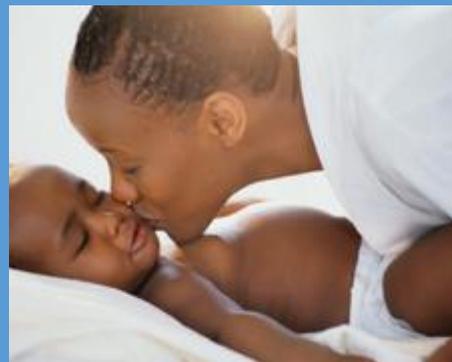


FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:
BIRTH TO KINDERGARTEN (2017)
DRAFT CROSSWALK WITH FLORIDA KINDERGARTEN STANDARDS



I. PHYSICAL DEVELOPMENT DOMAIN						Florida Kindergarten Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
A. HEALTH AND WELLBEING						
a. Active Physical Play						
1. Engages in physical activities with increasing balance, coordination, endurance and intensity						
Benchmark a: Demonstrates beginning signs of balance, control and coordination	Benchmark a: Uses movement and senses to explore and learn	Benchmark a: Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room)	Benchmark a: Engages in active physical play for short periods of time	Benchmark a: Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration	PE.K.L.3.3 Identify opportunities for involvement in physical activities during the school day. PE.K.C.2.1. Recognize locomotor skills.
b. Safety						
1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities						
Not typically observed	Not typically observed	Benchmark a: Follows adult's guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street)	Benchmark a: Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)	Benchmark a: Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)	Benchmark a: Consistently follows basic safety rules independently across different situations	PE.K.C.2.2 Recognize physical activities have safety rules and procedures. HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school and community settings.

*Physical Education (PE) and Health (HE)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
					Benchmark b: Identifies consequences of not following safety rules	PE.K.C.2.4 Recognize there are deep and shallow areas of a pool, and identify the dangers of entering a body of water without supervision. HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions.
c. Personal Care Routines						
1. Responds to and initiates care routines that support personal hygiene						
Not typically observed	Benchmark a: Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child’s face)	Benchmark a: Actively participates in simple steps of hygiene routines with adult	Benchmark a: Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration	Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them	Benchmark a: Initiates and completes familiar hygiene routines independently	HE.K.C.1.1 Recognize healthy behaviors.
d. Feeding and Nutrition						
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices						
Benchmark a: Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed)	Benchmark a: Feeds self some finger food items (feeds self small pieces of food from tray)	Benchmark a: Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help	Benchmark a: Feeds self a wide variety of foods using developmentally appropriate basic utensils	Benchmark a: Serves self or others by scooping or pouring from containers	Benchmark a: Assists adults in preparing simple foods to serve to self or others	HE.K.C.2.3 Identify members of the school and community that support personal health practices and behaviors. HE.K.S.1.2 Identify the physical dimensions of health.

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Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
	<p>Benchmark b: Shows interest in new foods that are offered</p> <p>Benchmark c: Shows preference for food choices</p> <p>Benchmark d: Explores food with fingers</p>	<p>Benchmark b: Shows willingness to try new foods when offered on multiple occasions</p> <p>Benchmark c: Sometimes makes choices about which foods to eat when offered several choices</p> <p>Benchmark d: Distinguishes between food and non-food items</p>	<p>Benchmark b: Expresses preferences about foods, specifically likes or dislikes</p> <p>Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat</p>	<p>Benchmark b: Begins to recognize nutritious food choices and healthy eating habits</p>	<p>Benchmark b: Recognizes nutritious food choices and healthy eating habits</p>	<p>PE.K.L.4.6 Differentiate between healthy and unhealthy food choices.</p>
B. MOTOR DEVELOPMENT						
a. Gross Motor Development						
1. Demonstrates use of large muscles for movement, position, strength and coordination						
<p>Benchmark a: Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)</p>	<p>Benchmark a: Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces</p>	<p>Benchmark a: Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping</p>	<p>Benchmark a: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping</p>	<p>Benchmark a: Begins to balance, such as on one leg or a beam, for short periods</p> <p>Benchmark b: Begins to perform some skills, such as jumping for height and hopping</p>	<p>Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another</p> <p>Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running</p>	<p>PE.K.M.1.11 Balance on a variety of body parts.</p> <p>PE.K.M.1.1 Use a variety of locomotor skills to travel in personal and general space.</p>

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				Benchmark c: Engages in physical activity that requires strength and stamina for brief periods	Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease) Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time	PE.K.M.1.1 Use a variety of locomotor skills to travel in personal and general space. PE.K.K.3.1 Identify a moderate physical activity. PE.K.L.3.2 Identify a vigorous physical activity.
2. Demonstrates use of large muscles to move in the environment						
Benchmark a: Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)	Benchmark a: Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)	Benchmark a: Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	Benchmark a: Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play	Benchmark a: Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom)	Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)	PE.K.M.1.10 Perform a creative-movement sequence with a clear beginning balance, at least one movement and a clear ending shape. DA.K.C.2.1 Explore movement possibilities to solve problems by experiencing tempo, level, and directional changes.
b. Gross Motor Perception (Sensorimotor)						
1. Uses perceptual information to guide motions and interactions with objects and other people						
Benchmark a: Exhibits body awareness and starts to move intentionally	Benchmark a: Begins to act and move with intention and purpose	Benchmark a: Acts and moves with intention and purpose	Benchmark a: Develops independence through coordinated and purposeful movements and activities	Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location	Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location	PE.K.C.2.8 Recognize movement concepts. PE.K.C.2.6 Recite cues for a variety of movement patterns and skills. DA.K.S.3.1 Refine gross- and fine-locomotor skills through repetition.

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	Benchmark b: Begins to discover how the body fits and moves through space	Benchmark b: Begins to demonstrate awareness of own body in space	Benchmark b: Demonstrates awareness of own body in space	Benchmark b: Demonstrates awareness of own body in relation to others	Benchmark b: Demonstrates spatial awareness through play activities	PE.K.C.2.7 Identify personal and general space. D.A.K.S.3.3 Develop kinesthetic awareness by maintaining personal space and moving in pathways through space.
		Benchmark c: Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball)	Benchmark c: Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)			
c. Fine Motor Development						
1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks						
Benchmark a: Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	Benchmark a: Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)	Benchmark a: Gains control of hands and fingers	Benchmark a: Coordinates the use of hands and fingers	Benchmark a: Uses various drawing and art tools with developing coordination	Benchmark a: Shows hand control using various drawing and art tools with increasing coordination	VA.K.S.2.1 Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills.

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2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision						
Benchmark a: Displays beginning signs of strength, control and eye-hand coordination	Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks	Benchmark a: Uses hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper)	Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)	Benchmark a: Uses hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors)	Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)	VA.K.S.2.1 Develop artistic skills through the repeated use of tools, processes, and media. e.g., media-specific techniques, eye-hand coordination, fine-motor skills.
				Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)	Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting	
					Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)	

*Physical Education (PE) and Health (HE)

II. APPROACHES TO LEARNING DOMAIN*						Florida Kindergarten Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
A. EAGERNESS AND CURIOSITY						
1. Shows awareness of and interest in the environment	1. Begins to show eagerness and curiosity as a learner	1. Shows eagerness and curiosity as a learner	1. Shows increased eagerness and curiosity as a learner	1. Shows curiosity and is eager to learn new things and have new experiences	1. Shows increased curiosity and is eager to learn new things and have new experiences	<p>PE.K.R.6.1 Identify physical activities that are enjoyable.</p> <p>PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.</p> <p>MU.K.F.1.1 Respond to and explore music through creative play and found sounds in the music classroom.</p> <p>LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
B. PERSISTENCE						
1. Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	1. Pays attention briefly and persists in repetitive tasks	1. Pays attention for longer periods of time and persists at preferred activities	1. Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem	1. Sustains attention for brief periods and finds help when needed	1. Attends to tasks for a brief period of time	<p>PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.</p> <p>VA.K.S.3.2 Practice skills to develop craftsmanship.</p> <p>MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.</p>

* Physical Education (PE), Music (MU), Language Arts (LAFS), Visual Arts (VA), Mathematics (MAFS), Science (SC), Theater (TH) and Dance (DA)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
C. CREATIVITY AND INVENTIVENESS						
1. Notices and shows interest in and excitement about familiar objects, people and events	1. Approaches and explores new experiences in familiar settings	1. Explores the various new properties and uses for familiar objects and experiences	1. Explores the environment with purpose and flexibility	1. Approaches daily activities with creativity	1. Approaches daily activities with creativity and inventiveness	<p>SC.K2.CS-CS.2.2 Solve age-appropriate problems (e.g., puzzles and logical thinking programs) with or without technology (i.e. computational thinking).</p> <p>TH.K.C.1.1 Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination.</p> <p>TH.K.S.1.2 Describe play-acting, pretending, and real life.</p> <p>VA.K.F.3.1 Create artwork that communicates an awareness of self as part of a community.</p> <p>VA.K.O.2.1 Generate ideas and images for artworks based on memory, imagination, and experiences.</p> <p>VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.</p> <p>DA.K.S.1.1 Discover movement through exploration, creativity, and imitation.</p>

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Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
D. PLANNING AND REFLECTION						
Not yet typically observed	Not yet typically observed	Not yet typically observed	Not yet typically observed	1. Shows initial signs of planning and learning from their experiences	1. Demonstrates some planning and learning from experiences	SC.K2.CS-CP.2.2 Perform a simple task (e.g., making a sandwich and brushing teeth) breaking it into small steps. SC.K2.CS-CS.1.4 Solve questions individually and collaboratively using models.

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III. SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN*						Florida Kindergarten Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
A. EMOTIONAL FUNCTIONING						
1. Expresses, identifies and responds to a range of emotions						
Benchmark a: Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions	Benchmark a: Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults	Benchmark a: Begins to physically respond to the feelings of others	Benchmark a: Labels simple emotions in self and others (e.g., happy, sad)	Benchmark a: Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused)	Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion	TH.K.H.3.1 Describe feelings related to watching a play.
2. Demonstrates appropriate affect (emotional response) between behavior and facial expression						
Benchmark a: Shows recognition of familiar adults and imitates their facial expressions	Benchmark a: Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation	Benchmark a: Begins to put words to emotions in interactions with others	Benchmark a: Continues to expand the use of emotion words using them in appropriate settings	Benchmark a: Verbalizes own feelings and those of others	Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately	
B. MANAGING EMOTIONS						
1. Demonstrates ability to self-regulate						
Benchmark a: Uses preferred adult to help soothe	Benchmark a: Soothes with preferred adult during distress to help calm self	Benchmark a: Looks to adults to soothe and may use a transitional object during times of distress	Benchmark a: Takes cues from preferred adult and others to expand their strategies and tools to self-regulate	Benchmark a: Begins to verbalize their emotions	Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support	

* Physical Education (PE), Health (HE), Social Studies (SS) and Theater (TH)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
2. Attends to sights, sounds, objects, people and activities						
Benchmark a: Attends to sights, sounds and people for brief and increasing periods of time	Benchmark a: Exhibits joint attention	Benchmark a: Maintains focus for longer periods of time and persists at preferred activities	Benchmark a: Spends more time in child-initiated activities	Benchmark a: Begins to sustain attention for brief period of time in group activities	Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities	PE.K.R.6.2 Identify a benefit of willingly trying new movements and motor skills.
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH ADULTS AND PEERS						
1. Develops positive relationships with adults						
Benchmark a: Experiences and develops secure relationship with a primary caregiver	Benchmark a: Develops secure and responsive relationships with consistent adults	Benchmark a: Enjoys games and other social exchanges with familiar adults	Benchmark a: Enjoys sharing new experiences with familiar adults	Benchmark a: Develops positive relationships and interacts comfortably with familiar adults	Benchmark a: Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults	HE.K.C.2.3 Identify members of the school and community that support personal health practices and behaviors.
2. Develops positive relationships with peers						
Benchmark a: Notices peers by looking, touching or making sounds directed toward the child	Benchmark a: Shows interest in peers who are playing nearby and interacts with them briefly	Benchmark a: Plays alongside peers and engages in simple turn-taking	Benchmark a: Seeks out other children and plays alongside and on occasion with other children	Benchmark a: Builds social relationships and becomes more connected to other children	Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions	PE.K.R.5.1 Identify ways to cooperate with a partner during physical activity.
				Benchmark b: Demonstrates strategies for entry into social play with peers	Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking	PE.K.R.5.1 Identify ways to cooperate with a partner during physical activity.
				Benchmark c: Develops an initial understanding of bullying	Benchmark c: Responds appropriately to bullying behavior	HE.K.B.4.1 Recognize healthy ways to express needs, wants, and feelings.

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3. Develops increasing ability to engage in social problem solving						
Benchmark a: Signals when there is a problem to seek adult attention and support	Benchmark a: Demonstrates emotional expressions to signal for adult assistance	Benchmark a: May imitate others in resolving problems using simple actions	Benchmark a: Identifies the problem and requests adult support to address the problem for their desired solution	Benchmark a: Able to suggest a potential solution to social problems and with adult support is able to follow through	Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution	HE.K.P.8.1 Help others to make positive health choices. SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.
4. Exhibits empathy by demonstrating care and concern for others						
Benchmark a: Cries when hearing other children cry	Benchmark a: Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad)	Benchmark a: Notices the emotions of others and engages in an intentional action in response	Benchmark a: Recognizes that others have feelings different than their own and often responds with comforting actions	Benchmark a: Responds to the emotions of others with comforting words or actions	Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive	LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
D. SENSE OF IDENTITY AND BELONGING						
1. Develops sense of identity and belonging through play						
Benchmark a: Eagerly bids for attention of adults	Benchmark a: Expectantly bids for attention from adults and other children	Benchmark a: Seeks out preferred companions and eagerly engages in parallel play with others	Benchmark a: Continues to engage in parallel play but also begins to play with other preferred playmates	Benchmark a: Continues to play with preferred playmates	Benchmark a: Engages in associative play and begins to play cooperatively with friends	HE.K.C.2.2 Recognize the characteristics of a friend.

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2. Develops sense of identity and belonging through exploration and persistence						
Benchmark a: Shows interest and inclination to explore without adult direction	Benchmark a: Explores for extended periods and delights in discoveries	Benchmark a: Capable of sustained independent play at activities the child enjoys	Benchmark a: Continues sustained independent play while participating in more complex activities	Benchmark a: Continues sustained independent play and participates in more planned group activities	Benchmark a: Persists at individual planned experiences, caregiver-directed experiences and planned group activities	PE.K.R.6.3 Identify the benefits of continuing to participate when not successful on the first try.
3. Develops sense of identity and belonging through routines, rituals and interactions						
Benchmark b: Begins to respond positively to familiar routines and rituals initiated by familiar adult	Benchmark b: Responds positively to and expects patterned routines, rituals and interactions initiated by an adult	Benchmark b: Begins to initiate and participate in some familiar routines and rituals	Benchmark b: Initiates and participates in the rituals and routines of the day	Benchmark b: Begins to show a willingness to be flexible if routines must change in minor ways	Benchmark a: Demonstrates willingness to be flexible if routines must change	
4. Develops sense of self-awareness and independence						
Benchmark a: Signals preferences related to objects and people (e.g., preferring one pacifier over another)	Benchmark a: Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation	Benchmark a: Initiates independent problem-solving efforts but appropriately asks for support from adults when needed	Benchmark a: Verbally or nonverbally communicates more clearly on needs and wants	Benchmark a: Increasingly uses words to communicate needs and wants	Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feelings	HE.K.B.4.1 Recognize healthy ways to express needs, wants and feelings.
Benchmark b: Begins to recognize own abilities and preferences	Benchmark b: Recognizes own abilities and preferences	Benchmark b: Begins to verbally or non-verbally communicate own preferences	Benchmark b: Communicates verbally or nonverbally own preferences	Benchmark b: Begins to recognize preferences of others	Benchmark b: Recognizes preferences of others	

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	Benchmark c: Responds to name when called	Benchmark c: Begins to recognize obvious physical similarities and differences between self and others	Benchmark c: Identifies differences and similarities between self and others; uses pronouns such as I, me, mine	Benchmark c: Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) Benchmark d: Begins to identify self as part of a group (e.g., class or family)	Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger community)	HE.K.C.1.5 Recognize there are body parts inside and outside of the body.

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IV. LANGUAGE AND LITERACY DOMAIN*						Florida Kindergarten Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten
A. LISTENING AND UNDERSTANDING						
1. Demonstrates understanding when listening						
Benchmark a: Begins to engage in multiple back-and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.
Benchmark b: Responds to gestures of adults	Benchmark b: Uses gestures to direct adult attention	Benchmark b: Responds appropriately to simple requests	Benchmark b: Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures	Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said	Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	LAFS.K.SL.1.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. LAFS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Benchmark c: Responds to gestures that indicate understanding of what is being communicated	Benchmark c: Responds to adult's request using gestures or simple words showing an understanding of what is being said	Benchmark c: Uses nonverbal gestures to respond to adult's language and oral reading				

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
2. Increases knowledge through listening						
Benchmark a: Reacts to environmental sounds and verbal communication	Benchmark a: Responds to vocalizations during daily routines	Benchmark a: Responds verbally and nonverbally to spoken language	Benchmark a: Responds to an adult's simple questions about what is being learned	Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	<p>LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>LAFS.K.RL.1.3 With prompting and support, identify characters, settings and major events in a story.</p> <p>LAFS.K.RI.1.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>LAFS.K.RI.1.2 With prompting and support, identify the main topic and retell key details of a text.</p>
Benchmark b: Turns head toward familiar sounds	Benchmark b: Responds by turning and smiling when name is spoken	Benchmark b: Begins to participate in simple conversations	Benchmark b: Participates in simple conversations	Benchmark b: Observes simple aspects of child's world and responds and reacts	Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding.
Benchmark c: Responds to repeated words and phrases	Benchmark c: Begins to respond to adult questions	Benchmark c: Responds to language during conversations, songs, stories or other experiences	Benchmark c: Identifies specific sounds, such as animal sounds and environmental sounds			

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
3. Follows directions						
Benchmark a: Responds in varied ways to the speaker’s voice (e.g., turning head, making eye contact)	Benchmark a: Focuses attention on speaker when asked to do something	Benchmark a: Follows simple one-step directions with scaffolding	Benchmark a: Follows multi-step directions with reminders	Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions	Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions	LAFS.K.W.1.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
B. SPEAKING						
1. Speaks and is understood when speaking						
Benchmark a: Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs	Benchmark a: Increases vocalizations	Benchmark a: Speaks using new words and phrases and is understood by familiar adult 50 percent of the time	Benchmark a: Speaks and is understood by familiar peer or adult most of the time	Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors	LAFS.K.SL.2.6 Speak audibly and express thoughts, feelings and ideas clearly.
C. VOCABULARY						
1. Shows an understanding of words and their meanings (receptive)						
Benchmark a: Begins to look at familiar people, objects or animals when they are named	Benchmark a: Looks intently at or points at person or object that has been named with the goal of establishing joint attention	Benchmark a: Points to pictures in book when named and/or points to body parts when asked	Benchmark a: Responds appropriately to almost all adult speech including requests involving multiple steps	Benchmark a: Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo	Benchmark b: Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)	Benchmark b: Responds to requests (typically understands approximately 300 words)	Benchmark b: Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words)	Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech)	Benchmark b: Demonstrates mastery of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) when describing people and settings in multiple environments	LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.
					Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.
2. Uses increased vocabulary to describe objects, actions and events (expressive)						
Benchmark a: Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds	Benchmark a: Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)	Benchmark a: Uses a number of different words and begins using two or more words together	Benchmark a: Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words)	Benchmark a: Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to and responding to texts.

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)	Benchmark b: Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)	Benchmark b: Has a vocabulary of between 50 and 200 words although pronunciation is not always clear	Benchmark b: Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child	Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	LAFS.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
					Benchmark c: Identifies unfamiliar words asking for clarification	LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text.
					Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings	LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
D. SENTENCES AND STRUCTURE						
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences						
Benchmark a: Begins to play with speech sounds	Benchmark a: Produces utterances of one, occasionally two, units of meaning in length	Benchmark a: Produces utterances of two units of meaning in length	Benchmark a: Produces utterances of three to four units of meaning in length	Benchmark a: Produces utterances of four to five units of meaning in length	Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order	LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
	Benchmark b: Produces words of which approximately half are nouns	Benchmark b: Produces words of which approximately one-third are nouns with verbs becoming increasingly common	Benchmark b: Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”)	Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”)	Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement	LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Connects words, phrases and sentences to build ideas						
Not typically observed	Benchmark a: Produces utterances of one to two words that communicate labeling of objects and sometimes actions	Benchmark a: Produces phrases of two words including labeling (e.g., “that dog”), action/agent (e.g., “mommy hug”) and object/attribute (e.g., “soup hot”)	Benchmark a: Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”)	Benchmark a: Produces sentences or phrases of two to five words including subject/verb/object (e.g., “Suzy has cookies.” “My shirt’s got blue flowers.”)	Benchmark a: Uses sentences with more than one phrase	LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
		Benchmark b: Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”)	Benchmark b: Asks basic questions (e.g., “Mommy gone?”)	Benchmark b: Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”)	Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)	LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
				Benchmark c: Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)	Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning	LAFS.K.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
						<p>LA.FS.K.L 3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>LA.FS.K.L 3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
E. CONVERSATION						
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems						
Benchmark a: Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication	Benchmark a: Engages in conversations, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., “more,” “milk,” “all done”) and single words	Benchmark a: Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations	Benchmark a: Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others	Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)	LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.
2. Asks questions, and responds to adults and peers in a variety of settings						
Benchmark a: Responds to changes in tone of voice	Benchmark a: Asks and responds to simple questions using gestures, signs, vocalizations and single words	Benchmark a: Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others	Benchmark a: Asks and responds to simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges	Benchmark a: Asks and responds to increasingly longer and more complex sentences and simple questions	Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately	LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
					introduces new content and appropriately initiates or ends conversations	LA.FS.K.SL.1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
3. Demonstrates understanding of the social conventions of communication and language use						
Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules	Benchmark a: Demonstrates awareness of nonverbal conversational rules	Benchmark a: Demonstrates increased awareness of nonverbal conversational rules	LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.
Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble)	Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word)	Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases)	Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases)	Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)	LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups. LA.FS.SL.2.6 Speak audibly and express thoughts, feelings, and ideas clearly.
				Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context)	Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)	

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
F. EMERGENT READING						
1. Shows motivation for and appreciation of reading						
Benchmark a: Shows enjoyment of the sounds and rhythms of language	Benchmark a: Begins to show interest in print and books	Benchmark a: Shows growing interest in print and books	Benchmark a: Shows increased interest in print and books	Benchmark a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others	Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others	LAFS.K.RL.4.10 Actively engage in group reading activities with purpose and understanding. LAFS.K.RF.4.4 Read emergent-reader texts with purpose and understanding.
	Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories)	Benchmark b: Learns that pictures represent real objects, events and ideas (stories)	Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories)	Benchmark b: Begins to make real-world connections between stories and real-life experiences	Benchmark b: Makes real-world connections between stories and real-life experiences	LAFS.K.RI.1.1.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. LAFS.K.RI.1.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
						Benchmark c: Pretends to read print or books

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
				<p>Benchmark d: Asks to be read to or asks the meaning of written text</p>	<p>Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories</p>	<p>LAFS.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).</p>
				<p>Benchmark e: Participates in conversations that demonstrate appreciation of printed materials</p>	<p>Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials</p>	<p>LAFS.K.SL.1.1 Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and texts with peers and adults in small and larger groups.</p>
2. Shows age-appropriate phonological awareness						
Not typically observed	Not typically observed	Not typically observed	<p>Benchmark a: Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)</p>	<p>Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants</p>	<p>Benchmark a: Distinguishes individual words within spoken phrases or sentences</p>	<p>LAFS.K.RF.1.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p>

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
					<p>Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)</p> <p>Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)</p> <p>Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)</p> <p>Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)</p> <p>Benchmark f: Combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures and adult says “/c/” + “at,” child can select the picture of the cat)</p>	<p>LAFS.K.RF.1.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p> <p>LAFS.K.RF.1.1 Demonstrate understanding of spoken words, syllables and sounds (phonemes).</p>

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
3. Shows alphabetic and print knowledge						
Not typically observed	Not typically observed	Not typically observed	Benchmark a: Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)	Benchmark a: Recognizes that print conveys meaning	Benchmark a: Recognizes that print conveys meaning	LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.
				Benchmark b: Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)	LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.
				Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	LAFS.K.RF.1.1 Demonstrate understanding of the organization and basic features of print.
				Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)	LAFS.K.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
						<p>b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
2. Demonstrates comprehension of books read aloud						
Benchmark a: Responds to adult reading a book	Benchmark a: Interacts with an adult reading a book	Benchmark a: Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book	Benchmark a: Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations	Benchmark a: Retells or reenacts parts of a story after it is read aloud	Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud	LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.
					Benchmark b: Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
G. EMERGENT WRITING						
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition						
Not typically observed	Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)	Benchmark a: Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)	Benchmark a: Begins to use scribbles, marks and drawings to represent thoughts and ideas	Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas	Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)	<p>LAFS.K.W.1.1 Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>LAFS.K.W.1.2 Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>LAFS.K.W.1.3 Use a combination of drawing, dictating and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.</p>

* Language Arts Florida Standards (LAFS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
					<p>Benchmark b: Uses letter-like shapes or letters to write words or parts of words</p>	<p>LAFS.KW.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>
					<p>Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters</p>	<p>LAFS.KW.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>

* Language Arts Florida Standards (LAFS)

V. MATHEMATICAL THINKING DOMAIN*						Florida Kindergarten Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
A. NUMBER SENSE						
1. Attends to objects in play, such as reaching or looking for more than one object	1. Attends to quantities when interacting with objects	1. Uses number words or sign language to identify small amounts referring to quantity	1. Subitizes (immediately recognizes without counting) up to two objects	1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects	1. Subitizes (immediately recognizes without counting) up to five objects	MAFS.K.CC.1.3 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
2. Observes songs and finger plays that involve numbers and quantity	2. Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for “more” or “saying all gone”	2. Begins to count groups of one and two objects in daily routine	2. Begins to count groups of one to five objects in daily routine	2. Counts and identifies the number sequence “1 to 10”	2. Counts and identifies the number sequence “1 to 31”	MAFS.K.CC.1.1 Count to 100 by ones and by tens.
				3. Begins to demonstrate one-to-one correspondence up to 10 during daily routines	3. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)	MAFS.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
				4. Identifies the last number spoken tells “how many” up to five (cardinality)	4. Identifies the last number spoken tells “how many” up to 10 (cardinality)	MAFS.K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. b. Understand that the last number name said tells the number of objects counted. The number of objects is the

* Mathematics Florida Standards (MAFS) and Science Standards (SC)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
						same regardless of their arrangement or the order in which they were counted. MAFS.K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
				5. Counts sets constructed by the teacher to five and beyond	5. Constructs and counts sets of objects (one to 10 and beyond)	MAFS.K.MD.2.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. SC.K2.CS-CP1.2 Collect and manipulate data using a variety of computing methods (e.g., sorting, totaling, and averaging).
				6. Constructs and counts sets of one to five and beyond	6. Uses counting and matching strategies to find which is more, less than or equal to 10	MAFS.K.CC.3.6 Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group, e.g., by using matching and counting strategies.

* Mathematics Florida Standards (MAFS) and Science Standards (SC)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
					7. Reads and writes some numerals one to 10 using appropriate activities	MAFS.K.CC.1.3 Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
B. NUMBER AND OPERATIONS						
1. Explores objects in hands	1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	1. Demonstrates an understanding that “adding to” increases the number of objects in the group	1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance	1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems	1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	MAFS.K.OA.1.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. MAFS.K.OA.1.2 Solve addition and subtraction word problems and add and subtract within 10 e.g., by using objects or drawings to present the problem (Students are not required to independently read the word problems.)
				2. Changes size of a set of up to five objects by combining and taking away	2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	

* Mathematics Florida Standards (MAFS) and Science Standards (SC)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
						drawing or equation (e.g., $18=10+8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
C. PATTERNS						
1. Explores objects with different characteristics	1. Matches objects that have a singular attribute (e.g., color, shape, size)	1. Begins to recognize patterns in the environment (e.g., clap two times)	1. Recognizes a single pattern	1. Notices a pattern with a missing element and completes the pattern	1. Identifies and reproduces simple patterns	MAFS.K12.MP.7.1 Look for and make use of structure.
	2. Explores two objects by making direct comparisons	2. Begins to order three to five objects using one attribute through trial and error	2. Recognizes patterns in the environment	2. Begins to duplicate a pattern from a model	2. Identifies and reproduces simple patterns (ABB) in classroom environment and the world around them	MAFS.K12.MP.7.1 Look for and make use of structure.
					3. Extends and produces basic patterns	MAFS.K.OA.1. a Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)

* Mathematics Florida Standards (MAFS) and Science Standards (SC)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
D. GEOMETRY						
1. Begins to notice shapes in the environment	1. Notices shapes in the environment	1. Begins to match basic shapes	1. Matches basic shapes (circle, square) non-verbally	1. Recognizes and names typical shapes (circle, square, triangle)	1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	MAFS.K.G.1.2 Correctly names shapes regardless of their orientations or overall size.
		2. Begins to sort familiar objects into two groups based on size		2. Matches a wider variety of shapes and orientations	2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	MAFS.K.G.1.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). MAFS.K.G.2.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientation, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
				3. Explores three-dimensional shapes in the environment through play	3. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	MAFS.K.G.2.6 Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>

* Mathematics Florida Standards (MAFS) and Science Standards (SC)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
					4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	MAFS.K.G.2.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
E. SPATIAL RELATIONS						
1. Explores the properties of objects and watches how they move	1. Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)	1. Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games	1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games	1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games	1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)	MAFS.K.G.1.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .
2. Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)	2. Explores objects with different shapes	2. Begins to manipulate objects by flipping, sliding and rotating to make them fit	2. Manipulates objects by flipping, sliding and rotating to make them fit	2. Demonstrates directionality, order and position of objects by following simple directions	2. Uses directions to move through space and find places in space	
F. MEASUREMENT AND DATA						
1. Explores objects in various ways	1. Explores and shows awareness of the size and weight of object with adult assistance	1. Uses appropriate size words or gestures (small, big) to describe objects accurately	1. Uses increasingly complex size words to accurately describe objects	1. Uses size words to label objects	1. Measures object attributes using a variety of standard and nonstandard tools	MAFS.K.12.MP.5.1 Use appropriate tools strategically.
			2. Compares sets of objects by one attribute (e.g., sort by size)	2. Explores two objects by making direct comparisons in length, weight and size using a single attribute	2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	MAFS.K.MD.1.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
				3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance	3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	MAFS.K.MD.1.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
				4. Participates in group sorting and data collection	4. Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others. SC.K2.CS-CP.1.1 Identify different kinds of data (e.g., text, charts, graphs, numbers, pictures, audio, video, and collections of objects). SC.K2.CS-CP.1.4 Create data visualizations (e.g., charts and infographics), individually and collaboratively.
					5. Begins to predict the results of data collection	MAFS.K12.MP.4.1 Model with mathematics.

* Mathematics Florida Standards (MAFS) and Science Standards (SC)

VI. SCIENTIFIC INQUIRY DOMAIN*						Florida Kindergarten Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY						
1. Uses senses to explore and understand their social and physical environment						
Benchmark a: Responds to information received through the senses	Benchmark a: Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)	Benchmark a: Begins to identify some sense organs	Benchmark a: Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)	Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs	Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs	SC.K.L.14.1 Recognize the five senses and related body parts.
Benchmark b: Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping)		Benchmark b: Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)	Benchmark b: Begins to use senses to observe and experience the environment	Benchmark b: Uses senses to observe and experience objects and environment	Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses	SC.K.N.1.2 Make observations of the natural world and know that they are descriptors collected using the five senses. SC.K.N.1.5 Recognize that learning can come from careful observation.
			Benchmark c: Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)		Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	

* Science (SC) and Social Studies (SS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
2. Uses tools in scientific inquiry						
Benchmark a: Responds to people and objects in simple ways	Benchmark a: Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone)	Benchmark a: Recognizes and uses simple tools as props through play (e.g., spoons or brushes)	Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)	Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	SC.K2.CS-CC.1.3 Collaborate and cooperate with peers, teacher, and others using technology to solve problems.
3. Uses understanding of causal relationships to act on social and physical environments						
Benchmark a: Begins to explore/notice cause and effect (e.g., crying to get needs met)	Benchmark a: Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)	Benchmark a: Begins to combine simple actions to cause things to happen or change how they interact with objects and people	Benchmark a: Combines simple actions to cause things to happen or change how they interact with objects and people	Benchmark a: Makes simple predictions and reflects on what caused something to happen	Benchmark a: Makes predictions and tests their predictions through experimentation and investigation	SC.K2.CS-CP.1.3 Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.
			Benchmark b: Recognizes and begins to respond to results of own actions	Benchmark b: Participates in and discusses simple experiments	Benchmark b: Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawings, tallies and graphs)	SC.K.N.1.1 Collaborate with a partner to collect information.
				Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?) Benchmark d: Shares findings and outcomes of experiments	SC.K2.CS-CP.1.3 Propose a solution to a problem or question based on an analysis of the data and critical thinking, individually and collaboratively.

* Science (SC) and Social Studies (SS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
B. LIFE SCIENCE						
1. Demonstrates knowledge related to living things and their environments						
Benchmark a: Shows curiosity about own body structure (e.g., two legs, fingers for grasping)	Benchmark a: Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)	Benchmark a: Explores, interacts with and identifies some plants and animals	Benchmark a: Explores, interacts with and identifies a growing number and variety of plants and animals	Benchmark a: Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
			Benchmark b: Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs)	Benchmark b: Begins to notice the similarities and differences among various living things	Benchmark b: Notices the similarities and differences among various living things	
				Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Benchmark c: Understands that all living things grow, change and go through life cycles	
				Benchmark d: Explores the differences between living and non-living things	Benchmark d: Begins to distinguish between living and non-living things	
				Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)	Benchmark e: Observes that living things differ with regard to their needs and habitats	
						SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
C. PHYSICAL SCIENCE						
1. Demonstrates knowledge related to physical science						
Benchmark a: Displays interest in movement of objects	Benchmark a: Demonstrates ability to move objects	Benchmark a: Demonstrates ability to push and pull objects	Benchmark a: Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)	Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)	Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled	SC.K.P.13.1 Observe that a push or a pull can change the way an object is moving.
Benchmark b: Recognizes when a moving object has stopped (e.g., mobile)	Benchmark b: Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)	Benchmark b: Observes objects that move at different speeds (e.g., wind-up toys, swings)	Benchmark b: Uses basic words for speed of motion (e.g., fast and slow)	Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)	Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens	SC.K.P.12.1 Investigate that things move in different ways, such as fast, slow, etc.
Benchmark c: Uses senses to gain knowledge about objects	Benchmark c: Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)	Benchmark c: Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)	Benchmark c: Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)	Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)	Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., exploring use of a magnet with metal and plastic objects)	SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)	Benchmark d: Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)	Benchmark d: Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)	Benchmark d: Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy)	Benchmark d: Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects)	Benchmark d: Investigates and describes changing states of matter — liquid, solid and gas Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)	

* Science (SC) and Social Studies (SS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months- Kindergarten)	Kindergarten*
D. EARTH AND SPACE SCIENCE						
1. Demonstrates knowledge related to the dynamic properties of earth and sky						
Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth)	Benchmark a: Explores water (e.g., plastic cups or containers in the bathtub)	Benchmark a: Engages in structured play with water	Benchmark a: Begins to explore and investigate the properties of water	Benchmark a: Investigates and asks questions about the properties of water using adult- and child-directed activities	Benchmark a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)	
Benchmark b: Touches sand, soil and mud	Benchmark b: Explores sand, soil and mud	Benchmark b: Engages in structured play with sand, soil and mud activities	Benchmark b: Begins to explore and investigate the properties of sand, soil and mud	Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities	Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
Benchmark c: Begins to exhibit curiosity about objects in the sky and environment	Benchmark c: Begins to observe the sun, clouds and transition from day to night	Benchmark c: Identifies the objects in the sky (e.g., clouds, sun, moon and stars)	Benchmark c: Describes the objects in the sky (e.g., clouds, sun, moon and stars)	Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)	Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars	SC.K.E.5.2 Recognize the repeating pattern of day and night. SC.K.E.5.3 Recognize that the sun can only be seen in the daytime. SC.K.E.5.4 Observe that sometimes the moon can be seen at night and sometimes during the day.

* Science (SC) and Social Studies (SS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)	Benchmark d: Begins to identify day and night	Benchmark d: Uses basic vocabulary to describe day and night	Benchmark d: Describes daytime and nighttime through drawing, naming or pretend play	Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	Benchmark d: Compares the daytime and nighttime cycle	SC.K.E.5.2 Recognize the repeating pattern of day and night.
		Benchmark e: Uses emerging vocabulary to describe basic weather	Benchmark e: Observes and discusses weather	Benchmark e: Observes and discusses weather changes day to day	Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)	SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
E. ENVIRONMENT						
1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment						
Benchmark a: Recognizes familiar people and objects in the immediate environment	Benchmark a: Begins to identify familiar people and objects in the environment	Benchmark a: Identifies familiar people and objects in the environment	Benchmark a: Begins to describe familiar people and objects in the environment	Benchmark a: Describes familiar people and objects in the environment	Benchmark a: Demonstrates how people use objects and natural resources in the environment	
			Benchmark b: Begins to participate in activities to protect the environment	Benchmark b: Participates in activities to protect the environment		
					Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	

* Science (SC) and Social Studies (SS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months- Kindergarten)	Kindergarten*
F. ENGINEERING AND TECHNOLOGY						
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures						
Not yet typically observed	Benchmark a: Attempts to use objects as tools	Benchmark a: Uses simple tools to explore	Benchmark a: Uses props to represent simple tools through play	Benchmark a: Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)	Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)	
		Benchmark b: Explores simple machines through play (e.g., riding toys or push toys)	Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle)	Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)	Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)	
			Benchmark c: Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	Benchmark c: Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems	

* Science (SC) and Social Studies (SS)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
					Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	

* Science (SC) and Social Studies (SS)

VII. SOCIAL STUDIES DOMAIN*						Florida Kindergarten Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
A. CULTURE						
1. Experiences own family practices (traditions, celebrations, songs, food or language)	1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)	1. Participates in own family practices (traditions, celebrations, songs, food or language)	1. Identifies family practices (traditions, celebrations, songs, food or language)	1. Begins to identify self as a member of a culture	1. Identifies self as a member of a culture	
				2. Begins to understand everyone belongs to a culture	2. Understands everyone belongs to a culture	
				3. Explores culture of peers and families (classroom)	3. Explores culture of peers and families in the classroom and community	SS.K.A.2.1 Compare children and families of today with those in the past.
					4. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations)	SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures.
B. INDIVIDUAL DEVELOPMENT AND IDENTITY						
1. Begins to explore characteristics of self (eyes, nose and hair)	1. Begins to recognize characteristics of self (eyes, nose and hair)	1. Recognizes characteristics of self (eyes, nose and hair)	1. Begins to recognize characteristics of self as an individual	1. Recognizes characteristics of self as an individual	1. Identifies characteristics of self as an individual	

* Social Studies (SS) and Science (SC)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*	
	2. Begins to recognize ability to impact surroundings	2. Recognizes ability to impact surroundings	2. Begins to recognize the ways self is similar to and different from peers and others	2. Recognizes the ways self is similar to and different from peers and others	2. Identifies the ways self is similar to and different from peers and others		
					3. Recognizes individual responsibility as a member of a group (e.g., classroom or family)		
C. INDIVIDUALS AND GROUPS							
1. Begins to recognize family members	1. Identifies family members	1. Begins to recognize self as separate from others	1. Recognizes self as separate from others	1. Identifies self and others as part of a group	1. Identifies differences and similarities of self and others as part of a group		
		2. Begins to respond to the needs of others (e.g., peers and family members)	2. Responds to the needs of others (e.g., peers and family members)	2. Identifies groups within a community	2. Explains the role of groups within a community		
		3. Begins to participate in routines (e.g., family, classroom, school and community)	3. Begins to follow routines (e.g., family, classroom, school and community)	3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)	3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)	4. Exhibits leadership skills and roles (e.g., line leader and door holder)	SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
				4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)	4. Exhibits leadership skills and roles (e.g., line leader and door holder)		
D. SPACES, PLACES AND ENVIRONMENTS							
1. Responds to people and objects	1. Responds in varied ways to people and objects	1. Begins to recognize own personal space	1. Begins to identify own personal space	1. Recognizes the relationship of personal space to surroundings	1. Identifies the relationship of personal space to surroundings	SS.K.G.2.2 Know one's own phone number, street address, city or town and that Florida is the state in which the student lives.	

* Social Studies (SS) and Science (SC)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
			2. Explores own environment	2. Identifies own environment and other locations	2. Identifies differences and similarities between own environment and other locations	SS.K.G.2.1 Locate and describe places in the school and community.
			3. Recognizes basic physical characteristics (e.g., landmarks or land features)	3. Identifies basic physical characteristics (e.g., landmarks or land features)	3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	SS.K.G.3.1 Identify basic landforms. SS.K.G.3.2 Identify basic bodies of water.
			4. Uses words to describe objects in a familiar space	4. Begins to use spatial words (e.g., far/close, over/under and up/down)	4. Uses spatial words (e.g., far/close, over/under and up/down)	SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.
		5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)		5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth. SS.K.G.1.4 Differentiate land and water features on simple maps and globes.	
				6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)		

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E. TIME, CONTINUITY AND CHANGE						
1. Begins to respond to schedules	1. Responds to schedules	1. Recognizes and responds to schedules (e.g., time to eat when hungry)	1. Begins to sequence events	1. Recognizes sequence of events to establish a sense of order and time	1. Identifies changes within a sequence of events to establish a sense of order and time	SS.K.A.1.1 Develop an understanding of how to use and create a timeline. SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school. SS.K.A.3.2 Explain that calendars represent days of the week and months of the year.
			2. Begins to recognize time events and routines	2. Explores changes that take place over time in the immediate environment	2. Observes and recognizes changes that take place over time in the immediate environment	
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES						
1. Responds to people and objects	1. Responds to simple requests	1. Begins to follow simple requests	1. Begins to recognize expectations in varying settings	1. Begins to recognize and follow rules and expectations in varying settings	1. Recognizes and follows rules and expectations in varying settings	SS.K.C.2.1 Demonstrate the characteristics of being a good citizen. SS.K.C.1.1 Define and give examples of rules and laws, and why they are important. SS.K.C.1.2 Explain the purpose and necessity of rules and laws at

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Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
						home, school, and community.
2. Uses senses to solve problems	2. Begins to recognize cause and effect of actions	2. Responds to problems in the environment	2. Demonstrates emerging problem-solving and decision-making skills	2. Begins to participate in problem solving and decision making	2. Participates in problem solving and decision making	
3. Recognizes familiar people and objects	3. Responds in varied ways to people and objects	3. Shows more complex responses to people and objects	3. Begins to recognize common symbols in the environment	3. Begins to recognize national patriotic symbols (e.g., flag and eagle)	3. Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities)	SS.K.A.2.5 Recognize the importance of U.S. symbols. SS.K.C.2.3 Describe fair ways for groups to make decisions.
G. ECONOMICS AND RESOURCES						
1. Begins to actively seek out responses	1. Begins to communicate wants and needs	1. Communicates wants and needs to others	1. Initiates more complex interactions to get wants and needs met	1. Begins to recognize the difference between wants and needs	1. Recognizes the difference between wants and needs	SS.K.E.1.4 Identify the difference between basic needs and wants.
			2. Shows awareness of occupations	2. Recognizes familiar people who perform different occupations	2. Begins to recognize that people work to earn money to buy things they need or want	SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used. SS.K.E.1.3 Recognize that people work to earn money to buy things they need or want.

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Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
H. TECHNOLOGY AND OUR WORLD						
1. Responds to people and objects	1. Responds in varied ways to people and objects	1. Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)	1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	<p>SC.K2.CS-CS.4.1 Recognize different kinds of computing devices in the classroom and other places (e.g., laptops, tablets, smart phones, desktop, printers).</p> <p>SC.K2.CS-PC.2.1 Identify and describe how people use many types of technologies in their daily work and personal lives.</p>

* Social Studies (SS) and Science (SC)

VIII. CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN*						Florida Standards*
Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
A. SENSORY ART EXPERIENCE						
1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials	1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience	1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention	1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention	1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	1. Combines with intention a variety of open-ended, process-oriented and diverse art materials	VA.K.F.1.1 Experiment with art media for personal satisfaction and perceptual awareness. VA.K.S.1.2 Produce artwork influenced by personal decisions and ideas.
B. MUSIC						
1. Responds to music in a variety of ways	1. Begins to discover and engage in creative music experiences	1. Discovers and engages in creative music experiences	1. Begins to engage in a variety of individual and group musical activities	1. Engages in a variety of individual and group musical activities with more coordinated intention	1. Actively participates in a variety of individual and group musical activities	MU.K.F.1.1 Respond to and explore music through creative play and found sounds in the music classroom. MU.K.H.1.1 Respond to music from diverse cultures through singing and movement. MU.K.H.3.1 Perform simple songs, finger plays, and rhymes to experience connections among music, language, and numbers.

*Visual Arts (VA), Dance (DA), Music (MU), and Theater (TH)

Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
						<p>MU.K.O.1.1 Respond to beat, rhythm, and melodic line through imitation.</p> <p>MU.K.S.2.1 Sing or play songs from memory.</p> <p>MU.K.S.3.1 Sing songs of limited range appropriate to the young child and use the head voice.</p> <p>MU.K.S.3.2 Perform simple songs and accompaniments.</p> <p>MU.K.S.3.4 Imitate simple rhythm patterns played by the teacher or a peer.</p>
				<p>2. Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)</p>	<p>2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities</p>	<p>MU.K.O.3.1 Respond to music to demonstrate how it makes one feel.</p> <p>MU.K.C.1.4 Identify singing, speaking, and whispering voices.</p> <p>MU.K.C.1.2 Identify various sounds in a piece of music.</p> <p>MU.K.C.3.1 Share opinions about selected pieces of music.</p>

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Birth-8 months	8-18 months	18-24 months	2-3 years (24-36 months)	3-4 years (36-48 months)	4 years-Kindergarten (48 months-Kindergarten)	Kindergarten*
C. CREATIVE MOVEMENT						
1. Uses movement to show increasing body awareness in response to own environment	1. Begins to use movement to express feelings and/or communicate an idea	1. Uses movement to express feelings and/or communicate an idea	1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	<p>DA.K.O.3.1 Use movement to express a feeling, idea, or story.</p> <p>DA.K.H.1.1 Dance to music from a wide range of cultures.</p> <p>DA.K.O.3.2 Respond to a dance through movement and words.</p> <p>DA.K.S.1.1 Discover movement through exploration, creativity, and imitation.</p> <p>DA.K.S.1.2 Discover new ways to move by using imitation and imagery.</p> <p>DA.K.S.3.2 Imitate simple exercises for strengthening and stretching the body.</p>
	2. Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues	2. Responds and moves in creative ways while listening to music, stories and/or verbal cues				

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						<p>TH.K.F.1.1 Pretend to be an animal by imitating its movements and sounds.</p> <p>TH.K.S.2.1 Pretend to be a character from a given story.</p> <p>TH.K.S.3.1 Use imagination to show a person at work, using the body and voice to communicate ideas.</p>
D. IMAGINATIVE AND CREATIVE PLAY						
1. Imitates familiar experiences in own life	1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment	1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment	1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment	1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	<p>TH.K.F.3.1 Exhibit age-appropriate dramatic play behaviors.</p> <p>TH.K.C.2.1 Respond to a performance and share personal preferences about parts of the performance.</p>
						<p>TH.K.C.3.2 Share reactions to a live theatre performance.</p> <p>TH.K.H.3.1 Describe feelings related to watching a play.</p>

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E. APPRECIATION OF THE ARTS						
1. Responds spontaneously to different forms of art in the environment	1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)	1. Begins to respond to own art and to a variety of artistic expressions of others	1. Responds to own art and to a variety of artistic expressions of others	1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	1. Uses appropriate art vocabulary to describe own art creations and those of others	VA.K.C.2.1 Describe personal choices made in the creation of artwork. VA.K.C.2.2 Identify media used by self or peers. TH.K.S.1.1 Demonstrate appropriate audience behavior at a live performance.
		2. Begins to show preferences for various art forms	2. Shows preferences for various art forms		2. Compares own art to similar art forms	
					3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	VA.K.H.1.3 Explain how art-making can help people express ideas and feelings.

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