

The Standards

These new standards describe key concepts and skills that young children develop during the birth-to-five-year period. Their purpose is to support the development and well-being of young children and to foster their learning. The standards promote the understanding of early learning and development, provide a comprehensive and coherent set of expectations for children's development and learning, and guide the design and implementation of curriculum, assessment and instructional practices with young children.

Implementation Guides

The Early Learning and Development Standards describe the concepts and skills children develop and learn along the developmental continuum from birth to kindergarten entry - or the **what** children should know and do. The OELDS Implementation Guides in each domain provide strategies for teachers to address the standards in developmentally appropriate ways - or the **how**. The strategies in these guidance documents represent broad approaches to implementation in each strand that include creating rich, engaging environments and intentionally planning experiences to support development and learning. Additionally, the implementation strategies will support teachers in "backmapping" to the standards, enabling them to identify concepts and skills embedded in the standards not only in planned experiences, but also during interactions among and between children and adults, in daily routines and play.

Compiled by Elyria City Schools from:

- The Standards Prekindergarten (3-5 years):
<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/The-Standards>
- Implementation Guides Prekindergarten:
<http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Implementation-Guides>

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Domain: Cognitive Development and General Knowledge (including Math, Science & Social Studies)

Introduction

The standards for cognition and general knowledge encompass children's knowledge of their physical and social worlds and refer to the underlying cognitive mechanisms, skills and processes that support learning and reasoning across domains, including the development of memory, symbolic thought, reasoning and problem solving. It also addresses the ability to learn about complex ideas or events through imitation. This domain also includes concepts and skills in three content areas: mathematics, social studies and science.

The strategies in this guidance document are not designed to be specific activities or "lesson plans." Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Domain: Cognition and General Knowledge

Strand: Cognitive Skills

<p>Topic: Memory</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Communicate about past events and anticipate what comes next during familiar routines and experiences. (#1) • With modeling and support remember and use information for a variety of purposes. (#2) • Recreate complex ideas, events/situations with personal adaptations. (#3) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Display a daily schedule with pictures and words describing daily routines. Invite children to use it independently to find out what comes next. • Engage individuals or small groups of children in conversations about events that occurred at home. • Invite children to recall and discuss classroom events and experiences and their reactions/feelings, etc., (e.g., a classroom visitor, an outdoor experience). • Provide a variety of materials and props in the dramatic play area, invite the children to reenact stories, dramatize events or experiences, providing support as they establish and assign roles, plan the scenario and develop and act out the plot. • Invite children to express their recollections, thoughts and ideas using a variety of methods and materials (e.g. construction, dramatic play, art, writing, sculpting, etc.). • Provide directions to accomplish a task using an increasing number of steps (e.g., 1. "Wash your hands for lunch." 2.
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		<p>“Wash your hands and find a seat at the table for lunch.” 3. “Put your coat in your cubby, wash your hands and find a seat at the table for lunch.”).</p> <ul style="list-style-type: none"> • Support children in remembering complex directions by reminding them of next steps, etc.
<p>Topic: Symbolic Thought</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Demonstrate understanding that symbols carry meaning and use symbols to represent thinking (e.g., drawings, construction or movement). (#4) • Participate cooperatively in complex pretend play, involving assigned roles and an overall plan. (#5) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Participate with children in simple games with rules (e.g., lotto, “path” games, etc.). • Provide architectural drawings, photographs or other graphics in the block area to provide inspiration for building. • Invite each child to select a symbol to represent him/her and place it on his/her cubby, sign-in sheet, etc. • Provide a variety of props and materials in the dramatic play area to encourage pretend play with others. Rotate materials regularly. • Provide a variety of construction, art, natural and found materials and invite children to use them to represent their thoughts, ideas and to create representations to support their play. • Schedule large blocks of time for cooperative pretend play, and allow the children to leave the scenario, props or structures in place over several days to extend the complexity of the play. • Provide opportunities for children to purposefully plan their play: Where in the classroom they will play? What they might do/build/pretend? Who they would like to invite to join them? • Support children's planning pretend play by asking guiding questions about the scenario, the players and the “script.” • Engage the children in a discussion of feelings using photographs to represent emotions (e.g., happy, sad, irritated, surprised, anxious, frightened, etc.). • Point out where icons on the computer/iPad are used to represent functions. • Support children in dramatizing particular roles using “role cards” (e.g., baby, cat, dog, falling leaf, etc.).

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<p>Topic: Reasoning and Problem-Solving</p>	<p>Standards:</p> <ul style="list-style-type: none">• Demonstrate ability to solve everyday problems based upon past experience. (#6)• Solve problems by planning and carrying out a sequence of actions. (#7)• Seek more than one solution to a question, problem or task. (#8)• Explain reasoning for the solution selected. (#9)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Support children in remembering previous experiences and how they accomplished tasks.• Ask children about the process they used to solve a problem (e.g., "What were you thinking when you decided to use wire to hold the sail?").• Provide opportunities for children to create play plans: where I will play, what I plan to do there, who I will play with, etc....• Allow children to revisit their plans and discuss whether they were carried out. (Plan, Do, Review - High Scope)• Encourage children to develop alternative solutions to accomplish a task (e.g., ask "What did you try? What else might you try?").• Ask "I wonder..." questions, allowing children time to think about alternatives.• Ask questions to inspire creative thinking (e.g., "How do you catch an elephant?" or "How can we make the clay horse stand up?")• Encourage children to use materials in new ways to accomplish a task.
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Sub-Domain: Mathematics

Strand: Number Sense

<p>Topic: Number Sense and Counting</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Count to 20 by ones with increasing accuracy. (#10) • Identify and name numerals 1-9. (#11) • Identify without counting small quantities of up to 3 items. (Subitize) (#12) • Demonstrate one-to-one correspondence when counting objects up to 10. (#13) • Understand that the last number spoken tells the number of objects counted. (#14) • 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. (#15) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Sing and say counting songs, chants, rhymes, poems and finger plays. • Model stable-order counting during routine classroom experiences and in play using concrete objects. • Encourage English language learners to repeat counting aloud with you. • Provide opportunities for children to name numbers presented as written numerals (e.g., present number card with the numeral five and ask “What number is this?”). • Provide opportunities to demonstrate/practice one-to-one correspondence during routines (e.g., ensuring each child has a napkin at snack). • Provide opportunities for the children to find the same number of objects as that represented in a prompt or model (e.g., select three crackers to match the picture of three crackers in a rebus snack chart, or counting napkins for the number of seats at the snack table). • Provide multiple opportunities and a variety of materials and manipulatives for counting aloud. • Ensure English language learners get ample opportunity to vocalize numbers during activities, not just hear them... employ multiple modalities and repetition in learning times). • Invite the children to participate in counting games. • Play gross motor games where children roll a large cube with quantities of dots (die) and move an equivalent number. • Read counting books during shared reading, pausing to count items in the story or informational text. (Introduce key vocabulary to English language learners prior to activity so they can concentrate on learning to associate the number word with the number symbol, participate in counting, and not be distracted by too many unknown words in the text.)
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		<ul style="list-style-type: none">• Add authentic props to dramatic play to familiarize children with numerals (e.g., menus, price lists, telephone and phone numbers, etc.).• Question children to determine quantity within the context of daily experiences and conversations.• Provide opportunities for children to identify small quantities of items without counting.• Encourage children to create and compare sets and explore number relationships in many contexts (e.g., during dramatic play or snack).• Count and compare the numbers of letters in the children's names.• Using concrete objects, model comparative language such as "greater than," "less than" and "same as or equal to."• Encourage children to create and compare sets (e.g., "I have five blocks, you have six blocks. Who has more?").
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Strand: Number Relationships and Operations

<p>Topic: Number Relationships</p>	<p>Standards:</p> <ul style="list-style-type: none">• Count to solve simple addition and subtraction problems with totals smaller than 8, using concrete objects. (#16)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Model mathematic vocabulary in conversation, using concrete objects and other visuals, within the context of daily routines and play (e.g., joining, more than, less than, equal to, same as, groups, bigger and smaller, taller, shorter, etc.).• Use flannel board pieces and/or concrete objects to group and count sets or demonstrate grouping (e.g., three dogs and two cats equals five animals; four dogs and one cat equals five animals or act out Ten in the Bed using concrete objects).• Pose and solve addition and subtraction problems within the context of real situations in the classroom (e.g., “How many people will be at the snack table if Jenny comes?”).• Solve simple addition and subtraction problems based on the counting sequence (add one or subtract—take away— one).
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Strand: Algebra		
<p>Topic: Group and Categorize</p>	<p>Standards:</p> <ul style="list-style-type: none"> Sort and classify objects by one or more attributes (e.g., size, shape). (#17) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> Provide a variety of manipulatives, objects, and natural and found materials for sorting and classifying. Model sorting and classifying language and conversation to compare attributes in everyday play or group experiences. Explicitly teach English language learners English shape, size, color, etc., vocabulary, acknowledging that they may know that vocabulary in their home languages. Invite children to sort and organize collected materials by color, size, shape, etc., and ask them to count to find which group has the most. Use “not” language to help children sort by one attribute (e.g., “These bears are all red, and these bears are NOT red.”). Provide opportunities within the context of daily routines and play to observe and count children and objects in groups. Examples might include: “How many children are at school?” “How many are at home?” “How many girls are here?” “How many boys? Expand one-word answers modeling complete sentences (e.g., “Yes, there are 5 girls here.”). Consider times for choosing and storing toys as on-going opportunities for children to sort and match or order and classify materials (e.g., putting blocks of the same shape in the appropriate spaces on the block shelf; putting dramatic play materials away based on their functions, such as food items together, dishes together and dress-up clothes sorted by type).

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<p>Topic: Patterning</p>	<p>Standards:</p> <ul style="list-style-type: none">• Recognize, duplicate and extend simple patterns using attributes such as color, shape or size. (#18)• Create patterns. (#19)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Point out patterns in the environment (e.g., tile floors, brick patterns on buildings, patterns on clothing, jewelry, decorations, the sun is out during the day vs. the moon is out at night, etc.) and discuss the features of a pattern.• Provide children opportunities to participate in daily routines (e.g., setting the table for snack, preparing for naptime or clean-up).• Sing, dance, clap, chant and move with children to different rhythmic patterns. Include those that are representative of ethnic and cultural backgrounds of the group.• Model patterning with objects and materials and invite the children to duplicate and extend the patterns, encouraging them to create patterns of their own. Encourage children to verbalize the structure of the pattern. Model/narrate what the child is doing as appropriate.• Provide collections of materials and manipulatives for children to make their own patterns across the curriculum (e.g., art materials, pattern blocks, unifix cubes, attribute blocks, picture cards, buttons, keys, nuts, etc.).
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Strand: Measurement and Data

<p>Topic: Describe and Compare Measureable Attributes</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Describe and compare objects using measureable attributes (e.g., length, size, capacity and weight). (#20) • Order objects by measureable attribute (e.g., biggest to smallest, etc.). (#21) • Measure length and volume (capacity) using non-standard or standard measurement tools. (#22) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Relate measurement language to children's interests, experiences and prior knowledge versus abstract ideas and data. • Provide a variety of manipulatives and collections of natural and found materials for exploration and comparison of attributes. • Model and encourage the use of comparison language (e.g., bigger/smaller, longer/shorter, heavier/lighter) in the context of daily experiences and play (e.g., "This block feels heavier than that book. I wonder if this block tower is taller than the table.") • Provide opportunities for children to sort and classify in the context of daily routines and play (e.g., at clean-up time, children sort blocks by size and shape for stacking on the labeled block shelves). • Provide opportunities to describe and compare attributes of objects. • Provide collections and sets of materials (e.g., measuring cups and spoons, nesting blocks, beads) that can be sorted, ordered and classified by one attribute. Ask the children to describe how they are sorting and/or ordering the items. • Read stories in which size relationships play an important part and encourage children to represent stories using real objects (e.g., doll house furniture to retell The Three Bears). • Invite families of English language learners to visit and read familiar stories like The Three Bears in their home languages. • Provide non-standard containers and cups of various sizes in the sensory table to determine how many of the small cups a large container will hold. • Encourage measurement using non-standard measuring devices (e.g., use one-inch Unifix cubes to determine how tall the amaryllis plant is).
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<p>Topic: Data Analysis</p>	<p>Standards:</p> <ul style="list-style-type: none">• Collect data by categories to answer simple questions. (#23)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Provide interesting materials for sorting and comparing.• Model sorting and classifying language and conversation to compare attributes in everyday play or group experiences.• Invite children to sort and organize collected materials by color, size, shape, etc., and ask them to count to find which group has the most or least. (Intentionally clarify the concepts “most” and “least” for English language learners)• Explore graphing by arranging objects within a floor and/or table graph.• Engage the children in conducting surveys of their peers (e.g., “Do you have a pet?” Or, a more complex survey, “What kind of pet do you have?”).• Create graphs to organize data (e.g., graph the outcome of the surveys; the number of children who have a pet and the number of children who do not, etc.).• Model analyzing the graph to answer questions.
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Strand: Geometry		
<p>Topic: Spatial Relationships</p>	<p>Standards:</p> <ul style="list-style-type: none"> • 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. (#24) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Model and encourage positional vocabulary (e.g., up, down, over, under) in conversation and in the context of daily routines and play. • Provide opportunities and materials to explore spatial concepts by moving objects, including their own bodies, through space (e.g., obstacle course or treasure hunt). • Select children’s books that use “spatial language” (e.g., Going on a Bear Hunt, Inside Outside Upside Down).
<p>Topic: Identify and Describe Shapes</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Understand and use names of shapes when identifying objects. (#25) • Name three-dimensional objects using informal, descriptive vocabulary (e.g., “cube” for box, “ice cream cone” for cone, “ball” for sphere, etc.). (#26) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Introduce and label a wide variety of two and three-dimensional shapes pointing out and discussing distinctive features. • Provide a variety of regularly-shapes materials and manipulatives. • Encourage play experiences sorting and matching shapes. • Listen for children’s use of “shape talk” or vocabulary describing two and three dimensional shapes occurring during play (e.g., building in the block center, painting/drawing in the art center). • Provide well-designed learning experiences, learning centers and guided conversations where children explore, predict and reason about geometric ideas (e.g., a “shape hunt” to match a given shape in the classroom environment, continuing patterns with geometric shapes).

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<p>Topic: Analyze, Compare and Create Shapes</p>	<p>Standards:</p> <ul style="list-style-type: none">• Compare two-dimensional shapes, in different sizes and orientations, using informal language. (#27)• Create shapes during play by building, drawing, etc. (#28)• Combine simple shapes to form larger shapes. (#29)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Model and encourage conversation describing and comparing the sizes and orientations of two- and three-dimensional shapers.• Encourage children to make and talk about models created with blocks and toys.• Provide two- and three- dimensional shapes for children to explore, questioning where they might find the two-dimensional shapes in" the three-dimensional shapes.• Watch for shape-making play using a variety of manipulatives (e.g., tangrams, puzzles, pattern blacks) and listen for shape talk."• Scaffold children's use of descriptive language, modeling mathematical language.• Provide blueprints, architectural models, photographs and other authentic props and engage the children in exploring the presence of shapes.• Provide a variety of art media and materials for children to use to model, construct and draw familiar shapes in the learning environment indoors and outdoors.• Provide materials (pattern blocks, tangrams, geometric solids, etc., appropriate for combining shapes to form larger shapes).• Build shapes using sticks, clay or other materials.
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Sub-Domain: Social Studies

Strand: History

Topic:
**Historical Thinking
and Skills**

Standards:

- Demonstrate an understanding of time in the context of daily experiences. (#30)
- Develop an awareness of his/her personal history. (#31)

Implementation Strategy:

- Construct the daily schedule with the children during class meeting using photos/pictures and words in English and other languages represented in the classroom.
- Create an authentic monthly calendar and with the children, record important classroom events and experiences. **NOTE: Rote recitation of months, days and dates is not an authentic use of a classroom calendar.**
- Model and support children retelling stories with an emphasis on what happened first, next, last.
- Review the events of the day during closing circle.
- Use words like now, later and next in the context of daily routines and experiences.
- English language learners may understand these concepts in their home languages. Invite families to provide the words and correct pronunciation and incorporate them into the context of daily routines and experiences.
- Work with families to construct child timelines (e.g., sequence pictures of children from birth to current age). Create a class photo album documenting classroom experiences over time; review regularly to note changes.
- Mark and display growth charts in the classroom.
- Create and review with each child personal portfolios of children's work samples, photos and other documentation to illustrate over time.

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<p>Topic: Heritage</p>	<p>Standards:</p> <ul style="list-style-type: none">• Develop an awareness and appreciation of family cultural stories and traditions. (#32)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Invite families to share objects, visuals, traditions and customs that reflect their heritage.• Invite children to share and celebrate important family events (e.g., births, weddings, new pets or death).• Read books that describe a variety of those family structures, cultures and traditions represented in the learning community.• Invite English language learners' families to share books in their home languages.• Create a learning environment that is reflective of the culture, heritage and ethnicity of the members of the classroom community.• Support families in using technology (e.g., video, webcams, digital cameras, etc.) to share events, traditions, music and other elements of their cultures.
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Strand: Geography		
<p>Topic: Spatial Thinking and Skills</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Demonstrate a beginning understanding of maps as actual representations of places. (#33) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Read children's literature selections about places, locations and directional concepts (e.g., Rosie's Walk). • Provide photographs, maps, architectural drawings, signs and logos and other representations of familiar places in the blocks and dramatic play areas. • Plan a scavenger hunt using maps of the classroom, school and playground. • Invite the children to create maps in the context of meaningful experiences and play (e.g., create a treasure map; make a map of the building to guide parents coming for a class party).
<p>Topic: Human Systems</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Identify similarities and differences of personal, family and cultural characteristics, and those of others. (#34) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Invite children to group themselves by a particular characteristic identified by the teacher to build an awareness of similarities and differences. Use props and visuals to promote understanding (e.g., those that have a pet; those that have a sibling, those that play a sport, those with blue/brown eyes, etc.). • Invite families to share elements of their cultures and traditions, and explore the similarities and differences. • Provide opportunities for children and families to describe and discuss the similarities and differences of their family compositions. • Describe and discuss the different elements, similarities and differences represented in the learning environment that is reflective of the culture, heritage and ethnicity of the members of the classroom community. • Send home personal photo albums for children and their families to fill with photographs of family members, customs and traditions, pets, etc. Encourage children to share and compare and contrast family characteristics with those of their peers.

Strand: Government

<p>Topic: Civic Participation and Skills</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Understand that everyone has rights and responsibilities within a group. (#35) • Demonstrate cooperative behaviors and fairness in social interactions. (#36) • With modeling and support, negotiate to solve social conflicts with peers. (#37) • With modeling and support, demonstrate an awareness of the outcomes of choices. (#38) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Have meaningful conversations about the importance of cooperation in working together in the learning community. Include discussions defining pro-social behaviors like taking turns, helping, sharing, etc. • Acknowledge children when they demonstrate pro-social behaviors; describe the behavior and why it is important to getting along. • Encourage children to identify those jobs and responsibilities that make the learning community function (e.g., feed the class pet, water the plants, help set up snack, etc.) and have each one volunteer to do one of them for an agreed-upon period of time. • Encourage children to form committees to accomplish tasks or be responsible for special events (e.g., the Birthday Committee is responsible for creating a special gift to celebrate a classmate's birthday, the Recycle Committee is responsible for making sure the recycle bin is available to collect paper scraps). • Provide opportunities for children to work in pairs and small groups on projects of shared interest. Model and support listening, perspective-taking and negotiation to accomplish a shared goal. • Use appropriate guidance strategies to teach children the process to solve social conflicts: <ul style="list-style-type: none"> ○ Approach calmly, stopping any hurtful actions; ○ Acknowledge children's feelings; ○ Gather information; ○ Restate the problem; ○ Ask for ideas for solutions and choose one together; and ○ Be prepared to give follow-up support. • Work with individual or small groups of English language learners to model the appropriate ways to solve social conflicts with their limited English skills. Develop teacher cues they can use when they need help; explicitly teach vocabulary, phrases, words they can use; use books that illustrate pro-social behaviors for dialogic reading focusing on related vocabulary; add in role playing as appropriate.
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		<ul style="list-style-type: none"> • Create an environment that provides opportunities for making choices in everyday experiences and play (e.g., all toys and materials are accessible and available at all times). • Support children in identifying how their choices have consequences (e.g., Alex was so busy in the blocks that she didn't get to the art table and was upset that she didn't have a painting to take home. The teacher explained that she chose to work in the blocks instead of painting. Alex was disappointed, but the teacher assured her she could choose painting in the morning).
<p>Topic: Rules and Laws</p>	<p>Standards:</p> <ul style="list-style-type: none"> • With modeling and support, demonstrate understanding that rules play an important role in promoting safety and protecting fairness. (#39) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Engage the children in a conversation about what is a rule and why rules are important. • Invite parents of English language learners to provide you with some home "rules" that can be used as examples to make the home/language connection to rules at school. • Discuss with the children what cooperation means and listen to their ideas about how they might cooperate. • Engage the children in co-constructing meaningful rules that are necessary to keep everyone safe and support cooperation and fairness. • Gently remind children of the rules when necessary, understanding that it takes time and self-regulation skills to follow the rules all the time. • Use conflict-resolution situations to teach perspective-taking empathy and problem solving.

Strand: Economics		
<p>Topic: Scarcity</p>	<p>Standards:</p> <ul style="list-style-type: none"> • With modeling and support, recognize that people have wants and must make choices to satisfy those wants because resources and materials are limited. (#40) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Discuss the different centers or areas in which the children chose to play. Highlight the idea that not all children chose to play in the same area or with the same materials because they are interested in and like different things. <ul style="list-style-type: none"> ○ Provide clipboards with visual organizers and prompts and invite the children to keep track of/document their play for several days. Talk about their findings in class meeting. Discuss what impact this might have on the environment— are more resources necessary? Are things not regularly used? Discuss what might be done. Incorporate the children's ideas into changes in the environment to better satisfy their wants. ○ Model and support English language learners in using organizers to document their play, and use objects, visuals, etc, to engage them in the conversation. • Prepare an art activity with too few materials for each child (e.g., three scissors and two glue sticks for five children). Engage the children in a problem-solving discussion to help them generate some strategies for sharing and taking turns with the materials. <ul style="list-style-type: none"> ○ With modeling and support, engage English language learners with limited English to non-verbally demonstrate solutions; support their learning by narrating what they are doing and encourage English language learners to repeat some of your language. • Problem-solve with the children to generate ideas to ensure that everyone gets a turn in a high-interest area or with a particularly popular material (e.g., sign up on a waiting list, assignment length of time at the computer). • Ask the children how they might structure snack time so everyone's wants are satisfied (e.g., everyone takes two crackers allowing seconds for those who are still hungry).

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<p>Topic: Production and Consumption</p>	<p>Standards:</p> <ul style="list-style-type: none">• With modeling and support, demonstrate understanding of where goods and services originate and how they are acquired. (#41)• With modeling and support, demonstrate responsible consumption and conservation of resources. (#42)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Plant seeds that are likely to produce a fruit or vegetable (e.g., tomato plant). Harvest the produce and cook something (e.g., spaghetti sauce, ketchup).• With the children using a combination of words and pictures, make a grocery list of items and ingredients needed for a cooking project. Take a trip to the store to purchase the items.• Take a field trip to a farm or orchard to pick produce; use it in a cooking project (e.g., apples for applesauce).• Recycle classroom materials (e.g., paper scraps in the art area, plastic yogurt cups after snack).
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Sub-Domain: Science

Strand: Science Inquiry and Application

<p>Topic: Inquiry</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Explore objects, materials and events in the environment. (#43) • Make careful observations. (#44) • Pose questions about the physical and natural environment. (#45) • Engage in simple investigations. (#46) • Describe, compare, sort, classify, and order. (#47) • Record observations using words, pictures, charts, graphs, etc. (#48) • Use simple tools to extend investigation. (#49) • Identify patterns and relationships. (#50) • Make predictions. (#51) • Make inferences, generalizations and explanations based on evidence. (#52) • Share findings, ideas and explanations (may be correct or incorrect) through a variety of methods (e.g., pictures, words, dramatization). (#53) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Envision and support children as capable. • Value the process of discovery as supporting scientific learning, even if the process does not seem to be the most efficient • Model and encourage a sense of wonder about nature, the world and science. • Listen to children's questions to guide course of study. • Use the process of webbing with children to expand their thinking, vocabulary and questioning skills. • Ask open-ended, guiding questions to promote investigative questions and deductive thinking (e.g., "What do you notice?" "What might happen if...?") • Allow children enough "wait time" to think before responding. • Validate all answers whether correct or incorrect as children begin to explore and discover answers. • Create a classroom that maintains a warm, accepting and nurturing atmosphere where all questions are important and investigation and exploration are valued. • Encourage English language learners to express their questions through drawings, gestures, phrases and whatever means available to them to communicate their inquiries and ideas. • Emphasize child-initiated, authentic, first-hand experience and exploration rather than science taught by the teacher. • Create project-based learning opportunities. • Provide learning experiences in many modalities and learning styles. • Keep children actively involved. • Put emphasis on relationships with ourselves (feeling self-assured), with others (sharing and learning from each other), and our world (how we impact our surroundings). • Ensure that children have their own logbooks to record their thoughts and pictures as they work. • Encourage children to ask "How?" and "Why?" questions. Support
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		<p>English language learners comprehension by incorporating words from their home languages for “how” and “why”; use them together.</p> <ul style="list-style-type: none">• Encourage children to explore how organisms live and record their observations through a variety of media (e.g., dance, music, stories, poetry, drawing, sketching, charts, graphs, photographs, recorded conversations and observations).• Encourage children to use scientific thinking processes: asking questions, gathering evidence to address these questions and making sense of the evidence to understand what is happening.• Take advantage of questions and curious comments as opportunities to engage in scientific study, observation and experimentation rather than simply telling children the “right” answers (e.g., answering with, “Why do you think...?” Or, “How could we find out?”).• Support children in their exploration by providing resources, materials, time, opportunities and activities that help children discover solutions and maintain enthusiastic interest.• Plan activities in response to children’s ideas that will help them discover solutions.• Encourage children to share their ideas and explanations with others through a variety of means and modalities (e.g., pictures, clay, puppets, log books, show and tell).• Support children’s ideas and explanations whether correct or incorrect, and guide them with open-ended questions to discover their own corrections. Model language.• Capitalize on naturally occurring events as opportunities to explore helpful/hurtful actions (e.g., dead fish in the aquarium, size differences among plants, worms on the sidewalk).• Explore ways to improve conditions for living things in and around the classroom through active involvement in care (e.g., taking proper care of classroom pets, constructing and observing activity at bird feeders, tending a garden).• Provide a variety of easily accessible materials and resources that children may use to extend their explorations (e.g., for experimenting with bubbles, provide bubble solution, cups, trays,
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		<p>straws, funnels, turkey basters, sieves, mesh and bendable wires).</p> <ul style="list-style-type: none">• Allow extended time for in-depth exploration when children are engaged in experimentation and discovery.• Provide opportunities, materials and technology (e.g., iPads, digital cameras, computers) for children to record/represent their findings.
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Strand: Earth and Space Science

<p>Topic: Explorations of the Natural World</p>	<p>Standards:</p> <ul style="list-style-type: none"> • 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). (#54) • 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. (#55) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Encourage children to use all their senses in exploring the weather (e.g., the sound of thunder, the feel of snow on your face, how the wind pushes against your body, how the temperature changes and how the atmosphere darkens when a cloud moves in front of the sun, etc.). • Provide English language learners with descriptive words with accompanying pictures for them to use to associate the sense response with vocabulary words in English. • Provide children with materials and opportunities to record observations through sketching, writing and drawing. • Before taking nature walks to address children's questions about changes in the environment ask the children: "What do you think we might see?" "What kind of things should we collect?" After the nature walk discuss what happened, compare to predictions, examine collections, etc. • Infuse environmental responsibility in all aspects of the curriculum. • Reuse and recycle materials in the classroom. • Engage children in projects to help the environment, such as playground clean-up. • Conduct experiments to illustrate helpful and harmful actions and the impact on the environment (e.g., place lunch napkins in a large jar of clean water, put the lid on and observe and document what happens to the water over time). • Use children's literature selections in languages representative of the group, with high-quality illustrations or photographs that have simple language to teach stewardship and environmental consciousness. • Using high-quality pictures or photographs, make monthly graphs of weather conditions (sunny, cloudy, snowy, rainy). Be sensitive to those children who may never have experienced snow. • Provide opportunities for shadow play using both natural and artificial light. • Initiate discussions, sorting, and graphing or charting activities done during night and day.
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		<ul style="list-style-type: none">• Provide flannel board activities and puzzles of things to do at night and during the day.• Play recorded sounds of day and night so the children can dance, move or draw to them.• Track movement of the sun by placing an object on the window and map the movement of the shadow throughout the day.• Walk/hike to different locations to see how the sun moves/changes.• Display maps of the night sky.• Encourage children to observe the moon with their eyes, binoculars and telescopes and record moon phases.• Take the children on field trips to a planetarium or observatory. Before the trip, using photos, videos, etc., explain what a planetarium and observatory are and introduce relevant vocabulary to make the trip meaningful.• Collect rocks such as sandstone or granite and use tools like magnifying glasses or paper for rubbings to compare properties (e.g., texture, density, color and other properties).
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Strand: Physical Science

<p>Topic: Explorations of Matter and Energy</p>	<p>Standards:</p> <ul style="list-style-type: none"> • With modeling and support, explore the properties of objects and materials (e.g., solids and liquids). (#56) • With modeling and support, explore the position and motion of objects. (#57) • With modeling and support, explore the properties and characteristics of sound and light. (#58) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide parts of familiar objects for children to identify (e.g., knob from dresser; pedal from bicycle). • Provide many different sensory experiences in the classroom (sensory table, feely box, sound identification games, smell identification games, film canisters with items inside). • Create simple machines from classroom and found materials to explore motion (e.g., lever, wheel and axle, pulley, inclined plane, etc.). • Engage in simple cooking experiences to observe solids, liquids, gasses and to watch substances change between the three stages of matter. • Provide different sources of light for exploration (e.g. overhead projector, flashlight). • Provide opportunities to watch snow and ice melt. Note changes and rate of change. Vary with material such as salt. • Provide opportunities for children to discover how things work by taking apart and putting together many different objects (e.g., toy vehicles, old appliances). Introduce new vocabulary, narrate actions and describe objects. Encourage children to use new vocabulary. • Provide a variety of purposeful materials in the sensory table, such as soil, sand, clay, cotton, pebbles, rocks, sponge pieces, cups and water. • Provide opportunities for children to explore manipulating their own voices by changing pitch, volume or quality (e.g., talk into different lengths of cardboard tubing, talk with wax paper against lips, talk into a kazoo). • Provide opportunities for children to explore resonance by making sounds with various materials (e.g., compare striking instrumental wood blocks and blocks of wood; using different mallet types such as wood, hard felt, soft felt, sponge, rubber). • Provide materials to explore timbre with different maracas and dynamics with different rattles. • Provide materials for experimenting with water levels in glasses to
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		<p>make different sounds.</p> <ul style="list-style-type: none">• Provide opportunities for children to be active explorers of their environment. Give them tools to use such as magnifying glasses, cardboard tubes as viewers, spray bottles to note changes from water, bottomless paper cups to use as sound catchers against ear.• Provide materials for constructing instruments, such as rubber bands strung across a shoebox and empty containers with various fillers (pasta, marbles, rice, stones, etc.).• Be deliberate in supporting English language learners' language development for all explorations, experiments, and sensory experiences. Don't assume they know or understand the words being used. Help them make the connections through formal and informal methods employing photos, pictures, labeling, one-to-one teacher "talks," language peer support, etc.
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Strand: Life Science

<p>Topic: Explorations of Living Things</p>	<p>Standards:</p> <ul style="list-style-type: none"> • With modeling and support, identify physical characteristics and simple behaviors of living things. (#59) • With modeling and support, identify and explore the relationship between living things and their environments (e.g., habitats, food, eating habits, etc.). (#60) • With modeling and support, demonstrate knowledge of body parts and bodily processes (e.g., eating, sleeping, breathing, walking) in humans and other animals. (#61) • With modeling and support, demonstrate an understanding that living things change over time (e.g., life cycle). (#62) • With modeling and support, recognize similarities and differences between people and other living things. (#63) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide a variety of living things in the classroom (e.g., gerbils, fish, ants, earthworms, plants) for children to care for and meet their needs, as well as make and record observations about. • Collect leaves (which may be pressed in wax paper or used for rubbings) to make comparisons and sort by size, shape, color, etc. • Explore why leaves might be different (e.g., leaves from deciduous trees vs. pine needles, etc.); then ask children to consider why the different leaf structures exist. • Read and discuss children's books such as <i>Be Nice to Spiders</i> (Graham, 1967) to encourage appreciation for living things. • Provide opportunities to explore nature such as taking a bird walk to observe and discuss ways that the environment supports birds. Discuss ways to support the habitat of the birds (e.g., Do the children notice that the birds need a place to perch? To bathe? To exercise? Do different birds need different things?). • Take children on guided field trips (e.g., zoo, children's museum, farm) to demonstrate common needs of living things (e.g., cows on farm eating grass). • Use photographs, pictures, etc. to categorize animals by various needs (e.g., food, habitats). • Cut open fruit/vegetable and plant seeds to identify needs of the plants as the seeds grow. • Explore the ways animals move; compare that to the way humans move. • Using props, photos, videos and observations of real animals, identify body parts and bodily processes; compare characteristics of animals to other animals and to humans. • Provide material for children to experiment with growing plants (e.g., water/no water, light/no light, soil/no soil). • Guide the children in making observations, predictions about the plants and graphs the plants' growth. Invite them to document their predictions and observations. • Invite children to choose a tree in the school yard beginning in the fall and observe it daily, record observations, photograph and
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		<p>make pictures throughout the year to document changes.</p> <ul style="list-style-type: none">• Provide opportunities for children to taste different flavors and consistencies and make comparisons.• Provide recordings of environmental sounds for children to identify; let children record their own sounds for others to identify.• Provide children with opportunities to grow and prepare healthful foods to reflect sound nutrition practices.• Provide actual comparisons of real and pretend, such as having the children plant bean seeds and as the plants grow compare with the bean growth in Jack and the Bean Stalk.• Help children develop a rubric for real and not real that they can use when reading stories.• Provide books, pictures, videos, etc., to explore animals and insects that move at night and day.• Take children on a walk outside with an old sock over one shoe then “plant” the sock (moisten sock in a tray) to predict, observe and record what happens.• Provide opportunities for children to explore camouflage (e.g., mammals, reptiles, insects, plants).• Have children bring in family photos to make comparisons of characteristics among family members and children.• Provide opportunities to compare similarities/differences with young and adult animals (e.g., frogs/tadpoles, caterpillars/butterflies, kittens/cats).• Provide opportunities to observe, compare and chart physical differences of people (eye colors, hand sizes, heights, etc.), animals (number of legs, body coverings), and plants (colors, heights, types of leaves).• Explicitly teach vocabulary, phrases, and model asking and answering questions for English language learners for all concept areas of exploration, so they can be actively engaged in the whole learning process, not just the hands on and observation portions. Extend vocabulary beyond the “moment” for re-enforcement. Words common to native English speakers are not necessarily in the language “bank” of English language learners.
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Domain: Language and Literacy Development

Introduction

The standards for language and literacy reflect knowledge and skills fundamental to children's learning of language, reading and writing. Young children's language competencies pertain to their growing abilities to communicate effectively with adults and peers, to express themselves through language, and to use growing vocabularies and increasingly sophisticated language structures. Early literacy skills include children's developing concepts of print, comprehension of age-appropriate text, phonological awareness and letter recognition. Research has identified early skills of language and literacy as important predictors for children's school readiness, and their later capacity to learn academic knowledge (National Early Literacy Panel, 2008). The Language and Literacy domain consists of the following strands: *Listening and Speaking, Reading and Writing*.

The strategies in this guidance document are not designed to be specific activities or "lesson plans." Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Domain: Language and Literacy Development

Strand: Listening and Speaking

<p>Topic: Receptive Language and Comprehension</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Demonstrate understanding of increasingly complex concepts and longer sentences. (#64) • Ask meaning of words. (#65) • Follow two-step directions or requests. (#66) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Read and re-read books to enhance understanding and vocabulary development. Incorporate key words from the books into other activities for repetition and meaningful exposure/learning for English language learners. • Introduce new words in meaningful contexts using concrete objects. • Provide child-friendly definitions when introducing new words. • Model using new words in conversation and play. • Model attending behavior as children share creations, stories and experiences. • Share a variety of stories, fiction and nonfiction books songs and poems of increasing complexity. Check for understanding by allowing English language learners to respond with means appropriate to their language learning levels; match questions to those levels; model responses by expanding on a child's language.
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		<ul style="list-style-type: none"> • Share stories, songs and poems that reflect family cultures and traditions. • Model and provide opportunities for children to follow directions. • Provide opportunities to give direction to peers. • Help children give and receive simple explanations, information and instructions. • Provide opportunities for children to engage in pretend play with peers.
<p>Topic: Expressive Language</p>	<p>Standards:</p> <ul style="list-style-type: none"> • 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. (#67) • Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) (#68) • Describe familiar people, places, things and experiences. (#69) • Use drawings or other visuals to add details to verbal descriptions. (#70) • 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 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Encourage children to engage in peer-to-peer conversations. • Provide opportunities for children to engage in meaningful conversations describing familiar people, places, things and events. Invite families of English language learners to bring pictures or objects from home to help children communicate better with peers for planned communication opportunities like this. • Provide comments and questions to support elaboration. • Provide opportunities for children to work collaboratively, using and responding to language, explaining, describing, negotiating, etc. Support English language learners' participation by providing short, focused descriptions. • Offer encouragement and reinforcement when children effectively communicate wants, feelings, ideas and needs. • Encourage children to add drawings, graphics or other illustrations to provide additional details to oral descriptions. • Provide children a range of opportunities, purposes, audiences and situations that challenge them to use language in many different ways, including a range of play types (e.g., story re-enactment, socio-dramatic play, pretend play, improvisation). • Provide frequent opportunities for conversations among children and adults.

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	<p>words (interrogatives) (e.g., who, what, where, when, why and how).</p> <ul style="list-style-type: none"> ○ 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. (#71) <ul style="list-style-type: none"> ● With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) (#72) ● With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) (#73) ● Identify real-life connections between words and their use. (Vocabulary) (#74) ● With modeling and support, explore relationships between word meanings (e.g., categories of objects, opposites, verbs describing similar actions - walk, march, prance, etc.). (Vocabulary) (#75) 	<ul style="list-style-type: none"> ● Support children in identifying opposites during conversation, intentionally planned experiences and play using concrete objects, pictures, actions, etc. ● Recast or restate children's utterances using grammatically-correct phrasing. ● Provide an authentically "print-rich" environment representative of multiple cultures and languages to encourage children to interact with print in meaningful ways (e.g., "reading" rebus chart recipe). ● Encourage children to tell stories, recount experiences, describe ideas, events, objects, creations and report information and situations using multiple means of expression (e.g., gestures, role play, drawings, pictures, etc.). ● Use read-aloud opportunities to introduce children to new words. ● Model curiosity about words and word meanings. ● Instead of telling children the meanings of new words, ask "What do you know about these words?", and engage them in hypothesizing about new words based upon what they already know. Arrive at a child-friendly definition as generated by this conversation. ● Model use of context cues and illustrations to define unknown words in a text. ● Use multiple senses and repetition when introducing new words or concepts (e.g., sing, draw or demonstrate new words; "Show me exhausted!"). ● Provide meaningful opportunities for children to use new vocabulary words. Provide multiple exposures to new vocabulary words, repeating and integrating these into conversations and activities throughout the day/week. ● Allow English language learners to cut out or draw pictures to match new vocabulary words; send home so their families can share the experience, see what their children are learning and support that learning in their native language as well. ● Engage in interactive reading to support concept/vocabulary development. Prior to reading, identify those vocabulary words that may need defined for all children and English language learners, to ensure participation.
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		<ul style="list-style-type: none"> • Model use of beginning dictionaries in multiple languages as appropriate to discover meanings of unknown words. • Maintain and model the use of collections of age and developmentally appropriate reference materials in multiple languages if appropriate to locate information. • Study the style and techniques of particular authors and illustrators. Provide opportunities for children to create their own books using similar style and techniques. NOTE: English language learners with some letter/sound association may “write” in their home languages.
<p>Topic: Social Communication</p>	<p>Standards:</p> <ul style="list-style-type: none"> • 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). (#76) • With modeling and support, continue a conversation through multiple exchanges. (#77) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide frequent opportunities for conversations among children and adults. • Engage in meaningful conversations with individuals and small groups of children about topics of interest during play, meals/snack and sharing times. Accompany conversation with props, objects, visuals, actions, etc., as appropriate to support comprehension and participation for English language learners. • Model dynamics of conversations (e.g., listening, turn-taking, responding and expanding upon a topic). • Model commenting and articulating understanding and asking questions for clarification. • Encourage discussion of many points of view and of critical and divergent thinking. • Use open-ended questions to continue conversational exchanges. • Provide opportunities and encourage children to engage in peer-to-peer conversations.

Strand: Reading		
<p>Topic: Reading Comprehension</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Ask and answer questions, and comment about characters and major events in familiar stories. (#78) • Retell or re-enact familiar stories. (#79) • Identify characters and major events in a story. (#80) • Demonstrate an understanding of the differences between fantasy and reality. (#81) • With modeling and support, describe what part of the story the illustration depicts. (#82) • With modeling and support, name the author and illustrator of a story and what part each person does for a book. (#83) • With modeling and support, identify the topic of an informational text that has been read aloud. (#84) • With modeling and support, describe, categorize and compare and contrast information in informational text. (#85) • With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g., illustrations, descriptions). (#86) • Actively engage in group reading with purpose and understanding. (#87) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Model asking and answering questions to include both factual/closed-ended questions as well as open-ended questions. • Ask questions that require children to provide details about the characters and actions in pictures and text. • Provide support for English language learners by posing questions and providing responses. (e.g., "What are the children doing? They are laughing, _____(insert child's name); What are they doing, ____ (child's name)? They are _____." Provide beginning sound of the response such as "L" for laughing" and facilitate the English language learner to fill in the blank.) This helps English language learners in the observing/listening and emerging language stages to participate and build English language skills and develop self-confidence.) • Ask children to predict what will happen next, who the character might be, where the action takes place, etc. • Provide appropriate pauses in reading of text for children to question, comment or respond; draw attention to print and print conventions (e.g., an exclamation mark). • Share stories with strong characters, repetitious text, clear and simple story lines and predictable outcomes. • Provide a wide variety of materials and props and many opportunities for children to demonstrate and represent their understanding of text (e.g., story-telling gloves, flannel boards, drawing, sculpting, oral expression, dramatization, etc.). • Provide opportunities for children to retell stories by drawing, picture sequencing and in dramatic play. • Review the sequence of the story in various situations using language such as first, next, then, etc. Use pictures as cues. • Respond to children's interest in stories by reading to individuals and small groups. • Invite families of English language learners, staff or members of the community to visit and read stories in other languages or use bilingual books with small groups of children. • Engage in shared reading and interactive reading experiences,

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		<p>including the use of digital devices (e.g., iPads, eBooks, etc.).</p> <ul style="list-style-type: none">• Explicitly pre-teach English language learners key story vocabulary and model typical questions and response forms that are unfamiliar to the children to increase skills and participation during shared and interactive reading.• Identify and discuss characters, the setting and major events in the story (e.g., Where did the story take place? Who was in the story? What happened in the story?). Model using illustrations as reference.• Encourage children to create alternative endings to familiar stories.• Model, prompt and encourage discussion that goes deeper than the literal (e.g., "What might have happened if...")• Provide time for conversation about a text (e.g., making comparisons, discussion of possibilities, changes in thinking, and making connections to children's own experiences and/or other stories).• Prepare "take-home totes" including a book, stuffed animal and a journal. Invite families to read with their child and together write about the experience in the journal before returning the tote.• Discuss difference between fantasy and reality using text and illustrations and relating materials to children's own experiences.• Utilize Venn diagrams and other organizers, along with visuals representing fantasy and reality to make this activity comprehensible for English language learners—clearly depict both categories visually; model possible responses; summarize activity (visual and oral); check for English language learners understanding: accept pointing, gestures or responses in any language.• Provide opportunities for children to discuss characters and retell favorite books and stories using their home languages.• Read and discuss multiple books by the same author and/or illustrator; highlight similarities in style.• Introduce read-alouds by referring to the cover/title page and indicating author and/or illustrator.• Provide a large and diverse collection of informational and non-
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		<p>fiction books in the classroom library and reading centers. Include books in multiple languages.</p> <ul style="list-style-type: none">• Model asking and answering questions about key details in the text. Include both factual and closed-ended questions as well as open-ended questions.• Ask questions and provide support for children to identify the main topic and to provide details about the text.• Provide time for discussions and model strategies for making the connections between individuals, events, ideas and information, and between pictures and print.• Encourage the children to express opinions about the plot, characters and events in the story.• Engage in dialogic reading strategies. Group English language learners heterogeneously with stronger language English language learners and strong native English speakers over the typical five-day dialogic reading—extend the targeted vocabulary into other activities.• Demonstrate the use of context and picture cues to construct meaning and identify printed words.• Draw attention to the relationships between the text and illustrations, photos, drawings, graphics, etc.• Provide concrete examples, models and hands-on materials to accompany the text.• Using visuals to make differences in texts clear. Compare fiction and nonfiction texts on similar topics.• Model and support children in using books to research and gather information on topics of interest.
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<p>Topic: Fluency</p>	<p>Standards:</p> <ul style="list-style-type: none">• 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. (#88)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Model reading behaviors and strategies for children to follow (e.g., read with expression, vary voice tone/ pitch/ characterization, etc.).• In large and small groups, read and re-read familiar, favorite stories and books of interest to children through read aloud opportunities and shared and interactive reading; draw attention to print.• Engage the children in singing, chanting and recitation of stories, poems and nursery rhymes.• Provide opportunities to retell and re-enact stories using a variety of media and dramatization.• Provide a large and diverse collection of children's books, including eBooks, poems and nursery rhymes for children to self-select during free time and/or to take home.• Encourage English language learners to take home books with familiar plots, language, pictures, characters, etc. If there is a bilingual version or copy in the student's native language add that to the take home pack.
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

<p>Topic: Print Concepts</p>	<p>Standards:</p> <ul style="list-style-type: none">• Demonstrate an understanding of basic conventions of print in English and other languages. (#89)• Orient books correctly for reading and turn pages one at a time. (#90)• Demonstrate an understanding that print carries meaning. (#91)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Engage children in conversations about how books “work” by pointing out the front and back covers, title page and the roles of the author and illustrator.• Provide opportunities for children to author and illustrate their own books including front and back covers and a title page.• When reading, writing and playing with children, take advantage of opportunities to help them learn about how print works.• Run a finger along the text to illustrate that English is read left to right and top to bottom. If children have native languages which read in any other direction, you can demonstrate that connecting it to the child’s native language; point out the differences in print if they exist; re-emphasize that English is read left to right and top to bottom.• Point out written words as they are pronounced.• Pair written words and pictures so children begin to recognize specific sequences of letters as having meaning.• During authentic writing experiences, model correct use of upper and lower case letters (e.g., when charting during group discussions, when writing notes with and for children, when taking dictation).• Draw children’s attention to print features like upper and lower case letters and spaces between words by mentioning them while reading aloud and/or supporting children in their own reading/writing efforts (e.g., model writing the child’s name and narrate, “upper case ‘J’, lower case e, n.”).• Show that a word is a unit of print with space on either side within context of shared reading or writing experiences.• Demonstrate “finger spacing” when writing.• Use metalinguistic terms like “letter,” “word” and “sentence” and provide visual samples that are labeled.• Integrate references to letters (visual), letter names and/or sounds into classroom activities as appropriate (e.g., show a letter “Bb” printed on a card and say, “Everyone whose name begins with the letter ‘B’ can take a turn at the listening center.”).• Display the letters of the alphabet at children’s eye-level.
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

		<ul style="list-style-type: none">• Encourage children to use invented spelling and engage in other writing activities using gross- and fine-motor skills (e.g., writing in the sand table, using paint, using writing implements and digital tools).• Be aware that English language learners who have sound/letter correspondence in their native/home language may use invented spelling reflecting that knowledge; allow them to use it since they may only have vocabulary in their language to match what they've drawn or want to write. English equivalents can be introduced; value their languages and add to it with English.
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

<p>Topic: Phonological Awareness</p>	<p>Standards:</p> <ul style="list-style-type: none"> • With modeling and support, recognize and produce rhyming words. (#92) • With modeling and support recognize words in spoken sentences. (#93) • With modeling and support identify, blend and segment syllables in spoken words. (#94) • With modeling and support, orally blend and segment familiar compound words. (#95) • With modeling and support, blend and segment onset and rime in single-syllable spoken words. (#96) • With modeling and support identify initial and final sounds in spoken words. (#97) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Play with sounds and rhymes through a variety of games, songs, finger-plays, poems, tongue twisters and stories. • Encourage small group experiences utilizing movement, rhythmic and musical opportunities, listening activities, choral reading poetry, and reciting songs/lyrics. • Model using beginning phonemes to create words with similar sounds, allotting time for active conversations and social interactions. • Build word walls emphasizing common, identifiable sounds. • Isolate the first segment of a word (e.g., “Can you say the first little bit of cow?”). For this to be effective, provide words English language learners are already familiar with. • Use sound search: “Find all the things in the picture that begin with the /n/ sound.” • Model segmenting compound words (e.g., snowball—snow-ball, etc.). • Identify what is left when one of the segments is removed from a word (e.g., “Say sing without the /s/ sound.” Or, Say team without the /m/ sound.”). • Accompany this type of dialogue with magnetic manipulative letters to provide understanding of the segmentation concept being presented to English language learners. Make it comprehensible using photos, objects or pictures to support language vocabulary development at the same time. It's easier for English language learners to grasp when they already know the words that are being manipulated. • Use cloze strategy (e.g., “Jack and Jill went up the ____.”).
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

<p>Topic: Letter and Word Recognition</p>	<p>Standards:</p> <ul style="list-style-type: none">• With modeling and support recognize and “read” familiar words or environmental print. (#98)• With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. (#99)• With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. (#100)• With modeling and support, recognize the sounds associated with letters. (#101)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Provide authentic opportunities for children to use their printed names (e.g., using an attendance chart – have children move their names from “home” chart to “school” chart; find their names on the daily classroom job chart, etc.).• Create a “print-rich” environment featuring print that is meaningful and relevant to children (e.g., classroom daily schedule with pictures and printed word, literacy materials at relevant classroom centers such as menus in food-themed dramatic play area).• Create a book of each child’s personal “favorites,” such as cereal box logos, soup can labels, restaurant logos, toys, etc.• Play with letter/sound relationships in songs, rhymes and stories.• Assist English language learners with rhymes by providing them with clues for a rhyming word, lead into the word by providing the beginning of the word and facilitate completing the rhyming. Many English language learners don’t have well-developed word banks in the early stages of English language learning.• Point out familiar letters and sounds during shared read aloud opportunities. Ensure all children have opportunities to name the letters and make the sounds.• Provide opportunities to play with letters and sounds (e.g., alphabet puzzles, writing in the sand table, magnetic letters).• Utilize opportunities to map letters to sounds in the context of writing (e.g., emphasize the first sound of a word to be written and identify the initial letter).• Read alphabet books or have children create their own alphabet books.• Conduct “letter” or “sound” hunts in the classroom for objects beginning with a particular letter or sound.• Encourage children to read simple words in books, charts, posters, etc.
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Strand: Writing

<p>Topic: Writing Process</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Use a 3-finger grasp of dominant hand to hold a writing tool. (#102) • Demonstrate an understanding of the structure and function of print. (#103) • With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. (#104) • With modeling and support, demonstrate letter formation in "writing." (#105) • With modeling and support show awareness that one letter or cluster of letters represents one word. (#106) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide a variety of age-appropriate manipulatives (e.g., beads to string, lacing cards, Etch-a-Sketch, Lite Bright, pattern blocks, table-top blocks, etc.). • Provide dress-up clothes to button, zip, snap, etc. in dramatic play. • Pour milk or juice from a small pitcher to a specific level in a clear glass. • Provide construction paper to tear and glue into a collage. • Engage in floor activities, such as large mural painting, floor puzzles and coloring while lying on stomach on the floor. • Provide opportunities to outline, color, paint and write. • Provide clay or wire for sculpting. • Put pennies in piggy bank or slit cut in plastic lid. • Provide opportunities to use iPads, computers and other technology. • Get the most out of all of the activities above by helping English language learners develop vocabulary/communication skills by narrating what is going on; engage them orally while using materials; encourage them to interact and speak with peers. • Provide authentic opportunities for children to see and use their names in print (e.g., label cubby spaces with names and pictures, attendance chart - move names card to "school" from "home," or child signs in upon arrival). • Model printing and describe the formation of letters. • Encourage experimentation with writing. • Provide resources from which children can copy and/or write letters and familiar words (e.g., alphabet chart/books, cards, stamps, picture dictionary, magnetic letters, word walls, labels and name charts). • Encourage children to create their own books with written text and pictures on the pages.
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

<p>Topic: Writing Application and Composition</p>	<p>Standards:</p> <ul style="list-style-type: none"> • “Read” what he/she has written. (#107) • With modeling and support, notice and sporadically use punctuation in writing. (#108) • 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). (#109) • 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) (#110) • With modeling and support, discuss and respond to questions from others about writing/drawing. (#111) • With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. (#112) • With modeling and support, explore a variety of digital tools to express ideas. (#113) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide opportunities for children to create and enact stories. Define the setting, assign roles, talk about what is happening and manage the action in dramatic and pretend play. • Provide a well-stocked writing center with a variety of blank books, paper and writing utensils. • Provide writing materials in relevant classroom centers (e.g., pad and writing utensils for taking orders when offering a food-based dramatic play area). • Encourage children to express their ideas by creating books on a variety of topics of particular interest and/or relating personal experiences or events. • Engage children in discussions of their books, identifying the title, the topic and reading the “text.” • Support children as they think about their own compositions and articulate their ideas. • Encourage children to write and share their compositions in pairs or small groups. • Provide language support to English language learners for sharing compositions. Some options include pairing early language learners and native language peers with higher skills; working one-to-one with beginning English Language Learners; pairing with native English speakers who are outgoing and are good at eliciting responses from teachers and peers. • Provide opportunities for meaningful writing (e.g., writing a get well letter to a sick classmate). • Model posing questions and making comments to help children clarify the meanings of their writings (e.g., “When you say in your instructions, ‘pull it,’ do you mean the handle or the rope?”). • Model the writing process during authentic classroom activities (e.g., writing a morning message). • Have children write in pairs or small groups. • Engage small groups of children in project work: <ul style="list-style-type: none"> ○ Identify a topic of interest for investigation ○ Identify and gather resources; ○ Plan shared research;
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

		<ul style="list-style-type: none">○ Use a variety of media to document the progress of the project; and○ Publish and evaluate findings.● For group work, intentionally assign English language learners to homogeneous groups of strong native speakers; beginning English language learners, more fluent English language learners, and students who are very vocal; facilitate interactions as appropriate.● Provide a variety of digital tools, cameras, computers, word processing programs and other media.
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Domain: Approaches toward Learning

Introduction

The standards for approaches toward learning center on the foundational behaviors, dispositions and attitudes that children bring to social interactions and learning experiences. The standards include children's demonstration of initiative and curiosity and their motivation to participate in new and varied experiences and challenges. These behaviors are fundamental to children's abilities to take advantage of learning opportunities and to set, plan and achieve goals for themselves. This domain also includes children's level of attention, engagement and persistence as they do a variety of tasks. These factors are consistent predictors of academic success (Duncan et al., 2007). Finally, children's creativity, innovative thinking and flexibility of thought allow them to think about or use materials in unconventional ways and to express thoughts, ideas and feelings in a variety of media.

The strategies in this guidance document are not designed to be specific activities or "lesson plans." Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Domain: Approaches toward Learning

Strand: Initiative

<p>Topic: Initiative and Curiosity</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Seek new and varied experiences and challenges (take risks). (#114) • Demonstrate self-direction while participating in a range of activities and routines. (#115) • Ask questions to seek explanations about phenomena of interest. (#116) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Include large blocks of time for play and exploration in the daily schedule (e.g., a minimum of one hour). • Empower children to "call a meeting" to discuss problems affecting the classroom community (e.g., a concerned child asks to call a meeting because the block builders don't have enough room, so they build into the book nook so he can't get in to look at books. What can we do?). • Respond to children's interests by adding props, books and other materials to extend investigation and play. • Provide interest centers and allow children to make choices as to where to play. • Provide open-ended learning conversations with children based on daily classroom experiences. Encourage English language learners with limited English to use non-verbal responses such as pointing and gesturing, as well as words and/or simple phrases – use child's response to model English without embarrassing
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

		<p>“corrections.”</p> <ul style="list-style-type: none"> • Provide outside play on equipment where safe risks are possible. Ensure that English language learners understand safety rules; use pictures and real-life modeling outside to explain playground safety. • Offer a variety of opportunities for individual activities, small and large group activities and peer interactions.
<p>Topic: Planning, Action and Reflection</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Develop, initiate and carry out simple plans to obtain a goal. (#117) • Use prior knowledge and information to assess, inform, and plan for future actions and learning. (#118) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide opportunities for children to plan their play—what play area, what they plan to do, and with whom they’d like to play • Encourage children to create “written” work plans to revisit during class meeting and share the outcome of the plan. Have conversation about how they might extend the play the next day. • Encourage children to work in small groups on self-selected projects. • Engage children in making classroom rules and procedures for making the classroom community run smoothly. • Show interest in what children are doing and provoking/extending questions. • Use webbing with the children to find out what they know and to determine what they still want to find out. Create a plan with them as to how they will find the desired information. Modify appropriately for language level of English language learners.

Strand: Engagement and Persistence		
<p>Topic: Attention</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Focus on an activity with deliberate concentration despite distractions. (#119) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide an atmosphere where the children's interests have priority over planned activities. • Engage in play with children in order to learn their interests. • Eliminate possible distractions and then reintroduce low levels of distractions increasing to higher levels, as tolerated. • Provide high interest materials and activities. • Minimize visual clutter. • Play background music softly—if at all—to avoid it being a distraction.
<p>Topic: Persistence</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Carry out tasks, activities, projects or experiences from beginning to end. (#120) • Focus on the task at hand even when frustrated or challenged. (#121) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide ample time for children to engage in complex play or projects until they are satisfied. (NOTE: Requiring children to clean up after every activity or at the end of every day does not allow for satisfying, long-term, extended play experiences.) • Encourage completion of tasks through the use of positive feedback. • Assist the children in recognizing the source of any obstacle, suggest some problem-solving strategies and ask if the children can think of any others. • Document children's work so they can revisit experiences through conversations with adults or peers. • Encourage children—and provide space and opportunity—for projects or activities to be extended over periods of time (e.g., children make a sign asking others "Please do not touch" the city they are working on in the block area). • When trying to solve a problem, ask "What have you tried?" and "What else can you try?" allowing children to understand that trying many solutions is part of the problem-solving process. • Provide encouragement.

Strand: Creativity		
<p>Topic: Topic Innovation and Invention</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Use imagination and creativity to interact with objects and materials. (#122) • Use creative and flexible thinking to solve problems. (#123) • Engage in inventive social play. (#124) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Offer open-ended materials and experiences that promote discovery through interactions. • Have individual, small and large group discussions to find solutions to classroom problems. Encourage English language learners to point and use non-verbal means to contribute to discussions. • Provide dress-up materials and props that encourage different types of dramatic play. • Take field trips that add to the children's experiences so they can imitate them in creative play.
<p>Topic: Expression of Ideas and Feelings through the Arts</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Express individuality, life experiences, and what he/she knows and is able to do through a variety of media. (#125) • Express interest in and show appreciation for the creative work of others. (#126) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide opportunities for the children to explore areas such as visual arts, music, dance, creative movement and drama. • Display children's work in the classroom and revisit it. • Place dictated stories on artwork when desired by the children. • Offer photos of art from successful artists for the children to study, describe and emulate. • Make class books of the experiences and work of the children.

Domain: Social and Emotional Development

Introduction

The standards for social and emotional development involve behaviors that reflect children's emotional growth and their growing ability to successfully navigate their social worlds through interactions with teachers and peers. These standards include a focus on children's developing abilities to regulate attention, emotions, and behavior, and to establish positive relationships with familiar adults and with peers. Research indicates that early skills of social competence and self-regulation are foundational to children's long-term academic and social successes (National Research Council, 2008).

The strategies in this guidance document are not designed to be specific activities or "lesson plans." Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Domain: Social and Emotional Development

Strand: Self

Topic: Awareness and Expression of Emotion	Standards: <ul style="list-style-type: none">• Recognize and identify own emotions and the emotions of others. (#127)• Communicate a range of emotions in socially accepted ways. (#128)	Implementation Strategy: <ul style="list-style-type: none">• Identify visual cues of emotions using human visuals (e.g., facial expressions, body language, vocalizations, etc.)• Sing and say songs, chants, rhymes, poems and finger plays.• Read books that communicate socially accepted ways to express emotions recognizing that there are cultural differences in what may be "acceptable" ways to express emotions. Avoid complex texts and adapt for English language learners.
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

Topic: Self-Concept	Standards: <ul style="list-style-type: none">• Identify the diversity in human characteristics and how people are similar and different. (#129)• Compare own characteristics to those of others. (#130)	Implementation Strategy: <ul style="list-style-type: none">• Discuss similarities and differences among children in the classroom. Model language to be used for English language learners to participate—make sure language matches what you point out so there are no misunderstandings (e.g., if you point to eyes say eyes; if you then want brown eyes; point to several brown objects using the word brown, then the eyes for "brown eyes").• Provide different types of clothing in the dramatic play area (sizes, cultures, gender).• Include multicultural books, dolls and pictures in the environment.• Provide a mirror and materials so they can create self-portraits. Lead conversations about how their portraits are alike and different.• Invite children to bring family photos to share and tell about their family members. Engage children in a discussion of how their families are alike and different. Build on English language learners' responses, extending and modeling uses of language.• Invite families to share an aspect of their cultures (e.g., a book, a meal, a song, etc.).
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

<p>Topic: Self-Regulation</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Manage the expression of feelings, thoughts, impulses and behaviors with minimal guidance from adults. (#131) • Demonstrate the ability to delay gratification for short periods of time. (#132) • With modeling and support, show awareness of the consequences for his/her actions. (#133) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Identify visual images of emotions using faces, games and books. • Encourage children to draw or create books/stories about an event when they experienced a particular emotion (e.g., a book about how happy she was when she got a puppy for her birthday, or draw a picture of how frightened he was during the thunderstorm). • Use songs to name emotions. • Acknowledge and validate all feelings, whether positive or negative. • Be consistent in providing places for children to go to self-regulate and revisit throughout the day. • Read and discuss books regarding feelings. • Help children remove themselves from a situation where their feelings have escalated. Elicit support from English language learner family members or bilingual staff to help English language learners understand this concept so it is not perceived as a place of punishment. • Use a visual waiting list when children are waiting for their turns.
<p>Topic: Sense of Competence</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Show confidence in own abilities and accomplish routine and familiar tasks independently. (#134) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Assign meaningful jobs that support the function of the classroom community, teach how they should be done and support and acknowledge children as they accomplish their tasks independently (e.g., feed class pet, water plants, etc.). • Begin to help children to become independent in areas of their strengths. • Encourage children to help others do something they are good at. • Create situations that require children to problem solve. Create a familiar environment that reflects all children, their interests and abilities so they feel a sense of belonging and are comfortable acting independently. • Label classroom materials and equipment in both text and pictures with children's primary languages other than English. (Some English language learners recognize words in print in their home language.)

Strand: Relationships		
<p>Topic: Attachment</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Express affection for familiar adults. (#135) • Seek security and support from familiar adults in anticipation of challenging situations. (#136) • Separate from familiar adults in a familiar setting with minimal distress. (#137) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Create routines for transition times. • Set up your environment so you are easily available to the children. • Communicate daily plans and events in words and pictures. • Greet children—and families—at the door upon arrival and say goodbye upon departure. • Model appropriate communication and tone of voice with other adults in the classroom. • Nurture a sense of belonging to the group.
<p>Topic: Interactions with Adults</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Engage in extended, reciprocal conversations with familiar adults. (#138) • Request and accept guidance from familiar adults. (#139) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • LISTEN to the children. • Use open-ended questions. Be accepting of responses. • Provide time in the schedule that promotes interactions with adults. • Practice scenarios that require children to ask for support and/or request items from the adults. Encourage English language learners to use phrases and sentences, and accept pointing, gestures and simple words. Children need to feel emotionally safe and secure to experiment with English. • Engage children in conversations about topics of interest to them. • Give children an opportunity to respond in interactions with adults. • Provide ample time for English language learners to process language demands; model English language using child's original words; provide extended wait time; extended interaction in non-native language can be challenging and tiring for a child. • Have extended reciprocal conversations with individual and small groups of children about experiences, interests, books or whatever they'd like to talk about. Listen responsively.

Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

<p>Topic: Peer Interactions and Relationships</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Interact with peers in more complex pretend play including planning, coordination of roles and cooperation. (#140) • Demonstrate socially competent behavior with peers. (#141) • With modeling and support, negotiate to resolve social conflicts with peers. (#142) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Rotate and add new materials to dramatic play (and other areas of the classroom) to prolong interest and inspire creativity including objects, puppets, props and clothing from different cultures. • Dramatize and act out stories for problem solving. For English language learners, match activity roles with language-levels to encourage participation. • Give appropriate feedback for the use of appropriate behaviors. • Use peer mediators to solve social conflicts, using language peers whenever possible for English language learners. • Model and teach conflict resolution skills.
<p>Topic: Empathy</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Express concern for the needs of others and people in distress. (#143) • Show regard for the feelings of other living things. (#144) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Have children dictate thank you notes and get well cards. • Have a class pet and assign responsibilities for the pet's care. • Have the children point out acts of kindness they have seen from their peers. • Respond to a need in the community (e.g., recycle, collect supplies for an animal shelter, help in a community garden, etc.). • Support children in communicating their feelings to others. • Read books that model compassion and empathy toward people and things, including the environment, plants and animals. Invite families or bilingual staff to read books to model compassion in multiple languages or in tandem with English.

Domain: Physical Well-Being and Motor Development

Introduction

The standards for physical well-being and motor development address motor skills and health practices that are essential for children's overall development. These skills include the ability to use large and small muscles to produce movements to touch, grasp and manipulate objects and to engage in physical activity. These standards also describe the development of health practices that become part of children's daily routines and healthy habits such as nutrition and self-help. These skills and behaviors play an important role in children's physical well-being and set children on a path leading toward a healthy lifestyle. Healthy children are more likely to attend school, be physically active, and learn more effectively (Bluemenshine and others, 2008).

The strategies in this guidance document are not designed to be specific activities or "lesson plans." Rather, they represent broad approaches to implementation in each strand that may help teachers create meaningful learning activities and experiences to support development and learning.

Domain: Physical Well-Being and Motor Development

Strand: Motor Development

<p>Topic: Large Muscle, Balance and Coordination</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping). (#145) • Demonstrate coordination in using objects during active play (e.g., throwing, catching, kicking balls, riding tricycle). (#146) • Use non-locomotor skills with control, balance and coordination during active play (e.g., bending, stretching and twisting). (#147) • Demonstrate spatial awareness in physical activity or movement. (#148) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Play "Follow the Leader." • Use photos and children's books like Rosie's Walk to illustrate spatial relationships vocabulary for English language learners. • Set up obstacle courses. • Provide music with different rhythms and dance using objects such as scarves, bean bags and rhythm sticks. • Make equipment available both indoors and outdoors for throwing, catching, kicking and riding appropriate vehicles. • Play "Simon Says" with appropriate rules for prekindergarten (e.g., no trick statements). NOTE: English language learners will learn motions from observing peers but will need explicit instruction to learn the language used by the teacher to trigger actions. Confusing body parts with actions can be a problem for English language learners who lack the basic knowledge of English labels for either or both. • Use hula hoops to demonstrate terms such as inside, outside, beside, in the middle, etc., saying each word multiple times matching the action it represents at the same time for English language learners. Repetition and accompanying physical/visual cues are important for all children to make connections.
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Ohio Early Learning and Development Standards & Implementation Strategies for Prekindergarten (3-5 years)

<p>Topic: Small Muscle: Touch Grasp, Reach, Manipulate</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Coordinate the use of hands, fingers and wrists to manipulate objects and perform tasks requiring precise movements. (#149) • Use classroom and household tools independently with eye-hand coordination to carry out activities. (#150) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Use cooking, measuring, stirring, scissors and various writing utensils. • Use a variety of materials in learning centers such as play dough, clay and pop beads, stringing beads, access to paint and easels, Legos and other small building materials. Build English language learners' vocabulary by naming materials, modeling "action" language to go with types of activities initiated by the children. • Tear paper and make glue dots on a paper to attach the torn paper. • Provide access to iPads and computers.
<p>Topic: Oral-Motor</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Demonstrate increasingly complex oral-motor skills such as drinking through a straw, blowing bubbles or repeating a tongue-twister. (#151) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Use straws to blow bubbles in a glass of water. • Blow up balloons, blow cotton balls, blow whistles and use kazoos. • Use rhymes and songs throughout the day in activities and routines. • Play with tongue-twisters, silly sounds and rhyming words. (Plan ahead. Beginning and pre-functional English skill level English language learners have a very limited rhyming "word bank"; anticipate words that might be used; have objects/pictures to match the rhyming words you model; pre-load some of the rhyming vocabulary when possible to increase English language learners' participation and make rhyming more comprehensible). • Rotate types of food served and provide food with a variety of textures. • Hold a piece of paper at the end of a straw while sucking on the straw.

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<p>Topic: Sensory Motor</p>	<p>Standards:</p> <ul style="list-style-type: none">• Regulate reactions to external sensory stimuli in order to focus on complex tasks or activities. (#152)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Observe children's reactions to external sensory stimuli and make adjustments based on individual needs (turn lights down, turn music off, add natural light, and rearrange space).• Provide soft space where children can be away from the group when desired.• Have varied activities that include individual activities, small group and large group activities.• Break tasks down into manageable steps for children.• Reduce clutter and visual displays in the classroom.
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Strand: Physical Well-Being

<p>Topic: Body Awareness</p>	<p>Standards:</p> <ul style="list-style-type: none">• Identify and describe the function of body parts. (#153)	<p>Implementation Strategy:</p> <ul style="list-style-type: none">• Incorporate music into circle time that causes children to identify their body parts (e.g., "Head, Shoulders, Knees and Toes").• Use questioning techniques such as, "Show me what you write with, eat with, walk with?" Make activity more comprehensible for early stages of English language acquisition by scaffolding actions and responses (e.g., Ask, "Show me what you walk with?" Actually walk and point to your feet. Model response, "I walk with my feet.")• Trace bodies and color/paint placing appropriate body organs and parts such as heart, fingers, toes, knees.• Use correct names for body parts.• Understand that it is normal and natural for children to be curious about their bodily functions.
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<p>Topic: Physical Activity</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Participate in structured and unstructured active physical play exhibiting strength and stamina. (#154) • Demonstrate basic understanding that physical activity helps the body grow and be healthy. (#155) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Provide ample time and space indoors and outdoors for physical activity skills. • Offer materials to promote different types of physical activity skills. • Model activities with the children (e.g., play with the children). • Have coaches and players come to the classroom to talk about the importance of physical activity. Inform visitors ahead if you have English language learners and suggest ways they can encourage participation from English language learners during discussion time. Prepare all children prior to visit by introducing relevant, new vocabulary. • Have children point to body parts they use in an activity and discuss the muscles that are there. • Using pictures and actions, discuss nutrition and physical activity needed in order to be healthy. Encourage children to use their home languages and/or a combination of home languages and English to promote participation and self-esteem. Language peers (or bilingual staff) can assist in the process of two-way communications.
<p>Topic: Nutrition</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Demonstrate basic understanding that eating a variety of foods helps the body grow and be healthy. (#156) • Distinguish nutritious from non-nutritious foods. (#157) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Set up dramatic play area with paper copies of "Choose My Plate" and have children use the toy foods to make choices about what should go on the plate. • Present a variety of snacks, including ethnic foods and all food groups. • Review the daily lunch/snack menu. • Do simple cooking activities and discuss the ingredients. • Graph healthy versus non-healthy foods.

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<p>Topic: Self-Help</p>	<p>Standards:</p> <ul style="list-style-type: none"> • Independently complete personal care tasks (e.g., toileting, teeth-brushing, hand-washing, dressing, etc.). (#158) • Follow basic health practices. (#159) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Discuss doctor and dental visits using picture books with simplified text, visuals and props to support English language learners. • Use songs or rhymes to assist with hand-washing, teeth-brushing, etc. Demonstrate for English language learners' parents, whose culture may be new to some the personal care routines, so they can experience this with their children first hand. • Encourage independence, but always be available for help. • Encourage families in promoting independence at home.
<p>Topic: Safety Practices</p>	<p>Standards:</p> <ul style="list-style-type: none"> • With modeling and support, identify and follow basic safety rules. (#160) • Identify ways adults help to keep us safe. (#161) • With modeling and support, identify the consequences of unsafe behavior. (#162) • With modeling and support, demonstrate ability to follow emergency routines (e.g., fire or tornado drill). (#163) • With modeling and support, demonstrate ability to follow transportation and pedestrian safety rules. (#164) 	<p>Implementation Strategy:</p> <ul style="list-style-type: none"> • Model and practice safety procedures. • Involve children in creating safety rules for the classroom and outside. • Be consistent in enforcing rules. • Invite professionals who help keep us safe (fireman, policeman) to come to the classroom and discuss safety with the children. Prepare visitors in advance that you have English language learners and suggest ways that they can encourage participation. Encourage them to provide bilingual materials if available. • Help children identify ways they can keep themselves safe. • Inform families of safety practices and encourage families to establish rules/practices at home. Elicit help from staff and/or community safety workers who speak the same language as the English language learners to assist with this. Obtain safety pamphlets, etc., in families' home languages. • Explain reasons for safety rules in child-friendly ways. • Practice fire and tornado drills at varying times of the day. • Learn safety vocabulary in English language learners' home languages, role play prior to actual drills, use visuals, language peers and adults who are bilingual whenever possible—prepare students for types of noise “cues” that accompany each type of safety drill (e.g., buzzer, strobe lights, etc.).

Support for Differentiation

1. Accept children's approximations and attempts and elaborate/expand on these as appropriate.
2. Scaffold each learner in his zone of proximal development.
3. Use assistive technology when appropriate. Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible.
4. Resources based on the *Universal Design for Learning* principles are available at www.cast.org.
5. *Addressing Emerging Literacy Skills in English Language Learners*
<http://www.asha.org/Publications/leader/2008/080923/f080923a/>.

Support for English Language Learners

- Use multimedia such as videos, pictures and concrete objects to create connections with vocabulary words.
 - Use gestures and body language.
 - Speak slowly and enunciate clearly. Do not raise your voice.
 - Repeat information and review. If a child does not understand, try rephrasing in short sentences and simpler syntax.
 - Try to avoid idioms and slang words.
 - Try to anticipate words that might be unfamiliar and give explicit meaning to them.
 - Make use of the excellent language learning that occurs among children by supporting play and small-group activities.
 - Show children how much you enjoy them and appreciate their efforts to learn a new language.
- Adapted from Cecil, N.L. (1999) *Striking a balance: Positive practices for early literacy*. Scottsdale, AZ: Holcomb Hathaway.

Resources:

Preschool English Learners: Principles and Practices to Promote Language, Literacy and Learning. California Department of Education. <http://www.cde.ca.gov/sp/cd/re/documents/psenglearnersed2.pdf>.

McGlothlin, Barry (1995). *Fostering second language development in young children: Principles and practices*.
<http://www.escholarship.org/uc/item/23s607sr#page-1>.

Espinosa, L. (2008). Challenging common myths about young English language learners. The Foundation for Child Development.
<http://fcd-us.org/sites/default/files/MythsOfTeachingELLsEspinosa.pdf>.