



THE HIGHSCOPE
curriculum

AND

COR *Advantage*[®]

Florida's Early Learning and
Developmental Standards Birth
to Kindergarten (2017)

ALIGNMENT



**Alignment of The HighScope Curriculum and COR Advantage
With
Florida's Early Learning and Development Standards Birth to Kindergarten (2017)**

This document aligns the content in the **Florida's Early Learning and Developmental Standards Birth to Kindergarten** with the learning objectives of the **HighScope Curriculum** for preschool and the developmental milestones of HighScope's child assessment tool, **COR Advantage**.

Based on more than 50 years of research on early childhood development, **The HighScope Preschool Curriculum** is built on 58 Key Developmental Indicators (KDIs). Each KDI identifies an important learning objective proven to pave the way for school and adult success. Uniquely designed to provide a rich academic foundation for children of diverse backgrounds and abilities, The HighScope Curriculum includes effective adult-child interaction strategies to help educators appropriately support and extend children's development and learning across each curriculum content area.

COR Advantage is an observation-based child assessment tool designed to measure children's growth and development from birth through kindergarten. Built on 36 developmental milestones that best prepare children for school success, COR Advantage is criterion-referenced, research-based, and proven valid and reliable through validation studies.

References

Florida's Early Learning and Development Standards Birth to Kindergarten (2017) content was retrieved on August 6, 2020 from <http://flbt5.floridaeearlylearning.com/docs/OEL-SR15BtoK.pdf>

HighScope Educational Research Foundation. (2013). *COR Advantage*. Ypsilanti, MI: HighScope Press.

HighScope Educational Research Foundation. (2018). *COR Advantage* [Computerized assessment system]. Online at <https://www.coradvantage.com>

HighScope Educational Research Foundation. (2012). *The HighScope Preschool Curriculum*. Ypsilanti, MI: HighScope Press.

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

PHYSICAL DEVELOPMENT DOMAIN		
A. HEALTH AND WELLBEING		
a. Active Physical Play		
Engages in physical activities with increasing balance, coordination, endurance, and intensity <ul style="list-style-type: none"> - Demonstrates beginning signs of balance, control and coordination 	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
b. Safety		
Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities	Not typically observed	Not typically observed
c. Personal Care Routines		
Begins to tell and follow basic safety guidelines and requirements	Not typically observed	Not typically observed
d. Feeding and Nutrition		
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"> - Shows interest in the process of being fed (e.g., holds bottle, uses lips to take food off the spoon, attempts to grab or reaches for spoon while being fed) 	K. Personal care and healthy behavior E. Building relationships with adults	3. Self-help

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

B. MOTOR DEVELOPMENT		
a. Gross Motor Development		
Demonstrates use of large muscles for movement, position, strength, and coordination <ul style="list-style-type: none"> - Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects) 	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
Demonstrates use of large muscles to move in the environment <ul style="list-style-type: none"> - Uses each new posture (e.g., rolling onto back, sitting) to learn new ways to explore the environment 	A. Initiative and planning I. Gross-motor skills	1. Initiative 12. Moving parts of the body 14. Moving with objects
b. Gross Motor Perception (Sensorimotor)		
Uses perceptual information to guide motions and interactions with objects and other people <ul style="list-style-type: none"> - Exhibits body awareness and starts to move intentionally 	I. Gross-motor skills J. Fine-motor skills	12. Moving parts of the body 13. Moving the whole body
c. Fine Motor Development		
Demonstrates increasing precision, strength, coordination, and efficiency when using hand muscles for play and functional tasks <ul style="list-style-type: none"> - Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy) 	J. Fine-motor skills	3. Self-help 12. Moving parts of the body 14. Moving with objects
Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision <ul style="list-style-type: none"> - Displays beginning signs of strength, control, and eye-hand coordination 	I. Gross-motor skills J. Fine-motor skills	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

APPROACHES TO LEARNING DOMAIN		
A. EAGERNESS AND CURIOSITY		
Shows awareness of and interest in the environment	A. Initiative and planning DD. Natural and physical world	1. Initiative 22. Exploring objects
B. PERSISTENCE		
Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes	A. Initiative and planning	1. Initiative 4. Distinguishing self and others 5. Attachment 22. Exploring objects
C. CREATIVITY AND INVENTIVENESS		
Notices and shows interest in and excitement about familiar objects, people and events	A. Initiative and planning	1. Initiative 4. Distinguishing self and others 5. Attachment 6. Relationships with adults 22. Exploring objects
D. PLANNING AND REFLECTION		
Not yet typically observed	Not yet typically observed	Not yet typically observed
SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. EMOTIONAL FUNCTIONING		
Expresses, identifies, and responds to a range of emotions <ul style="list-style-type: none"> - Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions 	E. Building relationships with adults M. Listening and comprehension	5. Attachment 6. Relationships with adults 8. Emotions 16. Listening and responding 17. Nonverbal communication

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Demonstrates appropriate affect (emotional response) between behavior and facial expression</p> <ul style="list-style-type: none"> - Shows recognition of familiar adults and imitates their facial expressions 	<p>E. Building relationships with adults AA. Pretend play</p>	<p>5. Attachment 6. Relationships with adults 36. Imitating and pretending</p>
B. MANAGING EMOTIONS		
<p>Demonstrates ability to self-regulate</p> <ul style="list-style-type: none"> - Uses preferred adult to help soothe 	<p>E. Building relationships with adults D. Emotions</p>	<p>5. Attachment 6. Relationships with adults 8. Emotions</p>
<p>Attends to sights, sounds, objects, people, and activities</p> <ul style="list-style-type: none"> - Attends to sights, sounds and people for brief and increasing periods of time 	<p>A. Initiative and planning</p>	<p>1. Initiative 22. Exploring objects</p>
C. BUILDING AND MAINTAINING RELATIONSHIPS WITH PEERS		
<p>Develops positive relationship with adults</p> <ul style="list-style-type: none"> - Experiences and develops secure relationship with a primary caregiver 	<p>E. Building relationships with adults</p>	<p>5. Attachment 6. Relationships with adults</p>
<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Notices peers by looking, touching or making sounds directed toward the child 	<p>F. Building relationships with other children</p>	<p>7. Relationships with peers 17. Nonverbal communication 18. Two-way communication 19. Speaking</p>
<p>Develops increasing ability to engage in social problem solving</p> <ul style="list-style-type: none"> - Signals when there is a problem to seek adult attention and support 	<p>B. Problem solving with materials E. Building relationships with adults</p>	<p>2. Problem solving 6. Relationships with adults 17. Nonverbal communication 19. Speaking</p>
<p>Exhibits empathy by demonstrating care and concern for others</p> <ul style="list-style-type: none"> - Cries when hearing other children cry 	<p>D. Emotions</p>	<p>9. Empathy</p>

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

D. SENSE OF IDENTITY AND BELONGING		
Develops sense of identity and belonging through play <ul style="list-style-type: none"> - Eagerly bids for attention of adults 	E. Building relationships with adults	4. Distinguishing self and others 5. Attachment 6. Relationships with adults 8. Emotions
Develops sense of identity and belong through exploration and persistence <ul style="list-style-type: none"> - Shows interest and inclination to explore without adult direction 	A. Initiative and planning	1. Initiative
Develops sense of identity and belonging through routines, rituals, and interactions <ul style="list-style-type: none"> - Begins to respond positively to familiar routines and rituals initiated by familiar adult 	G. Community	11. Group participation
Develops sense of self-awareness and independence <ul style="list-style-type: none"> - Signals preferences related to objects and people (e.g., preferring one pacifier over another) 	FF. Knowledge of self and others L. Speaking	4. Distinguishing self and others 17. Nonverbal communication 18. Two-way communication
Develops sense of self-awareness and independence <ul style="list-style-type: none"> - Begins to recognize own abilities and preference 	FF. Knowledge of self and others	4. Distinguishing self and others
LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		
Demonstrates understanding when listening <ul style="list-style-type: none"> - Begins to engage in multiple back-and-forth emerging communicative interactions with adults as a part of sensory, social and emotional experiences 	L. Speaking M. Listening and comprehension	16. Listening and responding 18. Two-way communication
Demonstrates understanding when listening <ul style="list-style-type: none"> - Responds to gestures of adults 	M. Listening and comprehension	16. Listening and responding 18. Two-way communication

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

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Indicators (KDIs) —
Infant-Toddler**

Demonstrates understanding when listening Responds to gestures that indicate understanding of what is being communicated	M. Listening and comprehension	16. Listening and responding 18. Two-way communication
Increases knowledge through listening <ul style="list-style-type: none"> - Reacts to environmental sounds and verbal communication 	L. Speaking M. Listening and comprehension Y. Music	16. Listening and responding 41. Sounds
Increases knowledge through listening <ul style="list-style-type: none"> - Turns head toward familiar sounds 	M. Listening and comprehension	16. Listening and responding 41. Sounds
Increases knowledge through listening <ul style="list-style-type: none"> - Responds to repeated words and phrases 	M. Listening and comprehension	16. Listening and responding
Follows directions <ul style="list-style-type: none"> - Responds in varied ways to the speakers voice (e.g., turning head, making eye contact) 	L. Speaking M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication
B. SPEAKING		
Speaks and is understood when speaking <ul style="list-style-type: none"> - Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs 	L. Speaking	17. Nonverbal communication 18. Two-way communication 19. Speaking
C. VOCABULARY		
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Begins to look at familiar people, objects or animals when they are named 	M. Listening and comprehension	16. Listening and responding
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Begins orienting to own name and enjoys playful word games like peek-a-boo 	M. Listening and comprehension	4. Distinguishing self and others 16. Listening and responding 21. Enjoying language

Florida Early Learning and Developmental Standards — Birth–8 Months

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds 	L. Speaking	<p>19. Speaking</p> <p>17. Nonverbal communication</p>
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss) 	<p>D. Emotions</p> <p>L. Speaking</p>	<p>8. Emotions</p> <p>19. Speaking</p> <p>18. Two-way communication</p>
D. SENTENCES AND STRUCTURE		
<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <ul style="list-style-type: none"> - Begins to play with speech sounds 	<p>L. Speaking</p> <p>Y. Music</p>	<p>19. Speaking</p> <p>41. Sounds</p> <p>42. Vocal pitch</p>
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Not typically observed 	Not typically observed	Not typically observed
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 verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication 	<p>L. Speaking</p> <p>M. Listening and Comprehension</p>	<p>16. Listening and responding</p> <p>17. Nonverbal communication</p> <p>18. Two-way communication</p> <p>19. Speaking</p>
<p>Asks questions, and responds to adults and peers in a variety of settings</p> <ul style="list-style-type: none"> - Responds to changes in tone of voice 	M. Listening and comprehension	<p>16. Listening and responding</p> <p>42. Vocal pitch</p>
<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues 	M. Listening and Comprehension	<p>16. Listening and responding</p> <p>17. Nonverbal communication</p>

Florida Early Learning and Developmental Standards — Birth–8 Months

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble) 	<p>L. Speaking M. Listening and Comprehension</p>	<p>16. Listening and responding 18. Two-way communication</p>
F. EMERGENT READING		
<p>Shows motivation for and appreciation of reading</p> <ul style="list-style-type: none"> - Shows enjoyment of the sounds and rhythms of language 	<p>N. Phonological awareness</p>	<p>21. Enjoying language 41. Sounds</p>
<p>Shows age-appropriate phonological awareness</p> <ul style="list-style-type: none"> - Not typically observed 	<p>Not typically observed</p>	<p>Not typically observed</p>
<p>Shows alphabetic and print knowledge</p> <ul style="list-style-type: none"> - Not typically observed 	<p>Not typically observed</p>	<p>Not typically observed</p>
<p>Demonstrates comprehension of books read aloud</p> <ul style="list-style-type: none"> - Responds to adult reading a book 	<p>P. Reading Q. Book enjoyment and knowledge</p>	<p>16. Listening and responding 20. Exploring print 21. Enjoying language 38. Identifying visual images</p>
G. EMERGENT WRITING		
<p>Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p>	<p>Not typically observed</p>	<p>Not typically observed</p>
MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
<p>Attends to objects in play, such as reaching or looking for more than one object</p>	<p>S. Number and counting V. Patterns</p>	<p>22. Exploring objects 24. Exploring same and different 25. Exploring more 27. Number</p>

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Standards — Birth–8 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Observes songs and finger plays that involve numbers and quantity	S. Number and counting	21. Enjoying language 25. Exploring more 26. One-to one correspondence 27. Number
B. NUMBER AND OPERATIONS		
Explores objects in hands	S. Number and counting W. Data analysis	22. Exploring objects 24. Exploring same and different
C. PATTERNS		
Explores objects with different characteristics	U. Measurement BB. Observing and classifying	22. Exploring objects 23. Object permanence 24. Exploring same and different 24. Exploring same and different 31. Seeing from different viewpoints
D. GEOMETRY		
Begins to notice shapes in the environment	T. Geometry: Shapes and spatial awareness	22. Exploring objects 24. Exploring same and different 25. Exploring more
E. SPATIAL RELATIONS		

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

COR Advantage Items

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Infant-Toddler**

Explores the properties of objects and watches how they move	T. Geometry: Shapes and spatial awareness	22. Exploring objects 23. Object permanence 28. Locating objects 31. Seeing from different viewpoints
F. MEASUREMENT AND DATA		
Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys)	V. Patterns	4. Distinguishing self and others 14. Moving with objects 15. Steady beat 22. Exploring objects 29. Filling and emptying 35. Cause and effect
F. MEASUREMENT AND DATA		
Explores objects in various ways	U. Measurement	22. Exploring objects 23. Object permanence 24. Exploring same and different 26. One-to-one correspondence 29. Filling and emptying 30. Seeing from different viewpoints 32. Anticipating events 34. Speed 35. Cause and effect
SCIENTIFIC INQUIRY DOMAIN		
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY		

**Florida Early Learning and Developmental
Standards — Birth–8 Months**

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**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Uses senses to explore and understand their social and physical environment</p> <ul style="list-style-type: none"> - Responds to information received through the senses 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>22. Exploring objects</p>
<p>Uses senses to explore and understand their social and physical environment</p> <ul style="list-style-type: none"> - Begins to use senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking, dropping) 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>22. Exploring objects</p>
<p>Uses tools in scientific inquiry</p> <ul style="list-style-type: none"> - Responds to people and objects in simple ways 	<p>DD. Natural and physical world EE. Tools and technology</p>	<p>22. Exploring objects 16. Listening and responding</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Begins to explore/notice cause and effect (e.g., crying to get needs met) 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>35. Cause and effect</p>
B. LIFE SCIENCE		
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Shows curiosity about own body structure (e.g., two legs, fingers for grasping) 	<p>FF. Knowledge of self and others</p>	<p>4. Distinguishing self and others 12. Moving parts of body 13. Moving the whole body 14. Moving with objects 22. Exploring objects 28. Locating objects</p>
C. PHYSICAL SCIENCE		
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Displays interest in movement of objects 	<p>BB. Observing and classifying</p>	<p>34. Speed 35. Cause and effect</p>
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Recognizes when a moving object has stopped (e.g., mobile) 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>34. Speed</p>

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Infant-Toddler**

Demonstrates knowledge related to physical science - Uses senses to gain knowledge about objects	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects
Demonstrates knowledge related to physical science - Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 24. Exploring same and different
D. EARTH AND SPACE SCIENCE		
Demonstrates knowledge related to the dynamic properties of earth and sky - Touches water (e.g., plastic cups, sponge and wet washcloth)	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 29. Filling and emptying
Demonstrates knowledge related to the dynamic properties of earth and sky - Touches sand, soil and mud	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 29. Filling and emptying
Demonstrates knowledge related to the dynamic properties of earth and sky - Begins to exhibit curiosity about objects in the sky and environment	DD. Natural and physical world	22. Exploring objects 33. Time intervals
Demonstrates knowledge related to the dynamic properties of earth and sky - Responds to changes in temperature and weather (e.g., cries when too warm or too cold)	DD. Natural and physical world	33. Time intervals
E. ENVIRONMENT		

Florida Early Learning and Developmental Standards — Birth–8 Months

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

Demonstrates awareness of relationship to people, objects and living/non-living things in their environment <ul style="list-style-type: none"> - Recognizes familiar people and objects in the immediate environment 	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others DD. Natural and physical world	22. Exploring objects 31. Seeing from different viewpoints
F. ENGINEERING AND TECHNOLOGY		
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures <ul style="list-style-type: none"> - Not typically observed 	Not typically observed	Not typically observed
SOCIAL STUDIES DOMAIN		
A. CULTURE		
Experiences own family practices (traditions, celebrations, songs, food or language)	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
Begins to explore characteristics of self (eyes, nose and hair)	FF. Knowledge of self and others	4. Distinguishing self and others
C. INDIVIDUALS AND GROUPS		
Begins to recognize family members	FF. Knowledge of self and others	4. Distinguishing self and others 5. Attachment 6. Relationships with adults
D. SPACES, PLACES AND ENVIRONMENTS		
Responds to people and objects	DD. Natural and physical world GG. Geography	22. Exploring objects 28. Locating objects

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Infant-Toddler**

E. TIME, CONTINUITY AND CHANGE		
Begins to respond to schedules	HH. History G. Community	11. Group participation 33. Time intervals
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
Responds to people and objects	G. Community	16. Listening and responding
Uses senses to solve problems	B. Problem solving with materials	2. Problem solving
Recognizes familiar people and objects	G. Community	4. Distinguishing self and others 5. Attachment 6. Relationships with adults 7. Relationships with peers
G. ECONOMICS AND RESOURCES		
Begins to actively seek out responses	B. Problem solving with materials L. Speaking	1. Initiative 2. Problem solving
H. TECHNOLOGY AND OUR WORLD		
Responds to people and objects	F. Building relationships with other children E. Building relationships with adults EE. Tools and technology	4. Distinguishing self and others 6. Relationships with adults 7. Relationships with peers 22. Exploring objects
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		

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Infant-Toddler**

CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
Begins to experience the sensory qualities of a wide variety of open- ended, diverse and process-oriented sensory materials	X. Art	36. Imitating and pretending 37. Exploring art materials
B. MUSIC		
Responds to music in a variety of ways	Y. Music	39. Listening to music 40. Responding to music 41. Sounds 42. Vocal pitch
C. CREATIVE MOVEMENT		
Uses movement to show increasing body awareness in response to own environment	Z. Movement	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects 15. Steady beat 36. Imitating and pretending
D. IMAGINATIVE AND CREATIVE PLAY		
Imitates familiar experiences in own life	AA. Pretend play	36. Imitating and pretending 38. Identifying visual images
E. APPRECIATION OF THE ARTS		
Responds spontaneously to different forms of art in the environment	X. Art Y. Music Z. Movement AA. Pretend play	36. Imitating and pretending 37. Exploring art materials 38. Identifying visual images 39. Listening to music 40. Responding to music

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

PHYSICAL DEVELOPMENT DOMAIN		
A. HEALTH AND WELLBEING		
a. Active Physical Play		
Engages in physical activities with increasing balance, coordination, endurance, and intensity <ul style="list-style-type: none"> - Uses movement and senses to explore and learn 	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
b. Safety		
Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities	Not typically observed	Not typically observed
c. Personal Care Routines		
Begins to tell and follow basic safety guidelines and requirements <ul style="list-style-type: none"> - Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child's face) 	K. Personal care and healthy behavior	3. Self-help
d. Feeding and Nutrition		
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"> - Feeds self some finger food items (feeds self small pieces of food from tray) 	K. Personal care and healthy behavior	3. Self-help
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"> - Shows interest in new foods that are offered 	A. Initiative and planning K. Personal care and healthy behavior	1. Initiative 3. Self-help

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices - Shows preference for food choices	A. Initiative and planning K. Personal care and healthy behavior	3. Self-help
Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices - Explores food with fingers	K. Personal care and healthy behavior	3. Self-help
B. MOTOR DEVELOPMENT		
<i>a. Gross Motor Development</i>		
Demonstrates use of large muscles for movement, position, strength, and coordination - Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces	I. Gross-motor skills	12. Moving parts of the body 13. Moving the whole body
Demonstrates use of large muscles to move in the environment - Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)	A. Initiative and planning B. Problem solving with materials I. Gross-motor skills	1. Initiative 2. Problem solving 12. Moving parts of the body 13. Moving the whole body 14. Moving with objects 28. Locating objects 31. Seeing from different viewpoints
<i>b. Gross Motor Perception (Sensorimotor)</i>		
Uses perceptual information to guide motions and interactions with objects and other people - Begins to act and move with intention and purpose	A. Initiative and planning I. Gross-motor skills J. Fine-motor skills	1. Initiative 12. Moving parts of the body 13. Moving the whole body

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

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Infant-Toddler**

<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Begins to discover how the body fits and moves through space 	<p>A. Initiative and planning B. Problem solving with materials I. Gross-motor skills J. Fine-motor skills</p>	<p>2. Problem solving 12. Moving parts of the body 13. Moving the whole body</p>
c. Fine Motor Development		
<p>Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p> <ul style="list-style-type: none"> - Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy) 	<p>J. Fine-motor skills</p>	<p>3. Self-help 12. Moving parts of the body</p>
<p>Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</p> <ul style="list-style-type: none"> - Coordinates the use of arms, hands, fingers to accomplish tasks 	<p>I. Gross-motor skills J. Fine-motor skills</p>	<p>12. Moving parts of the body 13. Moving the whole body 14. Moving with objects</p>
APPROACHES TO LEARNING DOMAIN		
A. EAGERNESS AND CURIOSITY		
<p>Begins to show eagerness and curiosity as a learner</p>	<p>A. Initiative and planning</p>	<p>1. Initiative 22. Exploring objects</p>
B. PERSISTENCE		
<p>Pays attention briefly and persists in repetitive tasks</p>	<p>A. Initiative and planning</p>	<p>1. Initiative 22. Exploring objects</p>
C. CREATIVITY AND INVENTIVENESS		
<p>Approaches and explores new experiences in familiar settings</p>	<p>A. Initiative and planning</p>	<p>1. Initiative 22. Exploring objects</p>

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

D. PLANNING AND REFLECTION		
Not yet typically observed	Not yet typically observed	Not yet typically observed
SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. EMOTIONAL FUNCTIONING		
Expresses, identifies and responds to a range of emotions <ul style="list-style-type: none"> - Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults 	E. Building relationships with adults M. Listening and comprehension	5. Attachment 6. Relationships with adults 8. Emotions
Demonstrates appropriate affect (emotional response) between behavior and facial expression <ul style="list-style-type: none"> - Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation 	D. Emotions	8. Emotions 17. Nonverbal communication
B. MANAGING EMOTIONS		
Demonstrates ability to self-regulate <ul style="list-style-type: none"> - Soothes with preferred adult during distress to help calm self 	D. Emotions E. Building relationships with adults	5. Attachment 8. Emotions
Attends to sights, sounds, objects, people and activities <ul style="list-style-type: none"> - Exhibits joint attention 	A. Initiative and planning	1. Initiative 22. Exploring objects
C. BUILDING AND MAINTAINING POSITIVE RELATIONSHIPS WITH PEERS		
Develops positive relationships with adults <ul style="list-style-type: none"> - Develops secure and responsive relationships with consistent adults 	E. Building relationships with adults	5. Attachment 6. Relationships with adults

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Shows interest in peers who are playing nearby and interacts with them briefly 	F. Building relationships with other children	<p>7. Relationships with peers</p> <p>10. Playing with others</p> <p>11. Group participation</p>
<p>Develops increasing ability to engage in social problem solving</p> <ul style="list-style-type: none"> - Demonstrates emotional expressions to signal for adult assistance 	<p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p>	<p>5. Attachment</p> <p>8. Emotions</p> <p>17. Nonverbal communication</p>
<p>Exhibits empathy by demonstrating care and concern for others</p> <ul style="list-style-type: none"> - Notices the emotions of others and responds in a manner that shows understanding of that emotion (e.g., smiles when another child is happy, looks concerned when a child is sad) 	D. Emotions	9. Empathy
D. SENSE OF IDENTITY AND BELONGING		
<p>Develops sense of identity and belonging through play</p> <ul style="list-style-type: none"> - Expectantly bids for attention from adults and other children 	<p>E. Building relationships with adults</p> <p>F. Building relationships with other children</p>	<p>5. Attachment</p> <p>6. Relationships with adults</p> <p>7. Relationships with peers</p> <p>17. Nonverbal communication</p>
<p>Develops sense of identity and belong through exploration and persistence</p> <ul style="list-style-type: none"> - Explores for extended periods and delights in discoveries 	A. Initiative and planning	<p>1. Initiative</p> <p>8. Emotions</p> <p>22. Exploring objects</p>
<p>Develops sense of identity and belonging through routines, rituals, and interactions</p> <ul style="list-style-type: none"> - Responds positively to and expects patterned routines, rituals and interactions initiated by an adult 	G. Community	11. Group participation
<p>Develops sense of self-awareness and independence</p> <ul style="list-style-type: none"> - Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and individuation 	<p>L. Speaking</p> <p>M. Listening and comprehension</p>	<p>16. Listening and responding</p> <p>17. Nonverbal communication</p> <p>18. Two-way communication</p> <p>19. Speaking</p>

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Develops sense of self-awareness and independence - Recognizes own abilities and preferences	FF. Knowledge of self and others	4. Distinguishing self and others
Develops sense of self-awareness and independence - Responds to name when called	FF. Knowledge of self and others M. Listening and comprehension	4. Distinguishing self and others
LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		
Demonstrates understanding when listening - Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)	L. Speaking M. Listening and comprehension	16. Listening and responding 18. Two-way communication
Demonstrates understanding when listening - Uses gestures to direct adult attention	L. Speaking	17. Nonverbal communication
Demonstrates understanding when listening - Responds to adult's request using gestures or simple words showing an understanding of what is being said	M. Listening and comprehension	16. Listening and responding 18. Two-way communication
Increases knowledge through listening - Responds to vocalizations during daily routines	L. Speaking M. Listening and comprehension Y. Music	16. Listening and responding 40. Responding to music
Increases knowledge through listening - Responds by turning and smiling when name is spoken	M. Listening and comprehension	4. Distinguishing self from others 16. Listening and responding
Increases knowledge through listening - Begins to responds to adult questions	M. Listening and comprehension	16. Listening and responding 18. Two-way communication
Follows directions - Focuses attention on speaker when asked to do something	M. Listening and comprehension	16. Listening and responding

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

B. SPEAKING		
Speaks and is understood when speaking <ul style="list-style-type: none"> - Increases vocalizations 	L. Speaking	19. Speaking 42. Vocal pitch
C. VOCABULARY		
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Looks intently at or points at person or object that has been named with the goal of establishing joint attention 	M. Listening and comprehension	16. Listening and responding 28. Locating objects
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Responds to specific words and gestures and understands words for common items (typically understands up to 50 words) 	M. Listening and comprehension	16. Listening and responding
Uses increased vocabulary to describe objects, actions and events (expressive) <ul style="list-style-type: none"> - Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words) 	L. Speaking	16. Listening and responding 19. Speaking
Uses increased vocabulary to describe objects, actions and events (expressive) <ul style="list-style-type: none"> - Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words) 	L. Speaking	17. Nonverbal communication 19. Speaking 18. Two-way communication
D. SENTENCES AND STRUCTURE		
Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences <ul style="list-style-type: none"> - Produces utterances of one, occasionally two, units of meaning in length 	L. Speaking	19. Speaking
Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences Produces words of which approximately half are nouns	L. Speaking	19. Speaking

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Produces utterances of one to two words that communicate labeling of objects and sometimes actions 	L. Speaking	19. Speaking
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, asking and responding to simple questions through gestures (e.g., pointing, waving), signs (e.g., “more,” “milk,” “all done”) and single words 	L. Speaking M. Listening and Comprehension	16. Listening and responding 17. Nonverbal communication 18. Two-way communication 19. Speaking
<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 simple questions using gestures, signs, vocalizations and single words 	L. Speaking M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication 18. Two-way communication 19. Speaking
<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues 	M. Listening and Comprehension	16. Listening and responding 17. Nonverbal communication 18. Two-way communication
<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word) 	L. Speaking M. Listening and Comprehension	16. Listening and responding 18. Two-way communication 19. Speaking
F. EMERGENT READING		
<p>Shows motivation for and appreciation of reading</p> <ul style="list-style-type: none"> - Begins to show interest in print and books 	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language 38. Identifying visual images

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Shows motivation for and appreciation of reading <ul style="list-style-type: none"> Begins to learn that pictures represent real objects, events and ideas (stories) 	P. Reading	20. Exploring print 21. Enjoying language 38. Identifying visual images
Shows age-appropriate phonological awareness <ul style="list-style-type: none"> Not typically observed 	Not typically observed	Not typically observed
Shows alphabetic and print knowledge <ul style="list-style-type: none"> Not typically observed 	Not typically observed	Not typically observed
Demonstrates comprehension of books read aloud <ul style="list-style-type: none"> Interacts with an adult reading a book 	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print 21. Enjoying language 38. Identifying visual images
G. EMERGENT WRITING		
Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition <ul style="list-style-type: none"> Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk) 	R. Writing X. Art	37. Exploring art materials
MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
Attends to quantities when interacting with objects	S. Number and counting V. Patterns	25. Exploring more 26. One-to-one correspondence 27. Number 29. Filling and emptying 30. Taking apart and putting together

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Communicates using gestures and/or basic words to refer to change in the amount of objects such as asking for “more” or “saying all gone”	S. Number and counting	25. Exploring more 27. Number
B. NUMBER AND OPERATIONS		
Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)	S. Number and counting W. Data analysis	22. Exploring objects 23. Object permanence 24. Exploring same and different 25. Exploring more 26. One-to-one correspondence 27. Number 31. Seeing from different viewpoints
C. PATTERNS		
Matches objects that have a singular attribute (e.g., color, shape, size)	U. Measurement BB. Observing and classifying	24. Exploring same and different
Explores two objects by making direct comparisons	U. Measurement BB. Observing and classifying	24. Exploring same and different
D. GEOMETRY		
Notices shapes in the environment	T. Geometry: Shapes and spatial awareness	22. Exploring objects 24. Exploring same and different

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

E. SPATIAL RELATIONS		
Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under)	T. Geometry: Shapes and spatial awareness Z. Movement	13. Moving the whole body 14. Moving with objects 16. Listening and responding 28. Locating objects 40. Responding to music
Explores objects with different shapes	T. Geometry: Shapes and spatial awareness	22. Exploring objects 24. Exploring same and different
F. MEASUREMENT AND DATA		
Explores and shows awareness of the size and weight of object with adult assistance	U. Measurement	22. Exploring objects 24. Exploring same and different
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"> Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping) 	BB. Observing and classifying DD. Natural and physical world	22. Exploring objects
Uses tools in scientific inquiry <ul style="list-style-type: none"> Responds in varied ways to people and objects and manipulates objects in a purposeful way (e.g., uses a toy to make sounds on a xylophone) 	DD. Natural and physical world EE. Tools and technology	22. Exploring objects
Uses understanding of causal relationships to act on social and physical environments <ul style="list-style-type: none"> Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water) 	CC. Experimenting, predicting, and drawing conclusions	35. Cause and effect

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

B. LIFE SCIENCE		
Demonstrates knowledge related to living things and their environments <ul style="list-style-type: none"> - Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos) 	DD. Natural and physical world	22. Exploring objects 24. Exploring same and different
C. PHYSICAL SCIENCE		
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Demonstrates ability to move objects 	CC. Experimenting, predicting, and drawing conclusions	34. Speed 35. Cause and effect
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Begins to observe that objects move at different speeds (e.g., wind-up toys, swings) 	CC. Experimenting, predicting, and drawing conclusions W. Data analysis	34. Speed
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling) 	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub) 	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 24. Exploring same and different
D. EARTH AND SPACE SCIENCE		
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Explores water (e.g., plastic cups or containers in the bathtub) 	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 29. Filling and emptying
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Explores sand, soil and mud 	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 29. Filling and emptying

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Begins to observe the sun, clouds and transition from day to night 	DD. Natural and physical world	22. Exploring objects 33. Time intervals
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Begins to identify day and night 	DD. Natural and physical world	33. Time intervals
E. ENVIRONMENT		
Demonstrates awareness of relationship to people, objects and living/non-living things in their environment <ul style="list-style-type: none"> - Begins to identify familiar people and objects in the environment 	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others DD. Natural and physical world	31. Seeing from different viewpoints
F. ENGINEERING AND TECHNOLOGY		
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures <ul style="list-style-type: none"> - Attempts to use objects as tools 	EE. Tools and technology	22. Exploring objects 31. Seeing from different viewpoints 35. Cause and effect
SOCIAL STUDIES DOMAIN		
A. CULTURE		
Begins to participate in own family practices (traditions, celebrations, songs, food or language)	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
Begins to recognize characteristics of self (eyes, nose and hair)	FF. Knowledge of self and others	4. Distinguishing self and others

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Begins to recognize ability to impact surroundings	FF. Knowledge of self and others	4. Distinguishing self and others 35. Cause and effect
C. INDIVIDUALS AND GROUPS		
Identifies family members	FF. Knowledge of self and others	4. Distinguishing self and others 5. Attachment 6. Relationships with adults
D. SPACES, PLACES AND ENVIRONMENTS		
Responds in varied ways to people and objects	DD. Natural and physical world GG. Geography	22. Exploring objects 28. Locating objects
E. TIME, CONTINUITY AND CHANGE		
Responds to schedules	G. Community HH. History	33. Time intervals
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
Responds to simple requests	G. Community	16. Listening and responding
Begins to recognize cause and effect of actions	B. Problem solving with materials	35. Cause and effect
Responds in varied ways to people and objects	G. Community	11. Group participation 16. Listening and responding 31. Seeing from different viewpoints

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

G. ECONOMICS AND RESOURCES		
Begins to communicate wants and needs	B. Problem solving with materials L. Speaking	2. Problem solving 17. Nonverbal communication 18. Two-way communication
H. TECHNOLOGY AND OUR WORLD		
Responds in varied ways to people and objects	F. Building relationships with other children E. Building relationships with adults EE. Tools and technology	4. Distinguishing self and others 6. Relationships with adults 7. Relationships with peers 16. Listening and responding 17. Nonverbal communication 22. Exploring objects 35. Cause and effect 36. Imitating and pretending 38. Identifying visual images 40. Responding to music
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience	X. Art	37. Exploring art materials
B. MUSIC		
Begins to discover and engage in creative music experiences	Y. Music	36. Imitating and pretending 39. Listening to music 40. Responding to music 41. Sounds 42. Vocal pitch

**Florida Early Learning and Developmental
Standards — 8–18 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

C. CREATIVE MOVEMENT		
Begins to use movement to express feelings and/or communicate an idea	Z. Movement	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects 40. Responding to music
Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues	Z. Movement	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects 15. Steady beat 21. Enjoying language 40. Responding to music
D. IMAGINATIVE AND CREATIVE PLAY		
Imitates and initiates familiar experiences in own life using a variety of objects in the environment	AA. Pretend play	1. Initiative 13. Moving the whole body 14. Moving with objects 22. Exploring objects 36. Imitating and pretending
E. APPRECIATION OF THE ARTS		
Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)	X. Art Y. Music Z. Movement AA. Pretend play	1. Initiative 36. Imitating and pretending 37. Exploring art materials 38. Identifying visual images 39. Listening to music 40. Responding to music 41. Sounds 42. Vocal pitch

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

PHYSICAL DEVELOPMENT DOMAIN		
A. HEALTH AND WELLBEING		
a. Active Physical Play		
Engages in physical activities with increasing balance, coordination, endurance, and intensity <ul style="list-style-type: none"> Engages in brief instances of physical play (e.g., pushes wheeled toy for short distance, puts toys in wagon and pulls wagon around the room) 	I. Gross-motor skills	1. Initiative 12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
b. Safety		
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"> Follows adult's guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult's hand when crossing street) 	G. Community K. Personal care and healthy behavior	6. Relationship with adults 11. Group participation
c. Personal Care Routines		
Begins to tell and follow basic safety guidelines and requirements <ul style="list-style-type: none"> Actively participates in simple steps of hygiene routines with adult 	K. Personal care and healthy behavior	3. Self-help
d. Feeding and Nutrition		
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"> Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help 	K. Personal care and healthy behavior	1. Initiative 3. Self-help

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<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"> - Shows willingness to try new foods when offered on multiple occasions 	<p>A. Initiative and planning K. Personal care and healthy behavior</p>	<p>1. Initiative 3. Self-help</p>
<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"> - Sometimes makes choices about which foods to eat when offered several choices 	<p>A. Initiative and planning K. Personal care and healthy behavior</p>	<p>1. Initiative 3. Self-help</p>
<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"> - Distinguishes between food and non-food items 	<p>BB. Observing and classifying</p>	<p>24. Exploring same and different</p>
B. MOTOR DEVELOPMENT		
a. Gross Motor Development		
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping 	<p>I. Gross-motor skills</p>	<p>12. Moving parts of the body 13. Moving the whole body</p>
<p>Demonstrates use of large muscles to move in the environment</p> <ul style="list-style-type: none"> - Uses complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play 	<p>A. Initiative and planning I. Gross-motor skills</p>	<p>12. Moving parts of the body 13. Moving the whole body</p>
b. Gross Motor Perception (Sensorimotor)		
<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 intention and purpose 	<p>A. Initiative and planning I. Gross-motor skills J. Fine-motor skills Z. Movement</p>	<p>1. Initiative 12. Moving parts of the body 13. Moving the whole body</p>

**Florida Early Learning and Developmental
Standards — 18-24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Begins to demonstrate awareness of own body in space 	<p>I. Gross-motor skills J. Fine-motor skills</p>	<p>12. Moving parts of the body 13. Moving the whole body</p>
<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Begins to coordinate perceptual information and motor actions to participate and play in daily routines (e.g., singing songs with hand motions or rolling ball) 	<p>G. Community I. Gross-motor skills J. Fine-motor skills Z. Movement</p>	<p>12. Moving parts of the body 13. Moving the whole body 14. Moving with objects</p>
c. Fine Motor Development		
<p>Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p> <ul style="list-style-type: none"> - Gains control of hands and fingers 	<p>J. Fine-motor skills</p>	<p>3. Self-help 12. Moving parts of the body</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 hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, putting objects into shape sorter, putting blocks into defined space, tearing paper) 	<p>A. Initiative and planning B. Problem solving with materials I. Gross-motor skills J. Fine-motor skills</p>	<p>1. Initiative 11. Group participation 12. Moving parts of the body 13. Moving the whole body 22. Exploring objects</p>
APPROACHES TO LEARNING DOMAIN		
A. EAGERNESS AND CURIOSITY		
<p>Shows eagerness and curiosity as a learner</p>	<p>A. Initiative and planning</p>	<p>1. Initiative 22. Exploring objects</p>
B. PERSISTENCE		
<p>Pays attention for longer periods of time and persists at preferred activities</p>	<p>A. Initiative and planning</p>	<p>1. Initiative 22. Exploring objects</p>
C. CREATIVITY AND INVENTIVENESS		

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Explores the various new properties and uses for familiar objects and experiences	A. Initiative and planning	1. Initiative 22. Exploring objects
D. PLANNING AND REFLECTION		
Not yet typically observed	Not yet typically observed	Not yet typically observed
SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. EMOTIONAL FUNCTIONING		
Expresses, identifies and responds to a range of emotions <ul style="list-style-type: none"> Begins to physically respond to the feelings of others 	D. Emotions E. Building relationships with adults F. Building relationships with other children	8. Emotions 9. Empathy 17. Nonverbal communication
Demonstrates appropriate affect (emotional response) between behavior and facial expression <ul style="list-style-type: none"> Begins to put words to emotions in interactions with others 	D. Emotions E. Building relationships with adults F. Building relationships with other children	9. Empathy 19. Speaking
B. MANAGING EMOTIONS		
Demonstrates ability to self-regulate <ul style="list-style-type: none"> Looks to adults to soothe and may use a transitional object during times of distress 	D. Emotions E. Building relationships with adults	5. Attachment 6. Relationships with adults 8. Emotions
Attends to sights, sounds, objects, people and activities <ul style="list-style-type: none"> Maintains focus for longer periods of time and persists at preferred activities 	A. Initiative and planning	1. Initiative
C. BUILDING AND MAINTAINING POSITIVE RELATIONSHIPS WITH PEERS		
Develops positive relationships with adults <ul style="list-style-type: none"> Enjoys games and other social exchanges with familiar adults 	E. Building relationships with adults	5. Attachment 6. Relationships with adults 21. Enjoying language

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Plays alongside peers and engages in simple turn-taking 	F. Building relationships with other children	<p>7. Relationships with peers</p> <p>10. Playing with others</p> <p>11. Group participation</p>
<p>Develops increasing ability to engage in social problem solving</p> <ul style="list-style-type: none"> - May imitate others in resolving problems using simple actions 	<p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p>	<p>2. Problem solving</p> <p>6. Relationships with adults</p> <p>36. Imitating and pretending</p>
<p>Exhibits empathy by demonstrating care and concern for others</p> <ul style="list-style-type: none"> - Notices the emotions of others and engages in an intentional action in response 	D. Emotions	9. Empathy
D. SENSE OF IDENTITY AND BELONGING		
<p>Develops sense of identity and belonging through play</p> <ul style="list-style-type: none"> - Seeks out preferred companions and eagerly engages in parallel play with others 	F. Building relationships with other children	<p>7. Relationships with peers</p> <p>10. Playing with others</p> <p>11. Group participation</p>
<p>Develops sense of identity and belong through exploration and persistence</p> <ul style="list-style-type: none"> - Capable of sustained independent play at activities the child enjoys 	A. Initiative and planning	1. Initiative
<p>Develops sense of identity and belonging through routines, rituals, and interactions</p> <ul style="list-style-type: none"> - Begins to initiate and participate in some familiar routines and rituals 	G. Community	11. Group participation
<p>Develops sense of self-awareness and independence</p> <ul style="list-style-type: none"> - Initiates independent problem-solving efforts but appropriately asks for support from adults when needed 	<p>B. Problem solving with materials</p> <p>L. Speaking</p>	<p>2. Problem solving</p> <p>18. Two-way communication</p>
<p>Develops sense of self-awareness and independence</p> <ul style="list-style-type: none"> - Begins to verbally or non-verbally communicate own preferences 	L. Speaking	<p>4. Distinguishing self and others</p> <p>17. Nonverbal communication</p> <p>18. Two-way communication</p> <p>19. Speaking</p>

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Develops sense of self-awareness and independence</p> <ul style="list-style-type: none"> - Begins to recognize obvious physical similarities and differences between self and others 	FF. Knowledge of self and others	<p>4. Distinguishing self and others</p> <p>31. Seeing from different viewpoints</p>
LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		
<p>Demonstrates understanding when listening</p> <ul style="list-style-type: none"> - Engages in multiple back-and-forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information 	<p>L. Speaking</p> <p>M. Listening and comprehension</p>	<p>16. Listening and responding</p> <p>18. Two-way communication</p>
<p>Demonstrates understanding when listening</p> <ul style="list-style-type: none"> - Responds appropriately to simple requests 	<p>L. Speaking</p> <p>M. Listening and comprehension</p>	<p>16. Listening and responding</p> <p>18. Two-way communication</p>
<p>Demonstrates understanding when listening</p> <ul style="list-style-type: none"> - Uses nonverbal gestures to respond to adult's language and oral reading 	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>	<p>16. Listening and responding</p> <p>17. Nonverbal communication</p> <p>21. Enjoying language</p>
<p>Increases knowledge through listening</p> <ul style="list-style-type: none"> - Responds verbally and nonverbally to spoken language 	<p>L. Speaking</p> <p>M. Listening and comprehension</p>	<p>16. Listening and responding</p> <p>18. Two-way communication</p>
<p>Increases knowledge through listening</p> <ul style="list-style-type: none"> - Begins to participate in simple conversations 	<p>L. Speaking</p> <p>M. Listening and comprehension</p>	<p>16. Listening and responding</p> <p>18. Two-way communication</p> <p>19. Speaking</p>
<p>Increases knowledge through listening</p> <ul style="list-style-type: none"> - Responds to language during conversations, songs, stories or other experiences 	M. Listening and comprehension	<p>16. Listening and responding</p> <p>18. Two-way communication</p> <p>19. Speaking</p> <p>21. Enjoying language</p>
<p>Follows directions</p> <ul style="list-style-type: none"> - Follows simple one-step directions with scaffolding 	M. Listening and comprehension	<p>16. Listening and responding</p> <p>18. Two-way communication</p>

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

B. SPEAKING		
Speaks and is understood when speaking <ul style="list-style-type: none"> - Speaks using new words and phrases and is understood by familiar adult 50 percent of the time 	L. Speaking	19. Speaking
C. VOCABULARY		
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Points to pictures in book when named and/or points to body parts when asked 	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print 28. Locating objects
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Responds to requests (typically understands approximately 300 words) 	M. Listening and comprehension	16. Listening and responding
Uses increased vocabulary to describe objects, actions and events (expressive) <ul style="list-style-type: none"> - Uses a number of different words and begins using two or more words together 	L. Speaking	18. Two-way communication 19. Speaking
Uses increased vocabulary to describe objects, actions and events (expressive) <ul style="list-style-type: none"> - Has a vocabulary of between 50 and 200 words although pronunciation is not always clear 	L. Speaking	19. Speaking
D. SENTENCES AND STRUCTURE		
Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences <ul style="list-style-type: none"> - Produces utterances of two units of meaning in length 	L. Speaking	19. Speaking
Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences <ul style="list-style-type: none"> - Produces words of which approximately one-third are nouns with verbs becoming increasingly common 	L. Speaking	19. Speaking

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Connects words, phrases and sentences to build ideas <ul style="list-style-type: none"> - Produces phrases of two words including labeling (e.g., “that dog”), action/agent (e.g., “mommy hug”) and object/attribute (e.g. “soup hot”) 	L. Speaking	16. Listening and responding 18. Two-way communication 19. Speaking
Connects words, phrases and sentences to build ideas <ul style="list-style-type: none"> - Produces phrases of two words that convey negation (e.g., “no more,” “kitty go”) 	L. Speaking	19. Speaking
E. CONVERSATION		
Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems <ul style="list-style-type: none"> - Engages in conversations by combining words or signs to indicate needs, wants or ideas, including one- or two-word questions and statements to initiate conversations 	L. Speaking M. Listening and Comprehension	16. Listening and responding 18. Two-way communication 19. Speaking
Asks questions, and responds to adults and peers in a variety of settings <ul style="list-style-type: none"> - Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and-forth exchanges with others 	L. Speaking M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication 18. Two-way communication 19. Speaking
Demonstrates understanding of the social conventions of communication and language use <ul style="list-style-type: none"> - Begins to demonstrate awareness of nonverbal conversational rules 	M. Listening and Comprehension	16. Listening and responding 17. Nonverbal communication
Demonstrates understanding of the social conventions of communication and language use <ul style="list-style-type: none"> - Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases) 	L. Speaking M. Listening and Comprehension	16. Listening and responding 18. Two-way communication 19. Speaking
F. EMERGENT READING		

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Shows motivation for and appreciation of reading - Shows growing interest in print and books	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language
Shows motivation for and appreciation of reading - Learns that pictures represent real objects, events and ideas (stories)	P. Reading	20. Exploring print 38. Identifying visual images
Shows age-appropriate phonological awareness - Not typically observed	Not typically observed	Not typically observed
Shows alphabetic and print knowledge - Not typically observed	Not typically observed	Not typically observed
Demonstrates comprehension of books read aloud - Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 19. Speaking 20. Exploring print 21. Enjoying language 38. Identifying visual images
G. EMERGENT WRITING		
Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition - Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)	J. Fine-motor skills R. Writing X. Art	12. Moving parts of the body 37. Exploring art materials
MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
Uses number words or sign language to identify small amounts referring to quantity	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Begins to count groups of one and two objects in daily routine	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
B. NUMBER AND OPERATIONS		
Demonstrates an understanding that “adding to” increases the number of objects in the group	S. Number and counting	25. Exploring more 26. One-to-one correspondence 27. Number
C. PATTERNS		
Begins to recognize patterns in the environment (e.g., clap two times)	V. Patterns	24. Exploring same and different 28. Locating objects
Begins to order three to five objects using one attribute through trial and error	U. Measurement BB. Observing and classifying	24. Exploring same and different 27. Number
D. GEOMETRY		
Begins to match basic shapes	T. Geometry: Shapes and spatial awareness BB. Observing and classifying	24. Exploring same and different 26. One-to-one correspondence
Begins to sort familiar objects into two groups based on size	T. Geometry: Shapes and spatial awareness BB. Observing and classifying W. Data analysis	24. Exploring same and different 26. One-to-one correspondence

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

E. SPATIAL RELATIONS		
Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games	T. Geometry: Shapes and spatial awareness Z. Movement	16. Listening and responding 21. Enjoying language 28. Locating objects 39. Listening to music 40. Responding to music
Begins to manipulate objects by flipping, sliding and rotating to make them fit	T. Geometry: Shapes and spatial awareness	22. Exploring objects 29. Filling and emptying 30. Taking part and putting together
F. MEASUREMENT AND DATA		
Uses appropriate size words or gestures (small, big) to describe objects accurately	U. Measurement	19. Speaking 22. Exploring objects 24. Exploring same and different 25. Exploring more 31. Seeing from different viewpoints
SCIENTIFIC INQUIRY DOMAIN		
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY		
Uses senses to explore and understand their social and physical environment - Begins to identify some sense organs	BB. Observing and classifying DD. Natural and physical world	4. Distinguishing self and others 22. Exploring objects
Uses senses to explore and understand their social and physical environment - Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)	BB. Observing and classifying DD. Natural and physical world	1. Initiative 4. Distinguishing self and others 22. Exploring objects

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Uses tools in scientific inquiry</p> <ul style="list-style-type: none"> - Recognizes and uses simple tools as props through play (e.g., spoons or brushes) 	EE. Tools and technology	<p>2. Problem solving</p> <p>22. Exploring objects</p> <p>36. Imitating and pretending</p> <p>37. Exploring art materials</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Begins to combine simple actions to cause things to happen or change how they interact with objects and people 	CC. Experimenting, predicting, and drawing conclusions	<p>22. Exploring objects</p> <p>35. Cause and effect</p> <p>37. Exploring art materials</p>
B. LIFE SCIENCE		
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Explores, interacts with and identifies some plants and animals 	DD. Natural and physical world	<p>22. Exploring objects</p> <p>24. Exploring same and different</p>
C. PHYSICAL SCIENCE		
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Demonstrates ability to push and pull objects 	CC. Experimenting, predicting, and drawing conclusions	<p>14. Moving with objects</p> <p>34. Speed</p> <p>35. Cause and effect</p>
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Observes objects that move at different speeds (e.g., wind-up toys, swings) 	CC. Experimenting, predicting, and drawing conclusions W. Data analysis	<p>2. Problem solving</p> <p>22. Exploring objects</p> <p>34. Speed</p>
<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking) 	CC. Experimenting, predicting, and drawing conclusions	<p>2. Problem solving</p> <p>22. Exploring objects</p> <p>29. Filling and emptying</p> <p>30. Taking apart and putting together</p>

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting) 	CC. Experimenting, predicting, and drawing conclusions	2. Problem solving 22. Exploring objects 24. Exploring same and different 29. Filling and emptying
D. EARTH AND SPACE SCIENCE		
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Engages in structured play with water 	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	2. Problem solving 22. Exploring objects 29. Filling and emptying
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Engages in structured play with sand, soil and mud activities 	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	2. Problem solving 22. Exploring objects 29. Filling and emptying 36. Imitating and pretending
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Identifies the objects in the sky (e.g., clouds, sun, moon and stars) 	DD. Natural and physical world	22. Exploring objects 28. Locating objects 33. Time intervals
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Uses basic vocabulary to describe day and night 	DD. Natural and physical world	33. Time intervals
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Uses emerging vocabulary to describe basic weather 	DD. Natural and physical world	19. Speaking 33. Time intervals
E. ENVIRONMENT		
Demonstrates awareness of relationship to people, objects and living/non-living things in their environment <ul style="list-style-type: none"> - Identifies familiar people and objects in the environment 	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others DD. Natural and physical world	31. Seeing from different viewpoints 32. Anticipating events

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

F. ENGINEERING AND TECHNOLOGY		
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures - Uses simple tools to explore	EE. Tools and technology	22. Exploring objects 31. Seeing from different viewpoints 35. Cause and effect
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures - Explores simple machines through play (e.g., riding toys or push toys)	EE. Tools and technology	3. Self-help 22. Exploring objects 31. Seeing from different viewpoints 35. Cause and effect
SOCIAL STUDIES DOMAIN		
A. CULTURE		
Participates in own family practices (traditions, celebrations, songs, food or language)	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
Recognizes characteristics of self (eyes, nose and hair)	FF. Knowledge of self and others	4. Distinguishing self and others
Recognizes ability to impact surroundings	FF. Knowledge of self and others	4. Distinguishing self and others 35. Cause and effect
C. INDIVIDUALS AND GROUPS		
Begins to recognize self as separate from others	FF. Knowledge of self and others	4. Distinguishing self and others 5. Attachment 6. Relationships with adults

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Begins to respond to the needs of others (e.g., peers and family members)	F. Building relationships with adults F. Building relationships with other children	1. Initiative 4. Distinguishing self and others 9. Empathy
Begins to participate in routines (e.g., family, classroom, school and community)	G. Community	11. Group participation
D. SPACES, PLACES AND ENVIRONMENTS		
Begins to recognize own personal space	GG. Geography	28. Locating objects
E. TIME, CONTINUITY AND CHANGE		
Recognizes and responds to schedules (e.g., time to eat when hungry)	G. Community HH. History	32. Anticipating events 33. Time intervals
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
Begins to follow simple requests	G. Community	11. Group participation 16. Listening and responding
Responds to problems in the environment	G. Community	2. Problem solving 11. Group participation
Shows more complex responses to people and objects	G. Community	11. Group participation 16. Listening and responding 32. Anticipating events
G. ECONOMICS AND RESOURCES		
Communicates wants and needs to others	B. Problem solving with materials L. Speaking	1. Initiative 2. Problem solving 5. Attachment 18. Two-way communication 19. Speaking

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

H. TECHNOLOGY AND OUR WORLD		
Begins to recognize there are tools and machines (e.g., spoon for eating, cups and containers used in play, or wagon or cart used in the play area)	EE. Tools and technology	2. Problem solving 22. Exploring objects 28. Locating objects 31. Seeing from different viewpoints
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention	X. Art	40. Responding to music
B. MUSIC		
Discovers and engages in creative music experiences	Y. Music	39. Listening to music 40. Responding to music 41. Sounds 42. Vocal pitch
C. CREATIVE MOVEMENT		
Uses movement to express feelings and/or communicate an idea	Z. Movement	12. Moving parts of the body 13. Moving the whole body 40. Responding to music
Responds and moves in creative ways while listening to music, stories and/or verbal cues	Z. Movement	12. Moving parts of the body 13. Moving the whole body 21. Enjoying language 40. Responding to music

**Florida Early Learning and Developmental
Standards — 18–24 Months**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

D. IMAGINATIVE AND CREATIVE PLAY		
Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment	AA. Pretend play	14. Moving with objects 22. Exploring objects 36. Imitating and pretending
E. APPRECIATION OF THE ARTS		
Begins to respond to own art and to a variety of artistic expressions of others	X. Art Y. Music Z. Movement AA. Pretend play	36. Imitating and pretending 37. Exploring art materials 38. Identifying visual images 39. Listening to music 40. Responding to music
Begins to show preferences for various art forms	X. Art Y. Music Z. Movement AA. Pretend play	36. Imitating and pretending 37. Exploring art materials 38. Identifying visual images 39. Listening to music 40. Responding to music

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

PHYSICAL DEVELOPMENT DOMAIN		
A. HEALTH AND WELLBEING		
- Active Physical Play		
Engages in physical activities with increasing balance, coordination, endurance, and intensity <ul style="list-style-type: none"> Engages in active physical play for short periods of time 	I. Gross-motor skills	11. Group participation 12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
- Safety		
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"> Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth) 	K. Personal care and healthy behavior	2. Problem solving 3. Self-help
- Personal Care Routines		
Begins to tell and follow basic safety guidelines and requirements <ul style="list-style-type: none"> Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration 	K. Personal care and healthy behavior	3. Self-help
- Feeding and Nutrition		
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"> Feeds self a wide variety of foods using developmentally appropriate basic utensils 	K. Personal care and healthy behavior	3. Self-help

Florida Early Learning and Developmental Standards — 2-3 Years

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

<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"> - Expresses preferences about foods, specifically likes or dislikes 	A. Initiative and planning	<p>1. Initiative</p> <p>4. Distinguishing self and others</p>
<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"> - Communicates to adults when hungry, thirsty or has had enough to eat 	L. Speaking	<p>16. Listening and responding</p> <p>17. Nonverbal communication</p> <p>18. Two-way communication</p> <p>19. Speaking</p>
B. MOTOR DEVELOPMENT		
a. Gross Motor Development		
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping 	I. Gross-motor skills	<p>12. Moving parts of the body</p> <p>13. Moving the whole body</p>
<p>Demonstrates use of large muscles to move in the environment</p> <ul style="list-style-type: none"> - Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play 	<p>A. Initiative and planning</p> <p>I. Gross-motor skills</p>	<p>1. Initiative</p> <p>12. Moving parts of the body</p> <p>13. Moving the whole body</p>
b. Gross Motor Perception (Sensorimotor)		
<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Develops independence through coordinated and purposeful movements and activities 	<p>I. Gross-motor skills</p> <p>J. Fine-motor skills</p> <p>Z. Movement</p>	<p>1. Initiative</p> <p>2. Problem solving</p> <p>3. Self-help</p> <p>12. Moving parts of the body</p> <p>13. Moving the whole body</p> <p>14. Moving with objects</p>

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Uses perceptual information to guide motions and interactions with objects and other people - Demonstrates awareness of own body in space	I. Gross-motor skills J. Fine-motor skills Z. Movement	12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
Uses perceptual information to guide motions and interactions with objects and other people - Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)	G. Community I. Gross-motor skills J. Fine-motor skills Z. Movement	11. Group participation 12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
c. Fine Motor Development		
Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks - Coordinates the use of hands and fingers	J. Fine-motor skills	12. Moving parts of the body
Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision - Coordinates the use of arms, hands, fingers to accomplish tasks with hand-eye coordination when participating in routines, play and activities (e.g., painting at an easel, placing simple pieces of puzzle, folding paper)	A. Initiative and planning B. Problem solving with materials I. Gross-motor skills J. Fine-motor skills	11. Group participation 12. Moving parts of the body 13. Moving the whole body 14. Moving with objects
APPROACHES TO LEARNING DOMAIN		
A. EAGERNESS AND CURIOSITY		
Shows increased eagerness and curiosity as a learner	A. Initiative and planning	1. Initiative
B. PERSISTENCE		
Spends more time engaging in child-initiated activities and seeks and accepts help when encountering a problem	A. Initiative and planning B. Problem solving with materials	1. Initiative 22. Exploring objects
C. CREATIVITY AND INVENTIVENESS		

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Explores the environment with purpose and flexibility	A. Initiative and planning	1. Initiative 22. Exploring objects
D. PLANNING AND REFLECTION		
Not yet typically observed	Not yet typically observed	Not yet typically observed
SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		
A. EMOTIONAL FUNCTIONING		
Expresses, identifies and responds to a range of emotions <ul style="list-style-type: none"> - Labels simple emotions in self and others (e.g., happy, sad) 	D. Emotions	8. Emotions 9. Empathy
Demonstrates appropriate affect (emotional response) between behavior and facial expression <ul style="list-style-type: none"> - Continues to expand the use of emotion words using them in appropriate settings 	D. Emotions	8. Emotions 9. Empathy
B. MANAGING EMOTIONS		
Demonstrates ability to self-regulate <ul style="list-style-type: none"> - Takes cues from preferred adult and others to expand their strategies and tools to self-regulate 	D. Emotions E. Building relationships with adults F. Building relationships with other children	5. Attachment 6. Relationships with adults 7. Relationships with peers 8. Emotions 9. Empathy
Attends to sights, sounds, objects, people and activities <ul style="list-style-type: none"> - Spends more time in child-initiated activities 	A. Initiative and planning	1. Initiative
C. BUILDING AND MAINTAINING POSITIVE RELATIONSHIPS WITH PEERS		
Develops positive relationships with adults <ul style="list-style-type: none"> - Enjoys sharing new experiences with familiar adults 	E. Building relationships with adults	5. Attachment 6. Relationships with adults

Florida Early Learning and Developmental Standards — 2-3 Years

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Seeks out other children and plays alongside and on occasion with other children 	F. Building relationships with other children	<p>7. Relationships with peers</p> <p>10. Playing with others</p> <p>11. Group participation</p>
<p>Develops increasing ability to engage in social problem solving</p> <ul style="list-style-type: none"> - Identifies the problem and requests adult support to address the problem for their desired solution 	<p>B. Problem solving with materials</p> <p>E. Building relationships with adults</p>	<p>2. Problem solving</p> <p>5. Attachment</p> <p>6. Relationships with adults</p>
<p>Exhibits empathy by demonstrating care and concern for others</p> <ul style="list-style-type: none"> - Recognizes that others have feelings different than their own and often responds with comforting actions 	D. Emotions	9. Empathy
D. SENSE OF IDENTITY AND BELONGING		
<p>Develops sense of identity and belonging through play</p> <ul style="list-style-type: none"> - Continues to engage in parallel play but also begins to play with other preferred playmates 	F. Building relationships with other children	<p>4. Distinguishing self from others</p> <p>7. Relationships with peers</p> <p>10. Playing with others</p> <p>11. Group participation</p>
<p>Develops sense of identity and belong through exploration and persistence</p> <ul style="list-style-type: none"> - Continues sustained independent play while participating in more complex activities 	A. Initiative and planning	<p>1. Initiative</p> <p>11. Group participation</p>
<p>Develops sense of identity and belonging through routines, rituals, and interactions</p> <ul style="list-style-type: none"> - Initiates and participates in the rituals and routines of the day 	G. Community	<p>1. Initiative</p> <p>11. Group participation</p>
<p>Develops sense of self-awareness and independence</p> <ul style="list-style-type: none"> - Verbally or nonverbally communicates more clearly on needs and wants 	<p>L. Speaking</p> <p>V. Patterns</p>	<p>17. Nonverbal communication</p> <p>18. Two-way communication</p> <p>19. Speaking</p>

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

<p>Develops sense of self-awareness and independence</p> <ul style="list-style-type: none"> - Communicates verbally or nonverbally own preferences 	L. Speaking	<p>4. Distinguishing self and others</p> <p>17. Nonverbal communication</p> <p>18. Two-way communication</p> <p>19. Speaking</p>
<p>Develops sense of self-awareness and independence</p> <ul style="list-style-type: none"> - Identifies differences and similarities between self and others; uses pronouns such as I, me, mine 	<p>L. Speaking</p> <p>FF. Building relationships with other children</p>	<p>4. Distinguishing self and others</p> <p>31. Seeing from different viewpoints</p>
LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		
<p>Demonstrates understanding when listening</p> <ul style="list-style-type: none"> - Engages in multiple back-and-forth communicative interactions with adults and peers during creative play and in purposeful and novel situations 	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>AA. Pretend play</p>	<p>16. Listening and responding</p> <p>18. Two-way communication</p> <p>19. Speaking</p> <p>36. Imitating and pretending</p>
<p>Demonstrates understanding when listening</p> <ul style="list-style-type: none"> - Listens to and attends to spoken language and read-aloud texts and responds in ways that signal understanding using simple verbal responses and nonverbal gestures 	<p>L. Speaking</p> <p>M. Listening and comprehension</p> <p>Q. Book enjoyment and knowledge</p>	<p>16. Listening and responding</p> <p>17. Nonverbal communication</p> <p>18. Two-way communication</p> <p>19. Speaking</p> <p>20. Exploring print</p> <p>21. Enjoying language</p>
<p>Increases knowledge through listening</p> <ul style="list-style-type: none"> - Responds to an adult's simple questions about what is being learned 	<p>L. Speaking</p> <p>M. Listening and comprehension</p>	<p>16. Listening and responding</p> <p>18. Two-way communication</p> <p>19. Speaking</p>
<p>Increases knowledge through listening</p> <ul style="list-style-type: none"> - Participates in simple conversations 	<p>L. Speaking</p> <p>M. Listening and comprehension</p>	<p>16. Listening and responding</p> <p>18. Two-way communication</p> <p>19. Speaking</p>

Florida Early Learning and Developmental Standards — 2-3 Years

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

Increases knowledge through listening <ul style="list-style-type: none"> - Identifies specific sounds, such as animal sounds and environmental sounds 	M. Listening and comprehension	16. Listening and responding 41. Sounds
Follows directions <ul style="list-style-type: none"> - Follows multi-step directions with reminders 	M. Listening and comprehension	16. Listening and responding
B. SPEAKING		
Speaks and is understood when speaking <ul style="list-style-type: none"> - Speaks and is understood by familiar peer or adult most of the time 	L. Speaking	19. Speaking
C. VOCABULARY		
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Responds appropriately to almost all adult speech including requests involving multiple steps 	M. Listening and comprehension	16. Listening and responding
Shows an understanding of words and their meanings (receptive) <ul style="list-style-type: none"> - Demonstrates understanding of words across varied topics, including words or lines from books, songs and stories, as well as body parts (typically understands between 500-900 words) 	M. Listening and comprehension	16. Listening and responding 21. Enjoying language
Uses increased vocabulary to describe objects, actions and events (expressive) <ul style="list-style-type: none"> - Increases vocabulary rapidly, including descriptive words, pronouns and/or plurals (e.g., big, happy, you, me, shoes) (typically has a speaking vocabulary of approximately 500 words) 	L. Speaking	18. Two-way communication 19. Speaking
Uses increased vocabulary to describe objects, actions and events (expressive) <ul style="list-style-type: none"> - Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child 	L. Speaking	19. Speaking

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

D. SENTENCES AND STRUCTURE		
<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <ul style="list-style-type: none"> - Produces utterances of three to four units of meaning in length 	L. Speaking	19. Speaking
<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <ul style="list-style-type: none"> - Produces words and phrases using the present progressive “ing” suffix (e.g., “going,” “playing”), the possessive “s” (e.g., “Ben’s book”) and pronouns (e.g., “She is jumping.”) 	L. Speaking	19. Speaking
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Produces sentences or phrases of two to three words, including subject/verb/object (e.g., “Juan fell down.” “I did it.”) 	L. Speaking	16. Listening and responding 18. Two-way communication 19. Speaking
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Asks basic questions (e.g., “Mommy gone?”) 	L. Speaking	19. Speaking
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 using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others 	L. Speaking M. Listening and Comprehension	16. Listening and responding 17. Nonverbal communication 18. Two-way communication 19. Speaking
<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 simple questions (e.g., “Who?” “What?” “Where?” “Why?”) using gestures and two- or three-word phrases in back-and-forth exchanges 	L. Speaking M. Listening and comprehension	16. Listening and responding 17. Nonverbal communication 18. Two-way communication 19. Speaking

Florida Early Learning and Developmental Standards — 2-3 Years

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

Demonstrates understanding of the social conventions of communication and language use <ul style="list-style-type: none"> - Begins to demonstrate awareness of nonverbal conversational rules 	M. Listening and Comprehension	16. Listening and responding 17. Nonverbal communication
Demonstrates understanding of the social conventions of communication and language use <ul style="list-style-type: none"> - Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases) 	L. Speaking M. Listening and Comprehension	16. Listening and responding 18. Two-way communication 19. Speaking
F. EMERGENT READING		
Shows motivation for and appreciation of reading <ul style="list-style-type: none"> - Shows increased interest in print and books 	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language 38. Identifying visual images
Shows motivation for and appreciation of reading <ul style="list-style-type: none"> - Demonstrates that pictures represent real objects, events and ideas (stories) 	P. Reading	20. Exploring print 38. Identifying visual images
Shows motivation for and appreciation of reading <ul style="list-style-type: none"> - Pretends to read print or books 	P. Reading	20. Exploring print 38. Identifying visual images
Shows age-appropriate phonological awareness <ul style="list-style-type: none"> - Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds) 	N. Phonological awareness	20. Exploring print 21. Enjoying language 39. Listening to music 40. Responding to music
Shows alphabetic and print knowledge <ul style="list-style-type: none"> - Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels) 	P. Reading Q. Book enjoyment and knowledge	20. Exploring print 21. Enjoying language 38. Identifying visual images
Demonstrates comprehension of books read aloud <ul style="list-style-type: none"> - Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations 	P. Reading Q. Book enjoyment and knowledge	16. Listening and responding 20. Exploring print 21. Enjoying language 38. Identifying visual images

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

G. EMERGENT 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"> - Begins to use scribbles, marks and drawings to represent thoughts and ideas 	<p>R. Writing X. Art</p>	<p>37. Exploring art materials</p>
MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
<p>Subitizes (immediately recognizes without counting) up to two objects</p>	<p>S. Number and counting</p>	<p>25. Exploring more 26. One-to-one correspondence 27. Number</p>
<p>Begins to count groups of one to five objects in daily routine</p>	<p>S. Number and counting</p>	<p>25. Exploring more 26. One-to-one correspondence 27. Number</p>
B. NUMBER AND OPERATIONS		
<p>Changes size of a set of objects (up to three) by adding and subtracting with adult assistance</p>	<p>S. Number and counting W. Data analysis</p>	<p>25. Exploring more 26. One-to-one correspondence 27. Number</p>
C. PATTERNS		
<p>Recognizes patterns in the environment</p>	<p>V. Patterns</p>	<p>24. Exploring same and different</p>
<p>Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap)</p>	<p>V. Patterns</p>	<p>24. Exploring same and different</p>

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

D. GEOMETRY		
Matches basic shapes (circle, square) non-verbally	T. Geometry: Shapes and spatial awareness BB. Observing and classifying W. Data analysis	24. Exploring same and different
E. SPATIAL RELATIONS		
Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games	T. Geometry: Shapes and spatial awareness Z. Movement	16. Listening and responding 21. Enjoying language 28. Locating objects 40. Responding to music
Manipulates objects by flipping, sliding and rotating to make them fit	T. Geometry: Shapes and spatial awareness	22. Exploring objects 30. Taking part and putting together
F. MEASUREMENT AND DATA		
Uses increasingly complex size words to accurately describe objects	U. Measurement	19. Speaking 24. Exploring same and different
Compares sets of objects by one attribute (e.g., sort by size)	U. Measurement BB. Observing and classifying	24. Exploring same and different
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 sense organs (e.g., nose, mouth, eyes, ears and hands) 	BB. Observing and classifying DD. Natural and physical world	4. Distinguishing self and others 22. Exploring objects

Florida Early Learning and Developmental Standards — 2-3 Years

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

<p>Uses senses to explore and understand their social and physical environment</p> <ul style="list-style-type: none"> - Begins to use senses to observe and experience the environment 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>2. Problem solving 22. Exploring objects</p>
<p>Uses senses to explore and understand their social and physical environment</p> <ul style="list-style-type: none"> - Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck) 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>16. Listening and responding 22. Exploring objects</p>
<p>Uses tools in scientific inquiry</p> <ul style="list-style-type: none"> - Begins to use simple tools to explore and observe (e.g., magnifiers, spoons) 	<p>EE. Tools and technology</p>	<p>22. Exploring objects</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Combines simple actions to cause things to happen or change how they interact with objects and people 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>35. Cause and effect</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Recognizes and begins to respond to results of own actions 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>35. Cause and effect</p>
B. LIFE SCIENCE		
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Explores, interacts with and identifies a growing number and variety of plants and animals 	<p>DD. Natural and physical world</p>	<p>22. Exploring objects 24. Exploring same and different</p>
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Begins to explore how plants and animals grow and change (e.g., baby chicks grow to be chickens and puppies grow to be dogs) 	<p>DD. Natural and physical world</p>	<p>22. Exploring objects 24. Exploring same and different 33. Time intervals</p>
C. PHYSICAL SCIENCE		

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist) 	CC. Experimenting, predicting, and drawing conclusions	14. Moving with objects 34. Speed 35. Cause and effect
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Uses basic words for speed of motion (e.g., fast and slow) 	U. Measurements	34. Speed
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight) 	BB. Observing and classifying	22. Exploring objects 24. Exploring same and different 31. Seeing from different viewpoints
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Begins to use words to describe basic physical properties and states of matter of objects (e.g., wet/dry, hard/soft, warm/cold, firm/squishy) 	CC. Experimenting, predicting, and drawing conclusions	22. Exploring objects 24. Exploring same and different 31. Seeing from different viewpoints
D. EARTH AND SPACE SCIENCE		
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Begins to explore and investigate the properties of water 	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 29. Filling and emptying
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Begins to explore and investigate the properties of sand, soil and mud 	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 29. Filling and emptying
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Describes the objects in the sky (e.g., clouds, sun, moon and stars) 	DD. Natural and physical world	22. Exploring objects 33. Time intervals

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Describes daytime and nighttime through drawing, naming or pretend play 	DD. Natural and physical world	33. Time intervals
Demonstrates knowledge related to the dynamic properties of earth and sky <ul style="list-style-type: none"> - Observes and discusses weather 	DD. Natural and physical world	33. Time intervals
E. ENVIRONMENT		
Demonstrates awareness of relationship to people, objects and living/non-living things in their environment <ul style="list-style-type: none"> - Begins to describe familiar people and objects in the environment 	E. Building relationships with adults F. Building relationships with other children FF. Knowledge of self and others DD. Natural and physical world	31. Seeing from different viewpoints
Demonstrates awareness of relationship to people, objects and living/non-living things in their environment <ul style="list-style-type: none"> - Begins to participate in activities to protect the environment 	DD. Natural and physical world	11. Group participation 31. Seeing from different viewpoints
F. ENGINEERING AND TECHNOLOGY		
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures <ul style="list-style-type: none"> - Uses props to represent simple tools through play 	EE. Tools and technology	22. Exploring objects 31. Seeing from different viewpoints 35. Cause and effect 36. Imitating and pretending
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures <ul style="list-style-type: none"> - Uses simple machines in play (e.g., riding toys, push mower or tricycle) 	EE. Tools and technology	22. Exploring objects 31. Seeing from different viewpoints 35. Cause and effect

Florida Early Learning and Developmental Standards — 2-3 Years

COR Advantage Items

Key Development Indicators (KDIs) — Infant-Toddler

Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures <ul style="list-style-type: none"> Begins to explore materials and construct simple objects and structures and begins to explore motion and stability (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower) 	CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world	22. Exploring objects 35. Cause and effect
SOCIAL STUDIES DOMAIN		
A. CULTURE		
Identifies family practices (traditions, celebrations, songs, food or language)	FF. Knowledge of self and others	4. Distinguishing self and others 11. Group participation
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
Begins to recognize characteristics of self as an individual	FF. Knowledge of self and others	4. Distinguishing self and others
Begins to recognize the ways self is similar to and different from peers and others	FF. Knowledge of self and others	4. Distinguishing self and others 24. Exploring same and different
C. INDIVIDUALS AND GROUPS		
Responds to the needs of others (e.g., peers and family members)	E. Building relationships with adults F. Building relationships with other children	4. Distinguishing self and others 9. Empathy
Begins to follow routines (e.g., family, classroom, school and community)	G. Community	11. Group participation
D. SPACES, PLACES AND ENVIRONMENTS		

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Begins to identify own personal space	GG. Geography	4. Distinguishing self from others 28. Locating objects
Explores own environment	GG. Geography	28. Locating objects
Recognizes basic physical characteristics (e.g., landmarks or land features)	GG. Geography	28. Locating objects
Uses words to describe objects in a familiar space	GG. Geography	19. Speaking 28. Locating objects
E. TIME, CONTINUITY AND CHANGE		
Begins to sequence events	G. Community HH. History	11. Group participation 32. Anticipating events 33. Time intervals
Begins to recognize time events and routines	G. Community HH. History	11. Group participation 32. Anticipating events 33. Time intervals
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
Begins to recognize expectations in varying settings	G. Community	11. Group participation
Demonstrates emerging problem-solving and decision-making skills	G. Community	11. Group participation
Begins to recognize common symbols in the environment	P. Reading	20. Exploring print 38. Identifying visual images
G. ECONOMICS AND RESOURCES		
Initiates more complex interactions to get wants and needs met	B. Problem solving with materials L. Speaking	2. Problem solving 18. Two-way communication

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

Shows awareness of occupations	FF. Knowledge of self and others	4. Distinguishing self from others 31. Seeing from different viewpoints 36. Imitating and pretending
H. TECHNOLOGY AND OUR WORLD		
Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)	EE. Tools and technology	22. Exploring objects 31. Seeing from different viewpoints 39. Listening to music
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention	X. Art	37. Exploring art materials
B. MUSIC		
Begins to engage in a variety of individual and group musical activities	Y. Music	39. Listening to music 40. Responding to music
C. CREATIVE MOVEMENT		
Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge	Z. Movement	12. Moving parts of the body 13. Moving the whole body
D. IMAGINATIVE AND CREATIVE PLAY		
Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play	AA. Pretend play	14. Moving with objects 22. Exploring objects 36. Imitating and pretending

**Florida Early Learning and Developmental
Standards — 2-3 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

E. APPRECIATION OF THE ARTS		
Responds to own art and to a variety of artistic expressions of others	X. Art Y. Music Z. Movement AA. Pretend play	36. Imitating and pretending 37. Exploring art materials 38. Identifying visual images 39. Listening to music 40. Responding to music
Shows preferences for various art forms	X. Art Y. Music Z. Movement AA. Pretend play	36. Imitating and pretending 37. Exploring art materials 38. Identifying visual images 39. Listening to music 40. Responding to music

**Florida Early Learning and Developmental
Standards — 3-4 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"> - Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time) 	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"> - Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool) 	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"> - Carries out familiar hygiene routines with occasional reminders of how to do them 	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"> - Serves self or others by scooping or pouring from containers 	K. Personal care and healthy behavior	19. Personal care

Florida Early Learning and Developmental Standards — 3-4 Years

COR Advantage Items

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"> - Begins to recognize nutritious food choices and healthy eating habits 	K. Personal care and healthy behavior	20. Healthy behavior
B. MOTOR DEVELOPMENT		
a. Gross Motor Development		
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Begins to balance, such as on one leg or a beam, for short periods 	I. Gross-motor skills	16. Gross-motor skills, 18. Body awareness 42. Movement
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Begins to perform some skills, such as jumping for height and hopping 	I. Gross-motor skills	16. Gross-motor skills, 18. Body awareness 42. Movement
<p>Demonstrates use of large muscles for movement, position, strength, and coordination</p> <ul style="list-style-type: none"> - Engages in physical activity that requires strength and stamina for brief periods 	I. Gross-motor skills	16. Gross-motor skills, 18. Body awareness 42. Movement
<p>Demonstrates use of large muscles to move in the environment</p> <ul style="list-style-type: none"> - Begins to combine and coordinate two or more motor movements (e.g., runs with long strides showing arm and leg opposition; uses wheelchair to move in classroom) 	I. Gross-motor skills	16. Gross-motor skills, 18. Body awareness 42. Movement
b. Gross Motor Perception (Sensorimotor)		
<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Begins to act and move with purpose and recognizes differences in direction, distance and location 	I. Gross-motor skills J. Fine-motor skills	16. Gross-motor skills, 18. Body awareness 42. Movement 35. Spatial awareness

Florida Early Learning and Developmental Standards — 3-4 Years

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

<p>Uses perceptual information to guide motions and interactions with objects and other people</p> <ul style="list-style-type: none"> - Demonstrates awareness of own body in relation to others 	<p>I. Gross-motor skills J. Fine-motor skills</p>	<p>16. Gross-motor skills, 18. Body awareness 35. Spatial awareness</p>
c. Fine Motor Development		
<p>Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p> <ul style="list-style-type: none"> - Uses various drawing and art tools with developing coordination 	<p>J. Fine-motor skills R. Writing X. Art</p>	<p>18. Body awareness 40. Art 29. Writing</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 hand-eye coordination to manipulate objects and materials (e.g., completing large-piece puzzles or threading beads with large holes, begins to use scissors) 	<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 hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page) 	<p>J. Fine-motor skills Q. Book enjoyment and knowledge</p>	<p>17. Fine-motor skills 28. Book knowledge</p>
APPROACHES TO LEARNING DOMAIN		
A. EAGERNESS AND CURIOSITY		
<p>Shows curiosity and is eager to learn new things and have new experiences</p>	<p>A. Initiative and planning</p>	<p>1. Initiative 3. Engagement</p>
B. PERSISTENCE		
<p>Sustains attention for brief periods and finds help when needed</p>	<p>A. Initiative and planning B. Problem solving with materials</p>	<p>3. Engagement 4. Problem solving</p>
C. CREATIVITY AND INVENTIVENESS		

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

Approaches daily activities with creativity	A. Initiative and planning	1. Initiative 2. Planning 4. Problem solving
D. PLANNING AND REFLECTION		
Shows initial signs of planning and learning from their 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"> - Identifies complex emotions in a book, picture or on a person's face (e.g., frustrated, confused) 	D. Emotions	9. Emotions 10. Empathy
Demonstrates appropriate affect (emotional response) between behavior and facial expression <ul style="list-style-type: none"> - Verbalizes own feelings and those of others 	D. Emotions	9. Emotions 10. Empathy
B. MANAGING EMOTIONS		
Demonstrates ability to self-regulate <ul style="list-style-type: none"> - Begins to verbalize their emotions 	D. Emotions	9. Emotions
Attends to sights, sounds, objects, people and activities <ul style="list-style-type: none"> - Begins to sustain attention for brief period of time in group activities 	A. Initiative and planning	3. Engagement
C. BUILDING AND MAINTAINING POSITIVE RELATIONSHIPS WITH PEERS		
Develops positive relationships with adults <ul style="list-style-type: none"> - Develops positive relationships and interacts comfortably with familiar adults 	E. Building relationships with adults	12. Building relationships

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Builds social relationships and becomes more connected to other children 	F. Building relationships with other children	<p>11. Community</p> <p>12. Building relationships</p> <p>13. Cooperative play</p>
<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Demonstrates strategies for entry into social play with peers 	F. Building relationships with other children	<p>12. Building relationships</p> <p>13. Cooperative play</p>
<p>Develops positive relationships with peers</p> <ul style="list-style-type: none"> - Develops an initial understanding of bullying 	<p>D. Emotions</p> <p>F. Building relationships with other children</p> <p>H. Conflict resolution</p>	<p>10. Empathy</p> <p>14. Moral development</p> <p>15. Conflict resolution</p>
<p>Develops increasing ability to engage in social problem solving</p> <ul style="list-style-type: none"> - Able to suggest a potential solution to social problems and with adult support is able to follow through 	B. Problem solving with materials	<p>4. Problem solving</p> <p>15. Conflict resolution</p> <p>55. Decision making</p>
<p>Exhibits empathy by demonstrating care and concern for others</p> <ul style="list-style-type: none"> - Responds to the emotions of others with comforting words or actions 	D. Emotions	<p>10. Empathy</p> <p>14. Moral development</p>
D. SENSE OF IDENTITY AND BELONGING		
<p>Develops sense of identity and belonging through play</p> <ul style="list-style-type: none"> - Continues to play with preferred playmates 	F. Building relationships with other children	12. Building relationships
<p>Develops sense of identity and belong through exploration and persistence</p> <ul style="list-style-type: none"> - Continues sustained independent play and participates in more - planned group activities 	A. Initiative and planning	<p>1. Initiative</p> <p>2. Planning</p> <p>3. Engagement</p> <p>13. Cooperative play</p>
<p>Develops sense of identity and belonging through routines, rituals, and interactions</p> <ul style="list-style-type: none"> - Begins to show a willingness to be flexible if routines must change in minor ways 	G. Community	11. Community

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

Develops sense of self-awareness and independence - Increasingly uses words to communicate needs and wants	L. Speaking	22. Speaking
Develops sense of self-awareness and independence - Begins to recognize preferences of others	FF. Knowledge of self and others	10. Empathy 53. Diversity
Develops sense of self-awareness and independence - Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)	FF. Building relationships with other children	4. Distinguishing self and others 31. Seeing from different viewpoints
Develops sense of self-awareness and independence - Begins to identify self as part of a group (e.g., class or family)	FF. Building relationships with other children	7. Self-identity 11. Community 53. Diversity
LANGUAGE AND LITERACY DOMAIN		
A. LISTENING AND UNDERSTANDING		
Demonstrates understanding when listening - Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
Demonstrates understanding when listening - Shows understanding by answering factual questions and responding appropriately to what is said	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking 50. Communicating ideas
Increases knowledge through listening - Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking
Increases knowledge through listening - Observes simple aspects of child's world and responds and reacts	L. Speaking M. Listening and comprehension	21. Comprehension 22. Speaking

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

<p>Follows directions</p> <ul style="list-style-type: none"> - Achieves mastery of one-step directions and usually follows two step directions 	M. Listening and comprehension	21. Comprehension
B. SPEAKING		
<p>Speaks and is understood when speaking</p> <ul style="list-style-type: none"> - Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors 	L. Speaking	22. Speaking
C. VOCABULARY		
<p>Shows an understanding of words and their meanings (receptive)</p> <ul style="list-style-type: none"> - Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings) 	M. Listening and comprehension	21. Comprehension 23. Vocabulary
<p>Shows an understanding of words and their meanings (receptive)</p> <ul style="list-style-type: none"> - Begins to understand the use of words in different context (including plurals and past tense in speech) 	M. Listening and comprehension	21. Comprehension 23. Vocabulary
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words) 	L. Speaking	23. Vocabulary
<p>Uses increased vocabulary to describe objects, actions and events (expressive)</p> <ul style="list-style-type: none"> - Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name) 	L. Speaking	22. Speaking 23. Vocabulary

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

**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"> - Produces utterances of four to five units of meaning in length 	L. Speaking	22. Speaking
<p>Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p> <ul style="list-style-type: none"> - Produces words and phrases using the regular past tense and the regular third person (e.g., "Daddy jumped." "We're building.") 	L. Speaking	22. Speaking 23. Vocabulary
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.") 	L. Speaking	22. Speaking 23. Vocabulary
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Asks more complex questions beginning with "is" (e.g., "Is David here?" "What was for lunch?") 	L. Speaking	22. Speaking
<p>Connects words, phrases and sentences to build ideas</p> <ul style="list-style-type: none"> - Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs) 	L. Speaking	22. Speaking 23. Vocabulary
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 using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information 	L. Speaking M. Listening and Comprehension	21. Comprehension 22. Speaking 50. Communicating ideas

Florida Early Learning and Developmental Standards — 3-4 Years

COR Advantage Items

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 increasingly longer and more complex sentences and simple questions 	<p>L. Speaking M. Listening and comprehension</p>	<p>21. Comprehension 22. Speaking 23. Vocabulary</p>
<p>Demonstrates understanding of the social conventions of communication and language use</p> <ul style="list-style-type: none"> - Begins to demonstrate 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"> - Begins to demonstrate 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"> - Begins to match 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 22. Speaking 23. Vocabulary</p>
F. EMERGENT READING		
<p>Shows motivation for and appreciation of reading</p> <ul style="list-style-type: none"> - Begins to select 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 28. Book knowledge</p>
<p>Shows motivation for and appreciation of reading</p> <ul style="list-style-type: none"> - Begins to make 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; pretends to read, holds book appropriately or picture reads 	<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 — 3-4 Years

COR Advantage Items

Key Development Indicators (KDIs) — Preschool

Shows motivation for and appreciation of reading <ul style="list-style-type: none"> - Asks to be read to or asks the meaning of written text 	M. Listening and comprehension P. Reading Q. Book enjoyment and knowledge	21. Comprehension 26. Reading
Shows motivation for and appreciation of reading <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Listens and matches rhythm, volume and pitch of rhymes, songs and chants 	N. Phonological awareness	24. Phonological awareness 41. Music
Shows alphabetic and print knowledge <ul style="list-style-type: none"> - Recognizes that print conveys meaning 	P. Reading	26. Reading 27. Concepts about print
Shows alphabetic and print knowledge <ul style="list-style-type: none"> - Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named) 	O. Alphabetic knowledge	25. Alphabetic knowledge
Shows alphabetic and print knowledge <ul style="list-style-type: none"> - Names some letters (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named) 	O. Alphabetic knowledge	25. Alphabetic knowledge
Demonstrates comprehension of books read aloud <ul style="list-style-type: none"> - Retells or reenacts parts of a story after it is read aloud 	M. Listening and comprehension Q. Book enjoyment and knowledge	21. Comprehension 22. Speaking
G. EMERGENT WRITING		
Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition <ul style="list-style-type: none"> - Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas 	R. Writing X. Art	29. Writing 40. Art

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

MATHEMATICAL THINKING DOMAIN		
A. NUMBER SENSE		
Subitizes (immediately recognizes without counting) the number of objects in a set of four objects	S. Number and counting	31. Number words and symbols 32. Counting
Counts and identifies the number sequence “1 to 10”	S. Number and counting	31. Number words and symbols 32. Counting
Begins to demonstrate one-to-one correspondence up to 10 during daily routines	S. Number and counting	32. Counting
Identifies the last number spoken tells “how many” up to five (cardinality)	S. Number and counting	31. Number words and symbols 32. Counting
Counts sets constructed by the teacher to five and beyond	S. Number and counting	32. Counting 33. Part-whole relationships
Constructs and counts sets of one to five and beyond	S. Number and counting	32. Counting 33. Part-whole relationships
B. NUMBER AND OPERATIONS		
Explores quantities up to five 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
Changes size of a set of up to five objects by combining and taking away	S. Number and counting W. Data analysis	32. Counting 33. Part-whole relationships
C. PATTERNS		
Notices a pattern with a missing element and completes the pattern	V. Patterns	38. Patterns
Begins to duplicate a pattern from a model	V. Patterns	38. Patterns

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

**Key Development
Indicators (KDIs) —
Infant-Toddler**

D. GEOMETRY		
Recognizes and names typical shapes (circle, square, triangle)	T. Geometry: Shapes and spatial awareness	34. Shapes
Matches a wider variety of shapes and orientations	T. Geometry: Shapes and spatial awareness W. Data analysis BB. Observing and classifying	34. Shapes
Explores three-dimensional shapes in the environment through play	T. Geometry: Shapes and spatial awareness	34. Shapes
E. SPATIAL RELATIONS		
Demonstrates an understanding of basic spatial directions through songs, finger plays and games	T. Geometry: Shapes and spatial awareness Z. Movement	21. Comprehension 35. Spatial awareness 42. Movement
Demonstrates directionality, order and position of objects by following simple directions	T. Geometry: Shapes and spatial awareness M. Listening and comprehension	35. Spatial awareness
F. MEASUREMENT AND DATA		
Uses size words to label objects	W. Data analysis	36. Measuring
Explores two objects by making direct comparisons in length, weight and size using a single attribute	U. Measurement	36. Measuring
Measures object attributes using a variety of standard and nonstandard tools with adult guidance	W. Data analysis	36. Measuring 37. Unit
Participates in group sorting and data collection	W. Data analysis BB. Observing and classifying	39. Data analysis 46. Classifying
SCIENTIFIC INQUIRY DOMAIN		
A. SCIENTIFIC INQUIRY THROUGH EXPLORATION AND DISCOVERY		

**Florida Early Learning and Developmental
Standards — 3-4 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 each of the five senses and how they relate to the sense organs 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>18. Body awareness</p>
<p>Uses senses to explore and understand their social and physical environment</p> <ul style="list-style-type: none"> - Uses senses to observe and experience objects and environment 	<p>BB. Observing and classifying DD. Natural and physical world</p>	<p>45. Observing 47. Experimenting 51. Natural and physical world</p>
<p>Uses tools in scientific inquiry</p> <ul style="list-style-type: none"> - Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers) 	<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 simple predictions and reflects on what caused something to happen 	<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"> - Participates in and discusses simple experiments 	<p>CC. Experimenting, predicting, and drawing conclusions</p>	<p>47. Experimenting 49. Predicting 50. Communicating ideas</p>
<p>Uses understanding of causal relationships to act on social and physical environments</p> <ul style="list-style-type: none"> - Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects) 	<p>W. Data analysis</p>	<p>39. Data analysis 50. Communicating ideas</p>
B. LIFE SCIENCE		
<p>Demonstrates knowledge related to living things and their environments</p> <ul style="list-style-type: none"> - Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden) 	<p>DD. Natural and physical world</p>	<p>45. Observing 51. Natural and physical world</p>

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

Demonstrates knowledge related to living things and their environments <ul style="list-style-type: none"> - Begins to notice the similarities and differences among various living things 	DD. Natural and physical world	45. Observing 46. Classifying 51. Natural and physical world
Demonstrates knowledge related to living things and their environments <ul style="list-style-type: none"> - Explores basic life cycles (e.g., plants grow from seeds and hatching eggs) 	DD. Natural and physical world	45. Observing 51. Natural and physical world
Demonstrates knowledge related to living things and their environments <ul style="list-style-type: none"> - Explores the differences between living and non-living things 	DD. Natural and physical world	45. Observing 51. Natural and physical world
Demonstrates knowledge related to living things and their environments <ul style="list-style-type: none"> - Explores the needs of living things (e.g., plants need water to grow and kids need food to grow) 	DD. Natural and physical world	45. Observing 51. Natural and physical world
C. PHYSICAL SCIENCE		
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench) 	CC. Experimenting, predicting, and drawing conclusions	45. Observing 47. Experimenting 52. Tools and technology
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball) 	CC. Experimenting, predicting, and drawing conclusions	47. Experimenting 48. Predicting 49. Drawing conclusions
Demonstrates knowledge related to physical science <ul style="list-style-type: none"> - Explores and investigates the properties of toys and objects (e.g. relationship between size and weight of blocks, what makes balls bounce) 	BB. Observing and classifying CC. Experimenting, predicting, and drawing conclusions	45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

<p>Demonstrates knowledge related to physical science</p> <ul style="list-style-type: none"> - Explores and begins to identify physical properties and state of matter of objects or materials (e.g., playing with sand and water, mixing paints, freezing and cooking, sinking/floating objects) 	<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"> - Investigates and asks questions about the properties of water using adult- and child-directed activities 	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>5. Use of resources 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 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"> - Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities 	<p>CC. Experimenting, predicting, and drawing conclusions DD. Natural and physical world</p>	<p>5. Use of resources 45. Observing 46. Classifying 47. Experimenting 48. Predicting 49. Drawing conclusions 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"> - Asks questions and shows curiosity about objects in the sky (e.g., 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"> - Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play 	<p>DD. Natural and physical world</p>	<p>51. Natural and physical world 54. Community roles</p>

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

Demonstrates knowledge related to the dynamic properties of earth and sky - Observes and discusses weather changes day to day	DD. Natural and physical world	51. Natural and physical world
E. ENVIRONMENT		
Demonstrates awareness of relationship to people, objects and living/non-living things in their environment - Describes familiar people and objects in the environment	DD. Natural and physical world	51. Natural and physical world 58. Ecology
Demonstrates awareness of relationship to people, objects and living/non-living things in their environment - Participates in activities to protect the environment	DD. Natural and physical world	51. Natural and physical world 58. Ecology
F. ENGINEERING AND TECHNOLOGY		
Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures - Begins to identify problems and tries to solve them by designing or using tools (e.g., uses a stick or bat to reach and pull a ball back inside the fence)	B. Problem solving with materials EE. Tools and Technology	1. Initiative 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 - Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)	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 - Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	CC. Experimenting, predicting, and drawing conclusions EE. Tools and technology	40. Art 47. Experimenting 48. Predicting 49. Drawing conclusions 52. Tools and technology

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

SOCIAL STUDIES DOMAIN		
A. CULTURE		
Begins to identify self as a member of a culture	FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity 54. Community roles
Begins to understand everyone belongs to a culture	FF. Knowledge of self and others	11. Community 53. Diversity 54. Community roles
Explores culture of peers and families (classroom)	FF. Knowledge of self and others	11. Community 53. Diversity 54. Community roles
B. INDIVIDUAL DEVELOPMENT AND IDENTITY		
Recognizes characteristics of self as an individual	FF. Knowledge of self and others	7. Self-identity 53. Diversity
Recognizes the ways self is similar to and different from peers and others	FF. Knowledge of self and others	7. Self-identity 53. Diversity
C. INDIVIDUALS AND GROUPS		
Identifies self and others as part of a group	FF. Knowledge of self and others	7. Self-identity 11. Community 53. Diversity 54. Community roles
Identifies groups within a community	FF. Knowledge of self and others	53. Diversity 54. Community roles

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)	G. Community	11. Community 14. Moral development
Exhibits emerging leadership skills and roles (e.g., line leader and door holder)	G. Community	11. Community 55. Decision making
D. SPACES, PLACES AND ENVIRONMENTS		
Recognizes the relationships of personal space to surroundings	GG. Geography	11. Community 56. Geography
Identifies own environment and other locations	GG. Geography	56. Geography
Identifies basic physical characteristics (e.g., landmarks or land features)	GG. Geography	56. Geography
Begins to use spatial words (e.g., far/close, over/under and up/down)	U. Measurement GG. Geography	35. Spatial awareness 56. Geography
Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)	GG. Geography	5. Use of resources 52. Tools and technology 56. Geography
E. TIME, CONTINUITY AND CHANGE		
Recognizes sequence of events to establish a sense of order and time	G. Community HH. History	57. History
Explores changes that take place over time in the immediate environment	HH. History	57. History
F. GOVERNANCE, CIVIC IDEALS AND PRACTICES		
Begins to recognize and follow rules and expectations in varying settings	G. Community	11. Group participation 14. Moral development

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

Begins to participate in problem solving and decision making	G. Community	4. Problem solving 11. Group participation 15. Conflict resolution 56. Geography
Begins to recognize national patriotic symbols (e.g., flag and eagle)	P. Reading	26. Reading 27. Concepts about print 57. History
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
Recognizes familiar people who perform different occupations	FF. Knowledge of self and others	54. Community roles
H. TECHNOLOGY AND OUR WORLD		
Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	EE. Tools and technology	52. Tools and technology
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		
A. SENSORY ART EXPERIENCE		
Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials	X. Art	40. Art
B. MUSIC		
Engages in a variety of individual and group musical activities with more coordinated intention	Y. Music	41. Music

**Florida Early Learning and Developmental
Standards — 3-4 Years**

COR Advantage Items

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

Begins to express and represent thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities (e.g., singing, trying musical instruments or marching)	Y. Music	41. Music
C. CREATIVE MOVEMENT		
Engages 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 or non-verbally, using a variety of objects in own environment	AA. Pretend play	43. Pretend play
E. APPRECIATION OF THE ARTS		
Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others	X. Art	44. Appreciating the arts