



COR *Advantage*®

HighScope's COR Advantage and
Key Developmental Indicators (KDIs)

Aligned With

Florida's Early Learning and Development Standards
Four Years Old to Kindergarten (2017)

Florida Early Learning and Developmental Standards — 4 Years

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

PHYSICAL DEVELOPMENT DOMAIN		
A. HEALTH AND WELLBEING		
<i>a. Active Physical Play</i>		
Engages in physical activities with increasing balance, coordination, endurance, and intensity <ul style="list-style-type: none"> - Seeks to engage in physical activities or active play routinely with increased intensity and duration 	I. Gross-motor skills	16. Gross-motor skills 18. Body awareness
<i>b. Safety</i>		
Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities <ul style="list-style-type: none"> - Consistently follows basic safety rules independently across different situations 	G. Community K. Personal care and healthy behavior	20. Healthy behavior
Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities <ul style="list-style-type: none"> - Identifies consequences of not following safety rules 	G. Community K. Personal care and healthy behavior	20. Healthy behavior
<i>c. Personal Care Routines</i>		
Begins to tell and follow basic safety guidelines and requirements <ul style="list-style-type: none"> - Initiates and completes familiar hygiene routines independently 	K. Personal care and healthy behavior	19. Personal care 20. Healthy behavior
<i>d. Feeding and Nutrition</i>		
Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices <ul style="list-style-type: none"> - Assists adults in preparing simple foods to serve to self or others 	G. Community K. Personal care and healthy behavior	11. Community

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Key Development Indicators (KDIs) — Preschool

<p>Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices</p> <ul style="list-style-type: none"> - Recognizes nutritious food choices and healthy eating habits 	<p>K. Personal care and healthy behavior</p>	<p>20. Healthy behavior</p>
<p>B. MOTOR DEVELOPMENT</p>		
<p>a. Gross Motor Development</p>		
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another 	<p>I. Gross-motor skills</p>	<p>16. Gross-motor skills, 18. Body awareness 42. Movement</p>
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running 	<p>I. Gross-motor skills</p>	<p>16. Gross-motor skills, 18. Body awareness 42. Movement</p>
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Engages in more complex movements (e.g., riding a tricycle with ease) 	<p>I. Gross-motor skills</p>	<p>16. Gross-motor skills, 18. Body awareness 42. Movement</p>
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Engages in physical activities of increasing levels of intensity for sustained periods of time 	<p>I. Gross-motor skills</p>	<p>16. Gross-motor skills, 18. Body awareness</p>
<p>Demonstrates use of large muscles to move in the environment</p> <ul style="list-style-type: none"> - Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course) 	<p>I. Gross-motor skills</p>	<p>16. Gross-motor skills 18. Body awareness</p>

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<i>b. Gross Motor Perception (Sensorimotor)</i>		
<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Acts and moves with purpose and independently recognizes differences in direction, distance and location 	<p>I. Gross-motor skills J. Fine-motor skills</p>	<p>1. Initiative 18. Body awareness 35. Spatial awareness 36. Measuring</p>
<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Demonstrates spatial awareness through play activities 	<p>I. Gross-motor skills J. Fine-motor skills Z. Movement</p>	<p>18. Body awareness 35. Spatial awareness 56. Geography</p>
<i>c. Fine Motor Development</i>		
<p>Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p> <ul style="list-style-type: none"> - Shows hand control using various drawing and art tools with increasing coordination 	<p>J. Fine-motor skills R. Writing X. Art</p>	<p>17. Fine-motor skills 29. Writing 40. Art</p>
<p>Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</p> <ul style="list-style-type: none"> - Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together) 	<p>B. Problem solving with materials J. Fine-motor skills</p>	<p>17. Fine-motor skills</p>
<p>Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</p> <ul style="list-style-type: none"> - Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting 	<p>J. Fine-motor skills</p>	<p>17. Fine-motor skills 29. Writing 40. Art</p>
<p>Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</p> <ul style="list-style-type: none"> - Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs) 	<p>B. Problem solving with materials J. Fine-motor skills</p>	<p>4. Problem solving 17. Fine-motor skills</p>

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Key Development Indicators (KDIs) — Preschool

APPROACHES TO LEARNING DOMAIN		
A. EAGERNESS AND CURIOSITY		
Shows increased curiosity and is eager to learn new things and have new experiences	A. Initiative and planning	1. Initiative 3. Engagement
B. PERSISTENCE		
Attends to tasks for brief periods of time	A. Initiative and planning	3. Engagement
C. CREATIVITY AND INVENTIVENESS		
Approaches daily activities with creativity and inventiveness	A. Initiative and planning	1. Initiative 2. Planning 4. Problem solving
D. PLANNING AND REFLECTION		
Demonstrates some planning and learning from experiences	A. Initiative and planning C. Reflection	2. Planning 6. Reflection
SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. EMOTIONAL FUNCTIONING		
Expresses, identifies and responds to a range of emotions <ul style="list-style-type: none"> - Recognizes the emotions of peers and responds with empathy and compassion 	D. Emotions F. Building relationships with other children	9. Emotions 10. Empathy 12. Building relationships
Demonstrates appropriate affect (emotional response) between behavior and facial expression <ul style="list-style-type: none"> - Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately 	D. Emotions	9. Emotions 10. Empathy 14. Moral development 15. Conflict resolution
B. MANAGING EMOTIONS		

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Key Development Indicators (KDIs) — Preschool

<p>Demonstrates ability to self-regulate</p> <ul style="list-style-type: none"> - Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support 	<p>D. Emotions H. Conflict resolution</p>	<p>9. Emotions 14. Moral development 15. Conflict resolution</p>
<p>Attends to sights, sounds, objects, people and activities</p> <ul style="list-style-type: none"> - Increases attention to preferred activities and begins to attend to non-preferred activities 	<p>A. Initiative and planning</p>	<p>3. Engagement</p>
<p>C. BUILDING AND MAINTAINING POSITIVE RELATIONSHIPS WITH PEERS</p>		
<p>Develops positive relationships with adults</p> <ul style="list-style-type: none"> - Develops positive relationships and interacts comfortably with familiar adults 	<p>E. Building relationships with adults</p>	<p>12. Building relationships</p>
<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Plays with peers in a coordinated manner including assigning roles, materials and actions 	<p>F. Building relationships with other children AA. Pretend play</p>	<p>12. Building relationships 13. Cooperative play</p>
<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking 	<p>F. Building relationships with other children</p>	<p>12. Building relationships 13. Cooperative play</p>
<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Responds appropriately to bullying behavior 	<p>D. Emotions F. Building relationships with other children H. Conflict resolution</p>	<p>10. Empathy 14. Moral development 15. Conflict resolution</p>
<p>Develops increasing ability to engage in social problem solving</p> <ul style="list-style-type: none"> - Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution 	<p>B. Problem solving with materials</p>	<p>4. Problem solving 5. Use of resources 15. Conflict resolution 55. Decision making</p>
<p>Exhibits empathy by demonstrating care and concern for others</p> <ul style="list-style-type: none"> - Able to take the perspective of others and actively respond in a manner that is consistent and supportive 	<p>D. Emotions</p>	<p>10. Empathy</p>

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Key Development Indicators (KDIs) — Preschool

D. SENSE OF IDENTITY AND BELONGING		
Develops sense of identity and belonging through play <ul style="list-style-type: none"> - Engages in associative play and begins to play cooperatively with friends 	F. Building relationships with other children	12. Building relationships 13. Cooperative play
Develops sense of identity and belong through exploration and persistence <ul style="list-style-type: none"> - Persists at individual planned experiences, caregiver-directed experiences and planned group activities 	A. Initiative and planning	1. Initiative 2. Planning 3. Engagement 13. Cooperative play
Develops sense of identity and belonging through routines, rituals, and interactions <ul style="list-style-type: none"> - Demonstrates willingness to be flexible if routines must change 	G. Community	11. Community
Develops sense of self-awareness and independence <ul style="list-style-type: none"> - Uses words to communicate personal characteristics, preferences, thoughts and feelings 	D. Emotions L. Speaking M. Listening and comprehending FF. Knowledge of self and others	7. Self-identity 9. Emotions
Develops sense of self-awareness and independence <ul style="list-style-type: none"> - Recognizes preferences of others 	FF. Knowledge of self and others	53. Diversity
Develops sense of self-awareness and independence <ul style="list-style-type: none"> - Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender, or size) 	FF. Building relationships with other children	7. Self-identity 53. Diversity
Develops sense of self-awareness and independence <ul style="list-style-type: none"> - Identifies self as unique member of a group (e.g., class, school, family or larger community) 	FF. Building relationships with other children	7. Self-identity 11. Community 53. Diversity
LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		

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**Key Development Indicators (KDIs) —
Preschool**

<p>Demonstrates understanding when listening</p> <ul style="list-style-type: none"> - 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 	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 50. Communicating ideas</p>
<p>Demonstrates understanding when listening</p> <ul style="list-style-type: none"> - Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said 	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 50. Communicating ideas</p>
<p>Increases knowledge through listening</p> <ul style="list-style-type: none"> - Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge 	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking</p>
<p>Increases knowledge through listening</p> <ul style="list-style-type: none"> - Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play 	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 26. Reading</p>
<p>Follows directions</p> <ul style="list-style-type: none"> - Achieves mastery of two-step directions and usually follows three-step directions 	<p>M. Listening and comprehension</p>	<p>21. Comprehension</p>
B. SPEAKING		
<p>Speaks and is understood when speaking</p> <ul style="list-style-type: none"> - Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors 	<p>L. Speaking</p>	<p>22. Speaking</p>
C. VOCABULARY		

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Key Development Indicators (KDIs) — Preschool

<p>Shows an understanding of words and their meanings (receptive)</p> <ul style="list-style-type: none"> - 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) 	<p>M. Listening and comprehension</p>	<p>21. Comprehension 23. Vocabulary</p>
<p>Shows an understanding of words and their meanings (receptive)</p> <ul style="list-style-type: none"> - 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 	<p>M. Listening and comprehension</p>	<p>21. Comprehension 23. Vocabulary</p>
<p>Shows an understanding of words and their meanings (receptive)</p> <ul style="list-style-type: none"> - 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) 	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary 50. Communicating ideas</p>
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - 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) 	<p>L. Speaking</p>	<p>23. Vocabulary</p>
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location) 	<p>L. Speaking</p>	<p>22. Speaking 23. Vocabulary 50. Communicating ideas</p>
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - Identifies unfamiliar words asking for clarification 	<p>B. Problem solving with materials M. Listening and comprehension</p>	<p>5. Use of resources 23. Vocabulary</p>
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - Uses words in multiple contexts, with the understanding that some words have multiple meanings 	<p>L. Speaking</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary</p>

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**Key Development Indicators (KDIs) —
Preschool**

D. SENTENCES AND STRUCTURE		
<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <ul style="list-style-type: none"> - Typically uses complete sentences of five or more words, usually with subject, verb and object order 	L. Speaking	22. Speaking
<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <ul style="list-style-type: none"> - Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement 	L. Speaking	22. Speaking
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Uses sentences with more than one phrase 	L. Speaking	22. Speaking
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships) 	L. Speaking	22. Speaking 50. Communicating ideas
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning 	L. Speaking	22. Speaking 50. Communicating ideas
E. CONVERSATION		
<p>Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems</p> <ul style="list-style-type: none"> - 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”) 	L. Speaking M. Listening and Comprehension	21. Comprehension 22. Speaking 50. Communicating ideas

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Key Development Indicators (KDIs) — Preschool

<p>Asks questions, and responds to adults and peers in a variety of settings</p> <ul style="list-style-type: none"> - 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 	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking</p>
<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Demonstrates increased awareness of nonverbal conversational rules 	<p>M. Listening and Comprehension</p>	<p>21. Comprehension</p>
<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) 	<p>L. Speaking M. Listening and Comprehension</p>	<p>21. Comprehension 22. Speaking</p>
<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Matches language to social and academic contexts (e.g., uses volume appropriate to context) 	<p>G. Community L. Speaking M. Listening and Comprehension</p>	<p>11. Community 21. Comprehension</p>
F. EMERGENT READING		
<p>Shows motivation for and appreciation of reading</p> <ul style="list-style-type: none"> - Selects books for reading enjoyment and reading related activities including pretending to read to self or others 	<p>P. Reading Q. Book enjoyment and knowledge</p>	<p>26. Reading</p>
<p>Shows motivation for and appreciation of reading</p> <ul style="list-style-type: none"> - Makes real-world connections between stories and real-life experiences 	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>21. Comprehension 26. Reading</p>
<p>Shows motivation for and appreciation of reading</p> <ul style="list-style-type: none"> - Interacts appropriately with books and other materials in a print-rich environment 	<p>P. Reading Q. Book enjoyment and knowledge</p>	<p>26. Reading 27. Concepts about print 28. Book knowledge</p>

Florida Early Learning and Developmental Standards — 4 Years

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**Key Development Indicators (KDIs) —
Preschool**

Shows motivation for and appreciation of reading - Asks to be read to, asks the meaning of written text or compares books/stories	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	5. Use of resources 21. Comprehension 26. Reading 27. Concepts about print 28. Book knowledge
Shows motivation for and appreciation of reading - Initiates and participates in conversations that demonstrate appreciation of printed materials	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	26. Reading 27. Concepts about print 28. Book knowledge
Shows age-appropriate phonological awareness - Distinguishes individual words within spoken phrases or sentences	N. Phonological awareness	24. Phonological awareness
Shows age-appropriate phonological awareness - Combines words to make a compound word (e.g., “foot” + “ball” = “football”)	N. Phonological awareness	24. Phonological awareness
Shows age-appropriate phonological awareness - Deletes a word from a compound word (e.g., “starfish” - “star” = “fish”)	N. Phonological awareness	24. Phonological awareness
Shows age-appropriate phonological awareness - Combines syllables into words (e.g., “sis” + “ter” = “sister”)	N. Phonological awareness	24. Phonological awareness
Shows age-appropriate phonological awareness - Deletes a syllable from a word (e.g., “trumpet” - “trum” = “pet” or “candy” - “dy” = “can”)	N. Phonological awareness	24. Phonological awareness
Shows age-appropriate phonological awareness - 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)	N. Phonological awareness	24. Phonological awareness
Shows alphabetic and print knowledge - Recognizes that print conveys meaning	P. Reading	26. Reading 27. Concepts about print

Florida Early Learning and Developmental Standards — 4 Years

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

<p>Shows alphabetic and print knowledge</p> <ul style="list-style-type: none"> - 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) 	<p>O. Alphabetic knowledge</p>	<p>25. Alphabetic knowledge</p>
<p>Shows alphabetic and print knowledge</p> <ul style="list-style-type: none"> - Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name) 	<p>O. Alphabetic knowledge</p>	<p>25. Alphabetic knowledge</p>
<p>Shows alphabetic and print knowledge</p> <ul style="list-style-type: none"> - Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given) 	<p>O. Alphabetic knowledge</p>	<p>25. Alphabetic knowledge</p>
<p>Demonstrates comprehension of books read aloud</p> <ul style="list-style-type: none"> - Retells or reenacts story with increasing accuracy and complexity after it is read aloud 	<p>M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>21. Comprehension 22. Speaking 26. Reading 28. Book knowledge</p>
<p>Demonstrates comprehension of books read aloud</p> <ul style="list-style-type: none"> - 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...?”) 	<p>L. Speaking M. Listening and comprehension Q. Book enjoyment and knowledge</p>	<p>21. Comprehension 22. Speaking 26. Reading</p>
<p>G. EMERGENT WRITING</p>		
<p>Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p> <ul style="list-style-type: none"> - Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes) 	<p>R. Writing X. Art</p>	<p>29. Writing 40. Art</p>

Florida Early Learning and Developmental Standards — 4 Years-Kindergarten

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Key Development Indicators (KDIs) — Preschool

<p>Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p> <ul style="list-style-type: none"> - Uses letter-like shapes or letters to write words or parts of words 	R. Writing	29. Writing
<p>Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p> <ul style="list-style-type: none"> - Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well-formed letters 	R. Writing	29. Writing
MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
<p>Subitizes (immediately recognizes without counting) up to five objects</p>	S. Number and counting	31. Number words and symbols 32. Counting
<p>Counts and identifies the number sequence “1 to 31”</p>	S. Number and counting	31. Number words and symbols 32. Counting
<p>Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</p>	S. Number and counting	32. Counting
<p>Identifies the last number spoken tells “how many” up to 10 (cardinality)</p>	S. Number and counting	31. Number words and symbols 32. Counting
<p>Constructs and counts sets of objects (one to 10 and beyond)</p>	S. Number and counting	32. Counting 33. Part-whole relationships
<p>Uses counting and matching strategies to find which is more, less than or equal to 10</p>	S. Number and counting	32. Counting 33. Part-whole relationships 39. Data analysis

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**Key Development Indicators (KDIs) —
Preschool**

Reads and writes some numerals one to 10 using appropriate activities	R. Writing S. Number and counting	29. Data analysis 31. Number words and symbols
B. NUMBER AND OPERATIONS		
Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	S. Number and counting W. Data analysis	32. Counting 33. Part-whole relationships
Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out	S. Number and counting W. Data analysis	32. Counting 33. Part-whole relationships
C. PATTERNS		
Identifies and extends a simple AB repeating pattern	V. Patterns	32. Counting 33. Part-whole relationships
Duplicates a simple AB pattern using different objects	V. Patterns	38. Patterns
Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	V. Patterns	38. Patterns
D. GEOMETRY		
Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	T. Geometry: Shapes and spatial awareness W. Data analysis BB. Observing and classifying	34. Shapes 39. Data analysis
Creates two-dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)	T. Geometry: Shapes and spatial awareness	34. Shapes 35. Spatial awareness
Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	T. Geometry: Shapes and spatial awareness	34. Shapes

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Key Development Indicators (KDIs) — Preschool

E. SPATIAL RELATIONS		
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)	T. Geometry: Shapes and spatial awareness Z. Movement	35. Spatial awareness 42. Movement
Uses directions to move through space and find places in space	T. Geometry: Shapes and spatial awareness M. Listening and comprehension	35. Spatial awareness
F. MEASUREMENT AND DATA		
Measures object attributes using a variety of standard and nonstandard tools	U. Measurement	36. Measuring 37. Unit
Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	W. Data analysis	36. Measuring 37. Unit
Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	W. Data analysis BB. Observing and classifying	39. Data analysis 46. Classifying
Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	W. Data analysis	39. Data analysis
Begins to predict the results of data collection	W. Data analysis	39. Data analysis
SCIENTIFIC INQUIRY DOMAIN		
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY		
Uses senses to explore and understand their social and physical environment <ul style="list-style-type: none"> - Identifies each of the five senses and their relationship to each of the sense organs 	BB. Observing and classifying DD. Natural and physical world	18. Body awareness

Florida Early Learning and Developmental Standards — 4 Years

COR Advantage Items

**Key Development Indicators (KDIs) —
Preschool**

<p>Uses senses to explore and understand their social and physical environment</p> <ul style="list-style-type: none"> - Begins to identify and make observations about what can be learned about the world using each of the five senses 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>45. Observing 47. Experimenting 51. Natural and physical world</p>
<p>Uses senses to explore and understand their social and physical environment</p> <ul style="list-style-type: none"> - 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) 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>53. Diversity</p>
<p>Uses tools in scientific inquiry</p> <ul style="list-style-type: none"> - Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales) 	<p>EE. Tools and technology</p>	<p>52. Tools and technology</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Makes predictions and tests their predictions through experimentation and investigation 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>47. Experimenting 49. Predicting 49. Drawing conclusions</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawing, tallies and graphs) 	<p>W. Data analysis</p>	<p>39. Data analysis 50. Communicating ideas</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Begins to form conclusions and construct explanations (e.g., What do the results mean?) 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>49. Drawing conclusions</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Shares findings and outcomes of experiments 	<p>W. Data analysis CC. Experimenting, predicting, and drawing conclusions</p>	<p>50. Communicating ideas</p>
<p>B. LIFE SCIENCE</p>		

Florida Early Learning and Developmental Standards — 4 Years

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - 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) 	<p>DD. Natural and physical world</p>	<p>45. Observing 51. Natural and physical world</p>
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Notices the similarities and differences among various living things 	<p>DD. Natural and physical world</p>	<p>45. Observing 46. Classifying 51. Natural and physical world</p>
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Understands that all living things grow, change and go through life cycles 	<p>DD. Natural and physical world</p>	<p>45. Observing 51. Natural and physical world</p>
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Begins to distinguish between living and non-living things 	<p>DD. Natural and physical world</p>	<p>45. Observing 51. Natural and physical world</p>
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Observes that living things differ with regards to their needs and habitats 	<p>DD. Natural and physical world</p>	<p>45. Observing 51. Natural and physical world</p>
<p>C. PHYSICAL SCIENCE</p>		
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Discusses what makes objects move the way they do and how the movement can be controlled 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>47. Experimenting 49. Drawing conclusions 50. Communicating ideas</p>
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas</p>

Florida Early Learning and Developmental Standards — 4 Years

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice) 	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>	<p>45. Observing 46. Classifying 49. Drawing conclusions</p>
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Investigates and describes changing states of matter — liquid, solid and gas 	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>	<p>45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions</p>
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Explores the relationship of objects to light (e.g., light and shadows) 	<p>BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions</p>	<p>45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions</p>
D. EARTH AND SPACE SCIENCE		
<p>Demonstrates knowledge related to the dynamic properties of earth and sky</p> <ul style="list-style-type: none"> - Describes properties of water including changes in the states of water - liquid, solid and gas (e.g., buoyancy, movement, displacement and flow) 	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>46. Classifying 50. Communicating ideas 51. Natural and physical world</p>
<p>Demonstrates knowledge related to the dynamic properties of earth and sky</p> <ul style="list-style-type: none"> - 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) 	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>45. Observing 46. Classifying 47. Experimenting 51. Natural and physical world</p>

Florida Early Learning and Developmental Standards — 4 Years

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

<p>Demonstrates knowledge related to the dynamic properties of earth and sky</p> <ul style="list-style-type: none"> - Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars 	<p>DD. Natural and physical world</p>	<p>5. Use of resources 45. Observing 51. Natural and physical world</p>
<p>Demonstrates knowledge related to the dynamic properties of earth and sky</p> <ul style="list-style-type: none"> - Compares the daytime and nighttime cycle 	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world</p>
<p>Demonstrates knowledge related to the dynamic properties of earth and sky</p> <ul style="list-style-type: none"> - Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments) 	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world</p>
E. ENVIRONMENT		
<p>Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p> <ul style="list-style-type: none"> - Demonstrates how people use objects and natural resources in the environment 	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world 52. Tools and technology 58. Ecology</p>
<p>Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p> <ul style="list-style-type: none"> - Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth) 	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world 52. Tools and technology 58. Ecology</p>
<p>Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p> <ul style="list-style-type: none"> - Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom) 	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world 58. Ecology</p>
F. ENGINEERING AND TECHNOLOGY		

Florida Early Learning and Developmental Standards — 4 Years-Kindergarten

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

<p>Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</p> <ul style="list-style-type: none"> - 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) 	<p>B. Problem solving with materials EE. Tools and Technology</p>	<p>4. Problem solving 5. Use of resources 52. Tools and technology</p>
<p>Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</p> <ul style="list-style-type: none"> - Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another) 	<p>EE. Tools and technology</p>	<p>52. Tools and technology</p>
<p>Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</p> <ul style="list-style-type: none"> - Uses appropriate tools and materials with greater flexibility to create or solve problems 	<p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p>	<p>4. Problem solving 5. Use of resources 52. Tools and technology</p>
<p>Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures</p> <ul style="list-style-type: none"> - 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) 	<p>CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology</p>	<p>47. Experimenting 48. Predicting 49. Drawing conclusions 52. Tools and technology</p>
SOCIAL STUDIES DOMAIN		
A. CULTURE		
<p>Identifies self as a member of a culture</p>	<p>FF. Knowledge of self and others</p>	<p>7. Self-identity 11. Community 53. Diversity 54. Community roles</p>

Florida Early Learning and Developmental Standards — 4 Years-Kindergarten

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

Understands everyone belongs to a culture	FF. Knowledge of self and others	11. Community 53. Diversity 54. Community roles
Explores culture of peers and families in the classroom and community	FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity 54. Community roles
Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music arts artifacts foods, architecture, and celebrations)	FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity 54. Community roles
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
Identifies characteristics of self as an individual	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Identifies the ways self is similar to and different from peers and others	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Recognizes individual responsibility as a member of a group (e.g., classroom or family)	G. Community FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity
C. INDIVIDUALS AND GROUPS		
Identifies differences and similarities of self and others as part of a group	FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity 54. Community roles
Explains the role of groups within a community	FF. Knowledge of self and others	11. Community 54. Community roles

Florida Early Learning and Developmental Standards — 4 Years-Kindergarten

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

Demonstrates awareness of group rules (e.g., family, classroom, school or community)	G. Community	11. Community
Exhibits leadership skills and roles (e.g., line leader and door holder)	G. Community	11. Community 55. Decision making
D. SPACES, PLACES AND ENVIRONMENTS		
Identifies the relationship of personal space to surroundings	GG. Geography	11. Community 56. Geography
Identifies differences and similarities between own environment and other locations	GG. Geography	56. Geography
Identifies difference and similarities of basic physical characteristics (e.g., landmarks or land features)	GG. Geography	56. Geography
Uses spatial words (e.g., far/close, over/under and up/down)	U. Measurement GG. Geography	35. Spatial awareness 56. Geography
Recognizes some geographic tools and resources (e.g., maps, globes or GPS)	EE. Tools and technology GG. Geography	5. Use of resources 52. Tools and technology 56. Geography
Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	DD. Natural and physical world	58. Ecology
E. TIME, CONTINUITY AND CHANGE		
Identifies changes within a sequence of events to establish a sense of order and time	G. Community HH. History	57. History
Observes and recognizes changes that take place over time in the immediate environment	HH. History	57. History
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
Recognizes and follows rules and expectations in varying settings	G. Community	11. Group participation

Florida Early Learning and Developmental Standards — 4 Years-Kindergarten

COR Advantage Items

**Key Development Indicators (KDIs) —
Preschool**

Participates in problem solving and decision making	G. Community	11. Group participation 15. Conflict resolution 55. Decision making
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)	G. Community	11. Group participation 15. Conflict resolution 55. Decision making
G. ECONOMICS AND RESOURCES		
Begins to recognize the difference between wants and needs	FF. Knowledge of self and others	5. Use of resources 7. Self-identity 55. Decision making
Begins to recognize that people work to earn money or to buy things that they need or want	FF. Knowledge of self and others	54. Community roles
H. TECHNOLOGY AND OUR WORLD		
Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	EE. Tools and technology	52. Tools and technology
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
Combines with intention a variety of open-ended, process-oriented and diverse art materials	X. Art	40. Art
B. MUSIC		
Actively participates in a variety of individual and group musical activities	Y. Music	41. Music

**Florida Early Learning and Developmental
Standards — 4 Years-Kindergarten**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Preschool**

Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	Y. Music	41. Music
C. CREATIVE MOVEMENT		
Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	Z. Movement	42. Movement
D. IMAGINATIVE AND CREATIVE PLAY		
Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment	AA. Pretend play	43. Pretend play
E. APPRECIATION OF THE ARTS		
Uses appropriate art vocabulary to describe own art creations and those of others	X. Art	40. Art 44. Appreciating the arts
Compares own art to similar art forms	X. Art	40. Art 44. Appreciating the arts
Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past	X. Art	41. Music 44. Appreciating the arts 53. Diversity 57. History

