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| Florida Seal.bmp **STATE OF FLORIDA  SCHOOL READINESS PROGRAM   CURRICULUM APPLICATION AND SELF-ASSESSMENT  FORM OEL-SR-7104** |

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| **FLORIDA SCHOOL READINESS PROGRAM: CURRICULUM SUBMISSION APPLICATION AND SELF-ASSESSMENT**  **Form OEL-SR-7104** | | | | | | | | |
| Publisher/Submitter Name | | Click or tap here to enter text. | | | | | | |
| Mailing Address | | Click or tap here to enter text. | | | | | | |
| Curriculum Name | | Click or tap here to enter text. | | | | | | |
| Edition (If applicable) | | Click or tap here to enter text. | | | | | | |
| Year | | Click or tap here to enter text. | | | | | | |
| Submitted by | | Click or tap here to enter text. | | | | | | |
| Contact Information | | Click or tap here to enter text. | | | | | | |
| Email | | Click or tap here to enter text. | | | | | | |
| Author (If Applicable) | | Click or tap here to enter text. | | | | | *Check box if curriculum is proprietary and not available for purchase* | |
| Please identify the appropriate age group for the curriculum being submitted by placing an x in the correct box(es). | | | | | | | | |
| 0-8 mos. | 8-18 mos. | | 18-24 mos. | | 2 year olds | 3 year olds | | 4 year olds |
|  |  | |  | |  |  | |  |
| Does the curriculum contain a character development component? | | | | | | Yes | | No |
| Failure to meet the minimum requirements of all standards and benchmarks in identified age-groups will result in the curriculum not being accepted for a full evaluation during this review cycle. | | | | | | | | |
| **OEL OFFICIAL USE ONLY** | | | | | | | | |
| Submission date received | | |  | | | | | |
| **SELF-ASSESSMENT RESULTS** | | | | | | | | |
| **Accepted**  PLEASE FORWARD THE COMPLETE CURRICULUM TO THE ADDRESS LISTED BELOW FOR A COMPLETE CURRICULUM EVALUTION. | | | | | | | | |
| **Not Accepted** | | | | OEL COMMENTS: | | | | |

Please provide the following information regarding agreements for submitting a subsequent curriculum for review through the School Readiness Curriculum Approval Process. Please sign to accept agreement. This form may be submitted via mail, or email, and must be returned no later than the published deadlineto:

**Mail: Office of Early Learning**

School Readiness Curriculum Approval Committee  
250 Marriott Drive  
Tallahassee, FL 32399

Email: SRCurriculumReview@oel.myflorida.com

I hereby agree that I will faithfully adhere to the spirit and intent of Florida’s stated procedures as they pertain to the ethical standards for selection of curriculum materials as outlined in the School Readiness Curriculum Approval Process found in Form OEL-SR-7101. Furthermore, the ethical standards as required by s. 1006.31, F.S., related to instructional materials adoption and applied to School Readiness curriculum, and made a part of the Submission Packet, as well as the signing of this agreement, have been shared in writing with all company representatives registered to do business in Florida.

In order to maintain the ethical standards for the approval of curriculum materials, submitters will adhere to guidelines that follow Florida statutes as follows:

1. Neither offer nor accept requests of inducements to Curriculum Committee members that might influence professional judgment in the approval process.
2. Coordinate activities relating to approval of a submitters product.
3. Direct questions concerning appropriate conduct to the OEL School Readiness curriculum materials administrator and if unresolved, to the appropriate state or industry authority.

Title of curriculum submission:Click or tap here to enter text.

Name of person signing form:Click or tap here to enter text.

Title of person signing form:Click or tap here to enter text.

Signature:Click or tap here to enter text.

Date:Click or tap here to enter text.

Curriculum Evaluation and Scoring System

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| **Curriculum Content** | | | | | | | **Curriculum Suitability Content Areas, Presentation and Implementation Strategies** | |
| **Age** | 0-8 | 8 - 18 | 18 – 24 | 2-3 | 3-4 | 4-K | Content Areas | 3 |
| **Domain** |  | | | | | | Presentation | 10 |
| Physical Development | 7 (6) | 12 (10) | 14 (12) | 13 (11) | 14 (12) | 17 (14) |  |  |
| Approaches to Learning | 3 (3) | 3 (3) | 3 (3) | 3 (3) | 4 (3) | 4 (3) | Implementation | 4 |
| Social and Emotional | 13 (12) | 14 (12) | 14 (12) | 14 (12) | 17 (14) | 17 (14) | Total | 17(14) |
| Language and Literacy | 19 (15) | 22 (19) | 24 (20) | 26 (22) | 31 (26) | 43 (37) |  |  |
| Mathematical Thinking | 8 (7) | 9 (7) | 10 (8) | 10 (8) | 19 (16) | 23 (19) |  | |
| Scientific Inquiry | 14 (12) | 14 (11) | 17 (14) | 22 (19) | 25 (21) | 30 (25) |
| Social Studies | 10 (8) | 11 (9) | 13 (11) | 18 (1~~5~~) | 22 (19) | 25 (21) |
| Creative Expression Through the Arts | 5 (4) | 6 (5) | 7 (5) | 6 (5) | 6 (5) | 8 (6) |
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| The first number indicates the total number of benchmarks for each content area. The second number in parentheses indicates the minimum number of benchmarks met to recommend approval in that content area. | | | | | | |
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## Florida School Readiness Program: Curriculum Application and Self-Assessment Form OEL-SR-7104

Office of Early Learning

School Readiness Curriculum Approval

According to the developmental age group identified above, please indicate how the curriculum meets each of the applicable standards and benchmarks. Please note standards and benchmarks must be met in multiple locations throughout a submitted curriculum. Failure to meet all applicable standards will result in the curriculum application not being approved.

**Name of Curriculum:\_**Click or tap here to enter text.**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** | |
| 1. **Physical Development Domain** |  | |
| **Age: Birth to 8 Months** |  | |
| **A. Health and Well Being** |  | |
| 1. 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 | Click or tap here to enter text. | |
| 1. Safety |  | |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity |  | |
| Not typically observed |  | |
| 1. Personal Care Routines |  | |
| 1. Responds to and initiates care routines that support personal hygiene |  | |
| Not typically observed |  | |
| 1. 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) | Click or tap here to enter text. | |
| **B. Motor Development** |  | |
| 1. Gross Motor Development |  | |
| 1. Demonstrates use of large muscles for movement, position, strength, and coordination |  | |
| Benchmark a. Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects) | Click or tap here to enter text. | |
| 1. Demonstrates use of large muscles to move in the environment |  | |
| Benchmark b. 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) | Click or tap here to enter text. | |
| 1. Gross Motor Perception |  | |
| 1. Uses perceptual information to guide motions and interactions with objects and other people |  | |
| Benchmark a. Exhibits body awareness and starts to move intentionally | Click or tap here to enter text. | |
| 1. 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) | Click or tap here to enter text. | |
| 1. 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 | Click or tap here to enter text. | |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** | |
| 1. **Physical Development Domain** |  | |
| **Age: 8 to 18 Months** |  | |
| 1. **Health and Wellbeing** |  | |
| 1. Active Physical Play |  | |
| 1. Engages in physical activities with increasing balance, coordination, endurance and intensity. |  | |
| Benchmark a. Uses movement and senses to explore and learn | Click or tap here to enter text. | |
| 1. Safety |  | |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity. |  | |
| Not typically observed |  | |
| 1. Personal Care Routines |  | |
| 1. Responds to and initiates care routines that support personal hygiene |  | |
| 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) | Click or tap here to enter text. | |
| 1. 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. Feeds self some finger food items (feeds self small pieces of food from tray) | Click or tap here to enter text. | |
| Benchmark b. Shows interest in new foods that are offered | Click or tap here to enter text. | |
| Benchmark c. Shows preference for food choices | Click or tap here to enter text. | |
| Benchmark d. Explores food with fingers | Click or tap here to enter text. | |
| **B. Motor Development** |  | |
| 1. Gross Motor Development |  | |
| 1. Demonstrates use of large muscles for movement, position, strength, and coordination |  | |
| Benchmark a: Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces | Click or tap here to enter text. | |
| 1. Demonstrates use of large muscles to move in the environment |  | |
| 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) | Click or tap here to enter text. | |
| 1. Gross Motor Perception |  | |
| 1. Uses perceptual information to guide motions and interactions with objects and other people |  | |
| Benchmark a: Begins to act and move with intention and purpose | Click or tap here to enter text. | |
| Benchmark b: Begins to discover how the body fits and moves through space | Click or tap here to enter text. | |
| 1. Fine Motor Development |  | |
| 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks |  | |
| Benchmark a: Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy) | Click or tap here to enter text. | |
| 1. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision |  | |
| Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks | Click or tap here to enter text. | |
| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Physical Development Domain** |  |
| **Age: 18 to 24 Months** |  |
| 1. **Health and Wellbeing** |  |
| 1. Active Physical Play |  |
| 1. Engages in physical activities with increasing balance, coordination, endurance and intensity. |  |
| 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) | Click or tap here to enter text. |
| 1. Safety |  |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity. |  |
| Benchmark a. (CD) Follows guidance about safety practices (e.g., use walking feet, pet gently, hold familiar adult’s hand when crossing street | Click or tap here to enter text. |
| 1. Personal Care Routines |  |
| 1. Responds to and initiates care routines that support personal hygiene |  |
| Benchmark a: Actively participates in simple steps of hygiene routines with adult | Click or tap here to enter text. |
| 1. 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. Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help | Click or tap here to enter text. |
| Benchmark b. Shows willingness to try new foods when offered on multiple occasions | Click or tap here to enter text. |
| Benchmark c. Sometimes makes choices about which foods to eat when offered several choices | Click or tap here to enter text. |
| Benchmark d. Distinguishes between food and non-food items | Click or tap here to enter text. |
| **B. Motor Development** |  |
| 1. Gross Motor Development |  |
| 1. Demonstrates use of large muscles for movement, position, strength, and coordination |  |
| Benchmark a: Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping | Click or tap here to enter text. |
| 1. Demonstrates use of large muscles to move in the environment |  |
| Benchmark a: Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play | Click or tap here to enter text. |
| 1. Gross Motor Perception |  |
| 1. Uses perceptual information to guide motions and interactions with objects and other people |  |
| Benchmark a: Acts and moves with intention and purpose | Click or tap here to enter text. |
| Benchmark b: Begins to demonstrate awareness of own body in space | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. Fine Motor Development |  |
| 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks |  |
| Benchmark a: Gains control of hands and fingers | Click or tap here to enter text. |
| 1. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision |  |
| 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) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Physical Development Domain** |  |
| **Age: 2-3 years (24-36 Months)** |  |
| **A. Health and Well Being** |  |
| 1. Active Physical Play |  |
| 1. Engages in physical activities with increasing balance, coordination, endurance and intensity. |  |
| Benchmark a. Engages in active physical play for short periods of time | Click or tap here to enter text. |
| 1. Safety |  |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity |  |
| Benchmark a. (CD) Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth) | Click or tap here to enter text. |
| 1. Personal Care Routines |  |
| 1. Responds to and initiates care routines that support personal hygiene |  |
| Benchmark a: Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration | Click or tap here to enter text. |
| 1. 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: Feeds self a wide variety of foods using developmentally appropriate basic utensils | Click or tap here to enter text. |
| Benchmark b: Expresses preferences about foods, specifically likes or dislikes | Click or tap here to enter text. |
| Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat | Click or tap here to enter text. |
| **B. Motor Development** |  |
| 1. Gross Motor Development |  |
| 1. Demonstrates use of large muscles for movement, position, strength, and coordination |  |
| Benchmark a: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping | Click or tap here to enter text. |
| 1. Demonstrates use of large muscles to move in the environment |  |
| Benchmark a: Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play | Click or tap here to enter text. |
| 1. Gross Motor Perception |  |
| 1. Uses perceptual information to guide motions and interactions with objects and other people |  |
| Benchmark a: Develops independence through coordinated and purposeful movements and activities | Click or tap here to enter text. |
| Benchmark b: Demonstrates awareness of own body in space | Click or tap here to enter text. |
| 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 | Click or tap here to enter text. |
| 1. Fine Motor Development |  |
| 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks |  |
| Benchmark a: Coordinates the use of hands and fingers | Click or tap here to enter text. |
| 1. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision |  |
| 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) | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Physical Development Domain** |  |
| **Age: 3-4 Years (36-48 Months)** |  |
| **A. Health and Well Being** |  |
| 1. Active Physical Play |  |
| 1. Engages in physical activities with increasing balance, coordination, endurance and intensity. |  |
| 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) | Click or tap here to enter text. |
| 1. Safety |  |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity. |  |
| Benchmark a: (CD) Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool) | Click or tap here to enter text. |
| 1. Personal Care Routines |  |
| 1. Responds to and initiates care routines that support personal hygiene |  |
| Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them | Click or tap here to enter text. |
| 1. 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: Serves self or others by scooping or pouring from containers | Click or tap here to enter text. |
| Benchmark b: Begins to recognize nutritious food choices and healthy eating habits | Click or tap here to enter text. |
| **B. Motor Development** |  |
| 1. Gross Motor Development |  |
| 1. Demonstrates use of large muscles for movement, position, strength, and coordination |  |
| Benchmark a: Begins to balance, such as on one leg or a beam, for short periods | Click or tap here to enter text. |
| Benchmark b: Begins to perform some skills, such as jumping for height and hopping | Click or tap here to enter text. |
| Benchmark c: Engages in physical activity that requires strength and stamina for brief periods | Click or tap here to enter text. |
| 1. Demonstrates use of large muscles to move in the environment |  |
| 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) | Click or tap here to enter text. |
| 1. Gross Motor Perception |  |
| 1. Uses perceptual information to guide motions and interactions with objects and other people |  |
| Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location | Click or tap here to enter text. |
| Benchmark b: Demonstrates awareness of own body in relation to others | Click or tap here to enter text. |
| 1. Fine Motor Development |  |
| 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks |  |
| Benchmark a: Uses various drawing and art tools with developing coordination | Click or tap here to enter text. |
| 1. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision |  |
| 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) | Click or tap here to enter text. |
| Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Physical Development Domain** |  |
| **Age: 4 Years – Kindergarten (48 months - Kindergarten)** |  |
| **A. Health and Well Being** |  |
| 1. Active Physical Play |  |
| 1. Engages in physical activities with increasing balance, coordination, endurance and intensity |  |
| Benchmark a. Seeks to engage in physical activities or active play routinely with increased intensity and duration | Click or tap here to enter text. |
| 1. Safety |  |
| 1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in a daily activity |  |
| Benchmark a: (CD) Consistently follows basic safety rules independently across different situations | Click or tap here to enter text. |
| Benchmark b: (CD) Identifies consequences of not following safety rules | Click or tap here to enter text. |
| 1. Personal Care Routines |  |
| 1. Responds to and initiates care routines that support personal hygiene |  |
| Benchmark a: Initiates and completes familiar hygiene routines independently | Click or tap here to enter text. |
| 1. 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. Assists adults in preparing simple foods to serve to self or others | Click or tap here to enter text. |
| Benchmark b. Recognizes nutritious food choices and healthy eating habits | Click or tap here to enter text. |
| **B. Motor Development** |  |
| 1. Gross Motor Development |  |
| 1. Demonstrates use of large muscles for movement, position, strength, and coordination |  |
| 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 | Click or tap here to enter text. |
| Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running | Click or tap here to enter text. |
| Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease) | Click or tap here to enter text. |
| Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time | Click or tap here to enter text. |
| 1. Demonstrates use of large muscles to move in the environment |  |
| Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course) | Click or tap here to enter text. |
| 1. Gross Motor Perception |  |
| 1. Uses perceptual information to guide motions and interactions with objects and other people |  |
| Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location | Click or tap here to enter text. |
| Benchmark b: Demonstrates spatial awareness through play activities | Click or tap here to enter text. |
| 1. Fine Motor Development |  |
| 1. Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks |  |
| Benchmark a: Shows hand control using various drawing and art tools with increasing coordination | Click or tap here to enter text. |
| 1. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision |  |
| Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together | Click or tap here to enter text. |
| Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Approaches to Learning Domain** |  |
| **Age: Birth to Eight Months** |  |
| **A. Eagerness and Curiosity** |  |
| 1. Shows awareness of and interest in the environment | Click or tap here to enter text. |
| **B. Persistence** |  |
| 1. (CD) Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes | Click or tap here to enter text. |
| **C. Creativity and Inventiveness** |  |
| 1. Notices and shows interest and excitement with familiar objects, people and events | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Approaches to Learning Domain** |  |
| **Age: 8-18 Months** |  |
| **A. Eagerness and Curiosity** |  |
| 1. Shows eagerness and curiosity as a learner | Click or tap here to enter text. |
| **B. Persistence** |  |
| 1. (CD) Pays attention briefly and persist in repetitive tasks | Click or tap here to enter text. |
| **C. Creativity and Inventiveness** |  |
| 1. Approaches and explores new experiences in familiar settings | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Approaches to Learning Domain** |  |
| **Age: 18-24 Months** |  |
| **A. Eagerness and Curiosity** |  |
| 1. Shows eagerness and curiosity as a learner | Click or tap here to enter text. |
| **B. Persistence** |  |
| 1. (CD) Pays attention for longer periods of time and persists at preferred activities | Click or tap here to enter text. |
| **C. Creativity and Inventiveness** |  |
| 1. Explores the various new properties and uses for familiar objects and experiences | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Approaches to Learning Domain** |  |
| **Age: 2 – 3 Years (24-36 Months)** |  |
| **A. Eagerness and Curiosity** |  |
| 1. Shows eagerness and curiosity as a learner | Click or tap here to enter text. |
| **B. Persistence** |  |
| 1. (CD) Spends more time engaging in child-initiated activities and seeks or accepts help when encountering a problem | Click or tap here to enter text. |
| **C. Creativity and Inventiveness** |  |
| 1. Explores the environment with purpose and flexibility | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Approaches to Learning Domain** |  |
| **Age: 3 – 4 Years (36-48 Months)** |  |
| **A. Eagerness and Curiosity** |  |
| 1. Shows curiosity and is eager to learn new things and have new experiences | Click or tap here to enter text. |
| **B. Persistence** |  |
| 1. (CD) Sustains attention for brief periods and finds help when needed | Click or tap here to enter text. |
| **C. Creativity and Inventiveness** |  |
| 1. Approaches daily activities with creativity and inventiveness | Click or tap here to enter text. |
| **D. Planning and Reflection** |  |
| 1. Shows initial signs of planning and learning from their experiences | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Approaches to Learning Domain** |  |
| **Age: 4 Years – Kindergarten (48 Months – Kindergarten)** |  |
| **A. Eagerness and Curiosity** |  |
| 1. Shows increased curiosity and is eager to learn new things and have new experiences | Click or tap here to enter text. |
| **B. Persistence** |  |
| 1. (CD) Attends to tasks for brief periods of time | Click or tap here to enter text. |
| **C. Creativity** |  |
| 1. Approaches daily activities with creativity and inventiveness | Click or tap here to enter text. |
| **D. Planning and Reflection** |  |
| 1. Demonstrates some planning and learning from experiences | Click or tap here to enter text. |
| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Social and Emotional Development** |  |
| **Age: Birth to 8 Months** |  |
| **A. Emotional Functioning** |  |
| 1. Expresses, identifies and responds to a range of emotions |  |
| Benchmark a: (CD) Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions | Click or tap here to enter text. |
| 1. Demonstrates appropriate affect (emotional response) between behavior and facial expression |  |
| Benchmark a: (CD) Shows recognition of familiar adults and imitates their facial expressions | Click or tap here to enter text. |
| **B. Managing Emotions** |  |
| 1. Demonstrates ability to self-regulate |  |
| Benchmark a: (CD) Uses preferred adult to help soothe | Click or tap here to enter text. |
| 1. Attends to sights, sounds, objects, people and activities |  |
| Benchmark a: (CD) Attends to sights, sounds and people for brief and increasing periods of time | Click or tap here to enter text. |
| **C. Building and Maintaining Relationships with Adults and Peers** |  |
| 1. Develops positive relationships with adults |  |
| Benchmark a: (CD) Experiences and develops secure relationship with a primary caregiver | Click or tap here to enter text. |
| 1. Develops positive relationships with peers |  |
| Benchmark a: (CD) Notices peers by looking, touching or making sounds directed toward the child | Click or tap here to enter text. |
| 1. Develops increasing ability to engage in social problem solving |  |
| Benchmark a: (CD) Signals when there is a problem to seek adult attention and support | Click or tap here to enter text. |
| 1. Exhibits empathy by demonstrating care and concern for others |  |
| Benchmark a: (CD) Cries when hearing other children cry | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards** | **Submission Evidence and Page Number(s)** |
| 1. **Social and Emotional Development** |  |
| **Age: Birth to Eight Months** |  |
| **D. Sense of Identity and Belonging** |  |
| 1. Develops sense of identity and belonging through play |  |
| Benchmark a: (CD) Eagerly bids for attention of adults | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through exploration and persistence |  |
| Benchmark a: (CD) Shows interest and inclination to explore without adult direction | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through routines, rituals, and interactions |  |
| Benchmark a: (CD) Begins to respond positively to familiar routines and rituals initiated by familiar adult | Click or tap here to enter text. |
| 1. Develops sense of self awareness and independence |  |
| Benchmark a: (CD) Signals preferences related to objects and people (e.g., preferring one pacifier over another) | Click or tap here to enter text. |
| Benchmark b: (CD) Begins to recognize own abilities and preferences | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Social and Emotional Development** |  |
| **Age: 8-18 Months** |  |
| **A. Emotional Functioning** |  |
| 1. Expresses, identifies and responds to a range of emotions |  |
| Benchmark a: (CD) Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults | Click or tap here to enter text. |
| 1. Demonstrates appropriate affect (emotional response) between behavior and facial expression |  |
| Benchmark a: (CD) Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation | Click or tap here to enter text. |
| **B. Managing Emotions** |  |
| 1. Demonstrates ability to self-regulate |  |
| Benchmark a: (CD) Soothes with preferred adult during distress to help calm self | Click or tap here to enter text. |
| 1. Attends to sights, sounds, objects, people and activities |  |
| Benchmark a: (CD) Exhibits joint attention | Click or tap here to enter text. |
| **C. Building and Maintaining Relationships with Adults and Peers** |  |
| 1. Develops positive relationships with adults |  |
| Benchmark a: (CD) Develops secure and responsive relationships with consistent adults | Click or tap here to enter text. |
| 1. Develops positive relationships with peers |  |
| Benchmark a: (CD) Shows interest in peers who are playing nearby and interacts with them briefly | Click or tap here to enter text. |
| 1. Develops increasing ability to engage in social problem solving |  |
| Benchmark a: (CD) Demonstrates emotional expressions to signal for adult assistance | Click or tap here to enter text. |
| 1. Exhibits empathy by demonstrating care and concern for others |  |
| Benchmark a: (CD) 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) | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards** | **Submission Evidence and Page Number(s)** |
| 1. **Social Emotional Development** |  |
| **Age: 8 to 18 Months** |  |
| **D. Sense of Identity and Belonging** |  |
| 1. Develops sense of identity and belonging through play |  |
| Benchmark a: (CD) Expectantly bids for attention from adults and other children | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through exploration and persistence |  |
| Benchmark a: (CD) Explores for extended periods and delights in discoveries | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through routines, rituals, and interactions |  |
| Benchmark a: (CD) Responds positively to and expects patterned routines, rituals and interactions initiated by an adult | Click or tap here to enter text. |
| 1. Develops sense of self awareness and independence |  |
| Benchmark a: (CD) Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation | Click or tap here to enter text. |
| Benchmark b: (CD) Recognizes own abilities and preferences | Click or tap here to enter text. |
| Benchmark c: (CD) Responds to name when called | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Social and Emotional Development Domain** |  |
| **Age: 18 to 24 Months** |  |
| **A. Emotional Functioning** |  |
| 1. Expresses, identifies and responds to a range of emotions |  |
| Benchmark a: (CD) Begins to physically respond to the feelings of others | Click or tap here to enter text. |
| 1. Demonstrates appropriate affect (emotional response) between behavior and facial expression |  |
| Benchmark a: (CD) Begins to put words to emotions in interactions with others | Click or tap here to enter text. |
| **B. Managing Emotions** |  |
| 1. Demonstrates ability to self-regulate |  |
| Benchmark a: (CD) Looks to adults to soothe and may use a transitional object during times of distress | Click or tap here to enter text. |
| 1. Attends to sights, sounds, objects, people and activities |  |
| Benchmark a: (CD) Maintains focus for longer periods of time and persists at preferred activities | Click or tap here to enter text. |
| **C. Building and Maintaining Relationships with Adults and Peers** |  |
| 1. Develops positive relationships with adults |  |
| Benchmark a: (CD) Enjoys games and other social exchanges with familiar adults | Click or tap here to enter text. |
| 1. Develops positive relationships with peers |  |
| Benchmark a: (CD) Plays alongside peers and engages in simple turn-taking | Click or tap here to enter text. |
| 1. Develops increasing ability to engage in social problem solving |  |
| Benchmark a: (CD) May imitate others in resolving problems using simple actions | Click or tap here to enter text. |
| 1. Exhibits empathy by demonstrating care and concern for others |  |
| Benchmark a: Notices the emotions of others and engages in an intentional action in response | Click or tap here to enter text. |
| **D. Sense of Identity and Belonging** |  |
| 1. Develops sense of identity and belonging through play |  |
| Benchmark a: (CD) Seeks out preferred companions and eagerly engages in parallel play with others | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through exploration and persistence |  |
| Benchmark a: (CD) Capable of sustained independent play at activities the child enjoys | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through routines, rituals, and interactions |  |
| Benchmark a: (CD) Begins to initiate and participate in some familiar routines and rituals | Click or tap here to enter text. |
| 1. Develops sense of self awareness and independence |  |
| Benchmark a: (CD) Initiates independent problem-solving efforts but appropriately asks for support from adults when needed | Click or tap here to enter text. |
| Benchmark b: (CD) Begins to verbally or non-verbally communicate own preferences | Click or tap here to enter text. |
| Benchmark c: (CD) Begins to recognize obvious physical similarities and differences between self and others | Click or tap here to enter text. |
| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Social and Emotional Development Domain** |  |
| **Age: 2-3 Years (24 -36 Months)** |  |
| **A. Emotional Functioning** |  |
| 1. Expresses, identifies and responds to a range of emotions |  |
| Benchmark a: (CD) Labels simple emotions in self and others (e.g., happy, sad) | Click or tap here to enter text. |
| 1. Demonstrates appropriate affect (emotional response) between behavior and facial expression |  |
| Benchmark a: (CD) Continues to expand the use of emotion words using them in appropriate settings | Click or tap here to enter text. |
| **B. Managing Emotions** |  |
| 1. Demonstrates ability to self-regulate |  |
| Benchmark a: (CD) Takes cues from preferred adult and others to expand their strategies and tools to self- regulate | Click or tap here to enter text. |
| 1. Attends to sights, sounds, objects, people and activities |  |
| Benchmark a: (CD) Spends more time in child- initiated activities | Click or tap here to enter text. |
| **C. Building and Maintaining Relationships with Adults and Peers** |  |
| 1. Develops positive relationships with adults |  |
| Benchmark a: (CD) Enjoys sharing new experiences with familiar adults | Click or tap here to enter text. |
| 1. Develops positive relationships with peers |  |
| Benchmark a: (CD) Seeks out other children and plays alongside and on occasion with other children | Click or tap here to enter text. |
| 1. Develops increasing ability to engage in social problem solving |  |
| Benchmark a: (CD) Identifies the problem and requests adult support to address the problem for their desired solution | Click or tap here to enter text. |
| 1. Exhibits empathy by demonstrating care and concern for others |  |
| Benchmark a: (CD) Recognizes that others have feelings different than their own and often responds with comforting actions | Click or tap here to enter text. |
| **D. Sense of Identity and Belonging** |  |
| 1. Develops sense of identity and belonging through play |  |
| Benchmark a: (CD) Continues to engage in parallel play but also begins to play with other preferred playmates | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through exploration and persistence |  |
| Benchmark a: (CD) Continues sustained independent play while participating in more complex activities | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through routines, rituals, and interactions |  |
| Benchmark a: (CD) Initiates and participates in the rituals and routines of the day | Click or tap here to enter text. |
| 1. Develops sense of self awareness and independence |  |
| Benchmark a: (CD) Verbally or nonverbally communicates more clearly on needs and wants | Click or tap here to enter text. |
| Benchmark b: (CD) Communicates verbally or nonverbally own preferences | Click or tap here to enter text. |
| Benchmark c: (CD) Identifies differences and similarities between self and others; uses pronouns such as I, me, mine | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Social and Emotional Development Domain** |  |
| **Age: 3-4 Years (36 - 48 Months)** |  |
| **A. Emotional Functioning** |  |
| 1. Expresses, identifies and responds to a range of emotions |  |
| Benchmark a: (CD) Identifies complex emotions in a book, picture or on a person’s face (e.g., frustrated, confused) | Click or tap here to enter text. |
| 1. Demonstrates appropriate affect (emotional response) between behavior and facial expression |  |
| Benchmark a: (CD) Verbalizes own feelings and those of others | Click or tap here to enter text. |
| **B. Managing Emotions** |  |
| 1. Demonstrates ability to self-regulate |  |
| Benchmark a: (CD) Begins to verbalize their emotions | Click or tap here to enter text. |
| 1. Attends to sights, sounds, objects, people and activities |  |
| Benchmark a: (CD) Begins to sustain attention for brief period of time in group activities | Click or tap here to enter text. |
| **C. Building and Maintaining Relationships with Adults and Peers** |  |
| 1. Develops positive relationships with adults |  |
| Benchmark a: (CD) Develops positive relationships and interacts comfortably with familiar adults | Click or tap here to enter text. |
| 1. Develops positive relationships with peers |  |
| Benchmark a: (CD) Builds social relationships and becomes more connected to other children | Click or tap here to enter text. |
| Benchmark b: (CD) Demonstrates strategies for entry into social play with peers | Click or tap here to enter text. |
| Benchmark c: (CD) Develops an initial understanding of bullying | Click or tap here to enter text. |
| 1. Develops increasing ability to engage in social problem solving |  |
| Benchmark a: (CD) Able to suggest a potential solution to social problems and with adult support is able to follow through | Click or tap here to enter text. |
| 1. Exhibits empathy by demonstrating care and concern for others |  |
| Benchmark a: (CD) Responds to the emotions of others with comforting words or actions | Click or tap here to enter text. |
| **D. Sense of Identity and Belonging** |  |
| 1. Develops sense of identity and belonging through play |  |
| Benchmark a: (CD) Continues to play with preferred playmates | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through exploration and persistence |  |
| Benchmark a: (CD) Continues sustained independent play and participates in more planned group activities | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through routines, rituals, and interactions |  |
| Benchmark a: (CD) Begins to show a willingness to be flexible if routines must change in minor ways | Click or tap here to enter text. |
| 1. Develops sense of self awareness and independence |  |
| Benchmark a: (CD) Increasingly uses words to communicate needs and wants | Click or tap here to enter text. |
| Benchmark b: (CD) Begins to recognize preferences of others | Click or tap here to enter text. |
| Benchmark c: (CD) Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) | Click or tap here to enter text. |
| Benchmark d: (CD) Begins to identify self as part of a group (e.g., class or family) | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Social and Emotional Development Domain** |  |
| **Age: 4 to Kindergarten (48 – Kindergarten)** |  |
| **A. Emotional Functioning** |  |
| 1. Expresses, identifies and responds to a range of emotions |  |
| Benchmark a: (CD) Recognizes the emotions of peers and responds with empathy and compassion | Click or tap here to enter text. |
| 1. Demonstrates appropriate affect (emotional response) between behavior and facial expression |  |
| Benchmark a: (CD) Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately | Click or tap here to enter text. |
| **B. Managing Emotions** |  |
| 1. Demonstrates ability to self-regulate |  |
| Benchmark a: (CD)Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support | Click or tap here to enter text. |
| 1. Attends to sights, sounds, objects, people and activities |  |
| Benchmark a: (CD) Increases attention to preferred activities and begins to attend to non-preferred activities | Click or tap here to enter text. |
| **C. Building and Maintaining Relationships with Adults and Peers** |  |
| 1. Develops positive relationships with adults |  |
| Benchmark a: (CD) Shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults | Click or tap here to enter text. |
| 1. Develops positive relationships with peers |  |
| Benchmark a: (CD) Plays with peers in a coordinated manner including assigning roles, materials and actions | Click or tap here to enter text. |
| Benchmark b: (CD) Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking | Click or tap here to enter text. |
| Benchmark c: (CD) Responds appropriately to bullying behavior | Click or tap here to enter text. |
| 1. Develops increasing ability to engage in social problem solving |  |
| Benchmark a: (CD) Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution | Click or tap here to enter text. |
| 1. Exhibits empathy by demonstrating care and concern for others |  |
| Benchmark a: (CD) Able to take the perspective of others and actively respond in a manner that is consistent and supportive | Click or tap here to enter text. |
| **D. Sense of Identity and Belonging** |  |
| 1. Develops sense of identity and belonging through play |  |
| Benchmark a: (CD) Engages in associative play and begins to play cooperatively with friends | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through exploration and persistence |  |
| Benchmark a: (CD) Persists at individual planned experiences, caregiver- directed experiences and planned group activities | Click or tap here to enter text. |
| 1. Develops sense of identity and belonging through routines, rituals, and interactions |  |
| Benchmark a: (CD) Demonstrates willingness to be flexible if routines must change | Click or tap here to enter text. |
| 1. Develops sense of self awareness and independence |  |
| Benchmark a: (CD) Uses words to communicate personal characteristics, preferences, thoughts and feelings | Click or tap here to enter text. |
| Benchmark b: (CD) Recognizes preferences of others | Click or tap here to enter text. |
| Benchmark c: (CD) Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size) | Click or tap here to enter text. |
| Benchmark d: (CD) Identifies self as a unique member of a group (e.g., class, school, family or larger community) | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Language and Literacy Domain** |  |
| **Age: Birth to 8 Months** |  |
| **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 | Click or tap here to enter text. |
| Benchmark b: Responds to gestures of adults | Click or tap here to enter text. |
| Benchmark c: Responds to gestures that indicate understanding of what is being communicated | Click or tap here to enter text. |
| 1. Increase knowledge through listening |  |
| Benchmark a: Reacts to environmental sounds and verbal communication | Click or tap here to enter text. |
| Benchmark b: Turns head toward familiar sounds | Click or tap here to enter text. |
| Benchmark c: Responds to repeated words and phrases | Click or tap here to enter text. |
| 1. Follows directions |  |
| Benchmark a: Responds in varied ways to the speaker’s voice (e.g., turning head, making eye contact) | Click or tap here to enter text. |
| **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 | Click or tap here to enter text. |
| **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 | Click or tap here to enter text. |
| Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo | Click or tap here to enter text. |
| 1. 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 | Click or tap here to enter text. |
| Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss) | Click or tap here to enter text. |
| **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 | Click or tap here to enter text. |
| **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 | Click or tap here to enter text. |
| 1. Asks questions, and responds to adults and peers in a variety of settings |  |
| Benchmark a: Responds to changes in tone of voice | Click or tap here to enter text. |
| 1. 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 | Click or tap here to enter text. |
| Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble) | Click or tap here to enter text. |
| **F. Emergent Reading** |  |
| 1. Shows motivation for and appreciation of reading |  |
| Benchmark a: Shows enjoyment of the sounds and rhythms of language | Click or tap here to enter text. |
| 1. Demonstrates comprehension of books read aloud |  |
| Benchmark a: Responds to adult reading a book | Click or tap here to enter text. |
| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Language and Literacy Domain** |  |
| **Age: 8 to 18 Months** |  |
| **A. Listening and Understanding** |  |
| 1. Demonstrates understanding when listening |  |
| Benchmark a: Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games) | Click or tap here to enter text. |
| Benchmark b: Uses gestures to direct adult attention | Click or tap here to enter text. |
| Benchmark c: Responds to adult’s request using gestures or simple words showing an understanding of what is being said | Click or tap here to enter text. |
| 1. Increase knowledge through listening |  |
| Benchmark a: Responds to vocalizations during daily routines | Click or tap here to enter text. |
| Benchmark b: Responds by turning and smiling when name is spoken | Click or tap here to enter text. |
| Benchmark c: Begins to responds to adult questions | Click or tap here to enter text. |
| 1. Follows directions |  |
| Benchmark a: Focuses attention on speaker when asked to do something | Click or tap here to enter text. |
| **B. Speaking** |  |
| 1. Speaks and is understood when speaking |  |
| Benchmark a: Increases vocalizations | Click or tap here to enter text. |
| **C. Vocabulary** |  |
| 1. Shows an understanding of words and their meanings (receptive) |  |
| Benchmark a: Looks intently at or points at person or object that has been named with the goal of establishing joint attention | Click or tap here to enter text. |
| Benchmark b: Responds to specific words and gestures and understands words for common items (typically understands up to 50 words) | Click or tap here to enter text. |
| 1. Uses increased vocabulary to describe objects, actions, and events (expressive) |  |
| Benchmark a: Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words) | Click or tap here to enter text. |
| Benchmark b: Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words) | Click or tap here to enter text. |
| **D. Sentences and Structure** |  |
| 1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences |  |
| Benchmark a: Produces utterances of one, occasionally two, units of meaning in length | Click or tap here to enter text. |
| Benchmark b: Produces words of which approximately half are nouns | Click or tap here to enter text. |
| 1. Connects words, phrases, and sentences to build ideas |  |
| Benchmark a: Produces utterances of one to two words that communicate labeling of objects and sometimes actions | Click or tap here to enter text. |
| **E. Conversation** |  |
| 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences, and resolve problems |  |
| 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 | Click or tap here to enter text. |
| 1. Asks questions, and responds to adults and peers in a variety of settings |  |
| Benchmark a: Asks and responds to simple questions using gestures, signs, vocalizations and single words | Click or tap here to enter text. |
| 1. Demonstrates understanding of the social conventions of communication and language use |  |
| Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues | Click or tap here to enter text. |
| Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word) | Click or tap here to enter text. |
| **F. Emergent Reading** |  |
| 1. Shows motivation for and appreciation of reading |  |
| Benchmark a: Begins to show interest in print and books | Click or tap here to enter text. |
| Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories) | Click or tap here to enter text. |
| 1. Demonstrates comprehension of books read aloud |  |
| Benchmark a: Interacts with an adult reading a book | Click or tap here to enter text. |
| **G. Emergent Writing** |  |
| 1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition |  |
| Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Language and Literacy Domain** |  |
| **Age: 18 to 24 Months** |  |
| **A. Listening and Understanding** |  |
| 1. Demonstrates understanding when listening |  |
| 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 | Click or tap here to enter text. |
| Benchmark b: Responds appropriately to simple requests | Click or tap here to enter text. |
| Benchmark c: Uses nonverbal gestures to respond to adult’s language and oral reading | Click or tap here to enter text. |
| 1. Increase knowledge through listening |  |
| Benchmark a: Responds verbally and nonverbally to spoken language | Click or tap here to enter text. |
| Benchmark b: Begins to participate in simple conversations | Click or tap here to enter text. |
| Benchmark c: Responds to language during conversations, songs, stories or other experiences | Click or tap here to enter text. |
| 1. Follows directions |  |
| Benchmark a: Follows simple one-step directions with scaffolding | Click or tap here to enter text. |
| **B. Speaking** |  |
| 1. Speaks and is understood when speaking |  |
| Benchmark a: Speaks using new words and phrases and is understood by familiar adult 50 percent of the time | Click or tap here to enter text. |
| **C. Vocabulary** |  |
| 1. Shows an understanding of words and their meanings (receptive) |  |
| Benchmark a: Points to pictures in book when named and/or points to body parts when asked | Click or tap here to enter text. |
| Benchmark b: Responds to requests (typically understands approximately 300 words) | Click or tap here to enter text. |
| 1. Uses increased vocabulary to describe objects, actions, and events (expressive) |  |
| Benchmark a: Uses a number of different words and begins using two or more words together | Click or tap here to enter text. |
| Benchmark b: Has a vocabulary of between 50 and 200 words although pronunciation is not always clear | Click or tap here to enter text. |
| **D. Sentences and Structure** |  |
| 1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences |  |
| Benchmark a: Produces utterances of two units of meaning in length | Click or tap here to enter text. |
| Benchmark b: Produces words of which approximately one-third are nouns with verbs becoming increasingly common | Click or tap here to enter text. |
| 1. Connects words, phrases, and sentences to build ideas |  |
| 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”) | Click or tap here to enter text. |
| Benchmark b: Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”) | Click or tap here to enter text. |
| **E. Conversation** |  |
| 1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems |  |
| 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 | Click or tap here to enter text. |
| 1. Asks questions, and responds to adults and peers in a variety of settings |  |
| 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 | Click or tap here to enter text. |
| 1. Demonstrates understanding of the social conventions of communication and language use |  |
| Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules | Click or tap here to enter text. |
| Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases) | Click or tap here to enter text. |
| **F. Emergent Reading** |  |
| 1. Shows motivation for and appreciation of reading |  |
| Benchmark a: Shows growing interest in print and books | Click or tap here to enter text. |
| Benchmark b: Learns that pictures represent real objects, events and ideas (stories) | Click or tap here to enter text. |
| 1. Demonstrates comprehension of books read aloud |  |
| Benchmark a: Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book | Click or tap here to enter text. |
| **G. Emergent Writing** |  |
| 1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition |  |
| Benchmark a: Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Language and Literacy Domain** |  |
| **Age: 2-3 Years (24 – 36 Months)** |  |
| **A. Listening and Understanding** |  |
| 1. Demonstrates understanding when listening |  |
| Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations | Click or tap here to enter text. |
| 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 | Click or tap here to enter text. |
| 1. Increase knowledge through listening |  |
| Benchmark a: Responds to an adult’s simple questions about what is being learned | Click or tap here to enter text. |
| Benchmark b: Participates in simple conversations | Click or tap here to enter text. |
| Benchmark c: Identifies specific sounds, such as animal sounds and environmental sounds | Click or tap here to enter text. |
| 1. Follows directions |  |
| Benchmark a: Follows multi-step directions with reminders | Click or tap here to enter text. |
| **B. Speaking** |  |
| 1. Speaks and is understood when speaking | Click or tap here to enter text. |
| Benchmark a: Speaks and is understood by familiar peer or adult most of the time | Click or tap here to enter text. |
| **C. Vocabulary** |  |
| 1. Shows an understanding of words and their meanings (receptive) |  |
| Benchmark a: Responds appropriately to almost all adult speech including requests involving multiple steps | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. Uses increased vocabulary to describe objects, actions, and events (expressive) |  |
| 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) | Click or tap here to enter text. |
| Benchmark b: Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child | Click or tap here to enter text. |
| **D. Sentences and Structure** |  |
| 1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences |  |
| Benchmark a: Produces utterances of three to four units of meaning in length | Click or tap here to enter text. |
| 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.”) | Click or tap here to enter text. |
| 1. Connects words, phrases, and sentences to build ideas |  |
| Benchmark a: Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”) | Click or tap here to enter text. |
| Benchmark b: Asks basic questions (e.g., “Mommy gone?”) | Click or tap here to enter text. |
| **E. Conversation** |  |
| 1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems |  |
| Benchmark a: Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others | Click or tap here to enter text. |
| 1. Asks questions, and responds to adults and peers in a variety of settings |  |
| 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 | Click or tap here to enter text. |
| 1. Demonstrates understanding of the social conventions of communication and language use |  |
| Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules | Click or tap here to enter text. |
| Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases) | Click or tap here to enter text. |
| **F. Emergent Reading** |  |
| 1. Shows motivation for and appreciation of reading |  |
| Benchmark a: Shows increased interest in print and books | Click or tap here to enter text. |
| Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories) | Click or tap here to enter text. |
| Benchmark c: Pretends to read print or books | Click or tap here to enter text. |
| 1. Shows age-appropriate phonological awareness |  |
| 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) | Click or tap here to enter text. |
| 1. Shows alphabetic and print knowledge |  |
| Benchmark a: Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels) | Click or tap here to enter text. |
| 1. Demonstrates comprehension of books read aloud |  |
| Benchmark a: Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations | Click or tap here to enter text. |
| **G. Emergent Writing** |  |
| 1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition |  |
| Benchmark a: Begins to use scribbles, marks and drawings to represent thoughts and ideas | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Language and Literacy Domain** |  |
| **Age: 3-4 Years (36 - 48Months)** |  |
| **A. Listening and Understanding** |  |
| 1. Demonstrates understanding when listening |  |
| Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal | Click or tap here to enter text. |
| Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said | Click or tap here to enter text. |
| 1. Increase knowledge through listening |  |
| Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection | Click or tap here to enter text. |
| Benchmark b: Observes simple aspects of child’s world and responds and reacts | Click or tap here to enter text. |
| 1. Follows directions |  |
| Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions | Click or tap here to enter text. |
| **B. Speaking** |  |
| 1. Speaks and is understood when speaking |  |
| Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors | Click or tap here to enter text. |
| **C. Vocabulary** |  |
| 1. Shows an understanding of words and their meanings (receptive) |  |
| 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) | Click or tap here to enter text. |
| Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech) | Click or tap here to enter text. |
| 1. Uses increased vocabulary to describe objects, actions, and events (expressive) |  |
| 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) | Click or tap here to enter text. |
| Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name) | Click or tap here to enter text. |
| **D. Sentences and Structure** |  |
| 1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences |  |
| Benchmark a: Produces utterances of four to five units of meaning in length | Click or tap here to enter text. |
| Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”) | Click or tap here to enter text. |
| 1. Connects words, phrases, and sentences to build ideas |  |
| 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.”) | Click or tap here to enter text. |
| Benchmark b: Asks more complex questions beginning with “is” (e.g., “Is David here?” “What was for lunch?”) | Click or tap here to enter text. |
| Benchmark c: Uses conjunctions “and” and sometimes “because” in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs) | Click or tap here to enter text. |
| **E. Conversation** |  |
| 1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems |  |
| Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information | Click or tap here to enter text. |
| 1. Asks questions, and responds to adults and peers in a variety of settings |  |
| Benchmark a: Asks and responds to increasingly longer and more complex sentences and simple questions | Click or tap here to enter text. |
| 1. Demonstrates understanding of the social conventions of communication and language use |  |
| Benchmark a: Demonstrates awareness of nonverbal conversational rules | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context) | Click or tap here to enter text. |
| **F. Emergent Reading** |  |
| 1. Shows motivation for and appreciation of reading |  |
| Benchmark a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others | Click or tap here to enter text. |
| Benchmark b: Begins to make real-world connections between stories and real-life experiences | Click or tap here to enter text. |
| Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads | Click or tap here to enter text. |
| Benchmark d: Asks to be read to or asks the meaning of written text | Click or tap here to enter text. |
| Benchmark e: Participates in conversations that demonstrate appreciation of printed materials | Click or tap here to enter text. |
| 1. Shows age-appropriate phonological awareness |  |
| Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants | Click or tap here to enter text. |
| 1. Shows alphabetic and print knowledge |  |
| Benchmark a: Recognizes that print conveys meaning | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) | Click or tap here to enter text. |
| 1. Demonstrates comprehension of books read aloud |  |
| Benchmark a: Retells or reenacts parts of a story after it is read aloud | Click or tap here to enter text. |
| **G. Emergent Writing** |  |
| 1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition |  |
| Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Language and Literacy Domain** |  |
| **Age: 4 Years – Kindergarten (48 – Kindergarten)** |  |
| **A. Listening and Understanding** |  |
| 1. Demonstrates understanding when listening |  |
| 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 | Click or tap here to enter text. |
| 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 | Click or tap here to enter text. |
| 1. Increase knowledge through listening |  |
| 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 | Click or tap here to enter text. |
| Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play | Click or tap here to enter text. |
| 1. Follows directions |  |
| Benchmark a: Achieves mastery of two‐step directions and usually follows three‐step directions | Click or tap here to enter text. |
| **B. Speaking** |  |
| 1. Speaks and is understood when speaking |  |
| Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors | Click or tap here to enter text. |
| **C. Vocabulary** |  |
| 1. Shows an understanding of words and their meanings (receptive) |  |
| 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) | Click or tap here to enter text. |
| 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 | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. Uses increased vocabulary to describe objects, actions, and events (expressive) |  |
| 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) | Click or tap here to enter text. |
| Benchmark b: Uses a variety of word-meaning relationships (e.g., part‐whole, object‐function, object‐location) | Click or tap here to enter text. |
| Benchmark c: Identifies unfamiliar words asking for clarification | Click or tap here to enter text. |
| Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings | Click or tap here to enter text. |
| **D. Sentences and Structure** |  |
| 1. Uses appropriate grammar in conversations and increasingly complex phrases and sentences |  |
| Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order | Click or tap here to enter text. |
| Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject‐verb agreement | Click or tap here to enter text. |
| 1. Connects words, phrases, and sentences to build ideas |  |
| Benchmark a: Uses sentences with more than one phrase | Click or tap here to enter text. |
| Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships) | Click or tap here to enter text. |
| Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning | Click or tap here to enter text. |
| **E. Conversation** |  |
| 1. Uses nonverbal and verbal communication and language to express needs and feelings, share experiences, and resolve problems |  |
| 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”) | Click or tap here to enter text. |
| 1. Asks questions, and responds to adults and peers in a variety of settings |  |
| Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations | Click or tap here to enter text. |
| 1. Demonstrates understanding of the social conventions of communication and language use |  |
| Benchmark a: Demonstrates increased awareness of nonverbal conversational rules | Click or tap here to enter text. |
| Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) | Click or tap here to enter text. |
| Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context) | Click or tap here to enter text. |
| **F. Emergent Reading** |  |
| 1. Shows motivation for and appreciation of reading |  |
| Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others | Click or tap here to enter text. |
| Benchmark b: Makes real-world connections between stories and real-life experiences | Click or tap here to enter text. |
| Benchmark c: Interacts appropriately with books and other materials in a print-rich environment | Click or tap here to enter text. |
| Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories | Click or tap here to enter text. |
| Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials | Click or tap here to enter text. |
| 1. Shows age-appropriate phonological awareness |  |
| Benchmark a: Distinguishes individual words within spoken phrases or sentences | Click or tap here to enter text. |
| Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”) | Click or tap here to enter text. |
| Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”) | Click or tap here to enter text. |
| Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”) | Click or tap here to enter text. |
| Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”) | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. Shows alphabetic and print knowledge |  |
| Benchmark a: Recognizes that print conveys meaning | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. Demonstrates comprehension of books read aloud |  |
| Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud | Click or tap here to enter text. |
| 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…?”) | Click or tap here to enter text. |
| **G. Emergent Writing** |  |
| 1. Begins to show motivation to engage in written expression appropriate knowledge of forms and functions of written composition |  |
| Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes) | Click or tap here to enter text. |
| Benchmark b: Uses letter‐like shapes or letters to write words or parts of words | Click or tap here to enter text. |
| Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well‐formed letters | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Mathematical Thinking Domain** |  |
| **Age: Birth to 8 Months** |  |
| **A. Number Sense** |  |
| 1. Attend to objects in play, such as reaching or looking for more than one object | Click or tap here to enter text. |
| 1. Observes songs and finger plays that involve numbers and quantity | Click or tap here to enter text. |
| 1. **Number and Operations** |  |
| 1. Explores objects in hands | Click or tap here to enter text. |
| 1. **Patterns** |  |
| 1. Explores objects with different characteristics | Click or tap here to enter text. |
| 1. **Geometry** |  |
| 1. Begins to notice shapes in the environment | Click or tap here to enter text. |
| 1. **Spatial Relations** |  |
| 1. Explores the properties of objects and watches how they move | Click or tap here to enter text. |
| 1. Explores and experiments with objects and attends to events in the environment (e.g., Shaking a rattle) | Click or tap here to enter text. |
| 1. **Measurement and Data** |  |
| 1. Explores objects in various ways | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
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| **Florida Early Learning and Developmental Standards:** |  |
| 1. **Mathematical Thinking Domain** |  |
| **Age: 8 – 18 Months** |  |
| 1. **Number Sense** |  |
| 1. Attends to quantities when interacting with objects | Click or tap here to enter text. |
| 1. 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”. | Click or tap here to enter text. |
| 1. **Number and Operations** |  |
| 1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing) | Click or tap here to enter text. |
| 1. **Patterns** |  |
| 1. Matches objects that have a singular attribute (e.g., color, shape, size) | Click or tap here to enter text. |
| 1. Explores two objects by making direct comparisons | Click or tap here to enter text. |
| 1. **Geometry** |  |
| 1. Notices shapes in the environment | Click or tap here to enter text. |
| 1. **Spatial Relations** |  |
| 1. **Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)** | Click or tap here to enter text. |
| 1. **Explores objects with different shapes** | Click or tap here to enter text. |
| 1. **Measurement and Data** |  |
| 1. **Explores and shows awareness of the size and weight of object with adult assistance** | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Mathematical Thinking Domain** |  |
| **Age: 18 – 24 Months** |  |
| 1. **Number Sense** |  |
| 1. Uses number words or sign language to identify small amounts referring to quantity | Click or tap here to enter text. |
| 1. Begins to count groups of one and two objects in daily routine | Click or tap here to enter text. |
| 1. **Number and Operations** |  |
| 1. Demonstrates an understanding that “adding to” increases the number of objects in the group | Click or tap here to enter text. |
| 1. **Patterns** |  |
| 1. Begins to recognize patterns in the environment (e.g. clap two times) | Click or tap here to enter text. |
| 1. Begins to order three to five objects using one attribute through trial and error | Click or tap here to enter text. |
| 1. **Geometry** |  |
| 1. Begins to match basic shapes | Click or tap here to enter text. |
| 1. Begins to sort familiar objects into two groups based on size | Click or tap here to enter text. |
| 1. **Spatial Relations** |  |
| 1. Uses body to demonstrate an understanding of basic special directions through songs, finger plays and games | Click or tap here to enter text. |
| 1. Begins to manipulate objects by flipping, sliding and rotating to make them fit | Click or tap here to enter text. |
| 1. **Measurement and Data** |  |
| 1. Uses appropriate size words or gestures (small, big) to accurately describe objects | Click or tap here to enter text. |
| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Mathematical Thinking Domain** |  |
| **Age: 2 – 3 Years (24 – 36 Months)** |  |
| 1. **Number Sense** |  |
| 1. Subitizes (immediately recognizes without counting) up to two objects | Click or tap here to enter text. |
| 1. Begins to count groups of one to five objects in daily routine | Click or tap here to enter text. |
| 1. **Number and Operations** |  |
| 1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance | Click or tap here to enter text. |
| 1. **Patterns** |  |
| 1. Recognizes patterns in the environment | Click or tap here to enter text. |
| 1. **Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)** | Click or tap here to enter text. |
| 1. **Geometry** |  |
| 1. Matches basic shapes (circle, square) non-verbally | Click or tap here to enter text. |
| 1. **Spatial Relations** |  |
| 1. Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games | Click or tap here to enter text. |
| 1. Manipulates objects by flipping, sliding and rotating to make them fit | Click or tap here to enter text. |
| 1. **Measurement and Data** |  |
| 1. Uses increasingly complex size words to accurately describe objects | Click or tap here to enter text. |
| 1. Compares sets of objects by one attribute (e.g., sort by size) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Mathematical Thinking Domain** |  |
| **Age: 3 – 4 Years (36 – 48 Months)** |  |
| 1. **Number Sense** |  |
| 1. Subitizes (immediately recognizes without counting) the number of objects in a set of four objects. | Click or tap here to enter text. |
| 1. **Counts and identifies the number sequence “1 to 10”** | Click or tap here to enter text. |
| 1. **Begins to demonstrate one-to-one correspondence up to 10 during daily routines** | Click or tap here to enter text. |
| 1. **Identifies the last number spoken tells “how many” up to five (cardinality)** | Click or tap here to enter text. |
| 1. **Counts sets constructed by the teacher to five and beyond** | Click or tap here to enter text. |
| 1. **Constructs and counts sets of one to five and beyond** | Click or tap here to enter text. |
| 1. **Number and Operations** |  |
| 1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems | Click or tap here to enter text. |
| 1. Changes size of a set of up to five objects by combining and taking away | Click or tap here to enter text. |
| 1. **Patterns** |  |
| 1. Notices a pattern with a missing element and completes the pattern | Click or tap here to enter text. |
| 1. Begins to duplicate a pattern from a model | Click or tap here to enter text. |
| 1. **Geometry** |  |
| 1. Recognizes and names typical shapes (circle, square, triangle) | Click or tap here to enter text. |
| 1. Matches a wider variety of shapes and orientations | Click or tap here to enter text. |
| 1. Explores three-dimensional shapes in the environment through play | Click or tap here to enter text. |
| 1. **Spatial Relations** |  |
| 1. Demonstrates an understanding of basic spatial directions through songs, finger plays and games | Click or tap here to enter text. |
| 1. Demonstrates directionality, order and position of objects by following simple directions | Click or tap here to enter text. |
| 1. **Measurement and Data** |  |
| 1. Uses size words to label objects | Click or tap here to enter text. |
| 1. Explores two objects by making direct comparisons in length, weight and size using a single attribute | Click or tap here to enter text. |
| 1. Measures object attributes using a variety of standard and nonstandard tools with adult guidance | Click or tap here to enter text. |
| 1. Participates in group sorting and data collection | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards:** | **Submission Evidence and Page Number(s)** |
| 1. **Mathematical Thinking Domain** |  |
| **Age: 4 – Kindergarten (48 – Kindergarten)** |  |
| 1. **Number Sense** |  |
| 1. Subitizes (immediately recognizes without counting) up to five objects | Click or tap here to enter text. |
| 1. Counts and identifies the number sequence “1 to 31”Begins to count groups of one to five objects in daily routine | Click or tap here to enter text. |
| 1. Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond) | Click or tap here to enter text. |
| 1. Identifies the last number spoken tells ”how many” up to 10 (cardinality) | Click or tap here to enter text. |
| 1. Constructs and counts sets of objects (one to 10 and beyond) | Click or tap here to enter text. |
| 1. Uses counting and matching strategies to find which is more, less than or equal to 10 | Click or tap here to enter text. |
| 1. Reads and writes some numerals one to 10 using appropriate activities | Click or tap here to enter text. |
| 1. **Number and Operations** |  |
| 1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems | Click or tap here to enter text. |
| 1. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out | Click or tap here to enter text. |
| 1. **Patterns** |  |
| 1. Identifies and extends a simple AB repeating pattern | Click or tap here to enter text. |
| 1. Duplicates a simple AB pattern using different objects | Click or tap here to enter text. |
| 1. Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC) | Click or tap here to enter text. |
| 1. **Geometry** |  |
| 1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation | Click or tap here to enter text. |
| 1. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices) | Click or tap here to enter text. |
| 1. Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle) | Click or tap here to enter text. |
| 1. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area | Click or tap here to enter text. |
| 1. **Spatial Relations** |  |
| 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) | Click or tap here to enter text. |
| 1. Uses directions to move through space and find places in space | Click or tap here to enter text. |
| 1. **Measurement and Data** |  |
| 1. Measures object attributes using a variety of standard and nonstandard tools | Click or tap here to enter text. |
| 1. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects | Click or tap here to enter text. |
| 1. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks) | Click or tap here to enter text. |
| 1. Represents, analyzes and discusses data (e.g. charts, graphs and tallies) | Click or tap here to enter text. |
| 1. Begins to predict the results of data collection | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Scientific Inquiry Domain** |  |
| **Age: Birth – 8 Months** |  |
| 1. **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 | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. Uses tools in scientific inquiry |  |
| Benchmark a: Responds to people and objects in simple ways | Click or tap here to enter text. |
| 1. 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) | Click or tap here to enter text. |
| 1. **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) | Click or tap here to enter text. |
| 1. **Physical Science** |  |
| 1. Demonstrate knowledge related to physical science |  |
| Benchmark a: Displays interest in movement of objects | Click or tap here to enter text. |
| Benchmark b: Recognizes when a moving object has stopped (e.g., mobile | Click or tap here to enter text. |
| Benchmark c: Uses senses to gain knowledge about objects | Click or tap here to enter text. |
| Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet) | Click or tap here to enter text. |
| 1. **Earth and Space Science** |  |
| 1. Demonstrate knowledge related to the dynamic properties of earth and sky |  |
| Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth) | Click or tap here to enter text. |
| Benchmark b: Touches sand, soil and mud | Click or tap here to enter text. |
| Benchmark c: Begins to exhibit curiosity about objects in the sky and environment | Click or tap here to enter text. |
| Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold) | Click or tap here to enter text. |
| 1. **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 | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Scientific Inquiry Domain** |  |
| **Age: 8 -18 Months** |  |
| 1. **Scientific Inquiry Through Exploration and Discovery** |  |
| 1. Uses senses to explore and understand their social and physical environment |  |
| 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) | Click or tap here to enter text. |
| 1. Uses tools in scientific inquiry |  |
| 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) | Click or tap here to enter text. |
| 1. Uses understanding of causal relationships to act on social and physical environments |  |
| Benchmark a: Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water) | Click or tap here to enter text. |
| 1. **Life Science** |  |
| 1. Demonstrates knowledge related to living things and their environments |  |
| Benchmark a: Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos) | Click or tap here to enter text. |
| 1. **Physical Science** |  |
| 1. Demonstrate knowledge related to physical science |  |
| Benchmark a: Demonstrates ability to move objects | Click or tap here to enter text. |
| Benchmark b: Begins to observe that objects move at different speeds (e.g., wind-up toys, swings) | Click or tap here to enter text. |
| Benchmark c: Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling) | Click or tap here to enter text. |
| Benchmark d: Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub) | Click or tap here to enter text. |
| 1. **Earth and Space Science** |  |
| 1. Demonstrate knowledge related to the dynamic properties of earth and sky |  |
| Benchmark a: Explores water (e.g., plastic cups or containers in the bathtub) | Click or tap here to enter text. |
| Benchmark b: Explores sand, soil and mud | Click or tap here to enter text. |
| Benchmark c: Begins to observe the sun, clouds and transition from day to night | Click or tap here to enter text. |
| Benchmark d: Begins to identify day and night | Click or tap here to enter text. |
| 1. **Environment** |  |
| 1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment |  |
| Benchmark a: Begins to identify familiar people and objects in the environment | Click or tap here to enter text. |
| 1. **Engineering and Technology** |  |
| 1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures |  |
| Benchmark a: Attempts to use objects as tools | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Scientific Inquiry Domain** |  |
| **Age: 18 – 24 Months** |  |
| 1. **Scientific Inquiry Through Exploration and Discovery** |  |
| 1. Uses senses to explore and understand their social and physical environment |  |
| Benchmark a: Begins to identify some sense organs | Click or tap here to enter text. |
| Benchmark b: Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind) | Click or tap here to enter text. |
| 1. Uses tools in scientific inquiry |  |
| Benchmark a: Recognizes and uses simple tools as props through play (e.g., spoons or brushes) | Click or tap here to enter text. |
| 1. Uses understanding of causal relationships to act on social and physical environments |  |
| Benchmark a: Begins to combine simple actions to cause things to happen or change how they interact with objects and people | Click or tap here to enter text. |
| 1. **Life Science** |  |
| 1. Demonstrates knowledge related to living things and their environments |  |
| Benchmark a: Explores, interacts with and identifies some plants and animals | Click or tap here to enter text. |
| 1. **Physical Science** |  |
| 1. Demonstrate knowledge related to physical science |  |
| Benchmark a: Demonstrates ability to push and pull objects | Click or tap here to enter text. |
| Benchmark b: Observes objects that move at different speeds (e.g., wind-up toys, swings) | Click or tap here to enter text. |
| Benchmark c: Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking) | Click or tap here to enter text. |
| Benchmark d: Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting) | Click or tap here to enter text. |
| 1. **Earth and Space Science** |  |
| 1. Demonstrate knowledge related to the dynamic properties of earth and sky |  |
| Benchmark a: Engages in structured play with water | Click or tap here to enter text. |
| Benchmark b: Engages in structured play with sand, soil and mud activities | Click or tap here to enter text. |
| Benchmark c: Identifies the objects in the sky (e.g., clouds, sun, moon and stars) | Click or tap here to enter text. |
| Benchmark d: Uses basic vocabulary to describe day and night | Click or tap here to enter text. |
| Benchmark e: Uses emerging vocabulary to describe basic weather | Click or tap here to enter text. |
| 1. **Environment** |  |
| 1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment | Click or tap here to enter text. |
| Benchmark a: Identifies familiar people and objects in the environment | Click or tap here to enter text. |
| 1. **Engineering and Technology** |  |
| 1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures |  |
| Benchmark a: Uses simple tools to explore | Click or tap here to enter text. |
| Benchmark b: Explores simple machines through play (e.g., riding toys or push toys) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Scientific Inquiry Domain** |  |
| **Age: 2 – 3 Years (24 – 36 Months)** |  |
| 1. **Scientific Inquiry Through Exploration and Discovery** |  |
| 1. Uses senses to explore and understand their social and physical environment |  |
| Benchmark a: Identifies sense organs (e.g., nose, mouth, eyes, ears and hands) | Click or tap here to enter text. |
| Benchmark b: Begins to use senses to observe and experience the environment | Click or tap here to enter text. |
| Benchmark c: Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck) | Click or tap here to enter text. |
| 1. Uses tools in scientific inquiry |  |
| Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons) | Click or tap here to enter text. |
| 1. Uses understanding of causal relationships to act on social and physical environments |  |
| Benchmark a: Combines simple actions to cause things to happen or change how they interact with objects and people | Click or tap here to enter text. |
| Benchmark b: Recognizes and begins to respond to results of own actions | Click or tap here to enter text. |
| 1. **Life Science** |  |
| 1. Demonstrates knowledge related to living things and their environments |  |
| Benchmark a: Explores, interacts with and identifies a growing number and variety of plants and animals | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. **Physical Science** |  |
| 1. Demonstrate knowledge related to physical science |  |
| Benchmark a: Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist) | Click or tap here to enter text. |
| Benchmark b: Uses basic words for speed of motion (e.g., fast and slow) | Click or tap here to enter text. |
| Benchmark c: Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight) | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |
| 1. **Earth and Space Science** |  |
| 1. Demonstrate knowledge related to the dynamic properties of earth and sky |  |
| Benchmark a: Begins to explore and investigate the properties of water | Click or tap here to enter text. |
| Benchmark b: Begins to explore and investigate the properties of sand, soil and mud | Click or tap here to enter text. |
| Benchmark c: Describes the objects in the sky (e.g., clouds, sun, moon and stars) | Click or tap here to enter text. |
| Benchmark d: Describes daytime and nighttime through drawing, naming or pretend play | Click or tap here to enter text. |
| Benchmark e: Observes and discusses weather | Click or tap here to enter text. |
| 1. **Environment** |  |
| 1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment |  |
| Benchmark a: Begins to describe familiar people and objects in the environment | Click or tap here to enter text. |
| Benchmark b: Begins to participate in activities to protect the environment | Click or tap here to enter text. |
| 1. **Engineering and Technology** |  |
| 1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures |  |
| Benchmark a: Uses props to represent simple tools through play | Click or tap here to enter text. |
| Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle) | Click or tap here to enter text. |
| 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) | Click or tap here to enter text. |

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| **Florida Early Learning and Developmental Standards:** | | **Submission Evidence and Page Number(s)** |
| 1. **Scientific Inquiry Domain** | |  |
| **Age: 3-4 Years (36 – 48 Months)** | |  |
| 1. **Scientific Inquiry Through Exploration and Discovery** | |  |
| 1. Uses senses to explore and understand their social and physical environment | |  |
| Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs | | Click or tap here to enter text. |
| Benchmark b: Uses senses to observe and experience objects and environment | | Click or tap here to enter text. |
| 1. Uses tools in scientific inquiry | |  |
| Benchmark a: Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers) | | Click or tap here to enter text. |
| 1. Uses understanding of causal relationships to act on social and physical environments | |  |
| Benchmark a: Makes simple predictions and reflects on what caused something to happen | | Click or tap here to enter text. |
| Benchmark b: Participates in and discusses simple experiments | | Click or tap here to enter text. |
| Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects) | | Click or tap here to enter text. |
| 1. **Life Science** | |  |
| 1. Demonstrates knowledge related to living things and their environments | |  |
| 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) | | Click or tap here to enter text. |
| Benchmark b: Begins to notice the similarities and differences among various living things | | Click or tap here to enter text. |
| Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs) | | **Click or tap here to enter text.** |
| Benchmark d: Explores the differences between living and non-living things | | Click or tap here to enter text. |
| Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow | | Click or tap here to enter text. |
| 1. **Physical Science** | |  |
| 1. Demonstrate knowledge related to physical science | |  |
| Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench) | | Click or tap here to enter text. |
| Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball) | | Click or tap here to enter text. |
| Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce) | | Click or tap here to enter text. |
| 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) | | Click or tap here to enter text. |
| 1. **Earth and Space Science** | |  |
| 1. Demonstrate knowledge related to the dynamic properties of earth and sky | |  |
| Benchmark a: Investigates and asks questions about the properties of water using adult- and child-directed activities | | Click or tap here to enter text. |
| Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities | | **Click or tap here to enter text.** |
| Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars) | | Click or tap here to enter text. |
| Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play | | Click or tap here to enter text. |
| Benchmark e: Observes and discusses weather changes day to day | | Click or tap here to enter text. |
| 1. **Environment** | |  |
| 1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment | |  |
| Benchmark a: Describes familiar people and objects in the environment | | Click or tap here to enter text. |
| Benchmark b: Participates in activities to protect the environment | | Click or tap here to enter text. |
| 1. **Engineering and Technology** | |  |
| 1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures | |  |
| 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) | | Click or tap here to enter text. |
| Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers | | Click or tap here to enter text. |
| 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) | | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | | **Submission Evidence and Page Number(s)** |
| 1. **Scientific Inquiry Domain** | |  |
| **Age: 4 – Kindergarten (48 months – Kindergarten)** | |  |
| 1. **Scientific Inquiry Through Exploration and Discovery** | |  |
| 1. Uses senses to explore and understand their social and physical environment |  | |
| Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs | Click or tap here to enter text. | |
| Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses | Click or tap here to enter text. | |
| 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 | Click or tap here to enter text. | |
| 1. Uses tools in scientific inquiry |  | |
| Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales) | Click or tap here to enter text. | |
| 1. Uses understanding of causal relationships to act on social and physical environments |  | |
| Benchmark a: Makes predictions and tests their predictions through experimentation and investigation | Click or tap here to enter text. | |
| Benchmark b: Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawings, tallies and graphs) | Click or tap here to enter text. | |
| Benchmark c: Begins to form conclusions and construct explanations (e.g., What do the results mean?) | Click or tap here to enter text. | |
| Benchmark d: Shares findings and outcomes of experiments | Click or tap here to enter text. | |
| 1. **Life Science** |  | |
| 1. Demonstrates knowledge related to living things and their environments |  | |
| 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) | Click or tap here to enter text. | |
| Benchmark b: Notices the similarities and differences among various living things | Click or tap here to enter text. | |
| Benchmark c: Understands that all living things grow, change and go through life cycles | Click or tap here to enter text. | |
| Benchmark d: Begins to distinguish between living and non-living things | Click or tap here to enter text. | |
| Benchmark e: Observes that living things differ with regard to their needs and habitats | Click or tap here to enter text. | |
| 1. **Physical Science** |  | |
| 1. Demonstrate knowledge related to physical science |  | |
| Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled | Click or tap here to enter text. | |
| Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens | Click or tap here to enter text. | |
| Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice) | Click or tap here to enter text. | |
| Benchmark d: Investigates and describes changing states of matter —liquid, solid and gas | Click or tap here to enter text. | |
| Benchmark e: Explores the relationship of objects to light (e.g., light and shadows) | Click or tap here to enter text. | |
| 1. **Earth and Space Science** |  | |
| 1. Demonstrate knowledge related to the dynamic properties of earth and sky |  | |
| Benchmark a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow) | Click or tap here to enter text. | |
| 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) | Click or tap here to enter text. | |
| Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars | Click or tap here to enter text. | |
| Benchmark d: Compares the daytime and nighttime cycle | Click or tap here to enter text. | |
| 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 environment | Click or tap here to enter text. | |
| 1. **Environment** |  | |
| 1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment |  | |
| Benchmark a: Demonstrates how people use objects and natural resources in the environment | Click or tap here to enter text. | |
| Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth) | Click or tap here to enter text. | |
| Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom) | Click or tap here to enter text. | |
| 1. **Engineering and Technology** |  | |
| 1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures |  | |
| 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) | Click or tap here to enter text. | |
| 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) | Click or tap here to enter text. | |
| Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems | Click or tap here to enter text. | |
| 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) | Click or tap here to enter text. | |

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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Social Studies Domains** |  |
| **Age: Birth – 8 Months** |  |
| 1. **Culture** |  |
| 1. Experiences own family practices (traditions, celebrations, songs, food or language) | Click or tap here to enter text. |
| 1. **Individual Development and Identity** |  |
| 1. Begins to explore characteristics of self (eyes, nose and hair) | Click or tap here to enter text. |
| 1. **Individuals and Groups** | Click or tap here to enter text. |
| 1. Begins to recognize family members | Click or tap here to enter text. |
| 1. **Spaces, Places, and Environments** |  |
| 1. Responds to people and objects | Click or tap here to enter text. |
| 1. **Time, Continuity, and Change** |  |
| 1. Begins to respond to schedules | Click or tap here to enter text. |
| 1. **Governance, Civic Ideals, and Practices** |  |
| 1. Responds in simple ways to people and objects | Click or tap here to enter text. |
| 1. Uses senses in simple ways to solve problems | Click or tap here to enter text. |
| 1. Recognizes familiar people and objects | Click or tap here to enter text. |
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| 1. **Economics and Resources** |  |
| 1. Begins to actively seek out responses | Click or tap here to enter text. |
| 1. **Technology and Our World** |  |
| 1. Responds to people and objects | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Social Studies Domain** |  |
| **Age: 8 – 18 Months** |  |
| 1. **Culture** |  |
| 1. Begins to participate in own family practices (traditions, celebrations, songs, food or language) | Click or tap here to enter text. |
| 1. **Individual Development and Identity** |  |
| 1. Begins to recognize characteristics of self (eyes, nose and hair) | Click or tap here to enter text. |
| 1. Begins to recognize ability to impact surroundings | Click or tap here to enter text. |
| 1. **Individuals and Groups** |  |
| 1. Identifies family members | Click or tap here to enter text. |
| 1. **Spaces, Places, and Environments** |  |
| 1. Responds in varied ways to people and objects | Click or tap here to enter text. |
| 1. **Time, Continuity, and Change** |  |
| 1. Responds to schedules | Click or tap here to enter text. |
| 1. **Governance, Civic Ideals, and Practices** |  |
| 1. Responds to simple requests | Click or tap here to enter text. |
| 1. Begins to recognize cause and effect of actions | Click or tap here to enter text. |
| 1. Responds in varied ways to people and objects | Click or tap here to enter text. |
| 1. **Economics and Resources** |  |
| 1. Begins to communicate wants and needs | Click or tap here to enter text. |
| 1. **Technology and Our World** |  |
| 1. Responds in varied ways to people and objects | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Social Studies Domain** |  |
| **Age: 18 - 24 Months** |  |
| 1. **Culture** |  |
| 1. Participates in own family practices (traditions, celebrations, songs, food or language) | Click or tap here to enter text. |
| 1. **Individual Development and Identity** |  |
| 1. Recognizes characteristics of self (eyes, nose and hair) | Click or tap here to enter text. |
| 1. Recognizes ability to impact surroundings | Click or tap here to enter text. |
| 1. **Individuals and Groups** |  |
| 1. Begins to recognize self as separate from others | Click or tap here to enter text. |
| 1. Begins to respond to the needs of others (e.g., peers and family members) | Click or tap here to enter text. |
| 1. Begins to participate in routines (e.g., family, classroom, school and community) | Click or tap here to enter text. |
| 1. **Spaces, Places, and Environments** |  |
| 1. Begins to recognize own personal space | Click or tap here to enter text. |
| 1. **Time, Continuity, and Change** |  |
| 1. Recognizes and responds to schedules (e.g., time to eat when hungry) | Click or tap here to enter text. |
| 1. **Governance, Civic Ideals, and Practices** |  |
| 1. Begins to follow simple requests | Click or tap here to enter text. |
| 1. Responds to problems in the environment | Click or tap here to enter text. |
| 1. Shows more complex responses to people and objects | Click or tap here to enter text. |
| 1. **Economics and Resources** |  |
| 1. Communicates wants and needs to others | Click or tap here to enter text. |
| 1. **Technology and Our World** |  |
| 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) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Social Studies Domain** |  |
| **Age: 2 – 3 Years (24 -36 Months)** |  |
| 1. **Culture** |  |
| 1. Identifies family practices (traditions, celebrations, songs, food or language) | Click or tap here to enter text. |
| 1. **Individual Development and Identity** |  |
| 1. Begins to recognize characteristics of self as an individual | Click or tap here to enter text. |
| 1. Begins to recognize the ways self is similar to and different from peers and others | Click or tap here to enter text. |
| 1. **Individuals and Groups** |  |
| 1. Recognizes self as separate from others | Click or tap here to enter text. |
| 1. Begins to respond to the needs of others (e.g., peers and family members) | Click or tap here to enter text. |
| 1. Begins to follow routines (e.g., family, classroom, school and community) | Click or tap here to enter text. |
| 1. **Spaces, Places, and Environments** |  |
| 1. Begins to identify own personal space | Click or tap here to enter text. |
| 1. Explores own environment | Click or tap here to enter text. |
| 1. Recognizes basic physical characteristics (e.g., landmarks or land features) | Click or tap here to enter text. |
| 1. Uses words to describe objects in a familiar space | Click or tap here to enter text. |
| 1. **Time, Continuity, and Change** |  |
| 1. Begins to sequence events | Click or tap here to enter text. |
| 1. Begins to recognize time events and routines | Click or tap here to enter text. |
| 1. **Governance, Civic Ideals, and Practices** |  |
| 1. Begins to recognize expectations in varying settings | Click or tap here to enter text. |
| 1. Demonstrates emerging problem-solving and decision-making skills | Click or tap here to enter text. |
| 1. Begins to recognize common symbols in the environment | Click or tap here to enter text. |
| 1. **Economics and Resources** |  |
| 1. Initiates more complex interactions to get wants and needs met | Click or tap here to enter text. |
| 1. Shows awareness of occupations | Click or tap here to enter text. |
| 1. **Technology and Our World** |  |
| 1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Social Studies Domain** |  |
| **Age: 3 –4 Years (36 -48 Months)** |  |
| 1. **Culture** |  |
| 1. Begins to identify self as a member of a culture | Click or tap here to enter text. |
| 1. Begins to understand everyone belongs to a culture | Click or tap here to enter text. |
| 1. Explores culture of peers and families (classroom) | Click or tap here to enter text. |
| 1. **Individual Development and Identity** |  |
| 1. Recognizes characteristics of self as an individual | Click or tap here to enter text. |
| 1. Recognizes the ways self is similar to and different from peers and others | Click or tap here to enter text. |
| 1. **Individuals and Groups** |  |
| 1. Identifies self and others as part of a group | Click or tap here to enter text. |
| 1. Identifies groups within a community | Click or tap here to enter text. |
| 1. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community) | Click or tap here to enter text. |
| 1. Exhibits emerging leadership skills and roles (e.g., line leader and door holder) | Click or tap here to enter text. |
| 1. **Spaces, Places, and Environments** |  |
| 1. Recognizes the relationship of personal space to surroundings | Click or tap here to enter text. |
| 1. Identifies own environment and other locations | Click or tap here to enter text. |
| 1. Identifies basic physical characteristics (e.g., landmarks or land features) | Click or tap here to enter text. |
| 1. Begins to use spatial words (e.g., far/close, over/under and up/down) | Click or tap here to enter text. |
| 1. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS) | Click or tap here to enter text. |
| 1. **Time, Continuity, and Change** |  |
| 1. Recognizes sequence of events to establish a sense of order and time | Click or tap here to enter text. |
| 1. Explores changes that take place over time in the immediate environment | Click or tap here to enter text. |
| 1. **Governance, Civic Ideals, and Practices** |  |
| 1. Begins to recognize and follow rules and expectations in varying settings | Click or tap here to enter text. |
| 1. Begins to participate in problem solving and decision making | Click or tap here to enter text. |
| 1. Begins to recognize national patriotic symbols (e.g., flag and eagle) | Click or tap here to enter text. |
| 1. **Economics and Resources** |  |
| 1. Begins to recognize the difference between wants and needs | Click or tap here to enter text. |
| 1. Recognizes familiar people who perform different occupations | Click or tap here to enter text. |
| 1. **Technology and Our World** |  |
| 1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Social Studies Domain** |  |
| **Age: 4 – Kindergarten (48 – Kindergarten)** |  |
| 1. **Culture** |  |
| 1. Identifies self as a member of a culture | Click or tap here to enter text. |
| 1. Understands everyone belongs to a culture | Click or tap here to enter text. |
| 1. Explores culture of peers and families in the classroom and community | Click or tap here to enter text. |
| 1. Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations) | Click or tap here to enter text. |
| 1. **Individual Development and Identity** |  |
| 1. Identifies characteristics of self as an individual | Click or tap here to enter text. |
| 1. Identifies the ways self is similar to and different from peers and others | Click or tap here to enter text. |
| 1. Recognizes individual responsibility as a member of a group (e.g., classroom or family) | Click or tap here to enter text. |
| 1. **Individuals and Groups** |  |
| 1. Identifies differences and similarities of self and others as part of a group | Click or tap here to enter text. |
| 1. Explains the role of groups within a community | Click or tap here to enter text. |
| 1. Demonstrates awareness of group rules (e.g., family, classroom, school or community) | Click or tap here to enter text. |
| 1. Exhibits leadership skills and roles (e.g., line leader and door holder) | Click or tap here to enter text. |
| 1. **Spaces, Places, and Environments** |  |
| 1. Identifies the relationship of personal space to surroundings | Click or tap here to enter text. |
| 1. Identifies differences and similarities between own environment and other locations | Click or tap here to enter text. |
| 1. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features) | Click or tap here to enter text. |
| 1. Uses spatial words (e.g., far/close, over/under and up/down) | Click or tap here to enter text. |
| 1. Recognizes some geographic tools and resources (e.g., maps, globes or GPS) | Click or tap here to enter text. |
| 1. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation) | Click or tap here to enter text. |
| 1. **Time, Continuity, and Change** |  |
| 1. Identifies changes within a sequence of events to establish a sense of order and time | Click or tap here to enter text. |
| 1. Observes and recognizes changes that take place over time in the immediate environment | Click or tap here to enter text. |
| 1. **Governance, Civic Ideals, and Practices** |  |
| 1. Recognizes and follows rules and expectations in varying settings | Click or tap here to enter text. |
| 1. Participates in problem solving and decision making | Click or tap here to enter text. |
| 1. 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) | Click or tap here to enter text. |
| 1. **Economics and Resources** |  |
| 1. Recognizes the difference between wants and needs | Click or tap here to enter text. |
| 1. Begins to recognize that people work to earn money to buy things they need or want | Click or tap here to enter text. |
| 1. **Technology and Our World** |  |
| 1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players) | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Creative Expression Through the Arts Domain** |  |
| **Age: Birth – 8 Months** |  |
| 1. **Sensory Art Experience** |  |
| 1. Begins to experience the sensory qualities of a wide variety of open- ended, diverse and process-oriented sensory materials | Click or tap here to enter text. |
| 1. **Music** |  |
| 1. Responds to music in a variety of ways | Click or tap here to enter text. |
| 1. **Creative Movement** |  |
| 1. Uses movement to show increasing body awareness in response to own environment | Click or tap here to enter text. |
| 1. **Imaginative and Creative Play** |  |
| 1. Imitates familiar experiences in own life | Click or tap here to enter text. |
| 1. **Appreciation of the Arts** |  |
| 1. Responds spontaneously to different forms of art in the environment | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Creative Expression Through the Arts Domain** |  |
| **Age: 8 – 18 Months** |  |
| 1. **Sensory Art Experience** |  |
| 1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience | Click or tap here to enter text. |
| 1. **Music** |  |
| 1. Begins to discover and engage in creative music experiences | Click or tap here to enter text. |
| 1. **Creative Movement** |  |
| 1. Begins to use movement to express feelings and/or communicate an idea | Click or tap here to enter text. |
| 1. Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues | Click or tap here to enter text. |
| 1. **Imaginative and Creative Play** |  |
| 1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment | Click or tap here to enter text. |
| 1. **Appreciation of the Arts** |  |
| 1. Shows curiosity indifferent forms of artistic expressions(e.g., music, art and dance | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Creative Expression Through the Arts Domain** |  |
| **Age: 18 – 24 Months** |  |
| 1. **Sensory Art Experience** |  |
| 1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention | Click or tap here to enter text. |
| 1. **Music** |  |
| 1. Discovers and engages in creative music experiences | Click or tap here to enter text. |
| 1. **Creative Movement** |  |
| 1. Uses movement to express feelings and/or communicate an idea | Click or tap here to enter text. |
| 1. Responds and moves in creative ways while listening to music, stories and/or verbal cues | Click or tap here to enter text. |
| 1. **Imaginative and Creative Play** |  |
| 1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment | Click or tap here to enter text. |
| 1. **Appreciation of the Arts** |  |
| 1. Begins to respond to own art and to a variety of artistic expressions of others | Click or tap here to enter text. |
| 1. Begins to show preferences for various art forms | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Creative Expression Through the Arts Domain** |  |
| **Age: 2 – 3 Years (24 – 36 Months)** |  |
| 1. **Sensory Art Experience** |  |
| 1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention | Click or tap here to enter text. |
| 1. **Music** |  |
| 1. Begins to engage in a variety of individual and group musical activities | Click or tap here to enter text. |
| 1. **Creative Movement** |  |
| 1. Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge | Click or tap here to enter text. |
| 1. **Imaginative and Creative Play** |  |
| 1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play | Click or tap here to enter text. |
| 1. **Appreciation of the Arts** |  |
| 1. Responds to own art and to a variety of artistic expressions of others | Click or tap here to enter text. |
| 1. Shows preferences for various art forms | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Creative Expression Through the Arts Domain** |  |
| **Age: 3 – 4 Years (36 – 48 Months)** |  |
| 1. **Sensory Art Experience** |  |
| 1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials | Click or tap here to enter text. |
| 1. **Music** |  |
| 1. Engages in a variety of individual and group musical activities with more coordinated intention | Click or tap here to enter text. |
| 1. 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) | Click or tap here to enter text. |
| 1. **Creative Movement** |  |
| 1. Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge | Click or tap here to enter text. |
| 1. **Imaginative and 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 | Click or tap here to enter text. |
| 1. **Appreciation of the Arts** |  |
| 1. Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others | Click or tap here to enter text. |
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| **Florida Early Learning and Developmental Standards 2017** | **Submission Evidence and Page Number(s)** |
| 1. **Creative Expression Through the Arts Domain** |  |
| **Age: 4 – Kindergarten (48 months – Kindergarten)** |  |
| 1. **Sensory Art Experience** |  |
| 1. Combines with intention a variety of open-ended, process-oriented and diverse art materials | Click or tap here to enter text. |
| 1. **Music** |  |
| 1. Actively participates in a variety of individual and group musical activities | Click or tap here to enter text. |
| 1. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities | Click or tap here to enter text. |
| 1. **Creative Movement** |  |
| 1. Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge | Click or tap here to enter text. |
| 1. **Imaginative and Creative Play** |  |
| 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 | Click or tap here to enter text. |
| 1. **Appreciation of the Arts** |  |
| 1. Uses appropriate art vocabulary to describe own art creations and those of others | Click or tap here to enter text. |
| 1. Compares own art to similar art forms | Click or tap here to enter text. |
| 3. Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past | Click or tap here to enter text. |