



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

## BIRTH-AGE 5-Language & Literacy Development

### STRAND: LISTENING & SPEAKING

<b>ACCESS LEARNING OUTCOMES</b> <b>preschool</b> <small>Child Progress Documented on ACCESS Class Tracking Sheet: Social &amp; Emotional Development</small>	<b>ACCESS LEARNING OUTCOMES</b> <b>infant/toddler</b> <small>Child Progress Documented on ACCESS Infant/Toddler Portfolio Sheet: Social &amp; Emotional Development found in child's portfolio</small>	<b>Ohio Early Learning and Developmental Standards</b> <b>BIRTH-AGE 5</b>
<p><b>Topic: Receptive Language &amp; Comprehension</b></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><b>Topic: Receptive Language &amp; Comprehension</b></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><b>Topic: Receptive Language and Comprehension</b></p> <p><b>Standard Statement:</b></p> <p><b>Infants (Birth – 8 Months)</b></p> <p>Attends and responds to language and sounds</p> <p><b>Young Toddlers (6-18 months)</b></p> <p>Show understanding of simple requests and statements referring to people and objects around him/her.</p> <p><b>Older Toddler (16-36 Months)</b></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><b>Pre-Kindergarten (3-5 years)</b></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>



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



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<b>Topic: Social Communication</b>  Attends to speaker Engages in turn taking Stays on topic in conversation Sustains conversation	<b>Topic: Social Communication</b>  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.	<b>Topic: Social Communication</b>  <b>Standard Statement:</b>  <b>Infants (Birth – 8 Months)</b> Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture.  <b>Young Toddlers (6-18 months)</b> Participate in and often initiate basic communications with family members or familiar others.  <b>Older Toddler (16-36 Months)</b> Participate in and often initiate communication according to commonly accepted expectations with family members and in social groups.  <b>Pre-Kindergarten (3-5 years)</b> 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.



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<b>Topic: Early Reading</b>  NA	<b>Topic: Early Reading</b>  The child will show interest and/or actively participate in book reading, story-telling, and singing.	<b>Topic: Early Reading</b>  NA



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<b>Topic: Reading Comprehension</b>  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	<b>Topic: Reading Comprehension</b>  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+ )	<b>Topic: Reading Comprehension</b>  <b>Standard Statement:</b> <b>Infants (Birth – 8 Months)-Attends and responds when familiar books are read aloud</b> <b>Young Toddlers (6-18 months)-Points to familiar pictures in books when labeled by adult</b> <b>Older Toddler (16-36 Months)</b> 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. <b>Pre-Kindergarten (3-5 years)</b> 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. <b>With modeling and support:</b> <ul style="list-style-type: none"> <li>• describe what part of the story the illustration depicts.</li> <li>• name the author and illustrator of a story and what each person does for a book.</li> <li>• identify the topic of an informational text that has been read aloud.</li> <li>• describe, categorize and compare and contrast information in informational text.</li> <li>• discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions)</li> <li>• Actively engage in group reading activities with purpose and understanding.</li> </ul>





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<b>Topic: Fluency</b>  Uses expression, phrasing & intonation	<b>Topic: Fluency</b>  NA	<b>Topic: Fluency</b>  <b>Standard Statement:</b> 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.



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<b>Topic: Print Concepts</b>  Understands conventions of print (text left/right)  Orients books correctly/turns pages 1 time  Understands that print carries meaning	<b>Topic: Print Concepts</b>  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+)	<b>Topic: Print Concepts</b>  <b>Standard Statement:</b> <b>Infants (Birth – 8 Months)</b> Young Toddlers (6-18 months)-Demonstrates interest in exploring books  <b>Older Toddler (16-36 Months)-</b> Demonstrate a beginning understanding that print carries meaning.  Distinguishes pictures from letters and words in a text.  <b>Pre-Kindergarten (3-5 years)</b> 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.

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<b>Topic: Phonological Awareness</b>  Recognizes/produces rhyming words  Recognize words in sentences  Identifies, blends, segments syllables  Blends and segments compound words  Blends and segments onset & rhymes single syllable words  Identifies initial and final sounds	<b>Topic: Phonological Awareness</b>  The child will vocalize sounds.  The child will explore sounds of materials and recognize familiar sounds.  The child will distinguish between sounds that are the same and different. (16+)	<b>Topic: Phonological Awareness</b>  <b>Standard Statement:</b>  <b>Infants (Birth – 8 Months)</b>  <b>Young Toddlers (6-18 months)</b>  Explore sounds of materials and objects. Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.).  <b>Older Toddler (16-36 Months)</b>  Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.). <b>Pre-Kindergarten (3-5 years)</b>  With modeling and support, recognize and produce rhyming words  With modeling and support: <ul style="list-style-type: none"> <li>• recognize words in spoken sentences.</li> <li>• identify, blend and segment syllables in spoken words.</li> <li>• orally blend and segment familiar compound words</li> <li>• blend and segment onset and rime in single-syllable spoken words</li> <li>• identify initial and final sounds in spoken words.</li> </ul>





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<b>Topic: Letter and Word Recognition</b>  Recognizes & "reads" familiar environmental print  Names some upper & lower case letters  Recognizes letters are symbols that can be named  Connects sounds to letters	<b>Topic: Letter and Word Recognition</b>  The child with support, will recognize own name in print (16 +)  The child will with support, recognize familiar logos and environmental print. (16+)	<b>Topic: Letter and Word Recognition</b>  <b>Standard Statement:</b>  <b>Infants (Birth – 8 Months)</b>  <b>Young Toddlers (6-18 months)</b>  <b>Older Toddler (16-36 Months)</b>  With modeling and support recognize familiar logos and environmental print.  With modeling and support, recognize own name in print.   <b>Pre-Kindergarten (3-5 years)</b>  With modeling and support: <ul style="list-style-type: none"> <li>• recognize and "read" familiar words or environmental print.</li> <li>• recognize and name some upper and lower case letters in addition to those in first name.</li> <li>• demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified</li> <li>• recognize the sounds associated with letters.</li> </ul>



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<p><b>Topic: Writing Process</b></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><b>Topic: Writing Process</b></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><b>Topic: Writing Process</b></p> <p><b>Standard Statement:</b></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><b>With modeling and support:</b></p> <ul style="list-style-type: none"> <li>• print letters of own name and other meaningful words with mock letters and some actual letters.</li> <li>• demonstrate letter formation in "writing"</li> </ul>



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<p><b>Topic: Writing Applications and Composition</b></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><b>Topic: Writing Applications and Composition</b></p> <p>The child will make marks and “scribble writing” to represent objects and ideas.</p>	<p><b>Topic: Writing Applications and Composition</b></p> <p><b>Standard Statement:</b></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"> <li>• notice and sporadically use punctuation in writing</li> <li>• use a combination of drawing, dictating and emergent writing for a variety of purposes (e.g. letters, greeting cards, menus, lists, books)</li> <li>• 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)</li> <li>• discuss and respond to questions from others about writing/drawing.</li> <li>• participate in shared research and writing projects using a variety of resources to gather information or to answer a question.</li> <li>• explore a variety of digital tools to express ideas.</li> </ul>