HighScope’s COR Advantage and Key Developmental Indicators (KDIs) Aligned With Florida’s Early Learning and Development Standards Four Years Old to Kindergarten (2017)
<table>
<thead>
<tr>
<th>PHYSICAL DEVELOPMENT DOMAIN</th>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. HEALTH AND WELLBEING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Active Physical Play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in physical activities with increasing balance, coordination, endurance, and intensity</td>
<td>I. Gross-motor skills</td>
<td>16. Gross-motor skills 18. Body awareness</td>
</tr>
<tr>
<td>- Seeks to engage in physical activities or active play routinely with increased intensity and duration</td>
<td></td>
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</tr>
<tr>
<td><strong>b. Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities</td>
<td>G. Community K. Personal care and healthy behavior</td>
<td>20. Healthy behavior</td>
</tr>
<tr>
<td>- Consistently follows basic safety rules independently across different situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities</td>
<td>G. Community K. Personal care and healthy behavior</td>
<td>20. Healthy behavior</td>
</tr>
<tr>
<td>- Identifies consequences of not following safety rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>c. Personal Care Routines</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begins to tell and follow basic safety guidelines and requirements</td>
<td>K. Personal care and healthy behavior</td>
<td>19. Personal care 20. Healthy behavior</td>
</tr>
<tr>
<td>- Initiates and completes familiar hygiene routines independently</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>d. Feeding and Nutrition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices</td>
<td>G. Community K. Personal care and healthy behavior</td>
<td>11. Community</td>
</tr>
<tr>
<td>- Assists adults in preparing simple foods to serve to self or others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Early Learning and Developmental Standards — 4 Years</td>
<td>COR Advantage Items</td>
<td>Key Development Indicators (KDs) — Preschool</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>---------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices</td>
<td>K. Personal care and healthy behavior</td>
<td>20. Healthy behavior</td>
</tr>
<tr>
<td>- Recognizes nutritious food choices and healthy eating habits</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B. MOTOR DEVELOPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a. Gross Motor Development</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running</td>
<td></td>
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</tr>
<tr>
<td>- Engages in more complex movements (e.g., riding a tricycle with ease)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Engages in physical activities of increasing levels of intensity for sustained periods of time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Florida Early Learning and Developmental Standards — 4 Years

#### b. Gross Motor Perception (Sensorimotor)

<table>
<thead>
<tr>
<th>Uses perceptual information to guide motions and interactions with objects and other people</th>
<th>I. Gross-motor skills</th>
<th>Key Development Indicators (KDI) — Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Acts and moves with purpose and independently recognizes differences in direction, distance and location</td>
<td>J. Fine-motor skills</td>
<td>1. Initiative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18. Body awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>35. Spatial awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36. Measuring</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses perceptual information to guide motions and interactions with objects and other people</th>
<th>I. Gross-motor skills</th>
<th>18. Body awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrates spatial awareness through play activities</td>
<td>J. Fine-motor skills</td>
<td>35. Spatial awareness</td>
</tr>
<tr>
<td></td>
<td>Z. Movement</td>
<td>56. Geography</td>
</tr>
</tbody>
</table>

#### c. Fine Motor Development

<table>
<thead>
<tr>
<th>Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</th>
<th>J. Fine-motor skills</th>
<th>17. Fine-motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Shows hand control using various drawing and art tools with increasing coordination</td>
<td>R. Writing</td>
<td>29. Writing</td>
</tr>
<tr>
<td></td>
<td>X. Art</td>
<td>40. Art</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</th>
<th>B. Problem solving with materials</th>
<th>17. Fine-motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)</td>
<td>J. Fine-motor skills</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</th>
<th>J. Fine-motor skills</th>
<th>17. Fine-motor skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting</td>
<td>29. Writing</td>
<td>40. Art</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</th>
<th>B. Problem solving with materials</th>
<th>4. Problem solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)</td>
<td>J. Fine-motor skills</td>
<td>17. Fine-motor skills</td>
</tr>
</tbody>
</table>
### Florida Early Learning and Developmental Standards — 4 Years

#### APPROACHES TO LEARNING DOMAIN

<table>
<thead>
<tr>
<th>A. EAGERNESS AND CURIOSITY</th>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows increased curiosity and is eager to learn new things and have new experiences</td>
<td>A. Initiative and planning</td>
<td>1. Initiative 3. Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. PERSISTENCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attends to tasks for brief periods of time</td>
<td>A. Initiative and planning 3. Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. CREATIVITY AND INVENTIVENESS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaches daily activities with creativity and inventiveness</td>
<td>A. Initiative and planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. PLANNING AND REFLECTION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates some planning and learning from experiences</td>
<td>A. Initiative and planning C. Reflection 2. Planning 6. Reflection</td>
</tr>
</tbody>
</table>

#### SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

<table>
<thead>
<tr>
<th>A. EMOTIONAL FUNCTIONING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses, identifies and responds to a range of emotions</td>
<td>D. Emotions F. Building relationships with other children</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. MANAGING EMOTIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates appropriate affect (emotional response) between behavior and facial expression</td>
<td>D. Emotions</td>
</tr>
<tr>
<td>- Demonstrates cognitive empathy (recognizing or inferring other's mental states) and the use of words, gestures and facial expressions to respond appropriately</td>
<td>9. Emotions 10. Empathy 14. Mental development 15. Conflict resolution</td>
</tr>
</tbody>
</table>
### Florida Early Learning and Developmental Standards — 4 Years

<table>
<thead>
<tr>
<th>C. BUILDING AND MAINTAINING POSITIVE RELATIONSHIPS WITH PEERS</th>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
</table>
| Demonstrates ability to self-regulate  
- Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support | D. Emotions  
H. Conflict resolution | 9. Emotions  
14. Moral development  
15. Conflict resolution |
| Attends to sights, sounds, objects, people and activities  
- Increases attention to preferred activities and begins to attend to non-preferred activities | A. Initiative and planning | 3. Engagement |
| Develops positive relationships with adults  
- Develops positive relationships and interacts comfortably with familiar adults | E. Building relationships with adults | 12. Building relationships |
| Develops positive relationships with peers  
- Plays with peers in a coordinated manner including assigning roles, materials and actions | F. Building relationships with other children  
AA. Pretend play | 12. Building relationships  
13. Cooperative play |
| Develops positive relationships with peers  
- Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking | F. Building relationships with other children | 12. Building relationships  
13. Cooperative play |
| Develops positive relationships with peers  
- Responds appropriately to bullying behavior | D. Emotions  
F. Building relationships with other children  
H. Conflict resolution | 10. Empathy  
14. Moral development  
15. Conflict resolution |
| Develops increasing ability to engage in social problem solving  
- Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution | B. Problem solving with materials | 4. Problem solving  
5. Use of resources  
15. Conflict resolution  
55. Decision making |
| Exhibits empathy by demonstrating care and concern for others  
- Able to take the perspective of others and actively respond in a manner that is consistent and supportive | D. Emotions | 10. Empathy |
## Florida Early Learning and Developmental Standards — 4 Years

### COR Advantage Items

### Key Development Indicators (KDIs) — Preschool

<table>
<thead>
<tr>
<th>D. SENSE OF IDENTITY AND BELONGING</th>
<th>Correlation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops sense of identity and belonging through play - Engages in associative play and begins to play cooperatively with friends</td>
<td>F. Building relationships with other children</td>
<td>12. Building relationships 13. Cooperative play</td>
</tr>
<tr>
<td>Develops sense of identity and belong through exploration and persistence - Persists at individual planned experiences, caregiver-directed experiences and planned group activities</td>
<td>A. Initiative and planning</td>
<td>1. Initiative 2. Planning 3. Engagement 13. Cooperative play</td>
</tr>
<tr>
<td>Develops sense of identity and belonging through routines, rituals, and interactions - Demonstrates willingness to be flexible if routines must change</td>
<td>G. Community</td>
<td>11. Community</td>
</tr>
<tr>
<td>Develops sense of self-awareness and independence - Uses words to communicate personal characteristics, preferences, thoughts and feelings</td>
<td>D. Emotions L. Speaking M. Listening and comprehending FF. Knowledge of self and others</td>
<td>7. Self-identity 9. Emotions</td>
</tr>
<tr>
<td>Develops sense of self-awareness and independence - Recognizes preferences of others</td>
<td>FF. Knowledge of self and others</td>
<td>53. Diversity</td>
</tr>
<tr>
<td>Develops sense of self-awareness and independence - Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender, or size)</td>
<td>FF. Building relationships with other children</td>
<td>7. Self-identity 53. Diversity</td>
</tr>
<tr>
<td>Develops sense of self-awareness and independence - Identifies self as unique member of a group (e.g., class, school, family or larger community)</td>
<td>FF. Building relationships with other children</td>
<td>7. Self-identity 11. Community 53. Diversity</td>
</tr>
</tbody>
</table>

### LANGUAGE AND LITERACY DOMAIN

| A. LISTENING AND UNDERSTANDING | |
|--------------------------------| |
**Florida Early Learning and Developmental Standards — 4 Years**

<table>
<thead>
<tr>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
</table>
| Demonstrates understanding when listening  
  - 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 | L. Speaking  
M. Listening and comprehension  
21. Comprehension  
22. Speaking  
50. Communicating ideas |
| Demonstrates understanding when listening  
  - Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said | L. Speaking  
M. Listening and comprehension  
21. Comprehension  
22. Speaking  
50. Communicating ideas |
| Increases knowledge through listening  
  - 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 | L. Speaking  
M. Listening and comprehension  
21. Comprehension  
22. Speaking |
| Increases knowledge through listening  
  - Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play | L. Speaking  
M. Listening and comprehension  
21. Comprehension  
22. Speaking  
26. Reading |
| Follows directions  
  - Achieves mastery of two-step directions and usually follows three-step directions | M. Listening and comprehension  
21. Comprehension |

**B. SPEAKING**

| Speaks and is understood when speaking  
  - Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors | L. Speaking  
22. Speaking |

**C. VOCABULARY**
<table>
<thead>
<tr>
<th>Shows an understanding of words and their meanings (receptive)</th>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 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)</td>
<td>M. Listening and comprehension</td>
<td>21. Comprehension 23. Vocabulary</td>
</tr>
<tr>
<td>Shows an understanding of words and their meanings (receptive)</td>
<td>M. Listening and comprehension</td>
<td>21. Comprehension 23. Vocabulary</td>
</tr>
<tr>
<td>- 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</td>
<td></td>
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</tr>
<tr>
<td>- 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses increased vocabulary to describe objects, actions and events (expressive)</td>
<td>L. Speaking</td>
<td>23. Vocabulary</td>
</tr>
<tr>
<td>- 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses increased vocabulary to describe objects, actions and events (expressive)</td>
<td>L. Speaking</td>
<td>22. Speaking 23. Vocabulary 50. Communicating ideas</td>
</tr>
<tr>
<td>- Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses increased vocabulary to describe objects, actions and events (expressive)</td>
<td>B. Problem solving with materials M. Listening and comprehension</td>
<td>5. Use of resources 23. Vocabulary</td>
</tr>
<tr>
<td>- Identifies unfamiliar words asking for clarification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses increased vocabulary to describe objects, actions and events (expressive)</td>
<td>L. Speaking</td>
<td>21. Comprehension 22. Speaking 23. Vocabulary</td>
</tr>
<tr>
<td>- Uses words in multiple contexts, with the understanding that some words have multiple meanings</td>
<td></td>
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</tbody>
</table>
### Florida Early Learning and Developmental Standards — 4 Years

#### D. SENTENCES AND STRUCTURE

| Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences  
| - Typically uses complete sentences of five or more words, usually with subject, verb and object order | L. Speaking | 22. Speaking |
| Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences  
| - Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement | L. Speaking | 22. Speaking |
| Connects words, phrases and sentences to build ideas  
| - Uses sentences with more than one phrase | L. Speaking | 22. Speaking |
| Connects words, phrases and sentences to build ideas  
| - Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships) | L. Speaking | 22. Speaking |
| Connects words, phrases and sentences to build ideas  
| - Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning | L. Speaking | 22. Speaking |

#### E. CONVERSATION

| Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems  
| - 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 |
<table>
<thead>
<tr>
<th>Florida Early Learning and Developmental Standards — 4 Years</th>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks questions, and responds to adults and peers in a variety of settings</td>
<td>L. Speaking&lt;br&gt;M. Listening and comprehension</td>
<td>21. Comprehension&lt;br&gt;22. Speaking</td>
</tr>
<tr>
<td>- 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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of the social conventions of communication and language use</td>
<td>M. Listening and Comprehension</td>
<td>21. Comprehension</td>
</tr>
<tr>
<td>- Demonstrates increased awareness of nonverbal conversational rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of the social conventions of communication and language use</td>
<td>L. Speaking&lt;br&gt;M. Listening and Comprehension</td>
<td>21. Comprehension&lt;br&gt;22. Speaking</td>
</tr>
<tr>
<td>- Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of the social conventions of communication and language use</td>
<td>G. Community&lt;br&gt;L. Speaking&lt;br&gt;M. Listening and Comprehension</td>
<td>11. Community&lt;br&gt;21. Comprehension</td>
</tr>
<tr>
<td>- Matches language to social and academic contexts (e.g., uses volume appropriate to context)</td>
<td></td>
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</tr>
<tr>
<td>F. EMERGENT READING</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows motivation for and appreciation of reading</td>
<td>P. Reading&lt;br&gt;Q. Book enjoyment and knowledge</td>
<td>26. Reading</td>
</tr>
<tr>
<td>- Selects books for reading enjoyment and reading related activities including pretending to read to self or others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows motivation for and appreciation of reading</td>
<td>M. Listening and comprehension&lt;br&gt;Q. Book enjoyment and knowledge</td>
<td>21. Comprehension&lt;br&gt;26. Reading</td>
</tr>
<tr>
<td>- Makes real-world connections between stories and real-life experiences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows motivation for and appreciation of reading</td>
<td>P. Reading&lt;br&gt;Q. Book enjoyment and knowledge</td>
<td>26. Reading&lt;br&gt;27. Concepts about print&lt;br&gt;28. Book knowledge</td>
</tr>
<tr>
<td>- Interacts appropriately with books and other materials in a print-rich environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows motivation for and appreciation of reading</td>
<td>COR Advantage Items</td>
<td>Key Development Indicators (KDIs) — Preschool</td>
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<tr>
<td>------------------------------------------------</td>
<td>--------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| - 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 | M. Listening and comprehension  
P. Reading  
Q. Book enjoyment and knowledge | 26. Reading  
27. Concepts about print  
28. Book knowledge |
| - Initiates and participates in conversations that demonstrate appreciation of printed materials | | |
| Shows age-appropriate phonological awareness | N. Phonological awareness | 24. Phonological awareness |
| - Distinguishes individual words within spoken phrases or sentences | | |
| Shows age-appropriate phonological awareness | N. Phonological awareness | 24. Phonological awareness |
| - Combines words to make a compound word (e.g., “foot” + “ball” = “football” | | |
| Shows age-appropriate phonological awareness | N. Phonological awareness | 24. Phonological awareness |
| - Deletes a word from a compound word (e.g., “starfish” - “star” = “fish”) | | |
| Shows age-appropriate phonological awareness | N. Phonological awareness | 24. Phonological awareness |
| - Combines syllables into words (e.g., “sis” + “ter” = “sister) | | |
| Shows age-appropriate phonological awareness | N. Phonological awareness | 24. Phonological awareness |
| - Deletes a syllable from a word (e.g., “trumpet” - “trum” = “pet” or “candy” - “dy” = “can”) | | |
| Shows age-appropriate phonological awareness | N. Phonological awareness | 24. 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 “/cl/” + “at,” child can select the picture of the cat) | | |
| Shows alphabetic and print knowledge | P. Reading | 26. Reading  
27. Concepts about print |
<p>| - Recognizes that print conveys meaning | | |</p>
<table>
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<tbody>
<tr>
<td>Shows alphabetic and print knowledge</td>
<td>O. Alphabetic knowledge</td>
<td>25. Alphabetic knowledge</td>
</tr>
<tr>
<td>- Recognizes almost all letters when named (e.g., when</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shown a group of letters, can accurately identify, verbally</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or nonverbally, the letter that is named)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows alphabetic and print knowledge</td>
<td>O. Alphabetic knowledge</td>
<td>25. Alphabetic knowledge</td>
</tr>
<tr>
<td>- Names most letters (e.g., when shown an uppercase or</td>
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<td></td>
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<tr>
<td>lowercase</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- letter, can accurately say its name)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows alphabetic and print knowledge</td>
<td>O. Alphabetic knowledge</td>
<td>25. Alphabetic knowledge</td>
</tr>
<tr>
<td>- Recognizes some letter sounds (e.g., when shown a</td>
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<tr>
<td>group of letters, can accurately identify, verbally or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>nonverbally, the letter of the sound given)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates comprehension of books read aloud</td>
<td>M. Listening and comprehension</td>
<td>21. Comprehension</td>
</tr>
<tr>
<td>- Retells or reenacts story with increasing accuracy and</td>
<td>Q. Book enjoyment and knowledge</td>
<td>22. Speaking</td>
</tr>
<tr>
<td>complexity after it is read aloud</td>
<td></td>
<td>26. Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28. Book knowledge</td>
</tr>
<tr>
<td>Demonstrates comprehension of books read aloud</td>
<td>L. Speaking</td>
<td>21. Comprehension</td>
</tr>
<tr>
<td>- Asks and answers appropriate questions about the story</td>
<td>M. Listening and comprehension</td>
<td>22. Speaking</td>
</tr>
<tr>
<td>(e.g., “What just happened?” “What might happen next?”</td>
<td>Q. Book enjoyment and knowledge</td>
<td>26. Reading</td>
</tr>
<tr>
<td>“What would happen if…?” “What was so silly about…?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“How would you feel if you…?”)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. EMERGENT WRITING</td>
<td>R. Writing</td>
<td>29. Writing</td>
</tr>
<tr>
<td>Begins to show motivation to engage in written expression</td>
<td>X. Art</td>
<td>40. Art</td>
</tr>
<tr>
<td>and appropriate knowledge of forms and functions of written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>composition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Intentionally uses scribbles/writing to convey meaning</td>
<td></td>
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</tr>
<tr>
<td>(e.g., signing artwork, captioning, labeling, creating</td>
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<tr>
<td>lists, making notes)</td>
<td></td>
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</tr>
<tr>
<td>MATHEMATICAL THINKING DOMAIN</td>
<td>COR Advantage Items</td>
<td>Key Development Indicators (KDI) — Preschool</td>
</tr>
<tr>
<td>--------------------------------</td>
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<td>-----------------------------------------</td>
</tr>
<tr>
<td><strong>A. NUMBER SENSE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subitizes (immediately recognizes without counting) up to five objects</td>
<td>S. Number and counting</td>
<td>31. Number words and symbols 32. Counting</td>
</tr>
<tr>
<td>Counts and identifies the number sequence &quot;1 to 31&quot;</td>
<td>S. Number and counting</td>
<td>31. Number words and symbols 32. Counting</td>
</tr>
<tr>
<td>Demonstrates one-to-one correspondence when counting objects placed in a row (one to 15 and beyond)</td>
<td>S. Number and counting</td>
<td>32. Counting</td>
</tr>
<tr>
<td>Identifies the last number spoken tells “how many” up to 10 (cardinality)</td>
<td>S. Number and counting</td>
<td>31. Number words and symbols 32. Counting</td>
</tr>
<tr>
<td>Constructs and counts sets of objects (one to 10 and beyond)</td>
<td>S. Number and counting</td>
<td>32. Counting 33. Part-whole relationships</td>
</tr>
<tr>
<td>Uses counting and matching strategies to find which is more, less than or equal to 10</td>
<td>S. Number and counting</td>
<td>32. Counting 33. Part-whole relationships 39. Data analysis</td>
</tr>
<tr>
<td>Florida Early Learning and Developmental Standards — 4 Years-Kindergarten</td>
<td>COR Advantage Items</td>
<td>Key Development Indicators (KDIs) — Preschool</td>
</tr>
<tr>
<td>---</td>
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</tr>
</tbody>
</table>
| 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 |
## 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)

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

- T. Geometry: Shapes and spatial awareness
- Z. Movement
- 35. Spatial awareness
- 42. Movement

Uses directions to move through space and find places in space

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

- 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

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

- U. Measurement
- 36. Measuring
- 37. Unit

Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects

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

- 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)

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

- W. Data analysis
- BB. Observing and classifying
- 39. Data analysis
- 46. Classifying

Represents, analyzes and discusses data (e.g. charts, graphs and tallies)

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

- W. Data analysis
- 39. Data analysis

Begins to predict the results of data collection

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

- 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

- Identifies each of the five senses and their relationship to each of the sense organs

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

- BB. Observing and classifying
- DD. Natural and physical world
- 18. Body awareness
<table>
<thead>
<tr>
<th>Florida Early Learning and Developmental Standards — 4 Years</th>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses senses to explore and understand their social and physical environment</td>
<td>BB. Observing and classifying&lt;br&gt;DD. Natural and physical world</td>
<td>45. Observing&lt;br&gt;47. Experimenting&lt;br&gt;51. Natural and physical world</td>
</tr>
<tr>
<td>- Begins to identify and make observations about what can be learned about the world using each of the five senses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses senses to explore and understand their social and physical environment</td>
<td>BB. Observing and classifying&lt;br&gt;DD. Natural and physical world</td>
<td>53. Diversity</td>
</tr>
<tr>
<td>- 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses tools in scientific inquiry</td>
<td>EE. Tools and technology</td>
<td>52. Tools and technology</td>
</tr>
<tr>
<td>- Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses understanding of causal relationships to act on social and physical environments</td>
<td>CC. Experimenting, predicting, and drawing conclusions</td>
<td>47. Experimenting&lt;br&gt;49. Predicting&lt;br&gt;49. Drawing conclusions</td>
</tr>
<tr>
<td>- Makes predictions and tests their predictions through experimentation and investigation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses understanding of causal relationships to act on social and physical environments</td>
<td>W. Data analysis</td>
<td>39. Data analysis&lt;br&gt;50. Communicating ideas</td>
</tr>
<tr>
<td>- Collects through drawing, writing, dictation and taking photographs and records data (e.g., using tables, charts, drawing, tallies and graphs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses understanding of causal relationships to act on social and physical environments</td>
<td>CC. Experimenting, predicting, and drawing conclusions</td>
<td>49. Drawing conclusions</td>
</tr>
<tr>
<td>- Begins to form conclusions and construct explanations (e.g., What do the results mean?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses understanding of causal relationships to act on social and physical environments</td>
<td>W. Data analysis&lt;br&gt;CC. Experimenting, predicting, and drawing conclusions</td>
<td>50. Communicating ideas</td>
</tr>
<tr>
<td>- Shares findings and outcomes of experiments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. LIFE SCIENCE**
**Florida Early Learning and Developmental Standards — 4 Years**

<table>
<thead>
<tr>
<th>Key Development Indicators (KDIs) — Preschool</th>
<th>COR Advantage Items</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge related to living things and their environments - 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)</td>
<td>DD. Natural and physical world</td>
<td>45. Observing 51. Natural and physical world</td>
</tr>
<tr>
<td>Demonstrates knowledge related to living things and their environments - Notices the similarities and differences among various living things</td>
<td>DD. Natural and physical world</td>
<td>45. Observing 46. Classifying 51. Natural and physical world</td>
</tr>
<tr>
<td>Demonstrates knowledge related to living things and their environments - Understands that all living things grow, change and go through life cycles</td>
<td>DD. Natural and physical world</td>
<td>45. Observing 51. Natural and physical world</td>
</tr>
<tr>
<td>Demonstrates knowledge related to living things and their environments - Begins to distinguish between living and non-living things</td>
<td>DD. Natural and physical world</td>
<td>45. Observing 51. Natural and physical world</td>
</tr>
<tr>
<td>Demonstrates knowledge related to living things and their environments - Observes that living things differ with regards to their needs and habitats</td>
<td>DD. Natural and physical world</td>
<td>45. Observing 51. Natural and physical world</td>
</tr>
<tr>
<td><strong>C. PHYSICAL SCIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge related to physical science - Discusses what makes objects move the way they do and how the movement can be controlled</td>
<td>CC. Experimenting, predicting, and drawing conclusions</td>
<td>47. Experimenting 49. Drawing conclusions 50. Communicating ideas</td>
</tr>
<tr>
<td>Demonstrates knowledge related to physical science - Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</td>
<td>CC. Experimenting, predicting, and drawing conclusions</td>
<td>47. Experimenting 48. Predicting 49. Drawing conclusions 50. Communicating ideas</td>
</tr>
<tr>
<td>Demonstrates knowledge related to physical science</td>
<td>BB. Observing and classifying</td>
<td>45. Observing</td>
</tr>
<tr>
<td>- Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</td>
<td>CC. Experimenting, predicting, and drawing conclusions</td>
<td>46. Classifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49. Drawing conclusions</td>
</tr>
<tr>
<td>Demonstrates knowledge related to physical science</td>
<td>BB. Observing and classifying</td>
<td>45. Observing</td>
</tr>
<tr>
<td>- Investigates and describes changing states of matter — liquid, solid and gas</td>
<td>CC. Experimenting, predicting, and drawing conclusions</td>
<td>46. Classifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47. Experimenting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48. Predicting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49. Drawing conclusions</td>
</tr>
<tr>
<td>Demonstrates knowledge related to physical science</td>
<td>BB. Observing and classifying</td>
<td>45. Observing</td>
</tr>
<tr>
<td>- Explores the relationship of objects to light (e.g., light and shadows)</td>
<td>CC. Experimenting, predicting, and drawing conclusions</td>
<td>46. Classifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>47. Experimenting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>48. Predicting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>49. Drawing conclusions</td>
</tr>
</tbody>
</table>

**D. EARTH AND SPACE SCIENCE**

| Demonstrates knowledge related to the dynamic properties of earth and sky | CC. Experimenting, predicting, and drawing conclusions | 46. Classifying |
| - Describes properties of water including changes in the states of water - liquid, solid and gas (e.g., buoyancy, movement, displacement and flow) | DD. Natural and physical world | 50. Communicating ideas |
| | | 51. Natural and physical world |
| Demonstrates knowledge related to the dynamic properties of earth and sky | CC. Experimenting, predicting, and drawing conclusions | 45. Observing |
| - 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) | DD. Natural and physical world | 46. Classifying |
| | | 47. Experimenting |
| | | 51. Natural and physical world |
### Florida Early Learning and Developmental Standards — 4 Years

<table>
<thead>
<tr>
<th>Key Development Indicators (KDIs) — Preschool</th>
<th>COR Advantage Items</th>
</tr>
</thead>
</table>
| Demonstrates knowledge related to the dynamic properties of earth and sky  
  - Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars | DD. Natural and physical world |
| Demonstrates knowledge related to the dynamic properties of earth and sky  
  - Compares the daytime and nighttime cycle | DD. Natural and physical world |
| Demonstrates knowledge related to the dynamic properties of earth and sky  
  - 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) | DD. Natural and physical world |

#### E. ENVIRONMENT

<table>
<thead>
<tr>
<th>Key Development Indicators (KDIs) — Preschool</th>
<th>COR Advantage Items</th>
</tr>
</thead>
</table>
| Demonstrates awareness of relationship to people, objects and living/non-living things in their environment  
  - Demonstrates how people use objects and natural resources in the environment | DD. Natural and physical world |
| Demonstrates awareness of relationship to people, objects and living/non-living things in their environment  
  - Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth) | DD. Natural and physical world |
| Demonstrates awareness of relationship to people, objects and living/non-living things in their environment  
  - Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom) | DD. Natural and physical world |

#### F. ENGINEERING AND TECHNOLOGY
<p>| Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures | B. Problem solving with materials EE. Tools and Technology | 4. Problem solving 5. Use of resources 52. Tools and technology |
| Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures | EE. Tools and technology | 52. Tools and technology |
| Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures | CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology | 4. Problem solving 5. Use of resources 52. Tools and technology |
| Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures | CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology | 47. Experimenting 48. Predicting 49. Drawing conclusions 52. Tools and technology |
| SOCIAL STUDIES DOMAIN | | |
| A. CULTURE | | |</p>
<table>
<thead>
<tr>
<th>Florida Early Learning and Developmental Standards — 4 Years-Kindergarten</th>
<th>COR Advantage Items</th>
<th>Key Development Indicators (KDIs) — Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands everyone belongs to a culture</td>
<td>FF. Knowledge of self and others</td>
<td>11. Community 53. Diversity 54. Community roles</td>
</tr>
<tr>
<td>Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music arts artifacts foods, architecture, and celebrations)</td>
<td>FF. Knowledge of self and others</td>
<td>7. Self-identity 11. Community 53. Diversity 54. Community roles</td>
</tr>
<tr>
<td><strong>B. INDIVIDUAL DEVELOPMENT AND IDENTITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies characteristics of self as an individual</td>
<td>FF. Knowledge of self and others</td>
<td>7. Self-identity 53. Diversity</td>
</tr>
<tr>
<td>Identifies the ways self is similar to and different from peers and others</td>
<td>FF. Knowledge of self and others</td>
<td>7. Self-identity 53. Diversity</td>
</tr>
<tr>
<td>Recognizes individual responsibility as a member of a group (e.g., classroom or family)</td>
<td>G. Community FF. Knowledge of self and others</td>
<td>7. Self-identity 11. Community 53. Diversity</td>
</tr>
<tr>
<td><strong>C. INDIVIDUALS AND GROUPS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains the role of groups within a community</td>
<td>FF. Knowledge of self and others</td>
<td>11. Community 54. Community roles</td>
</tr>
<tr>
<td>Florida Early Learning and Developmental Standards — 4 Years-Kindergarten</td>
<td>COR Advantage Items</td>
<td>Key Development Indicators (KDs) — Preschool</td>
</tr>
<tr>
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</tr>
<tr>
<td>Demonstrates awareness of group rules (e.g., family, classroom, school or community)</td>
<td>G. Community</td>
<td>11. Community</td>
</tr>
<tr>
<td>Exhibits leadership skills and roles (e.g., line leader and door holder)</td>
<td>G. Community</td>
<td>11. Community 55. Decision making</td>
</tr>
<tr>
<td><strong>D. SPACES, PLACES AND ENVIRONMENTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies the relationship of personal space to surroundings</td>
<td>GG. Geography</td>
<td>11. Community 56. Geography</td>
</tr>
<tr>
<td>Identifies differences and similarities between own environment and other locations</td>
<td>GG. Geography</td>
<td>56. Geography</td>
</tr>
<tr>
<td>Identifies difference and similarities of basic physical characteristics (e.g., landmarks or land features)</td>
<td>GG. Geography</td>
<td>56. Geography</td>
</tr>
<tr>
<td>Uses spatial words (e.g., far/close, over/under and up/down)</td>
<td>U. Measurement GG. Geography</td>
<td>35. Spatial awareness 56. Geography</td>
</tr>
<tr>
<td>Recognizes some geographic tools and resources (e.g., maps, globes or GPS)</td>
<td>EE. Tools and technology GG. Geography</td>
<td>5. Use of resources 52. Tools and technology 56. Geography</td>
</tr>
<tr>
<td>Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)</td>
<td>DD. Natural and physical world</td>
<td>58. Ecology</td>
</tr>
<tr>
<td><strong>E. TIME, CONTINUITY AND CHANGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies changes within a sequence of events to establish a sense of order and time</td>
<td>G. Community HH. History</td>
<td>57. History</td>
</tr>
<tr>
<td>Observes and recognizes changes that take place over time in the immediate environment</td>
<td>HH. History</td>
<td>57. History</td>
</tr>
<tr>
<td><strong>F. GOVERNANCE, CIVIC IDEALS AND PRACTICES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recognizes and follows rules and expectations in varying settings</td>
<td>G. Community</td>
<td>11. Group participation</td>
</tr>
<tr>
<td>Florida Early Learning and Developmental Standards — 4 Years-Kindergarten</td>
<td>COR Advantage Items</td>
<td>Key Development Indicators (KDIs) — Preschool</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>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)</td>
<td>G. Community</td>
<td>11. Group participation 15. Conflict resolution 55. Decision making</td>
</tr>
<tr>
<td><strong>G. ECONOMICS AND RESOURCES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Begins to recognize the difference between wants and needs</td>
<td>FF. Knowledge of self and others</td>
<td>5. Use of resources 7. Self-identity 55. Decision making</td>
</tr>
<tr>
<td>Begins to recognize that people work to earn money or to buy things that they need or want</td>
<td>FF. Knowledge of self and others</td>
<td>54. Community roles</td>
</tr>
<tr>
<td><strong>H. TECHNOLOGY AND OUR WORLD</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)</td>
<td>EE. Tools and technology</td>
<td>52. Tools and technology</td>
</tr>
<tr>
<td><strong>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A. SENSORY ART EXPERIENCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combines with intention a variety of open-ended, process-oriented and diverse art materials</td>
<td>X. Art</td>
<td>40. Art</td>
</tr>
<tr>
<td><strong>B. MUSIC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively participates in a variety of individual and group musical activities</td>
<td>Y. Music</td>
<td>41. Music</td>
</tr>
<tr>
<td>C. CREATIVE MOVEMENT</td>
<td></td>
<td></td>
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<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z. Movement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. IMAGINATIVE AND CREATIVE PLAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment</td>
</tr>
<tr>
<td>AA. Pretend play</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. APPRECIATION OF THE ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses appropriate art vocabulary to describe own art creations and those of others</td>
</tr>
<tr>
<td>X. Art</td>
</tr>
<tr>
<td>Compares own art to similar art forms</td>
</tr>
<tr>
<td>X. Art</td>
</tr>
<tr>
<td>Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past</td>
</tr>
<tr>
<td>X. Art</td>
</tr>
</tbody>
</table>