

**Crosswalk between the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)**

**and The Head Start Child Development and Early Learning Framework (2010)**

<b>Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)</b> Age Group: four-year-olds (year prior to kindergarten eligibility)	<b>The Head Start Child Development and Early Learning Framework (2010)</b> Age group: three- to five-year olds (two years prior to kindergarten eligibility)
<b>I. Physical Development</b>	<b>Physical Development and Health</b>
<b>A. Health and Wellness</b>	<b>Physical Health Status</b>
1. Shows characteristics of good health to facilitate learning	<ul style="list-style-type: none"> <li>• Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</li> </ul>
2. Shows visual abilities to facilitate learning and healthy growth and development	
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	
5. Shows familiarity with health care providers in relation to health and wellness	<ul style="list-style-type: none"> <li>• Recognizes the importance of doctor and dentist visits. (Health Knowledge and Practice)</li> <li>• Cooperates during doctor and dentist visits and health and developmental screenings. (Health Knowledge and Practice)</li> </ul>
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	
7. Shows basic physical needs are met	<ul style="list-style-type: none"> <li>• Gets sufficient rest and exercise to support healthy development.</li> </ul>
8. Actively takes part in basic health and safety routines	<ul style="list-style-type: none"> <li>• Communicates an understanding of the importance of health and safety routines and rules. (Health Knowledge and Practice)</li> <li>• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations. (Health Knowledge and Practice)</li> </ul>
9. Participates in physical fitness activities	<ul style="list-style-type: none"> <li>• Gets sufficient rest and exercise to support healthy development.</li> </ul>
10. Makes healthy food choices	<ul style="list-style-type: none"> <li>• Distinguishes food on a continuum from most healthy to less healthy. (Health Knowledge and Practice)</li> <li>• Eats a variety of nutritious foods. (Health Knowledge and Practice)</li> </ul>
	<ul style="list-style-type: none"> <li>• Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</li> </ul>
	<ul style="list-style-type: none"> <li>• Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.</li> </ul>
<b>B. Self-Help</b>	<b>Health Knowledge and Practice</b>
1. Actively participates in self-care	<ul style="list-style-type: none"> <li>• Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> </ul>
2. Helps carry out classroom routines	<ul style="list-style-type: none"> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> </ul>

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	<ul style="list-style-type: none"> <li>Participates in structured and unstructured physical activities.</li> </ul>
<b>C. Gross Motor Development</b>	<b>Gross Motor Skills</b>
1. Demonstrates increasing motor control and balance	<ul style="list-style-type: none"> <li>Develops motor control and balance for a range of physical activities such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</li> </ul>
2. Demonstrates the ability to combine movements for gross motor skills	<ul style="list-style-type: none"> <li>Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> </ul>
	<ul style="list-style-type: none"> <li>Understands movement concepts such as control the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</li> </ul>
<b>D. Fine Motor Development</b>	<b>Fine Motor Skills</b>
1. Demonstrates increasing control of small motor muscles to perform simple tasks	<ul style="list-style-type: none"> <li>Develops hand strength and dexterity.</li> </ul>
2. Uses eye-hand coordination to perform fine motor tasks	<ul style="list-style-type: none"> <li>Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> </ul>
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	<ul style="list-style-type: none"> <li>Manipulates writing, drawing, and art tools.</li> </ul>
	<ul style="list-style-type: none"> <li>Manipulates a range of objects, such as blocks and books.</li> </ul>

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<b>II. Approaches to Learning</b>	<b>Approaches to Learning</b>
<b>A. Eagerness and Curiosity</b>	<b>Initiative and Curiosity</b>
1. Shows curiosity and is eager to learn new things and have new experiences	<ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> </ul>
	<ul style="list-style-type: none"> <li>• Asks questions and seeks new information.</li> </ul>
<b>B. Persistence</b>	<b>Persistence and Attentiveness</b>
1. Attends to tasks for a brief period and seeks help when needed	<ul style="list-style-type: none"> <li>• Maintains interest in a project or activity until completed.</li> </ul>
	<ul style="list-style-type: none"> <li>• Sets goals and develops and follows through on plans.</li> </ul>
	<ul style="list-style-type: none"> <li>• Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</li> </ul>
<b>C. Creativity</b>	
1. Approaches daily activities with creativity	
<b>D. Planning and Reflection</b>	<b>Cooperation</b>
1. Shows initial signs of planning and learning from their experiences	<ul style="list-style-type: none"> <li>• Plans, initiates, and completes learning activities with peers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Joins in cooperative play with others and invites others to play.</li> </ul>
	<ul style="list-style-type: none"> <li>• Models or teaches peers.</li> </ul>
	<ul style="list-style-type: none"> <li>• Helps, shares, and cooperates in a group.</li> </ul>

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<b>III. Social and Emotional Development</b>	<b>Social and Emotional Development</b>
<b>A. Self-Regulation</b>	
<b>a. Affective</b>	<b>Self-Concept and Self-Efficacy</b>
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	<ul style="list-style-type: none"> <li>• Demonstrates age-appropriate independence in a range of activities, routines, and tasks.</li> </ul>
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Recognizes and labels emotions (Self-Regulation).</li> <li>• Handles impulses and behavior with minimal direction from adults (Self-Regulation).</li> <li>• Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear (Emotional and Behavioral Health).</li> </ul>
	<ul style="list-style-type: none"> <li>• Identifies personal characteristics, preferences, thoughts, and feelings.</li> </ul>
<b>b. Life/Adaptive</b>	<b>Self-Regulation</b>
1. Follows simple rules, agreements, and familiar routines with teacher support	<ul style="list-style-type: none"> <li>• Follows simple rules, routines, and directions.</li> </ul>
2. Begins to use materials with increasing care and safety	<ul style="list-style-type: none"> <li>• Demonstrates age-appropriate independence in decision making regarding activities and materials (Self-Concept and Self-Efficacy).</li> </ul>
3. Adapts to transitions with increasing independence	<ul style="list-style-type: none"> <li>• Shifts attention between tasks and moves through transitions with minimal direction from adults.</li> </ul>
<b>B. Relationships</b>	<b>Social Relationships</b>
<b>a. Self</b>	
1. Shows increasing confidence in their own abilities	<ul style="list-style-type: none"> <li>• Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks (Self-Concept and Self-Efficacy).</li> </ul>
<b>b. Peers</b>	
1. Interacts with and develops positive relationship with peers	
2. Develops special friendships	<ul style="list-style-type: none"> <li>• Develops friendships with peers.</li> </ul>
3. Shows care and concern for others	<ul style="list-style-type: none"> <li>• Expresses empathy and sympathy to peers.</li> </ul>
<b>c. Adults</b>	
1. Develops positive relationships and interacts comfortably with familiar adults	<ul style="list-style-type: none"> <li>• Communicates with familiar adults and accepts or requests guidance.</li> <li>• Establishes secure relationships with adults.</li> </ul>
	<ul style="list-style-type: none"> <li>• Cooperates with others.</li> </ul>
	<ul style="list-style-type: none"> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul>
<b>C. Social Problem Solving</b>	
1. Shows developing ability to solve social problems with support from familiar adults	<ul style="list-style-type: none"> <li>• Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> </ul>
2. Develops an initial understanding of bullying, with	

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support from familiar adults	
	<ul style="list-style-type: none"> <li>• Recognizes and labels others' emotions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes how actions affect others and accepts consequences of one's actions.</li> </ul>
	<b>Emotional and Behavioral Health</b>
	<ul style="list-style-type: none"> <li>• Refrains from disruptive, aggressive, angry, or defiant behaviors.</li> </ul>
	<ul style="list-style-type: none"> <li>• Adapts to new environments with appropriate emotions and behaviors.</li> </ul>

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<b>IV. Language, Communication, and Emergent Literacy</b>	<b>Language Development Literacy Knowledge and Skills</b>
<b>A. Listening and Understanding</b>	
1. Increases knowledge through listening	<ul style="list-style-type: none"> <li>Attends to language during conversations, songs, stories, or other learning experiences (Receptive Language).</li> </ul>
<u>Benchmark a:</u> Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.	
2. Follows multi-step directions.	
<u>Benchmark a:</u> Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.	
<b>B. Speaking</b>	
1. Speech is understood by both a familiar and an unfamiliar peer or adult	
<u>Benchmark a:</u> Child’s speech is understood by both a familiar and an unfamiliar adult.	
<b>C. Vocabulary</b>	
1. Shows an understanding of words and their meanings	<ul style="list-style-type: none"> <li>Comprehends increasingly complex and varied vocabulary (Receptive Language).</li> </ul>
<u>Benchmark a:</u> Child has 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, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).	
<u>Benchmark b:</u> Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	
<u>Benchmark c:</u> Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math, and literacy) many more than he or she routinely uses (receptive language).	
2. Shows increased vocabulary to describe many objects, actions, and events	<ul style="list-style-type: none"> <li>Uses increasingly complex and varied vocabulary (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child uses a large speaking vocabulary, adding new words weekly.	
<u>Benchmark b:</u> Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).	
<u>Benchmark c:</u> Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).	
<b>D. Sentences and Structure</b>	

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1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	<ul style="list-style-type: none"> <li>• Comprehends different forms of language, such as questions or exclamations (Receptive Language).</li> <li>• Comprehends different grammatical structures or rules using language (Receptive Language).</li> <li>• Uses different grammatical structures for a variety of purposes (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.	
<u>Benchmark b:</u> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	
2. Connects phrases and sentences to build ideas	
<u>Benchmark a:</u> Child uses sentences with more than one phrase.	
<u>Benchmark b:</u> Child combines more than one idea using complex sentences.	
<u>Benchmark c:</u> Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	
<b>E. Conversation</b>	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	<ul style="list-style-type: none"> <li>• Uses language to express ideas and needs (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).	
2. Initiates, ask questions, and responds to adults and peers in a variety of settings	<ul style="list-style-type: none"> <li>• Engages in communication and conversation with others (Expressive Language).</li> <li>• Engages in conversations with peers and adults (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	
<u>Benchmark b:</u> Child provides appropriate information for the setting (e.g., introduces himself or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).	
3. Uses appropriate language and style for context	<ul style="list-style-type: none"> <li>• Uses different forms of language (Expressive Language).</li> </ul>
<u>Benchmark a:</u> Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).	
<u>Benchmark b:</u> Child demonstrates knowledge of nonverbal	

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conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).	
<b>Benchmark c:</b> Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).	<ul style="list-style-type: none"> <li>Engages in storytelling (Expressive Language).</li> </ul>
	<b>English Language Development</b>
	<b>Receptive English Language Skills</b>
	<ul style="list-style-type: none"> <li>Participates with movement and gestures while other children and the teachers dance and sing in English.</li> </ul>
	<ul style="list-style-type: none"> <li>Acknowledges or responds nonverbally to common words or phrases, such as “hello” “good bye” “snack time” “bathroom”, when accompanied by adult gestures.</li> </ul>
	<ul style="list-style-type: none"> <li>Points to body parts when asked, “Where is your nose, hand, leg...?”</li> </ul>
	<ul style="list-style-type: none"> <li>Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”</li> </ul>
	<ul style="list-style-type: none"> <li>Follows multi-step directions in English with minimal cues or assistance.</li> </ul>
	<b>Expressive English Language Skills</b>
	<ul style="list-style-type: none"> <li>Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.</li> </ul>
	<ul style="list-style-type: none"> <li>Requests items in English, such as “car,” “milk,” “book,” “ball.”</li> </ul>
	<ul style="list-style-type: none"> <li>Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”</li> </ul>
	<ul style="list-style-type: none"> <li>Uses increasingly complex and varied English vocabulary.</li> </ul>
	<ul style="list-style-type: none"> <li>Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”</li> </ul>
	<b>Engagement in English Literacy Activities</b>
	<ul style="list-style-type: none"> <li>Demonstrates eagerness to participate in songs, rhymes and stories in English.</li> </ul>
	<ul style="list-style-type: none"> <li>Points to pictures and says the word in English, such as “frog,” “baby,” “run.”</li> </ul>
	<ul style="list-style-type: none"> <li>Learns part of a song or poem in English and repeats it.</li> </ul>
	<ul style="list-style-type: none"> <li>Talks with peers or adults about a story read in English.</li> </ul>
	<ul style="list-style-type: none"> <li>Tells a story in English with a beginning, middle, and end from a book or about a personal experience.</li> </ul>
<b>F. Emergent Reading</b>	
1. Shows motivation for reading	<ul style="list-style-type: none"> <li>Shows interest in shared reading experiences and</li> </ul>



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	looking at books independently (Book Appreciation and Knowledge). <ul style="list-style-type: none"> <li>• Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics (Book Appreciation and Knowledge).</li> </ul>
<b>Benchmark a:</b> Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).	
<b>Benchmark b:</b> Child interacts appropriately with books and other materials in a print-rich environment.	
<b>Benchmark c:</b> Child asks to be read to or asks the meaning of written text.	
	<ul style="list-style-type: none"> <li>• Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator (Book Appreciation and Knowledge).</li> </ul>
	<b>Print Concepts &amp; Conventions</b>
	<ul style="list-style-type: none"> <li>• Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understands that print conveys meaning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understands conventions, such as print moves from left to right and top to bottom of a page.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes words as a unit of print and understands that letters are grouped to form words.</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognizes the association between spoken or signed and written words.</li> </ul>
<b>2. Shows age-appropriate phonological awareness</b>	<b>Phonological Awareness</b>
<b>Benchmark a:</b> Child can distinguish individual words within spoken phrases or sentences.	<ul style="list-style-type: none"> <li>• Identifies and discriminates between words in language.</li> </ul>
<b>Benchmark b:</b> Child combines words to make a compound word (e.g., “foot” + “ball” = “football”)	
<b>Benchmark c:</b> Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).	
<b>Benchmark d:</b> Child combines syllables into words (e.g., “sis” + “ter” = “sister”).	<ul style="list-style-type: none"> <li>• Identifies and discriminates between separate syllables in words.</li> </ul>
<b>Benchmark e:</b> Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).	
<b>Benchmark f:</b> Child 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).	
	<ul style="list-style-type: none"> <li>• Identifies and discriminates between sounds and phonemes in language, such as attention to beginning</li> </ul>

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	and ending sounds of words and recognition that different words begin or end with the same sound.
3. Shows alphabetic knowledge	<b>Alphabet Knowledge</b>
<u>Benchmark a:</u> Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).	<ul style="list-style-type: none"> <li>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>
<u>Benchmark b:</u> Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).	
	<ul style="list-style-type: none"> <li>Attends to the beginning letters and sounds in familiar words.</li> </ul>
<u>Benchmark c:</u> Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).	<ul style="list-style-type: none"> <li>Identifies letters and associates correct sounds with letters.</li> </ul>
<u>Benchmark d:</u> Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).	<ul style="list-style-type: none"> <li>Recognizes that letters of the alphabet have distinct sound(s) associated with them.</li> </ul>
4. Demonstrates comprehension of text read aloud	
<u>Benchmark a:</u> Child retells or reenacts a story after it is read aloud.	<ul style="list-style-type: none"> <li>Retells stories or information from books through conversations, artistic works, creative movement, or drama (Book Appreciation and Knowledge).</li> </ul>
<u>Benchmark b:</u> Child 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...?”).	<ul style="list-style-type: none"> <li>Asks and answers questions and makes comments about print materials (Book Appreciation and Knowledge).</li> </ul>
<b>G. Emergent Writing</b>	<b>Early Writing</b>
1. Shows motivation to engage in written expression	<ul style="list-style-type: none"> <li>Experiments with writing tools and materials.</li> </ul>
<u>Benchmark a:</u> Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.	
<u>Benchmark b:</u> Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).	<ul style="list-style-type: none"> <li>Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, and ideas.</li> </ul>
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	
<u>Benchmark a:</u> Child independently uses letter-like shapes or letters to write words or parts of words.	<ul style="list-style-type: none"> <li>Copies, traces, or independently writes letters or words.</li> </ul>
<u>Benchmark b:</u> Child writes own name (e.g., first name, last name, or frequent	
nickname), not necessarily with full correct spelling or well-formed letters.	

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3. Demonstrates age-appropriate ability to write letters	
<u>Benchmark a:</u> Child independently writes some letters on request.	
4. Demonstrates knowledge of purposes, functions, and structure of written composition	<ul style="list-style-type: none"> <li>• Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</li> </ul>

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<b>V. Cognitive Development and General Knowledge</b>	
<b>A. Mathematical Thinking</b>	<b>Mathematics Knowledge &amp; Skills</b>
<b>a. Number Sense</b>	<b>Number Concepts and Quantities</b>
	<ul style="list-style-type: none"> <li>Recognizes numbers and quantities in the everyday environment.</li> </ul>
1. Demonstrates understanding of one-to-one correspondence	<ul style="list-style-type: none"> <li>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</li> </ul>
<u>Benchmark a:</u> Child demonstrates one-to-one correspondence when counting.	
<u>Benchmark b:</u> Child demonstrates one-to-one correspondence to determine if two sets are equal.	
2. Shows understanding of how to count and construct sets	<ul style="list-style-type: none"> <li>Uses the number name of the last object counted the number of objects in the set.</li> </ul>
<u>Benchmark a:</u> Child counts sets in the range of 10 to 15 objects.	
<u>Benchmark b:</u> Child constructs sets in the range of 10 to 15 objects.	
3. Shows understanding by participating in the comparison of quantities	<ul style="list-style-type: none"> <li>Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to (Number Relationships and Operations).</li> </ul>
<u>Benchmark a:</u> Child compares two sets to determine if they are equal.	
<u>Benchmark b:</u> Child compares two sets to determine if one set has more.	
<u>Benchmark c:</u> Child compares two sets to determine if one set has fewer.	
<u>Benchmark d:</u> Child determines one set of objects is a lot more than another set of objects.	
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	<ul style="list-style-type: none"> <li>Associates quantities and the names of numbers with written numerals.</li> </ul>
5. Counts and knows the sequence of number names (spoken)	<ul style="list-style-type: none"> <li>Recites numbers in the correct order and understands that numbers come “before” or “after” one another.</li> </ul>
<u>Benchmark a:</u> Child counts and recognizes number names (spoken) in the range of 10 to 15.	
<u>Benchmark b:</u> Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.	
6. Shows understanding of and uses appropriate terms to describe ordinal positions	
<u>Benchmark a:</u> Child demonstrates the concept of ordinal	

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position with concrete objects (e.g., children or objects).	
<u>Benchmark b:</u> Child names ordinal positions (e.g., first, second, third, fourth, fifth).	
<b>b. Number and Operations</b>	<b>Number Relationships &amp; Operations</b>
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	<ul style="list-style-type: none"> <li>Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</li> </ul>
<u>Benchmark a:</u> Child indicates there are more when combining (adding) sets of objects.	
<u>Benchmark b:</u> Child indicates there are less (fewer) when removing (subtracting) objects from a set.	
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	<ul style="list-style-type: none"> <li>Identifies the new number created when numbers are combined or separated.</li> </ul>
<u>Benchmark a:</u> Child combines sets of objects to equal a set no larger than 10.	
<u>Benchmark b:</u> Child removes objects from a set no larger than 10.	
<u>Benchmark c:</u> Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.	
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	
<b>c. Patterns and Seriation</b>	<b>Patterns</b>
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	<ul style="list-style-type: none"> <li>Sorts, classifies, and serializes (puts in a pattern) objects using attributes such as color, shape, or size.</li> <li>Recognizes, duplicates, and extends simple patterns.</li> </ul>
<u>Benchmark a:</u> Child recognizes patterns and non-patterns.	
<u>Benchmark b:</u> Child duplicates identical patterns with at least two elements.	
<u>Benchmark c:</u> Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern)	
<u>Benchmark d:</u> Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.	<ul style="list-style-type: none"> <li>Creates patterns through the repetition of a unit.</li> </ul>
2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)	<ul style="list-style-type: none"> <li>Orders objects by size or length (Measurement and Comparison).</li> </ul>
<u>Benchmark a:</u> Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).	
<u>Benchmark b:</u> Child verbalizes why objects were placed in	

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order (e.g., describes process of how and why), with teacher support and multiple experiences over time.	
<b>d. Geometry</b>	<b>Geometry &amp; Spatial Sense</b>
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	<ul style="list-style-type: none"> <li>Recognizes and names common shapes, their parts, and attributes.</li> </ul>
<u>Benchmark a:</u> Child categorizes (sorts) examples of two-dimensional shapes.	
<u>Benchmark b:</u> Child names two-dimensional shapes.	
<u>Benchmark c:</u> Child constructs examples of two-dimensional shapes.	
<u>Benchmark d:</u> Child identifies the number of sides of two-dimensional shapes.	
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	
<u>Benchmark a:</u> Child slides shapes, with teacher support and multiple experiences over time.	
<u>Benchmark b:</u> Child flips shapes, with teacher support and multiple experiences over time.	
<u>Benchmark c:</u> Child rotates shapes, with teacher support and multiple experiences over time.	
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	
<u>Benchmark a:</u> Child categorizes (sorts) examples of three-dimensional shapes.	
<u>Benchmark b:</u> Child names three-dimensional shapes.	
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects.	
	<ul style="list-style-type: none"> <li>Combines and separates shapes to make other shapes.</li> </ul>
	<ul style="list-style-type: none"> <li>Compares objects in size and shape.</li> </ul>
<b>e. Spatial Relations</b>	<b>Geometry and Spatial Sense</b>
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, inside, outside)	<ul style="list-style-type: none"> <li>Understands directionality, order, and position of objects, such as up, down, in front, and behind.</li> </ul>
<u>Benchmark a:</u> Child shows understanding of positional words (receptive knowledge).	
<u>Benchmark b:</u> Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time.	
2. Describes relative position from different perspectives (e.g., “I am on top of the climber and you are below me.”)	

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3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	
4. Uses directions to move through space and find spaces in place (e.g., obstacle courses, Simon Says, Mother May I?, hop scotch, giving simple directions)	
<b>f. Measurement</b>	<b>Measurement and Comparison</b>
1. Engages in activities that explore measurement	
2. Compares continuous quantities using length, weight, and height	<ul style="list-style-type: none"> <li>• Compares objects using attributes of length, weight, and size (bigger, longer, taller, heavier).</li> <li>• Uses nonstandard and standard techniques and tools to measure and compare.</li> </ul>
<u>Benchmark a:</u> Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	
<u>Benchmark b:</u> Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	
<u>Benchmark c:</u> Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	
<u>Benchmark d:</u> Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	
3. Represents and analyzes data	<ul style="list-style-type: none"> <li>• Collects, describes, and records information through discussions, drawings, maps, and charts (Scientific Skills &amp; Method)</li> </ul>
<u>Benchmark a:</u> Child assists with collecting and sorting materials to be graphed.	
<u>Benchmark b:</u> Child works with teacher and small groups to represent mathematical relations in charts and graphs.	
<u>Benchmark c:</u> Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>• Describes and discusses predictions, explanations, and generalizations based on past experience (Scientific Skills &amp; Method).</li> </ul>
<b>B. Scientific Inquiry</b>	<b>Science Knowledge &amp; Skills</b>
<b>a. Investigation and Inquiry</b>	<b>Scientific Skills &amp; Method</b>
1. Demonstrates the use of simple tools and equipment for observing and investigating	<ul style="list-style-type: none"> <li>• Uses senses and tools, including technology, to gather information, investigate materials, and observe</li> </ul>

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	processes and relationships. <ul style="list-style-type: none"> <li>Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.</li> </ul>
2. Examines objects and makes comparisons	<ul style="list-style-type: none"> <li>Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.</li> <li>Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.</li> </ul>
<b>b. Physical Science</b>	
1. Explores the physical properties and creative use of objects or matter	<ul style="list-style-type: none"> <li>Observes and discusses common properties, differences, and comparisons among objects (Scientific Skills &amp; Method).</li> <li>Observes, describes, and discusses properties of materials and transformation of substances (Conceptual Knowledge of the Natural &amp; Physical World).</li> </ul>
<b>c. Life Science</b>	<b>Conceptual Knowledge of the Natural and Physical World</b>
1. Explores growth and change of living things	<ul style="list-style-type: none"> <li>Observes and discusses common properties, differences, and comparisons among objects (Scientific Skills &amp; Method).</li> <li>Observes, describes, and discusses living things and natural processes.</li> </ul>
2. Identifies the characteristics of living things	<ul style="list-style-type: none"> <li>Observes, describes, and discusses living things and natural processes.</li> </ul>
3. Identifies the five senses and explores functions of each	<ul style="list-style-type: none"> <li>Observes, describes, and discusses living things and natural processes.</li> </ul>
<b>d. Earth and Space</b>	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>Observes and discusses common properties, differences, and comparisons among objects (Scientific Skills &amp; Method).</li> </ul>
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment	<ul style="list-style-type: none"> <li>Observes, describes, and discusses properties of materials and transformation of substances (Conceptual Knowledge of the Natural &amp; Physical World).</li> </ul>
<b>e. Environmental Awareness</b>	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	<ul style="list-style-type: none"> <li>Understands that people can take care of the environment through activities, such as recycling (People &amp; The Environment).</li> </ul>
<b>C. Social Studies</b>	<b>Social Studies Knowledge &amp; Skills</b>
<b>a. Individual Development and Identity</b>	<b>Self, Family, &amp; Community</b>
1. Begins to recognize and appreciate similarities and differences in people	<ul style="list-style-type: none"> <li>Understands similarities and respects differences among people.</li> </ul>



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2. Begins to understand family characteristics, roles, and functions	<ul style="list-style-type: none"> <li>Identifies personal and family structure.</li> </ul>
3. Shows awareness and describes some social roles and jobs that people do	<ul style="list-style-type: none"> <li>Recognizes a variety of jobs and the work associated with them.</li> </ul>
<b>b. People, Places, and Environments</b>	<b>People &amp; The Environment</b>
1. Demonstrates awareness of geographic thinking	<ul style="list-style-type: none"> <li>Describes or draws aspects of the geography of the classroom, home, and community (Self, Family, &amp; Community).</li> <li>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</li> </ul>
	<ul style="list-style-type: none"> <li>Recognizes that people share the environment with other people, animals, and plants.</li> </ul>
<b>c. Technology and Our World</b>	
1. Shows awareness of technology and its impact on how people live	
<b>d. Civic Ideals and Practices</b>	
1. Demonstrates awareness of group rules (civics)	<ul style="list-style-type: none"> <li>Understands the reasons for rules in the home and classroom and for laws in the community (Self, Family, &amp; Community).</li> </ul>
2. Begins to understand and take on leadership roles	
	<b>History &amp; Events</b>
	<ul style="list-style-type: none"> <li>Differentiates between past, present, and future.</li> </ul>
	<ul style="list-style-type: none"> <li>Recognizes events that happened in the past, such as family or personal history.</li> </ul>
	<ul style="list-style-type: none"> <li>Understands how people live and what they do changes over time.</li> </ul>
<b>D. Creative Expression Through The Arts</b>	<b>Creative Arts Expression</b>
<b>a. Visual Arts</b>	<b>Art</b>
1. Explores visual arts	<ul style="list-style-type: none"> <li>Uses different materials and techniques to make art creations.</li> </ul>
2. Creates visual arts to communicate an idea	<ul style="list-style-type: none"> <li>Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.</li> <li>Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by an artwork	<ul style="list-style-type: none"> <li>Discusses one's own artistic creations and those of others.</li> </ul>
<b>b. Music</b>	<b>Music</b>
1. Explores music	<ul style="list-style-type: none"> <li>Participates in music activities such as listening, singing, or performing.</li> <li>Experiments with musical instruments.</li> </ul>
2. Creates music to communicate an idea	<ul style="list-style-type: none"> <li>Experiments with musical instruments.</li> </ul>

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	<ul style="list-style-type: none"> <li>Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by music	
<b>c. Creative Movement and Dance</b>	<b>Creative Movement &amp; Dance</b>
1. Explores creative movement and dance	<ul style="list-style-type: none"> <li>Moves to different patterns of beat and rhythm in music.</li> </ul>
2. Creates creative movement and dance to communicate an idea	<ul style="list-style-type: none"> <li>Moves to different patterns of beat and rhythm in music.</li> <li>Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by creative movement and dance	<ul style="list-style-type: none"> <li>Expresses what is felt and heard in various musical tempos and styles.</li> <li>Uses creative movement to express concepts, ideas, or feelings.</li> </ul>
<b>d. Dramatic Play and Theatre</b>	<b>Drama</b>
1. Explores dramatic play and theatre	<ul style="list-style-type: none"> <li>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</li> <li>Engages in pretend play and acts out roles (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
2. Creates dramatic play and theatre to communicate an idea	<ul style="list-style-type: none"> <li>Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one's self or a character.</li> <li>Represents people, places, or things through drawings, movement, and three-dimensional objects (Logic &amp; Reasoning: Symbolic Representation).</li> <li>Engages in pretend play and acts out roles (Logic &amp; Reasoning: Symbolic Representation).</li> </ul>
3. Discusses and responds to the feelings caused by dramatic play and theatre	
	<b>Logic and Reasoning</b>
	<b>Reasoning &amp; Problem Solving</b>
	<ul style="list-style-type: none"> <li>Seeks multiple solutions to a question, task, or problem.</li> </ul>
	<ul style="list-style-type: none"> <li>Recognizes cause and effect relationships.</li> </ul>
	<ul style="list-style-type: none"> <li>Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>
	<ul style="list-style-type: none"> <li>Uses past knowledge to build new knowledge.</li> </ul>
	<b>Symbolic Representation</b>
	<ul style="list-style-type: none"> <li>Recognizes the differences between pretend or fantasy situations and reality.</li> </ul>