

# Florida Department of Education



## Voluntary Prekindergarten Education Standards

<b>I. Physical Health</b>
<b>A. Physical Health</b>
A.1. Shows characteristics of good health to facilitate learning
A.2. Demonstrates visual ability to facilitate learning
A.3. Exhibits auditory ability to facilitate learning
A.4. Performs oral hygiene routines
A.5. Shows familiarity with the role of a primary health care provider
<b>B. Knowledge of Wellness</b>
B.1. Shows that basic physical needs are met
B.2. Follows basic health and safety rules
B.3. Participates in physical fitness activities
B.4. Makes wise food choices
B.5. Performs some self-care tasks independently
<b>II. Approaches to Learning</b>
<b>A. Eagerness and Curiosity</b>
A.1. Shows eagerness and curiosity as a learner
<b>B. Persistence</b>
B.1. Attends to tasks and seeks help when encountering a problem
<b>C. Creativity and Inventiveness</b>
C.1. Approaches tasks with flexibility and inventiveness
<b>D. Planning and Reflection</b>
D.1. Shows some planning and reflection
<b>III. Social and Emotional Development</b>
<b>A. Self-concept</b>
A.1. Demonstrates self-concept
A.2. Shows some self-direction
<b>B. Self-control</b>
B.1. Follows simple classroom rules and routines
B.2. Uses classroom materials carefully
B.3. Manages transitions

<b>III. Social and Emotional Development (cont.)</b>
<b>C. Relationships with Adults</b>
C.1. Interacts easily with familiar adults
C.2. Seeks adult assistance appropriately
<b>D. Relationships with Peers</b>
D.1. Interacts easily with one or more children
D.2. Develops special friendships
D.3. Participates in the group life of the class
D.4. Shows empathy and caring for others
<b>E. Social Problem Solving</b>
E.1. Seeks adult help when needed to resolve conflicts
<b>IV. Language and Communication</b>
<b>A. Listening</b>
A.1. Gains meaning by listening
Benchmark: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said
A.2. Follows two- and three-step directions
Benchmark: Child has mastery of two-step directions and usually follows three-step directions
<b>B. Speaking</b>
B.1. Speaks clearly enough to be understood without contextual clues
Benchmark: Child's speech is understood by both a familiar and an unfamiliar adult.
<b>C. Vocabulary</b>
C.1. Shows an understanding of words and their meanings
Benchmark a: Child has age appropriate vocabulary in several categories and demonstrates a wide variety of words within each category (e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe-adjectives and adverbs; and action words-verbs)
Benchmark b: Child has mastery of instructional language of the classroom and objects in the classroom (e.g. same and different, in front of and behind, next to, opposite, below)
Benchmark c: Child understands or knows the meaning of many thousands of words, many more than he or she uses
C.2. Uses an expanded vocabulary to describe many objects, actions, and events
Benchmark a: Child uses a large speaking vocabulary, adding new words weekly
Benchmark b: Child uses category labels (e.g. fruit, vegetable, animal, transportation, tools)
<b>D. Sentences and Structure</b>
D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order
Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement

<b>IV. Language and Communication (cont.)</b>
<b>D. Sentences and Structure (cont.)</b>
D.2. Connects phrases and sentences to build ideas
Benchmark a: Child uses sentences with more than one phrase
Benchmark b: Child combines more than one idea using complex sentences
Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning
<b>E. Conversation</b>
E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems
Benchmark: Child demonstrates varied uses of language e.g., requesting, commenting, using manner words, problem-solving)
E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings
Benchmark a: Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content
Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself; requests assistance such as asking for help; answers questions such as providing name and address to a police officer or other appropriate adult)
E.3. Uses appropriate language and style for context
Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)
Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, appropriate distance in conversation)
Benchmark c: Child matches language to social contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children)
<b>V. Emergent Literacy</b>
<b>A. Emergent Reading</b>
A.1. Shows motivation for reading
Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others)
Benchmark b: Child uses books and other written materials appropriately (e.g., pretends to read, looks at books in an orderly fashion, turns one page at a time, goes from front to back)
Benchmark c: Child asks to be read to or asks the meaning of written text
A.2. Shows age-appropriate phonological awareness
Benchmark a: Child combines words to make a compound word (e.g. “foot” + “ball” = “football”) and deletes a word from a compound word (e.g., “starfish” – “star” – “fish”)
Benchmark b: Child combines syllables into words (e.g. “sis” + “ter” = “sister”)
Benchmark c: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)
Benchmark d: Child combines onset and rime to form a familiar one-syllable word with pictorial support (e.g. when shown several pictures, and adult says “c” + “at”, child can select the picture of the cat)

<b>V. Emergent Literacy (cont.)</b>
<b>A. Emergent Reading (cont.)</b>
A.3. Shows alphabetic knowledge
Benchmark a: Child recognizes almost all letters by name (e.g., when shown a group of letters, can accurately identify the letter that is named)
Benchmark b: Child names most letters (e.g., when shown a letter, can accurately say its name)
Benchmark c: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes)
Benchmark d: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given)
A.4. Shows understanding of text read aloud
Benchmark a: Child retells or reenacts story after it is read aloud
Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?”)
<b>B. Emergent Writing</b>
B.1. Shows motivation to engage in written expression
Benchmark: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
B.2. Uses letter-like shapes, symbols, and letters to convey meaning
Benchmark a: Child independently uses letters or symbols to make words or parts of words
Benchmark b: Child writes own name (first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters
B.3. Demonstrates age-appropriate ability to write letters
Benchmark: Child independently writes some letters on request
B.4. Shows knowledge of structure of written composition
Benchmark: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear” or the idea that a story has a beginning, middle, and end)
<b>VI. Cognitive Development and General Knowledge</b>
<b>A. Mathematical Thinking</b>
<i>A.a. Mathematical Processes</i>
A.a.1. Begins to use simple strategies to solve mathematical problems
<i>A.b. Patterns, Relationships, and Functions</i>
A.b.1. Sorts objects into subgroups that vary by one or two attributes
A.b.2. Recognizes simple patterns and duplicates them
A.b.3. Collects and analyzes information (data analysis)
<i>A.c. Number and Operations</i>
A.c.1. Shows beginning understanding of number and quantity
<i>A.d. Geometry and Spatial Relations</i>
A.d.1. Begins to recognize and describe the attributes of shapes
A.d.2. Shows understanding of and uses several positional words

<b>VI. Cognitive Development and General Knowledge (cont.)</b>
<b>A. Mathematical Thinking (cont.)</b>
<i>A.e. Measurement</i>
A.e.1. Orders, compares, and describes objects according to a single attribute
A.e.2. Participates in measuring activities
<b>B. Scientific Thinking</b>
<i>B.a. Inquiry</i>
B.a.1. Asks questions and uses senses to observe and explore materials and natural phenomena
B.a.2. Uses simple tools and equipment for investigation
B.a.3. Makes comparisons among objects
<b>C. Social Studies</b>
<i>C.a. People, Past and Present</i>
C.a.1. Identifies similarities and differences in personal and family characteristics
<i>C.b. Human Interdependence</i>
C.b.1 Begins to understand family needs, roles and relationships
C.b.2. Describes some people's jobs and what is required to perform them
C.b.3. Begins to be aware of technology and how it affects life
<i>C.c. Citizenship and Government</i>
C.c.1 Demonstrates awareness of rules
C.c.2. Shows awareness of what it means to be a leader
<i>C.d. People and Where They Live</i>
C.d.1. Describes the location of things in the environment
C.d.2. Shows awareness of the environment
<b>D. The Arts</b>
<i>D.a. Expression and Representation</i>
D.a.1. Uses a variety of art materials for tactile experience and exploration
D.a.2. Participates in group music experiences
D.a.3. Participates in creative movement, dance, and drama
<i>D.b. Understanding and Appreciation</i>
D.b.1. Responds to artistic creations or events
<b>VII. Motor Development</b>
<b>A. Gross Motor Development</b>
A.1. Moves with balance and control
A.2. Coordinates movements to perform simple tasks
<b>B. Fine Motor Development</b>
B.1. Uses strength and control to perform simple tasks
B.2. Uses eye-hand coordination to perform tasks
B.3. Shows beginning control of writing, drawing, and art tools