT & SPACE SCIENCE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Explorations of the Natural World</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> recognize familiar elements of the natural environments recognize natural elements change over time recognize difference between helpful and harmful actions towards nature 	<p>Topic: Explorations of the Natural World</p> <p>NA</p>	<p>Topic: Explorations of the Natural World</p> <p>Standard Statement:</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support recognize familiar elements of the natural environment and understand that these may change over time</p> <p>With modeling and support, develop understanding of the relationship between humans and nature; recognize the difference between helpful and harmful actions towards the natural environment</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: PHYSICAL SCIENCE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Explorations of Energy</p> <p>Recognize properties of objects/materials</p> <p>Manipulate position and motion of objects</p> <p>Recognize properties of light</p> <p>Recognize properties of sound</p>	<p>Topic: Explorations of Energy</p> <p>NA</p>	<p>Topic: Explorations of Energy</p> <p>Standard Statement:</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> • explore the properties of objects and materials (solid/liquids) • explore the position and motion of objects. • explore the properties and char. of sound and light.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Cognitive Development & General Knowledge

SUB DOMAIN: Science | STRAND: LIFE SCIENCE

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Explorations of Living Things</p> <p>Identify physical characteristics living things</p> <p>Identify simple behaviors of living things</p> <p>Identify relationships between living things and their environments (habitat, food, etc)</p> <p>Know body parts and processes (eating/sleeping)</p> <p>Recognize that living things change over time</p> <p>Recognize similarities and differences between people and other living things</p>	<p>Topic: Explorations of Living Things</p> <p>NA</p>	<p>Topic: Explorations of Living Things</p> <p>Standard Statement:</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> • identify physical char. and simple behaviors of living things • identify and explore the relationship between living things and their environments • demonstrate knowledge of body parts and bodily processes • demonstrate an understanding that living things change over time • recognize similarities and differences between people and other living things



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: LISTENING & SPEAKING

ACCESS LEARNING OUTCOMES preschool <small>Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development</small>	ACCESS LEARNING OUTCOMES infant/toddler <small>Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio</small>	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Receptive Language & Comprehension</p> <p>Asks meaning of words</p> <p>Follows 2 step directions</p> <p>Understands complex concepts</p> <p>Understands sentences (increasing lengths)</p>	<p>Topic: Receptive Language & Comprehension</p> <p>The child will attend and respond to language and sounds.</p> <p>The child will show understanding of the message simple requests and statements of increasing complexity.</p> <p>The child will show interest in and use new words in conversation and play (16+ months)</p> <p>The child will understand when words are used in unconventional ways.</p>	<p>Topic: Receptive Language and Comprehension</p> <p>Standard Statement:</p> <p>Infants (Birth – 8 Months)</p> <p>Attends and responds to language and sounds</p> <p>Young Toddlers (6-18 months)</p> <p>Show understanding of simple requests and statements referring to people and objects around him/her.</p> <p>Older Toddler (16-36 Months)</p> <p>Show understanding of requests and statements referring to people, objects, ideas and feelings.</p> <p>Demonstrate interest in an sue words that are new or unfamiliar in conversation and play</p> <p>Understand when words are used in unconventional ways.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Demonstrate understanding of increasingly complex concepts and longer sentences.</p> <p>Ask meaning of words.</p> <p>Follow two-step directions or requests</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: LISTENING & SPEAKING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Expressive Language Uses language to:</p> <ul style="list-style-type: none"> • express ideas • share observations • problem solve • Predict • seek information • express ideas & feelings • describe familiar people/places/things <p>Uses drawing/visuals to support language Grammar:</p> <ul style="list-style-type: none"> • Uses nouns to describe • Forms regular plurals • Understands & uses interrogatives (who, what, where) • Understands & uses prepositions • Produces & expands complete sentences <p>Vocabulary:</p> <ul style="list-style-type: none"> • Understands new words acquired through print • Understands new words from variety of settings • Connects words and use • Explores relations between word meaning 	<p>Topic: Expressive Language The child will convey a message, express needs and wants, and/or transfer information using sound inflection and gestures, single word or word combinations. The child will describe experiences with people, places, and things. (16+ months)</p>	<p>Topic: Expressive Language Standard Statement:</p> <p>Infants (Birth – 8 Months) Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings.</p> <p>Young Toddlers (6-18 months) Begin to use single words and conventional gestures to communicate with others.</p> <p>Older Toddler (16-36 Months) Combine words to express more complex ideas, or requests With modeling and support, describe experiences with people, places and things. Use words that indicate position and direction.</p> <p>Pre-Kindergarten (3-5 years) With modeling and support, begin to use the conventions of Standard English (Grammar)</p> <ul style="list-style-type: none"> • Use familiar nouns and verbs to describe persons, animals, places, events, actions, etc. • Form regular plural nouns orally by adding /s/ or /es/. • Understand and use question words (interrogatives) (e.g. who, what, where, when, why and how) • Use frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with) • Produce and expand complete sentences in shared language activities • With modeling and support, determines the meaning of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects • explore relationships between word meanings (e.g. categories of objects, opposites, verbs, describing similar actions-walk, march, prance, etc. (Vocabulary) • Identify real-life connections between words and their use.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: LISTENING & SPEAKING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Social Communication Attends to speaker Engages in turn taking Stays on topic in conversation Sustains conversation	Topic: Social Communication The child will attempt to respond to basic forms of communication with appropriate facial expressions, vocalizations and/or gestures. The child will participate in social communication that follows the expected practices of the child's family members and social groups.	Topic: Social Communication Standard Statement: Infants (Birth – 8 Months) Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture. Young Toddlers (6-18 months) Participate in and often initiate basic communications with family members or familiar others. Older Toddler (16-36 Months) Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups. Pre-Kindergarten (3-5 years) With modeling and support follow typical patterns with communicating with others (e.g., listens to others, takes turns talking and speaks about the topic or text being discussed.) With modeling and support, continue a conversation through multiple exchanges.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: READING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Early Reading NA	Topic: Early Reading The child will show interest and/or actively participate in book reading, story-telling, and singing.	Topic: Early Reading NA



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: READING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Reading Comprehension Asks questions about story or text Answers questions about story or text Retells or re-enacts stories Identifies characters/major events Connects illustrations to story events Names author/illustrator and role Identifies topic of informational text Describes/compares/contrasts information in text Compares two similar texts Engages in group reading	Topic: Reading Comprehension The child will attend and respond when familiar books are read aloud. The child will identify (point to) familiar pictures in books when identified by adults. The child will use pictures to describe and predict stories and information in books. (16+)	Topic: Reading Comprehension Standard Statement: Infants (Birth – 8 Months) -Attends and responds when familiar books are read aloud Young Toddlers (6-18 months) -Points to familiar pictures in books when labeled by adult Older Toddler (16-36 Months) Demonstrate an understanding of the meaning of stories and information in books. Use pictures to describe and predict stories and information in books. Understand when words are used in unconventional ways during shared reading. Pre-Kindergarten (3-5 years) Ask and answer questions, and comment about characters and major events in familiar stories. Retell or re-enact familiar stories. Identify characters and major events in a story. Demonstrate an understanding of the differences between fantasy and reality. With modeling and support: <ul style="list-style-type: none"> • describe what part of the story the illustration depicts. • name the author and illustrator of a story and what each person does for a book. • identify the topic of an informational text that has been read aloud. • describe, categorize and compare and contrast information in informational text. • discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions) • Actively engage in group reading activities with purpose and understanding.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: READING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Fluency Uses expression, phrasing & intonation	Topic: Fluency NA	Topic: Fluency Standard Statement: Infants (Birth – 8 Months) Young Toddlers (6-18 months) Older Toddler (16-36 Months) Pre-Kindergarten (3-5 years) 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.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: READING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Print Concepts Understands conventions of print (text left/right) Orients books correctly/turns pages 1 time Understands that print carries meaning	Topic: Print Concepts The child will demonstrate interest in exploring books. The child distinguishes pictures from letters and words and has an early understanding that print carries meaning. (16+)	Topic: Print Concepts Standard Statement: Infants (Birth – 8 Months) Young Toddlers (6-18 months)-Demonstrates interest in exploring books Older Toddler (16-36 Months)- Demonstrate a beginning understanding that print carries meaning. Distinguishes pictures from letters and words in a text. Pre-Kindergarten (3-5 years) Demonstrate an understanding of basic conventions of print in English and other languages Orient books correctly for reading and turn of pages one at a time. Demonstrate and understandings that print carries meaning.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: READING

ACCESS LEARNING OUTCOMES preschool <small>Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development</small>	ACCESS LEARNING OUTCOMES infant/toddler <small>Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio</small>	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Phonological Awareness</p> <p>Recognizes/produces rhyming words</p> <p>Recognize words in sentences</p> <p>Identifies, blends, segments syllables</p> <p>Blends and segments compound words</p> <p>Blends and segments onset & rhymes single syllable words</p> <p>Identifies initial and final sounds</p>	<p>Topic: Phonological Awareness</p> <p>The child will vocalize sounds.</p> <p>The child will explore sounds of materials and recognize familiar sounds.</p> <p>The child will distinguish between sounds that are the same and different. (16+)</p>	<p>Topic: Phonological Awareness</p> <p>Standard Statement:</p> <p>Infants (Birth – 8 Months)</p> <p>Young Toddlers (6-18 months)</p> <p>Explore sounds of materials and objects. Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).</p> <p>Older Toddler (16-36 Months)</p> <p>Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.).</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support, recognize and produce rhyming words</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> • recognize words in spoken sentences. • identify, blend and segment syllables in spoken words. • orally blend and segment familiar compound words • blend and segment onset and rime in single-syllable spoken words • identify initial and final sounds in spoken words.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: READING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Letter and Word Recognition Recognizes & "reads" familiar environmental print Names some upper & lower case letters Recognizes letters are symbols that can be named Connects sounds to letters	Topic: Letter and Word Recognition The child with support, will recognize own name in print (16 +) The child will with support, recognize familiar logos and environmental print. (16+)	Topic: Letter and Word Recognition Standard Statement: Infants (Birth – 8 Months) Young Toddlers (6-18 months) Older Toddler (16-36 Months) With modeling and support recognize familiar logos and environmental print. With modeling and support, recognize own name in print. Pre-Kindergarten (3-5 years) With modeling and support: <ul style="list-style-type: none"> • recognize and "read" familiar words or environmental print. • recognize and name some upper and lower case letters in addition to those in first name. • demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified • recognize the sounds associated with letters.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: WRITING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Writing Process</p> <p>Uses 3 finger grip</p> <p>Understands structure/function of print</p> <p>Prints letter own name (mock or real)</p> <p>Demonstrates letter formation in "writing"</p> <p>Understands letter grouping/ word relationship</p>	<p>Topic: Writing Process</p> <p>The child will demonstrate increasing ability to use hands and fingers to grasp tool and make marks and scribble.</p> <p>(fist grasp/ 5 finger grasp)</p>	<p>Topic: Writing Process</p> <p>Standard Statement:</p> <p>Infants (Birth – 8 Months)</p> <p>Young Toddlers (6-18 months)</p> <p>Older Toddler (16-36 Months)</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Use a 3-fingered grasp of dominate hand to hold a writing tool</p> <p>Demonstrate and understanding of the structure and function of print</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> • print letters of own name and other meaningful words with mock letters and some actual letters. • demonstrate letter formation in "writing"



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Language & Literacy Development

STRAND: WRITING

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Writing Applications and Composition</p> <p>“Reads” own writing</p> <p>Notices/uses punctuation in writing</p> <p>Uses “writing” for a variety of purposes</p> <p>Uses “writing” to express ideas, stories, inform</p> <p>Discusses and responds to questions about own “writing”</p> <p>Participates in shared research</p> <p>Uses variety of digital tools to express ideas</p>	<p>Topic: Writing Applications and Composition</p> <p>The child will make marks and “scribble writing” to represent objects and ideas.</p>	<p>Topic: Writing Applications and Composition</p> <p>Standard Statement:</p> <p>Infants (Birth – 8 Months)</p> <p>Young Toddlers (6-18 months)</p> <p>Older Toddler (16-36 Months)</p> <p>Makes marks and “scribble writing” to represent objects and ideas</p> <p>Pre-Kindergarten (3-5 years)</p> <p>“Reads” what he/she has written.</p> <p>With modeling and support:</p> <ul style="list-style-type: none"> • notice and sporadically use punctuation in writing • use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g. letters, greeting cards, menus, lists, books) • 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) • discuss and respond to questions from others about writing/drawing. • participate in shared research and writing projects using a variety of resources to gather information or to answer a question. • explore a variety of digital tools to express ideas.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Physical Well-Being & Motor Development

STRAND: MOTOR DEVELOPMENT

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Large Muscle, Balance & Coordination</p> <p>Demonstrates loco motor skills with control and coordination in active play: ex. run/hop/climb</p> <p>Demonstrates coordination using objects in play: throw/kick/catch ball, ride bikes</p> <p>Demonstrates Non-loco motor skills in active play: bending/stretching/twisting</p> <p>Demonstrates spatial awareness in play and movement</p>	<p>Topic: Large Muscle, Balance and Coordination</p> <p>The child will demonstrate strength and control of his or her body to move and interact with the environment.</p>	<p>Topic: Large Muscle, Balance and Coordination</p> <p>Infants (Birth - 8 months)</p> <p>Demonstrate strength and control of head, arms, legs and trunk using purposeful movements.</p> <p>Young Toddlers (6 - 18 months)</p> <p>Move with increasing coordination and balance, with or without adult support and/or assistive device.</p> <p>Older Toddlers (16 - 36 months)</p> <p>Use loco motor skills with increasing coordination and balance.</p> <p>Use a variety of non-loco motor body movements (hands in the air, turn around, stand on one foot, etc.) during play.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Demonstrate loco motor skills with control, coordination and balance during active play (e.g., running, hopping, skipping).</p> <p>Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle).</p> <p>Use non-loco motor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting).</p> <p>Demonstrate spatial awareness in physical activity or movement</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Physical Well-Being & Motor Development

STRAND: MOTOR DEVELOPMENT

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</p> <p>Coordinates use of hands/fingers/wrist to manipulate objects</p> <p>Coordinates use of hands/fingers/wrist to perform tasks requiring precise movement</p> <p>Uses tools independently with coordination</p> <p>Topic: Oral-Motor</p> <p>Demonstrates complex skills (straw/bubbles)</p>	<p>Topic: Small Muscle: Touch, Grasp, Reach, Manipulate</p> <p>The child will coordinate the use of his or her hands, fingers, and sight in order to accomplish a task.</p> <p>Topic: Oral-Motor</p> <p>The child will use mouth and tongue to progress from spoon feeding, small pieces of finger food to eventually taking bites while coordinating chewing and swallowing.</p>	<p>Topic: Small Muscle: Touch Grasp, Reach, Manipulate</p> <p>Infants (Birth - 8 months)</p> <p>Transfer a toy from one hand to another by reaching, grasping and releasing.</p> <p>Young Toddlers (6 - 18 months)</p> <p>Use both hands together to accomplish a task</p> <p>Older Toddlers (16 - 36 months)</p> <p>Coordinate the use of arms, hands and fingers to accomplish tasks.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements.</p> <p>Use classroom and household tools independently with eye-hand coordination to carry out activities.</p> <p>Topic: Oral-Motor</p> <p>Infants (Birth - 8 months)</p> <p>Use mouth and tongue to explore objects.</p> <p>Open mouth to wait for food to enter and use upper lip to clean food off spoon during spoon feeding.</p> <p>Young Toddlers (6 - 18 months)</p> <p>Take and chew small bites/pieces of finger food.</p> <p>Older Toddlers (16 - 36 months)</p> <p>Take bites from whole foods and coordinate chewing & swallowing</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Physical Well-Being & Motor Development

STRAND: MOTOR DEVELOPMENT

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Sensory Motor Regulates stimuli in order to complete task</p>	<p>Topic: Sensory Motor: The child will use senses and movement to explore immediate surroundings. The child will coordinate senses with movement to accomplish tasks.</p>	<p>Topic: Sensory Motor Infants (Birth - 8 months) Use senses and movement to explore immediate surroundings Young Toddlers (6 - 18 months) Coordinate senses with movement. Older Toddlers (16 - 36 months) Use sensory information to guide movement to accomplish tasks. Pre-Kindergarten (3 - 5 years) Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Physical Well-Being & Motor Development

STRAND: PHYSICAL WELL-BEING

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Body Awareness Identifies and describes function of body parts</p> <p>Topic: Physical Activity Demonstrates strength & stamina in play Understands activity helps body health</p>	<p>Topic: Body Awareness The child will show awareness of own body, point to body parts and eventually name and move body parts when asked.</p> <p>Topic: Physical Activity: The child will interact with adults in physical activities. The child will participate in active physical play with increasing complexity ranging from simple movement skills to structured activities requiring spontaneous and instructed body movements.</p>	<p>Topic: Body Awareness Infants (Birth - 8 months) Show awareness of own body. Young Toddlers (6 - 18 months) Point to basic body parts when asked. Older Toddlers (16 - 36 months) Name, point to and move body parts when asked. Pre-Kindergarten (3 - 5 years) Identify and describe the function of body parts.</p> <p>Topic: Physical Activity Infants (Birth - 8 months) Interact with adults in physical activities. Young Toddlers (6 - 18 months) Using simple movement skills, participate in active physical play. Older Toddlers (16 - 36 months) Participate in active physical play and structured activities requiring spontaneous and instructed body movements. Pre-Kindergarten (3 - 5 years) Participate in structured and unstructured active physical play exhibiting strength and stamina. Demonstrate basic understanding that physical activity helps the body grow and be healthy.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Physical Well-Being & Motor Development

STRAND: PHYSICAL WELL-BEING

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Nutrition</p> <p>Knows eating a variety of foods promotes health</p> <p>Knows nutritious from non-nutritious foods</p>	<p>Topic: Nutrition</p> <p>The child will express when hungry or full.</p> <p>The child will follow a regular eating routine. The child will make simple food choices, have food preferences and show willingness to try new foods.</p>	<p>Topic: Nutrition</p> <p>Infants (Birth - 8 months) Express when hungry or full.</p> <p>Young Toddlers (6 - 18 months) Follow a regular eating routine. With adult assistance, participate in personal care tasks (e.g., hand-washing, dressing, etc.)</p> <p>Older Toddlers (16 - 36 months) Make simple food choices, has food preferences and demonstrate willingness to try new foods.</p> <p>With modeling and support, complete personal care tasks (e.g. hand-washing, dressing, toileting, etc.).</p> <p>Pre-Kindergarten (3 - 5 years) Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy.</p> <p>Distinguish nutritious from non-nutritious foods.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Physical Well-Being & Motor Development

STRAND: PHYSICAL WELL-BEING

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Self-Help</p> <p>Independently completes self-help tasks: toileting</p> <p>Independently completes self-help tasks: hand-washing</p> <p>Independently completes self-help tasks: dressing</p> <p>Follows basic health practices</p>	<p>Topic: Self-Help</p> <p>The child will demonstrate emerging participating in dressing.</p> <p>The child will participate in personal care routines with adult assistance. (hand-washing, dressing, toileting etc.)</p>	<p>Topic: Self-Help</p> <p>Infants (Birth - 8 months)</p> <p>Demonstrate emerging participation in dressing.</p> <p>Young Toddlers (6 – 18 Months)</p> <p>With adult assistance, participate in personal care tasks (e.g. hand washing, dressing, etc)</p> <p>Older Toddlers (16-36 months)</p> <p>With adult assistance, participate in personal care tasks (e.g. hand washing, dressing, etc)</p> <p>Pre-Kindergarten (3-5 years)</p> <p>Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing etc.).</p> <p>Follow basic health practices.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Physical Well-Being & Motor Development

STRAND: PHYSICAL WELL-BEING

ACCESS LEARNING OUTCOMES preschool	ACCESS LEARNING OUTCOMES infant/toddler	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
<p>Topic: Safety Practices</p> <p>With modeling and support: Identifies and follows basic safety rules *1</p> <p>Identifies consequences of unsafe behavior</p> <p>Follows emergency routines</p> <p>Follows transportation and pedestrian rules</p> <p>Identifies ways adults help keep us safe</p>	<p>Topic: Safety Practices</p> <p>The child will follow adult intervention/guidance regarding safety.</p> <p>The child will cooperate and/or stop behavior in response to adult directions.</p> <p>The child will use adults as resources in potentially unsafe or dangerous situations</p>	<p>Topic: Safety Practices</p> <p>Infants (Birth - 8 months)</p> <p>Young Toddlers (6-18 months)</p> <p>Follow adult intervention/guidance regarding safety.</p> <p>Older Toddlers (16-36 months)</p> <p>Cooperate and/or stop a behavior in response to a direction regarding safety.</p> <p>Use adults as resources when needing help in potentially unsafe or dangerous situations.</p> <p>Pre-Kindergarten (3-5 years)</p> <p>With modeling and support, identify and follow basic safety rules.</p> <p>Identify ways adults help to keep us safe.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Social & Emotional Development

STRAND: SELF

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Awareness and Expression of Emotion Recognize & identify own emotions Recognize & identify emotions of others Communicate a range of emotions (social)	Topic: Awareness and Expression of Emotions The child will express feelings through facial expressions, gestures and sounds The child will recognize his or her own feelings.	Topic: Awareness and Expression of Emotions Infants (Birth – 8 months) Express a variety of emotions (contentment, distress, happiness, sadness, surprise, dislike, anger and fear) through facial expressions, gestures, movement and sounds. Young Toddlers (6-18 months) 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. Older Toddlers (16-36 months) Show awareness of own emotion and uses nonverbal and/or verbal ways to express complex emotions such as pride, embarrassment, shame and guilt. Pre-Kindergarten (3 - 5 years) Recognize and identify own emotions and the emotions of others. Communicate a range of emotions in socially accepted ways Identify the diversity in human characteristics and how people are similar and different.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Social & Emotional Development

STRAND: SELF

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Self-Concept Recognize human diversity Recognize how people are similar & different Compare own characteristic to others	Topic: Self-Concept The child will recognize herself or himself as a person with an identity, wants, needs, interests, likes and dislikes. The child will show awareness of belonging to one or more groups.	Topic: Self-Concept Infants (Birth – 8 months) Begin to understand self as a separate person from others Young Toddlers (6-18 months) Recognize self as a unique person with thoughts, feelings and distinct characteristics. Older Toddlers (16-36 months) Show awareness of themselves as belonging to one or more groups. Identify own feelings, needs and interests Pre-Kindergarten (3 - 5 years) Identify the diversity in human characteristics and how people are similar and different.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Social & Emotional Development

STRAND: SELF

ACCESS LEARNING OUTCOMES preschool <small>Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development</small>	ACCESS LEARNING OUTCOMES infant/toddler <small>Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio</small>	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Self-Comforting NA	Topic: Self-Comforting The child will manage his or her internal states and feelings, as well as stimulation from the outside world.	Topic: Self-Comforting Infants (Birth – 8 months) Comfort self in simple ways and communicate needs for help through vocalizations and gestures. Young Toddlers (6-18 months) Comfort self in a variety of ways. Older Toddlers (16-36 months) Anticipate the need for comfort and try to prepare for changes in routine



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BIRTH-AGE 5-Social & Emotional Development

STRAND: SELF

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<p>Topic: Self-Regulation</p> <p>Manage expression of feelings/thoughts impulses & behaviors with minimal adult assistance</p> <p>Demonstrate ability to delay gratification (short time)</p> <p>Show awareness of consequences of actions</p>	<p>Topic: Self-Regulation</p> <p>The child will express and act on impulses.</p> <p>The child will respond positively to limits and choices offered by adults to help guide behavior.</p> <p>The child will manage actions and emotional expressions with adult support.</p>	<p>Topic: Self-Regulation</p> <p>Infants (Birth – 8 months)</p> <p>Express and act on impulses</p> <p>Young Toddlers (6-18 months)</p> <p>Respond positively to limits and choices offered by adults to help guide behavior</p> <p>Older Toddlers (16-36 months)</p> <p>With modeling and support, manage actions and emotional expressions.</p> <p>Pre-Kindergarten (3 - 5 years)</p> <p>Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults.</p> <p>Demonstrate the ability to delay gratification for short periods of time.</p> <p>With modeling and support, show awareness of the consequences for his/her actions.</p>



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Social & Emotional Development

STRAND: SELF

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Topic: Sense of Competence NA	Topic: Sense of Competence The child will act in ways to make things happen. The child will recognize and show satisfaction in his or her ability to do things.	Topic: Sense of Competence Infants (Birth – 8 months) Act in ways to make things happen. Young Toddlers (6-18 months) Show a sense of satisfaction when making things happen. Older Toddlers (16-36 months) Recognize own abilities and express satisfaction when demonstrating them to others. Pre-Kindergarten (3 - 5 years) Show confidence in own abilities and accomplish routine and familiar tasks independently.



Alignment of ACCESS Learning Outcomes with Ohio's Early Learning & Developmental Standards

BIRTH-AGE 5-Social & Emotional Development

STRAND: RELATIONSHIPS

ACCESS LEARNING OUTCOMES preschool Child Progress Documented on ACCESS Class Tracking Sheet: Social & Emotional Development	ACCESS LEARNING OUTCOMES infant/toddler Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social & Emotional Development found in child's portfolio	Ohio Early Learning and Developmental Standards BIRTH-AGE 5
Topic: Attachment Express affection for familiar adults Seek security & support from familiar adults Separate from familiar adults in familiar settings	Topic: Attachment The child will seek close proximity to familiar nurturing adults for security and support. The child will explore the environment while in the presents of nurturing and familiar adults The child will initiate play with and/or imitate familiar adults.	Topic: Attachment Infants (Birth – 8 months) Initiate interactions and seeks close proximity to familiar adults who provide consistent nurturing Young Toddlers (6-18 months) Explore environment in the presence of familiar adults with whom he/she has developed a relationship over an extended period of time. Seek close proximity to familiar adults for security and support, especially when distressed. Imitate familiar adults. Initiate play with familiar adults. Older Toddlers (16-36 months) Display signs of comfort during play when familiar adults are nearby but not in the immediate area. Seek security and support from familiar adults when distressed Pre-Kindergarten (3 - 5 years) Express affection for familiar adults. Seek security and support from familiar adults in anticipation of challenging situations. Separate from familiar adults in a familiar setting with minimal distress



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BIRTH-AGE 5-Social & Emotional Development

STRAND: RELATIONSHIPS

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Topic: Interactions with Adults Engage in extended, reciprocal conversations Request & accept guidance from familiar adults	Topic: Interactions with Adults The child will initiate and engage in reciprocal interactions with adults. The child will seek assistance from familiar adults. The child will begin to show interest in unfamiliar adults (16+ months)	Topic: Interactions with Adults Infants (Birth – 8 months) Initiate and engage in reciprocal (mutual give and take) interactions with familiar adults Participate in routines and experiences that involve back and forth interaction with familiar adults. Older Toddlers (16-36 months) Interact with familiar adults in a variety of ways. Seek assistance from familiar adults Demonstrate early signs of interest in unfamiliar adults. Pre-Kindergarten (3 - 5 years) Engage in extended, reciprocal conversations with familiar adults. Request and accept guidance from familiar adults.



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BIRTH-AGE 5-Social & Emotional Development

STRAND: RELATIONSHIPS

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Topic: Peer Interactions and Relationships Interact with peers in complex pretend play Demonstrate socially competent behavior Negotiate to resolve conflicts with peers	Topic: Peer Interactions and Relationships The child will elicit social interactions with peers The child will participate in back and forth interactions with peers. The child will engage in associative play with peers. The child will demonstrate socially competent behavior with peers and adult support.	Topic: Peer Interactions and Relationships Infants (Birth – 8 months) Show interest in other children. Repeat actions that elicit social responses from others. Young Toddlers (6-18 months) Participate in simple back and forth interactions with peers for short periods of time Older Toddlers (16-36 months) Engage in associative play with peers. With modeling and support, demonstrate socially competent behavior with peers, such as helping, sharing and taking turns. Pre-Kindergarten (3 - 5 years) Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. Demonstrate socially competent behavior with peers. With modeling and support, negotiate to resolve social conflicts with peers.



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BIRTH-AGE 5-Social & Emotional Development

STRAND: RELATIONSHIPS

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Topic: Empathy Express concern for needs of others Show regard for feelings of other living things	Topic: Empathy The child will react to the emotions of others The child will demonstrate awareness of the emotions of other and begin to respond in caring ways to another's distress.	Topic: Empathy Infants (Birth – 8 months) React to emotional expressions of others Demonstrate awareness of the feelings expressed by others. Older Toddlers (16-36 months) Demonstrate awareness that others have feelings. Respond in caring ways to another's distress in some situations Pre-Kindergarten (3 - 5 years) Express concern for the needs of others and people in distress. Show regard for the feelings of other living things.