

Skill Comparison - Ohio Early Learning and Development Standards (ELDS) and Every Child Ready to Read (ECRR)
ELDS Domain: Language and Literacy
Birth to Kindergarten Entry

ELDS			ECRR1 Early Literacy Skills	ECRR2 Early Literacy Components	ECRR2 Practices
Strand	Topic	Standard			
Listening and Speaking	Receptive Language and Comprehension	-Attend and respond to language and sounds. (I) -Show understanding of simple requests and statements referring to people and objects around them. (YT) -Show understanding of requests and statements referring to people, objects, ideas and feelings. (OT) -Demonstrate interest in and use words that are new or unfamiliar in conversation and play. (OT) -Understand when words are used in unconventional ways. (OT) -Demonstrate understanding of increasingly complex concepts and longer sentences. (PK) -Ask meanings of words. (PK) -Follow two-step directions or requests. (PK)	Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas	Oral Language: Listening, speaking, communication skills Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas	*Talking *Singing *Reading *Playing

*Talking: As children hear spoken language, they learn new words and what they mean. They learn about the world around them and important general knowledge.

*Singing: (includes rhyming) increases children's awareness and sensitivity to the sounds in words. Singing also slows down language so children can hear the different sounds that make up words. Songs have words not heard in every day conversation with young children

*Reading: Shared reading increases vocabulary and general knowledge. It helps children learn how print works and how books work. Shared reading also helps children develop an interest in reading.

*Writing: Writing helps children learn that letters and words stand for sounds and that print has meaning.

*Playing: Play helps children think symbolically, so they understand that spoken and written words can stand for real objects and experiences. Play also helps children express themselves and put thoughts into words.

I = Infant (Birth to 8 Months) YT=Young Toddlers (6 to 18 months) OT=Older Toddlers (16 to 36 months) PK=Pre-Kindergarten (3 to 5 years)

ELDS			ECRR1 Early Literacy Skills	ECRR2 Early Literacy Components	ECRR2 Practices
Strand	Topic	Standard			
Listening and Speaking	Expressive Language	<ul style="list-style-type: none"> -Experiment intentionally with sound inflection and gestures in different ways to express wants, needs or feelings. (I) - Begin to use single words and conventional gestures to communicate with others. (YT) -Combine words to express more complex ideas or requests (OT) -With modeling and support, describe experiences with people, places and things. (OT) -Use words that indicate position and direction. (OT) -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. (PK) -Speak audibly and express thoughts, feelings and ideas clearly. (Articulation) (PK) -Describe familiar people, places, things and experiences. (PK) -Use drawings or other visuals to add details to verbal description. (PK) -With modeling and support, use the conventions of standard English. (Grammar) (PK) <i>See ELDS for examples.</i> -With modeling and support, use words acquired through conversations and shared reading experiences. (Vocabulary) (PK) -With modeling and support, determine the meanings of unknown words/concepts using the context of conversations, pictures that accompany text or concrete objects. (Vocabulary) (PK) -Identify real-life connections between words and their use. (Vocabulary) (PK) -With modeling and support, explore relationships between word meanings (e.g. categories of objects, opposites, verbs describing similar actions – walk, march, prance, etc.). (Vocabulary) (PK) 	<p>Narrative Skills: Expressive language; ability to recount events, describe things, tell and retell stories</p> <p>Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas</p>	<p>Oral Language: Listening, speaking, communication skills</p> <p>Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas</p> <p>Background Knowledge-Content: What a child knows on different topics; factual books and other information</p> <p>Background Knowledge-Conceptual Thinking: Thinking skills, processes like cause and effect, predicting what might happen as well as knowledge of shapes, colors, etc.</p>	<ul style="list-style-type: none"> *Talking *Singing *Reading *Writing *Playing

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Listening and Speaking	Social Communication	<p>-Attempt to respond to basic forms of social communication with the appropriate facial expression, vocalization and/or gesture. (I)</p> <p>-Participate in and often imitate basic communications with family members or familiar others. (YT)</p> <p>-Participate in and often imitate communication according to commonly accepted expectations with family members and in social groups. (OT)</p> <p>-With modeling and support, follow typical patterns when communicating with others (e.g. listen to others, take turns talking and speaking about the topic or text being discussed). (PK)</p> <p>-With modeling and support, continue a conversation through multiple exchanges. (PK)</p>	<p>Narrative Skills: Expressive language; ability to recount events, describe things, tell and retell stories</p> <p>Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas</p>	<p>Oral Language: Listening, speaking, communication skills</p> <p>Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas</p>	<p>*Talking</p> <p>*Singing</p> <p>*Playing</p>
Reading	Early Reading	<p>-Show interest in books, pictures, songs and rhymes. (I)</p> <p>-Actively participate in book reading, story-telling, and singing. (YT)</p> <p>-Show an appreciation for reading books, telling stories and singing. (OT)</p>	<p>Narrative Skills: Expressive language; ability to recount events, describe things, tell and retell stories</p> <p>Print Awareness: Knowing that print has meaning; how to handle a book, follow words on a page, environmental print</p> <p>Print Motivation: A child's interest in and enjoyment of books and reading</p>	<p>Oral Language/ Print Awareness/ Conventions of Print: The knowledge that print has meaning, environmental print, how to handle a book, direction of text, title/author/illustrator</p> <p>Background Knowledge- Book/Story Knowledge: Books are enjoyable; how stories work (have a beginning, a middle and an end), ability to tell and retell events and stories, different purposes of books- story, poetry, factual</p>	<p>*Talking</p> <p>*Singing</p> <p>*Reading</p>

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Reading	Reading Comprehension	<ul style="list-style-type: none"> -Attend and respond when familiar books are read aloud. (I) -Point to familiar pictures in books when labeled by adult. (YT) -Demonstrate an understanding of the meaning of stories and information in books. (OT) -Use pictures to describe and predict stories and information in books. (OT) -Understand when words are used in unconventional ways during shared reading. (OT) -Ask and answer questions, and comment about characters and major events in familiar stories. (PK) -Retell or re-enact familiar stories. (PK) -Identify characters and major events in a story. (PK) -Demonstrate an understanding of the differences between fantasy and reality. (PK) -With modeling and support, describe what part of the story the illustration depicts. (PK) -With modeling and support, name the author and illustrator of a story and what part each person does for a book. (PK) -With modeling and support, identify the topic of an informational text that has been read aloud. (PK) -With modeling and support, describe, categorize and compare and contrast information in informational text. (PK) -With modeling and support, discuss some similarities and differences between two texts on the same topic (e.g. illustrations, descriptions). (PK) -Actively engage in group reading with purpose and understanding. (PK) 	<p>Print Motivation: A child's interest in and enjoyment of books and reading</p> <p>Narrative Skills: Expressive language; ability to recount events, describe things, tell and retell stories</p> <p>Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas</p>	<p>Print Awareness/ Conventions of Print: The knowledge that print has meaning, environmental print, how to handle a book, direction of text, title/author/illustrator</p> <p>Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas</p> <p>Background Knowledge-Book/Story Knowledge: Books are enjoyable; how stories work (have a beginning, a middle and an end), ability to tell and retell events and stories, different purposes of books- story, poetry, factual</p> <p>Background Knowledge-Content: What a child knows on different topics; factual books and other information</p> <p>Background Knowledge-Conceptual Thinking: Thinking skills, processes like cause and effect, predicting what might happen as well as knowledge of shapes, colors, etc.</p>	<ul style="list-style-type: none"> *Talking *Reading *Playing

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Reading	Fluency	-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. (PK)	Print Motivation: A child's interest in and enjoyment of books and reading Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas	Oral Language: Listening, speaking, communication skills Background Knowledge-Book/Story Knowledge: Books are enjoyable; how stories work (have a beginning, a middle and an end), ability to tell and retell events and stories, different purposes of books- story, poetry, factual	*Talking *Singing *Reading
Reading	Print Concepts	-Demonstrate interest in exploring books. (YT) -Demonstrate a beginning understanding that print carries meaning. (OT) -Distinguishes pictures from letters and words in a text. (OT) -Demonstrate an understanding of basic conventions of print in English and other languages. (PK) -Orient books correctly for reading and turn pages one at a time.(PK) -Demonstrate an understanding that print carries meaning. (PK)	Print Motivation: A child's interest in and enjoyment of books and reading Print Awareness: Knowing that print has meaning; how to handle a book, follow words on a page, environmental print	Print Awareness/ Conventions of Print: The knowledge that print has meaning, environmental print, how to handle a book, direction of text, title/author/illustrator Background Knowledge-Book/Story Knowledge: Books are enjoyable; how stories work (have a beginning, a middle and an end), ability to tell and retell events and stories, different purposes of books- story, poetry, factual	*Reading *Playing <i>(if includes print)</i>

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Reading	Phonological Awareness	-Vocalize sounds. (I) -Explore sounds of materials and objects. (YT) -Recognize familiar sounds (e.g., the sound of a particular animal, a friend's voice, etc.). (YT) -Distinguish between sounds that are the same and different (e.g., environmental sounds, animal sounds, etc.). (OT) -With modeling and support, recognize and produce rhyming words. (PK) -With modeling and support, recognize words in spoken sentences. (PK) -With modeling and support, identify, blend and segment syllables in spoken words. (PK) -With modeling and support, orally blend and segment familiar compound words. (PK) -With modeling and support, blend and segment onset and rhyme in single-syllable spoken words. (PK) -With modeling and support, identify initial and final sounds in spoken words. (PK)	Phonological Awareness: Ability to hear and play with the smaller sounds in words (rhyming, syllables, starting sounds)	Phonological Awareness: Ability to hear and play with the smaller sounds in words	*Talking *Singing *Reading *Playing (sound games)
Reading	Letter and Word Recognition	-With modeling and support, recognize familiar logos and environmental print. (OT) -With modeling and support, recognize own name in print. (OT) -With modeling and support, recognize and "read" familiar words or environmental print. (PK) -With modeling and support, recognize and name some upper and lower case letters in addition to those in first name. (PK) -With modeling and support, demonstrate understanding that alphabet letters are a special category of symbols that can be named and identified. (PK) -With modeling and support, recognize the sounds associated with letters. (PK)	Print Awareness: Knowing that print has meaning; how to handle a book, follow words on a page, environmental print Letter Knowledge: Knowing that the same letter can look different, that letters have names and are related to sounds	Print Awareness/Conventions of Print: The knowledge that print has meaning, environmental print, how to handle a book, direction of text, title/author/illustrator Letter Knowledge: Knowing that the same letter can look different, that letters have names and represent sounds	*Talking *Singing *Reading *Writing *Playing (if it includes print)

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Writing	Early Writing	<ul style="list-style-type: none"> -Show ability to transfer and manipulate an object with hands. (I) -Use full-hand grasp (palmar grasp) to hold writing tool to make marks and scribbles. (YT) -Begin to use thumb and fingers (5-finger grasp) of one hand to hold writing tool. (OT) 			*Writing
Writing	Writing Process	<ul style="list-style-type: none"> -Use a 3-finger grasp of dominant hand to hold a writing tool. (PK) -Demonstrate an understanding of the structure and function of print. (PK) -With modeling and support, print letters of own name and other meaningful words with mock letters and some actual letters. (PK) -With modeling and support, demonstrate letter formation in "writing." (PK) -With modeling and support, show awareness that one letter or cluster of letters represents one word. (PK) 	<p>Print Awareness: Knowing that print has meaning; how to handle a book, follow words on a page, environmental print</p> <p>Letter Knowledge: Knowing that the same letter can look different, that letters have names and are related to sounds</p>	<p>Print Awareness/ Conventions of Print: The knowledge that print has meaning, environmental print, how to handle a book, direction of text, title/author/illustrator</p> <p>Letter Knowledge: Knowing that the same letter can look different, that letters have names and represent sounds</p>	*Writing
Writing	Writing Application and Composition	<ul style="list-style-type: none"> -Make marks and "scribble writing" to represent objects and ideas. (OT) -"Read" what they have written. (PK) -With modeling and support, notice and sporadically use punctuation in writing. (PK) -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). (PK) -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) (PK) -With modeling and support, discuss and respond to questions from others about writing/drawing. (PK) -With modeling and support, participate in shared research and writing projects using a variety of resources to gather information or to answer a question. (PK) -With modeling and support, explore a variety of digital tools to express ideas. (PK) 	<p>Narrative Skills: Expressive language; ability to recount events, describe things, tell and retell stories</p> <p>Print Awareness: Knowing that print has meaning; how to handle a book, follow words on a page, environmental print</p> <p>Vocabulary: Recognizing words and knowing the meanings of words including objects, actions, concepts, feelings and ideas</p>	<p>Print Awareness/ Conventions of Print: The knowledge that print has meaning, environmental print, how to handle a book, direction of text, title/author/illustrator</p> <p>Background Knowledge-Book/Story Knowledge: Books are enjoyable; how stories work (have a beginning, a middle and an end), ability to tell and retell events and stories, different purposes of books- story, poetry, factual</p> <p>Background Knowledge-Content: What a child knows on different topics; factual books and other information</p>	*Talking *Writing *Playing

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