



# Florida Early Learning & Developmental Standards

# Correlation



# DIG: Develop. Inspire. Grow.™

## Correlated to the **Florida Early Learning & Developmental Standards**

**Please Note:**

Standards are distinguished for three-year-olds and four-year-olds.

Prepared by:



0915



**I. PHYSICAL DEVELOPMENT**

**Three-Year-Olds**

**A. Gross Motor Development**

1. Shows characteristics of appropriate health and development

T4TG pp. 46, 101  
T5TG p. 75

2. Demonstrates increasing control of large muscles

T1TG pp. 44, 73, 116, 150  
T2TG pp. 33, 73, 121  
T3TG pp. 51, 85  
T4TG pp. 46, 78, 104, 110, 116, 122  
T5TG p. 135  
T6TG pp. 73, 147  
T7TG pp. 39, 61, 101

3. Demonstrates increasing coordination of large muscles

T1TG pp. 54, 64, 116, 150, 151  
T2TG pp. 30, 36, 44, 54, 61, 67, 75, 82, 85, 88, 107, 129  
T3TG pp. 101, 147, 153  
T4TG pp. 27, 147  
T5TG pp. 27, 61, 141  
T6TG pp. 45, 120, 146, 154  
T7TG pp. 79, 110, 135  
T8TG pp. 73, 135

**B. Fine Motor Development**

1. Demonstrates increasing control of small muscles

T1TG p. 144  
T3TG pp. 104, 116, 117, 122  
T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117  
T5TG pp. 37, 43, 139, 145  
T6TG pp. 129, 135, 147, 153  
T7TG pp. 31, 65, 145  
T8TG pp. 37, 71, 105, 139

2. Shows improving eye-hand coordination

T1TG pp. 138, 144

3. Uses various drawing and art tools with developing coordination

T2TG pp. 145, 157  
T3TG pp. 65, 111  
T5TG pp. 71, 77, 105, 111, 139, 145  
T6TG p. 146  
T8TG pp. 37, 71, 105, 139

**C. Self-Help**

1. Actively participates in self-care

T2TG pp. 67, 153, 155  
T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155  
T5TG pp. 75, 121

2. Actively takes part in basic health and safety routines

T1TG pp. 67, 68, 80, 85, 87  
T2TG pp. 121, 130, 135, 136, 142, 146, 147, 148, 154, 155  
T4TG pp. 28, 33, 34, 40, 46, 52, 53, 62, 65, 68, 79, 80, 86, 95, 96, 97, 102, 103, 108, 109, 119, 121, 135  
T5TG pp. 63, 87  
T6TG p. 95  
T8TG p. 87

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<b>D. Health</b>	
1. Exhibits auditory abilities to support healthy growth and development	T1TG pp. 28, 137, 148 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 34, 39, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151
2. Shows characteristics of good oral health	T4TG pp. 129, 130, 154 T5TG p. 75
3. Shows physical needs are met	T4TG pp. 46, 101
<b>Four-Year-Olds</b>	
<b>A. Health and Wellness</b>	
1. Shows characteristics of good health to facilitate learning	T4TG pp. 46, 101 T5TG p. 75
2. Shows visual abilities to facilitate learning and healthy growth and development	T1TG p. 70 T5TG p. 138 T8TG pp. 53, 114, 151
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	T1TG pp. 28, 137, 148 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 34, 39, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	T4TG pp. 129, 130, 154 T5TG p. 75
5. Shows familiarity with health care providers in relation to health and wellness	T4TG pp. 33, 34, 53, 135 T5TG p. 63
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	T1TG pp. 52, 102 T2TG pp. 78, 87, 95, 121, 129 T4TG pp. 44, 88 T6TG pp. 53, 155 T7TG p. 155
7. Shows basic physical needs are met	T4TG pp. 46, 101
8. Actively takes part in basic health and safety routines	T1TG pp. 67, 68, 80, 85, 87 T2TG pp. 121, 130, 135, 136, 142, 146, 147, 148, 154, 155 T4TG pp. 28, 33, 34, 40, 46, 52, 53, 62, 65, 68, 79, 80, 86, 95, 96, 97, 102, 103, 108, 109, 119, 121, 135 T5TG pp. 63, 87 T6TG p. 95 T8TG p. 87
9. Participates in physical fitness activities	<i>This activity happens each week in outdoor time.</i> T2TG pp. 147, 153 T4TG pp. 73, 96, 109, 113, 114, 115, 119, 120, 121
10. Makes healthy food choices	T2TG p. 112 T4TG pp. 28, 34, 46, 52, 62, 65, 68, 79, 80, 86, 87, 119 T6TG p. 95

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
<b>B. Self-Help</b>	
1. Actively participates in self-care	T2TG pp. 67, 153, 155 T4TG pp. 27, 52, 87, 129, 130, 135, 136, 142, 146, 148, 154, 155 T5TG pp. 75, 121
2. Helps carry out classroom routines	T1TG pp. 28, 34, 40, 52, 78, 130, 136 T3TG pp. 95, 96 T5TG p. 154 T7TG p. 121
<b>C. Gross Motor Development</b>	
1. Demonstrates increasing motor control and balance	T1TG pp. 44, 73, 116, 150 T2TG pp. 33, 73, 121 T3TG pp. 51, 67, 80, 85, 112 T4TG pp. 46, 78, 104, 110, 116, 122 T5TG pp. 78, 120, 135 T6TG pp. 73, 147 T7TG pp. 39, 61, 101
2. Demonstrates the ability to combine movements for gross motor skills	T1TG pp. 54, 64, 116, 150, 151 T2TG pp. 30, 36, 44, 54, 61, 67, 75, 82, 85, 88, 107, 129 T3TG pp. 101, 147, 153 T4TG pp. 27, 147 T5TG pp. 27, 61, 141 T6TG pp. 45, 120, 146, 154 T7TG pp. 79, 110, 135 T8TG pp. 73, 135
<b>D. Fine Motor Development</b>	
1. Demonstrates increasing control of small motor muscles to perform simple tasks	T1TG p. 144 T3TG pp. 104, 116, 117, 122 T4TG pp. 31, 37, 76, 82, 83, 99, 105, 111, 117 T5TG pp. 37, 43, 139, 145 T6TG pp. 129, 135, 147, 153 T7TG pp. 31, 65, 145 T8TG pp. 37, 71, 105, 139
2. Uses eye-hand coordination to perform fine motor tasks	T1TG pp. 138, 144
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	T2TG pp. 145, 157 T3TG pp. 65, 111 T5TG pp. 71, 77, 105, 111, 139, 145 T6TG p. 146 T8TG pp. 37, 71, 105, 139
<b>II. APPROACHES TO LEARNING</b>	
<b>Three-Year-Olds</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows curiosity and is eager to learn new things and have new experiences	T1TG pp. 61, 62, 131 T4TG p. 146 T5TG p. 44 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
<b>B. Persistence</b>	
1. Sustains attention for brief periods and finds help when needed	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
<b>C. Creativity and Inventiveness</b>	
1. Approaches daily activities with creativity and inventiveness	T3TG pp. 46, 78, 148 T4TG p. 78 T5TG p. 108 T7TG p. 145
<b>D. Planning and Reflection</b>	
1. Shows initial signs of planning and learning from their experiences	T5TG pp. 133, 139, 145 T8TG p. 53
<b>Four-Year-Olds</b>	
<b>A. Eagerness and Curiosity</b>	
1. Shows curiosity and is eager to learn new things and have new experiences	T1TG pp. 61, 62, 131 T4TG p. 146 T5TG p. 44 T6TG pp. 28, 34 T7TG p. 108 T8TG pp. 130, 148
<b>B. Persistence</b>	
1. Attends to tasks for a brief period and seeks help when needed	T1TG pp. 41, 47, 53 T2TG pp. 61, 73, 79, 148 T4TG p. 46 T5TG pp. 88, 138 T6TG p. 147 T8TG p. 53
<b>C. Creativity</b>	
1. Approaches daily activities with creativity	T3TG pp. 46, 78, 148 T4TG p. 78 T5TG p. 108 T7TG p. 145
<b>D. Planning and Reflection</b>	
1. Shows initial signs of planning and learning from experiences	T5TG pp. 133, 139, 145 T8TG p. 53
<b>III. SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
<b>Three-Year-Olds</b>	
<b>A. Pro-Social Behaviors</b>	
1. Develops positive relationships and interacts comfortably with familiar adults	T4TG p. 53 T5TG p. 129
2. Interacts with and develops positive relationships with peers	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
3. Joins in group activities and experiences within early learning environments	T1TG p. 135 T8TG p. 153

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
4. Shows care and concern for others	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
<b>B. Self-Regulation</b>	
1. Follows simple rules and familiar routines with support	T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
2. Begins to use materials with increasing care and safety	T7TG pp. 139, 157 T8TG pp. 111, 117
3. Adapts to transitions with support	T1TG p. 45 T5TG pp. 107, 112 T8TG p. 155
4. Shows developing ability to solve social problems with support from familiar adults	T1TG pp. 121, 130, 136, 154 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
<b>C. Self-Concept</b>	
1. Shows growing confidence in their abilities	T1TG p. 79 T2TG p. 46 T7TG p. 129
2. Begins to independently initiate and direct some experiences	T2TG p. 151 T7TG p. 150 T8TG p. 153
<b>Four-Year-Olds</b>	
<b>A. Self-Regulation</b>	
<b>a. Affective</b>	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	T1TG pp. 39, 119 T4TG p. 79 T5TG pp. 40, 121 T6TG p. 51 T7TG p. 121
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time	T1TG pp. 27, 33 T2TG pp. 64, 73, 155 T6TG pp. 53, 155 T7TG p. 155 T8TG p. 33
<b>b. Life/Adaptive</b>	
1. Follows simple rules, agreements, and familiar routines, with teacher support and multiple experiences over time	T1TG pp. 27, 33, 39, 45, 53, 68, 74, 86, 87, 142, 146 T2TG pp. 119, 129, 151 T3TG pp. 51, 133 T4TG p. 121 T7TG p. 53 T8TG p. 51
2. Begins to use materials with increasing care and safety	T7TG pp. 139, 157 T8TG pp. 111, 117

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
3. Adapts to transitions with increasing independence	T1TG p. 45 T5TG pp. 107, 112 T8TG p. 155
<b>B. Relationships</b>	
<b>a. Self</b>	
1. Shows increasing confidence in their own abilities	T1TG p. 79 T2TG p. 46
<b>b. Peers</b>	
1. Interacts with and develops positive relationships with peers	T1TG pp. 61, 96, 130, 136, 154, 155 T3TG pp. 121, 133 T5TG p. 85 T7TG p. 87
2. Develops special friendships	T1TG pp. 46, 130, 154, 155
3. Shows care and concern for others	T1TG pp. 112, 121, 129, 136, 146, 153, 155 T2TG p. 53 T3TG pp. 53, 131, 153, 155 T5TG pp. 33, 87 T7TG p. 155 T8TG p. 155
<b>c. Adults</b>	
1. Develops positive relationships and interacts comfortably with familiar adults	T4TG p. 53 T5TG p. 129
<b>C. Social Problem Solving</b>	
1. Shows developing ability to solve social problems with support from familiar adults	T1TG p. 130 T5TG p. 29 T6TG pp. 87, 155 T7TG p. 155 T8TG p. 132
2. Develops an initial understanding of bullying, with support from familiar adults	T1TG pp. 121, 130, 136, 154
<b>IV. LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY</b>	
<b>Three-Year-Olds</b>	
<b>A. Listening and Understanding</b>	
1. Listens to and understands spoken language	T1TG pp. 28, 137, 148 T2TG p. 62 T3TG pp. 40, 121 T4TG pp. 34, 39, 107, 154 T5TG pp. 110, 114, 138, 156 T6TG p. 77 T7TG pp. 61, 135, 156 T8TG pp. 149, 151
2. Shows understanding by following simple directions	T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157 T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157 T3TG pp. 31, 45, 65, 99, 113, 133, 156 T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138 T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147 T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145 T7TG pp. 31, 49, 54, 65, 99, 141 T8TG pp. 31, 33, 55, 65, 89



Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<b>B. Communicating and Speaking</b>	
1. Shows improving expressive communication skills	T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104
2. Shows increased vocabulary and uses language for many purposes	T1TG pp. 40, 62, 108, 130, 131, 142, 153 T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156 T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155 T4TG pp. 34, 36, 41, 53, 74 T5TG pp. 40, 41, 71, 75, 77, 130, 136 T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150 T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143 T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156
<b>C. Early Reading</b>	
1. Shows an appreciation and enjoyment of reading	T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 81, 87, 115, 149 T2TG pp. 47, 81, 96, 115, 130, 149
2. Demonstrates beginning phonological awareness	T1TG pp. 111, 139, 143, 145, 157 T2TG pp. 37, 41, 43, 77, 111, 115, 139, 145 T3TG pp. 43, 68, 77, 81, 111, 114, 145, 147, 149 T4TG pp. 43, 47, 77, 81, 111, 145, 147 T5TG pp. 43, 45, 47, 77, 81, 111, 115, 145 T6TG pp. 43, 77, 111, 123, 145 T7TG pp. 43, 77, 111, 143, 145 T8TG pp. 29, 97, 131
3. Shows awareness of letters and symbols	T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157 T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157 T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157 T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157 T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157 T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157 T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157 T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157
4. Demonstrates comprehension and responds to stories	T1TG pp. 28, 34, 46, 52, 97, 103, 143, 151 T2TG pp. 28, 34, 35, 41, 47, 69, 86, 115, 136, 143 T3TG pp. 34, 41, 69, 75, 103, 115, 136, 137, 143, 149, 154 T4TG pp. 34, 49, 52, 68, 69, 75, 83, 115, 136, 137, 149, 151, 155 T5TG pp. 34, 41, 49, 53, 69, 75, 86, 87, 103, 104, 109, 115, 136, 137 T6TG pp. 87, 103, 117, 123, 136, 137, 143 T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143 T8TG pp. 28, 52, 68, 75, 87, 98, 109, 136, 143

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
<b>D. Early Writing</b>	
<p><b>1.</b> Begins to use writing, pictures, and play to express ideas</p>	<p>T2TG pp. 44, 80, 146  T3TG pp. 37, 112, 133  T4TG p. 146  T6TG pp. 78, 86  T7TG p. 52  T8TG p. 86</p>
<p><b>2.</b> Shows beginning writing skills by making letter-like shapes and scribbles to write</p>	<p>T1TG pp. 97, 105, 111, 131, 139, 145  T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145  T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139  T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139  T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139  T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139  T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139  T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145</p>
<b>Four-Year-Olds</b>	
<b>A. Listening and Understanding</b>	
<p><b>1.</b> Increases knowledge through listening</p>	<p>T1TG pp. 28, 137, 148  T2TG p. 62  T3TG pp. 40, 121  T4TG pp. 34, 39, 107, 154  T5TG pp. 110, 114, 138, 156  T6TG p. 77  T7TG pp. 61, 135, 156  T8TG pp. 149, 151</p>
<p><b>2.</b> Follows multi-step directions</p>	<p>T1TG pp. 39, 99, 117, 123, 132, 133, 139, 145, 150, 151, 156, 157  T2TG pp. 31, 37, 43, 47, 51, 62, 65, 71, 77, 86, 99, 145, 157  T3TG pp. 31, 45, 65, 99, 113, 133, 156  T4TG pp. 31, 33, 65, 78, 99, 112, 116, 132, 133, 138  T5TG pp. 54, 64, 65, 82, 88, 110, 122, 133, 135, 147  T6TG pp. 31, 37, 55, 65, 89, 99, 101, 123, 145  T7TG pp. 31, 49, 54, 65, 99, 141  T8TG pp. 31, 33, 55, 65, 89</p>
<b>B. Speaking</b>	
<p><b>1.</b> Speech is understood by both a familiar and an unfamiliar peer or adult.</p>	<p>T1TG pp. 29, 35, 108  T2TG pp. 108, 123, 157  T3TG pp. 89, 114, 123, 157  T4TG pp. 55, 89, 123  T5TG p. 142  T6TG pp. 55, 86, 89, 108, 123, 157  T7TG pp. 40, 89, 157</p>
<b>C. Vocabulary</b>	
<b>1. Shows an understanding of words and their meanings</b>	
<p><b>a.</b> Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe: adjectives, verbs, and adverbs).</p>	<p>T1TG pp. 40, 62, 108, 130, 131, 142, 153  T2TG pp. 27, 28, 30, 33, 35, 36, 42, 62, 63, 64, 70, 74, 75, 76, 82, 98, 103, 104, 105, 109, 111, 121, 132, 136, 137, 138, 143, 144, 150, 155, 156  T3TG pp. 28, 35, 41, 48, 103, 105, 110, 116, 132, 155  T4TG pp. 34, 36, 41, 53, 74  T5TG pp. 40, 41, 71, 75, 77, 130, 136  T6TG pp. 28, 34, 35, 36, 40, 42, 47, 68, 69, 74, 80, 82, 97, 103, 108, 114, 122, 131, 132, 137, 148, 149, 150  T7TG pp. 74, 75, 77, 82, 104, 105, 110, 122, 132, 133, 143  T8TG pp. 30, 48, 81, 82, 108, 110, 116, 130, 138, 150, 156</p>

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
<p><b>b.</b> Child has mastery of functional and organizational language of the classroom (e.g., <i>same and different, in front of and behind, next to, opposite, below</i>).</p>	<p>T1TG pp. 88, 98, 111, 132, 147, 156  T2TG pp. 48, 99, 105, 122, 132, 133, 138, 139, 144, 145, 150, 156, 157  T3TG pp. 30, 31, 36, 42, 43, 64, 65, 70, 76, 89  T4TG pp. 30, 48, 76, 82, 98  T5TG pp. 36, 42, 48, 64, 70, 82, 83, 88, 98, 104, 122, 132, 138, 144, 157  T6TG pp. 42, 43, 54, 64, 70, 76, 82, 98, 110, 145, 156  T7TG pp. 30, 31, 36, 37, 42, 43, 48, 64, 65, 71, 76, 82, 116, 138  T8TG pp. 42, 64, 151</p>
<p><b>c.</b> Child understands or knows the meaning of many thousands of words, including disciplinary words (e.g., science, social studies, math, and literacy), many more than he or she routinely uses (receptive language).</p>	<p>T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 73, 74, 79, 80, 85, 95, 101, 107, 113, 114, 119, 129, 135, 141, 143, 147, 148, 153, 154, 155  T2TG pp. 27, 33, 34, 39, 40, 45, 51, 52, 69, 74, 86, 95, 101, 102, 107, 108, 109, 113, 119, 120, 123, 129, 135, 136, 137, 141, 142, 143, 146, 147, 153, 157  T3TG pp. 33, 34, 39, 40, 45, 46, 51, 52, 61, 62, 67, 68, 69, 73, 95, 101, 107, 113, 115, 119, 120, 121, 129, 130, 135, 136, 141, 147, 153, 154  T4TG pp. 27, 33, 39, 41, 45, 51, 52, 61, 62, 67, 68, 69, 73, 79, 85, 86, 95, 101, 102, 107, 108, 113, 114, 119, 129, 130, 135, 136, 141, 147, 153  T5TG pp. 27, 33, 39, 45, 51, 61, 67, 73, 79, 85, 95, 101, 107, 113, 119, 120, 129, 135, 141, 142, 147, 153  T6TG pp. 27, 33, 39, 40, 45, 46, 51, 52, 55, 61, 67, 73, 79, 80, 81, 85, 86, 89, 95, 96, 101, 107, 113, 119, 120, 123, 129, 135, 136, 141, 142, 147, 153, 157  T7TG pp. 27, 33, 39, 45, 46, 51, 61, 62, 67, 73, 74, 79, 85, 86, 89, 95, 101, 107, 113, 119, 129, 135, 141, 142, 147, 150, 153, 154, 157  T8TG pp. 27, 33, 34, 39, 45, 46, 51, 53, 61, 67, 73, 74, 79, 85, 86, 95, 101, 102, 107, 113, 114, 119, 120, 121, 129, 135, 141, 142, 147, 148, 153, 154</p>
<p><b>2.</b> Shows increased vocabulary to describe many objects, actions, and events</p>	
<p><b>a.</b> Child uses a large speaking vocabulary, adding new words weekly.</p>	<p>T1TG pp. 27, 33, 34, 39, 45, 51, 61, 67, 68, 73, 79, 85, 95, 101, 107, 113, 114, 119, 123, 129, 135, 141, 147, 148, 153, 155, 157  T2TG pp. 34, 39, 40, 41, 45, 46, 51, 61, 67, 68, 73, 74, 79, 85, 86, 102, 109, 115, 120, 123, 136, 137, 142, 146, 147, 149, 154, 157  T3TG pp. 34, 39, 45, 46, 51, 61, 67, 73, 74, 79, 80, 81, 85, 86, 89, 95, 101, 102, 107, 113, 119, 123, 129, 130, 135, 141, 142, 147, 148, 149, 153, 154, 157  T4TG pp. 27, 33, 39, 45, 51, 55, 61, 62, 67, 68, 73, 79, 81, 85, 86, 89, 95, 101, 102, 107, 108, 113, 114, 119, 129, 135, 141, 142, 147, 153, 157  T5TG pp. 27, 33, 39, 45, 51, 55, 61, 67, 73, 78, 79, 85, 86, 95, 101, 107, 108, 113, 119, 123, 129, 135, 141, 142, 147, 153, 154, 157  T6TG pp. 27, 33, 39, 40, 45, 51, 52, 55, 61, 67, 73, 79, 80, 85, 89, 95, 96, 101, 107, 113, 119, 123, 129, 135, 136, 141, 142, 147, 153, 157  T7TG pp. 27, 33, 39, 44, 45, 51, 52, 55, 61, 62, 67, 73, 74, 76, 79, 85, 86, 89, 95, 101, 107, 108, 113, 119, 120, 123, 129, 135, 141, 142, 147, 150, 153, 156, 157  T8TG pp. 27, 33, 39, 45, 46, 51, 55, 61, 67, 73, 74, 79, 80, 85, 89, 95, 101, 102, 107, 113, 119, 123, 129, 135, 136, 141, 147, 153, 157</p>

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<p><b>b.</b> Child uses category labels (e.g., fruit, vegetable, animal, transportation, tool).</p>	<p>T1TG pp. 48, 76 T3TG p. 87 T5TG pp. 30, 81, 104, 105, 111 T7TG pp. 62, 104</p>
<p><b>c.</b> Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location).</p>	<p>T1TG pp. 48, 76, 115, 143 T2TG pp. 53, 87, 146 T3TG pp. 47, 87, 122 T4TG pp. 33, 51 T5TG pp. 96, 109, 114, 123</p>
<b>D. Sentences and Structure</b>	
<b>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</b>	
<p><b>a.</b> Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.</p>	<p>T1TG p. 35 T2TG p. 40 T5TG p. 137 T6TG pp. 62, 142 T7TG pp. 79, 86 T8TG pp. 29, 40, 68</p>
<p><b>b.</b> Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.</p>	<p>T1TG p. 74 T3TG pp. 68, 74, 108, 115 T4TG pp. 39, 74, 80 T5TG pp. 34, 81, 83, 141, 154, 156 T6TG pp. 73, 107, 108 T7TG pp. 81, 96, 102, 142 T8TG pp. 107, 141</p>
<b>2. Connects phrases and sentences to build ideas</b>	
<p><b>a.</b> Child uses sentences with more than one phrase.</p>	<p>T1TG pp. 29, 35, 40, 42, 46, 53, 63, 79, 136, 142, 148, 149 T2TG pp. 40, 68, 74, 108, 120 T3TG pp. 52, 54, 74, 80, 82, 86, 142 T4TG pp. 40, 52, 68, 86, 142, 156 T5TG pp. 40, 41, 54, 68, 74, 86, 97, 122, 137, 143, 144 T6TG pp. 40, 62, 120, 142 T7TG pp. 132 T8TG pp. 29, 34, 35, 40, 68, 69, 79, 96, 102, 103, 108, 114, 136, 137, 141</p>
<p><b>b.</b> Child combines more than one idea using complex sentences.</p>	<p>T3TG p. 96 T4TG p. 142 T7TG p. 130</p>
<p><b>c.</b> Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.</p>	<p>T3TG pp. 81, 108, 114, 148, 154 T4TG pp. 74, 80 T5TG p. 108 T7TG p. 88</p>
<b>E. Conversation</b>	
<b>1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems</b>	
<p><b>a.</b> Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).</p>	<p>T1TG p. 104 T3TG pp. 46, 62 T4TG p. 46 T5TG pp. 87, 147 T7TG pp. 29, 74, 80, 116, 136 T8TG pp. 98, 104</p>

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
<b>2. Initiates, asks questions, and responds to adults and peers in a variety of settings</b>	
<p><b>a.</b> Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.</p>	<p>T1TG pp. 28, 46, 61, 62, 67, 80, 96, 114, 130, 142, 148, 153  T2TG pp. 40, 61, 62, 67, 73, 79, 80, 85, 95, 108, 113, 114, 130, 135, 142, 146, 147, 148  T3TG pp. 27, 28, 46, 130, 142  T4TG pp. 33, 40, 45, 46, 86, 96, 102, 114, 142  T5TG pp. 33, 45, 62, 80, 130  T6TG pp. 33, 129, 142, 147  T7TG pp. 62, 74, 85, 119, 137, 154  T8TG pp. 28, 62, 74, 96, 108, 114, 129, 130, 142, 145</p>
<p><b>b.</b> Child provides appropriate information for the setting (e.g., introduces him or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult).</p>	<p>T1TG pp. 33, 39, 51, 67, 68, 73, 85, 107, 113, 119, 141, 147, 153  T2TG pp. 39, 45, 51, 73, 79, 85, 95, 101, 107, 113, 119, 120, 129, 141, 147, 153, 154  T3TG pp. 33, 39, 45, 51, 73, 79, 85, 107, 113, 119, 141, 147, 153  T4TG pp. 27, 34, 39, 45, 51, 52, 61, 68, 73, 79, 85, 97, 107, 113, 119, 131, 141, 147, 153, 155  T5TG pp. 39, 45, 51, 73, 79, 80, 85, 107, 113, 119, 141, 147, 153  T6TG pp. 27, 39, 40, 45, 51, 73, 79, 85, 107, 113, 119, 130, 141, 147, 153  T7TG pp. 39, 45, 47, 51, 53, 73, 79, 85, 107, 113, 119, 141, 145, 147, 153  T8TG pp. 39, 45, 51, 73, 79, 85, 96, 107, 113, 119, 141, 147, 153</p>
<b>3. Uses appropriate language and style for context</b>	
<p><b>a.</b> Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).</p>	<p>T1TG p. 61  T2TG p. 148  T3TG pp. 28, 96, 148  T4TG p. 80  T5TG pp. 96, 148  T6TG pp. 28, 46, 62, 79, 80</p>
<p><b>b.</b> Child demonstrates knowledge of non-verbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation).</p>	<p>T1TG p. 61  T2TG p. 148  T3TG pp. 28, 96, 148  T4TG p. 80  T5TG pp. 96, 148  T6TG pp. 28, 46, 62, 79, 80</p>
<p><b>c.</b> Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom).</p>	<p>T2TG pp. 108, 123, 157  T3TG pp. 89, 96  T4TG pp. 123, 157  T5TG pp. 55, 74, 89, 123, 157  T6TG pp. 55, 86, 89, 102, 108, 123, 157  T7TG pp. 55, 89, 123, 157  T8TG pp. 55, 85, 89, 123, 157</p>
<b>F. Emergent Reading</b>	
<b>1. Shows motivation for reading</b>	
<p><b>a.</b> Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).</p>	<p>T1TG pp. 28, 34, 40, 41, 47, 53, 63, 69, 75, 78, 81, 87, 115, 149  T2TG pp. 47, 81, 96, 115, 130, 149  T3TG pp. 47, 62, 81, 83, 86, 102, 115, 149  T4TG pp. 47, 81, 149  T5TG pp. 49, 78, 89, 96, 123, 151, 157  T6TG pp. 44, 81, 149  T7TG pp. 47, 81, 115, 149  T8TG pp. 47, 78, 81, 115, 149</p>

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<p><b>b.</b> Child interacts appropriately with books and other materials in a print-rich environment.</p>	<p>T1TG pp. 117, 151  T2TG pp. 49, 117, 151  T5TG pp. 115, 117, 149  T6TG pp. 83, 117, 151  T7TG pp. 49, 83, 117, 151  T8TG pp. 49, 83, 117, 151</p>
<p><b>c.</b> Child asks to be read to or asks the meaning of written text.</p>	<p>T1TG p. 78  T2TG pp. 52, 62, 149  T3TG pp. 75, 81  T4TG p. 52  T5TG p. 78  T6TG p. 44  T8TG pp. 78, 154</p>
<p><b>2.</b> Shows age-appropriate phonological awareness</p>	
<p><b>a.</b> Child can distinguish individual words within spoken phrases or sentences.</p>	<p>T1TG pp. 139, 143, 157  T2TG pp. 37, 41</p>
<p><b>b.</b> Child combines words to make a compound word (e.g., “foot” + “ball” = “football”).</p>	<p>T2TG pp. 105, 109, 123</p>
<p><b>c.</b> Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).</p>	<p>T2TG pp. 105, 109, 123</p>
<p><b>d.</b> Child combines syllables into words (e.g., “sis” + “ter” = “sister”).</p>	<p>T3TG pp. 71, 75, 89, 136</p>
<p><b>e.</b> Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).</p>	<p>T4TG pp. 139, 143, 145, 157</p>
<p><b>f.</b> Child combines onset and rime to form a familiar one-syllable word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child can select the picture of the cat).</p>	<p>T3TG pp. 105, 109, 123  T4TG pp. 37, 41, 55, 73, 109, 123</p>
<p><b>3.</b> Shows alphabetic knowledge</p>	
<p><b>a.</b> Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named).</p>	<p>T1TG pp. 35, 53, 63, 69, 73, 75, 81, 85, 87, 97, 103, 123, 131, 137, 157  T2TG pp. 29, 35, 37, 47, 69, 71, 81, 97, 103, 105, 115, 123, 131, 137, 139, 149, 157  T3TG pp. 29, 35, 37, 47, 97, 103, 123, 131, 137, 149, 157  T4TG pp. 27, 29, 35, 47, 55, 63, 69, 81, 89, 97, 103, 105, 115, 123, 131, 137, 157  T5TG pp. 29, 35, 47, 51, 55, 63, 69, 89, 97, 103, 115, 123, 131, 137, 149, 157  T6TG pp. 29, 35, 37, 47, 55, 69, 81, 89, 97, 103, 105, 123, 131, 137, 139, 149, 157  T7TG pp. 29, 35, 47, 55, 63, 71, 81, 89, 97, 103, 109, 113, 123, 131, 137, 157  T8TG pp. 29, 35, 55, 63, 69, 71, 77, 89, 97, 103, 105, 111, 123, 131, 137, 139, 145, 157</p>

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<p><b>b.</b> Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name).</p>	<p>T1TG pp. 41, 47, 85, 105, 139, 149  T2TG pp. 35, 47, 69, 71, 81, 97, 105, 115, 123, 131, 139, 149, 157  T3TG pp. 29, 37, 47, 63, 69, 71, 81, 89, 97, 105, 115, 139  T4TG pp. 29, 37, 63, 71, 105, 115, 139, 149  T5TG pp. 37, 71, 81, 105, 139  T6TG pp. 35, 47, 63, 81, 89, 97, 103, 123, 131, 137, 139, 149, 157  T7TG pp. 29, 37, 71, 81, 89, 105, 115, 139, 149  T8TG pp. 29, 35, 43, 63, 69, 97, 103, 131, 137</p>
<p><b>c.</b> Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).</p>	<p>T1TG pp. 103, 107, 111, 137, 149  T2TG pp. 35, 37, 43, 47, 71, 79, 103, 105, 115, 137, 139, 149, 157  T3TG pp. 37, 43, 77, 81, 89, 103, 105, 111, 115, 123, 137, 139, 149, 157  T4TG pp. 37, 43, 47, 55, 71, 77, 102, 111, 115, 123, 129, 137, 139, 143, 145, 149  T5TG pp. 35, 43, 69, 71, 103, 111, 137, 139  T6TG pp. 37, 55, 71, 77, 81, 103, 105, 111, 137, 139, 145, 149  T7TG pp. 35, 37, 43, 71, 77, 103, 111, 135, 137, 145, 149  T8TG pp. 39, 101, 129</p>
<p><b>d.</b> Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).</p>	<p>T1TG pp. 109, 123, 157  T2TG pp. 45, 123, 157  T3TG pp. 89, 123, 157  T4TG pp. 55, 89, 123, 157  T5TG p. 55  T6TG p. 55  T7TG pp. 55, 89, 123, 157  T8TG pp. 55, 89, 123, 153</p>
<p><b>4.</b> Demonstrates comprehension of text read aloud</p>	
<p><b>a.</b> Child retells or reenacts story after it is read aloud.</p>	<p>T1TG pp. 123, 149, 157  T2TG pp. 49, 83, 117, 123  T3TG pp. 34, 49, 89, 117, 123, 151, 157  T4TG pp. 81, 115, 149, 151, 155  T5TG pp. 34, 47, 89, 109, 115, 117, 123, 143, 149, 151, 157  T6TG pp. 47, 55, 80, 83  T7TG pp. 41, 55, 109, 143, 149, 157  T8TG pp. 34, 41, 75, 89, 109, 143, 149, 157</p>
<p><b>b.</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...?” “How would you feel if you...?”).</p>	<p>T1TG pp. 97, 103, 104, 143, 151  T2TG pp. 28, 35, 41, 69, 143  T3TG pp. 34, 41, 62, 69, 75, 83, 103, 117, 137, 143  T4TG pp. 34, 49, 64, 69, 75, 83, 117, 137  T5TG pp. 28, 69, 83, 103, 109, 114, 117, 137  T6TG pp. 83, 96, 103, 114, 117, 137, 143  T7TG pp. 35, 47, 75, 97, 103, 115, 131, 137, 143  T8TG pp. 28, 52, 75, 83, 98, 114, 117, 151</p>
<p><b>G. Emergent Writing</b></p>	
<p><b>1.</b> Shows motivation to engage in written expression</p>	
<p><b>a.</b> Child demonstrates understanding of the connections among their own ideas, experiences, and written expression.</p>	<p>T1TG pp. 52, 86, 120, 154  T2TG pp. 52, 86, 96, 102, 120, 130, 136  T3TG pp. 52, 86, 120, 154  T4TG pp. 52, 86, 120, 154  T5TG pp. 86, 120, 154  T6TG pp. 52, 86, 120, 144, 154  T7TG pp. 52, 86, 120  T8TG pp. 52, 86, 120, 154</p>

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<p><b>b.</b> Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).</p>	<p>T2TG pp. 44, 80, 146 T3TG pp. 37, 112, 133 T4TG p. 146 T6TG pp. 78, 86 T7TG p. 52 T8TG pp. 43, 77, 86, 111, 145</p>
<p><b>2.</b> Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas</p>	
<p><b>a.</b> Child independently uses letter-like shapes or letters to write words or parts of words.</p>	<p>T3TG p. 112 T4TG p. 112 T5TG p. 133 T7TG p. 150</p>
<p><b>b.</b> Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.</p>	<p>T1TG pp. 99, 133 T2TG pp. 31, 99, 133 T3TG pp. 31, 65, 99, 133 T4TG pp. 31, 65, 99, 133 T5TG pp. 31, 65, 99, 133 T6TG pp. 31, 65, 99 T7TG pp. 31, 65, 99, 133 T8TG pp. 31, 65, 99, 133</p>
<p><b>3.</b> Demonstrates age-appropriate ability to write letters</p>	
<p><b>a.</b> Child independently writes some letters on request.</p>	<p>T1TG pp. 97, 105, 111, 131, 139, 145 T2TG pp. 29, 37, 43, 63, 65, 97, 105, 131, 137, 139, 145 T3TG pp. 29, 37, 63, 71, 95, 97, 105, 131, 139 T4TG pp. 29, 37, 63, 71, 97, 105, 111, 131, 139 T5TG pp. 29, 37, 43, 71, 77, 97, 105, 111, 131, 139 T6TG pp. 29, 37, 63, 71, 97, 105, 111, 113, 131, 139 T7TG pp. 29, 37, 63, 71, 77, 97, 105, 111, 112, 131, 139 T8TG pp. 37, 43, 71, 77, 105, 111, 139, 145</p>
<p><b>4.</b> Demonstrates knowledge of purposes, functions, and structure of written composition</p>	
<p><b>a.</b> When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear”; a story has a beginning, middle, and end).</p>	<p>T4TG p. 52</p>

## V. COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

### Three-Year-Olds

#### A. Mathematical Thinking

<p><b>1.</b> Demonstrates interest in mathematical problem solving</p>	<p>T2TG p. 150 T3TG p. 156 T6TG pp. 30, 31, 36, 37, 43, 48, 54, 55, 70, 76, 77, 82, 89, 98, 99, 104, 105, 110, 111, 123</p>
<p><b>2.</b> Sorts objects into groups by one characteristic</p>	<p>T1TG pp. 30, 36, 42, 48, 54, 76, 82, 123 T3TG pp. 31, 37, 43, 82, 83 T5TG pp. 31, 65, 105, 111 T8TG pp. 132, 144</p>
<p><b>3.</b> Shows knowledge of numbers and counting</p>	<p>T1TG pp. 30, 36, 76 T2TG pp. 64, 65, 70, 71, 76, 82, 88, 98, 104, 105, 110, 111, 122 T4TG pp. 49, 64, 70, 98, 104 T6TG pp. 30, 31, 36, 37, 43, 54, 55, 88, 104, 116 T8TG p. 139</p>
<p><b>4.</b> Recognizes some geometric shapes</p>	<p>T3TG pp. 41, 47 T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157 T8TG pp. 48, 49, 82, 83, 144, 145</p>



Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
5. Shows beginning understanding of spatial relationships and position words	T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157
6. Demonstrates beginning ability to compare and contrast	T1TG pp. 76, 82, 111, 123, 139 T3TG pp. 31, 37, 82, 83 T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123 T7TG pp. 104, 105, 111, 151 T8TG pp. 132, 144
7. Engages in activities that explore measurement	T3TG pp. 43, 77, 98, 99, 110, 138, 139, 144, 145, 156 T6TG p. 79
<b>B. Scientific Thinking</b>	
1. Uses senses to collect information through observation and exploration	T1TG p. 78 T2TG pp. 112, 113, 119 T7TG pp. 101, 148
2. Begins to use simple tools for observing and investigating	T5TG p. 102 T7TG pp. 51, 67
3. Begins to compare objects	T5TG p. 30 T6TG pp. 95, 114 T7TG pp. 80, 95, 113, 148
<b>C. Social Studies</b>	
1. Begins to recognize and appreciate similarities and differences in people	T2TG pp. 5, 28, 40, 46 T3TG pp. 53, 130, 153, 154, 155 T7TG p. 143
2. Begins to understand family characteristics, roles, and functions	T2TG pp. 68, 74, 86 T6TG p. 53
3. Shows awareness of some social roles and jobs that people do	T3TG pp. 62, 68, 79, 86, 87, 108 T8TG p. 153
4. Demonstrates awareness of group rules	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
5. Demonstrates awareness of the environment around them	T3TG pp. 96, 101, 102, 114, 120, 148 T5TG pp. 35, 130, 147, 148, 154, 155 T6TG p. 45
<b>D. The Arts</b>	
1. Uses many different creative art materials to express and explore	<i>This activity happens each week in the Learning Centers.</i> T3TG pp. 46, 78, 112, 146 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 78, 112 T7TG p. 44
2. Engages in musical experiences	T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137 T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T4TG pp. 29, 63, 69, 97, 103, 131 T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
3. Engages in creative movement and dramatic play	T1TG pp. 44, 80, 86, 147, 154 T2TG pp. 52, 80, 86, 88, 154 T3TG pp. 78, 86, 102, 120, 148, 154, 155 T4TG pp. 86, 154 T5TG pp. 67, 85 T6TG pp. 112, 120, 148 T7TG pp. 46, 78, 154 T8TG pp. 33, 87, 101, 120, 121, 154
4. Shows understanding and appreciation of artistic creations or events	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T5TG pp. 34, 44, 156 T8TG pp. 41, 78, 149
<b>Four-Year-Olds</b>	
<b>A. Mathematical Thinking</b>	
<b>a. Number Sense</b>	
1. Demonstrates understanding of one-to-one correspondence	
a. Child demonstrates one-to-one correspondence when counting.	T1TG pp. 36, 76 T2TG pp. 37, 42, 43, 48, 49, 54, 64, 65, 70, 71, 76, 83, 88, 98, 99, 104, 105, 110, 111, 117, 122, 123 T3TG pp. 116, 117 T4TG pp. 64, 70, 98, 104, 132, 153 T5TG pp. 31, 65, 150, 151 T6TG pp. 30, 31, 36, 37, 42, 43, 54, 55, 64, 65, 88, 104, 116 T8TG pp. 138, 139
b. Child demonstrates one-to-one correspondence to determine if two sets are equal.	T2TG pp. 31, 37, 43, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123 T3TG p. 116 T6TG pp. 150, 157
2. Shows understanding of how to count and construct sets	
a. Child counts sets in the range of 10 to 15 objects.	T1TG pp. 30, 36, 42, 76, 82 T2TG pp. 49, 54, 64, 70, 76, 77, 83, 88, 98, 99, 104, 105, 111, 122, 138 T3TG pp. 116, 117, 145 T4TG pp. 27, 30, 36, 48, 64, 65, 67, 70, 71, 76, 77, 83, 89, 98, 104, 110, 116, 122, 132, 138 T5TG pp. 98, 150 T6TG pp. 64, 77, 98, 116, 117, 144, 145, 150, 151, 156 T7TG pp. 98, 116, 156 T8TG pp. 30, 31, 36, 37, 42, 54, 55, 64, 65, 70, 71, 98, 109, 123, 138, 139
b. Child constructs sets in the range of 10 to 15 objects.	T2TG pp. 76, 116 T4TG pp. 31, 37, 49, 55, 64, 71, 76, 77, 82, 83, 89, 99, 105, 111, 117, 123, 133, 139, 145, 151, 156, 157 T6TG pp. 31, 37, 55, 99, 123 T8TG pp. 110, 111

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
<b>3.</b> Shows understanding by participating in the comparison of quantities	
<b>a.</b> Child compares two sets to determine if they are equal.	T2TG pp. 31, 37, 43, 71, 77, 83, 88, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123 T3TG p. 116 T6TG pp. 150, 157
<b>b.</b> Child compares two sets to determine if one set has more.	T2TG pp. 98, 99, 104, 105, 110, 111, 116, 122, 123, 150, 151 T4TG pp. 82, 83 T5TG p. 150 T8TG p. 143
<b>c.</b> Child compares two sets to determine if one set has fewer.	T2TG pp. 122, 123, 150, 151
<b>d.</b> Child determines one set of objects is a lot more than another set of objects.	T5TG p. 150 T8TG p. 143
<b>4.</b> Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	T2TG pp. 30, 31, 36, 37, 42, 43, 54, 82, 144 T4TG pp. 30, 31, 36, 37, 42, 49, 55, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 139, 145, 151, 157 T5TG p. 81 T6TG pp. 104, 110, 144, 156 T8TG p. 156
<b>5.</b> Counts and knows the sequence of number names (spoken)	
<b>a.</b> Child counts and recognizes number names (spoken) in the range of 10 to 15.	T2TG pp. 36, 42, 54, 82, 88, 132 T3TG p. 116 T4TG pp. 30, 36, 37, 42, 48, 49, 54, 64, 65, 70, 88, 110, 116, 122, 132, 138, 144, 147, 156 T5TG p. 67 T6TG p. 101 T7TG p. 107 T8TG p. 138
<b>b.</b> Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.	T6TG p. 150 T8TG p. 138
<b>6.</b> Shows understanding of and uses appropriate terms to describe ordinal positions	
<b>a.</b> Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).	T2TG pp. 132, 133, 138, 139, 144, 145, 150, 156, 157
<b>b.</b> Child names ordinal positions (e.g., first, second, third, fourth, fifth).	T2TG pp. 132, 138, 144, 145, 156, 157 T3TG pp. 150, 151
<b>b. Number and Operations</b>	
<b>1.</b> Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	
<b>a.</b> Child indicates there are more when combining (adding) sets of objects.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 123, 138, 144, 145, 156, 157 T7TG p. 48 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157
<b>b.</b> Child indicates there are less (fewer) when removing (subtracting) objects from a set.	T8TG pp. 30, 36, 37, 42, 43, 54, 55, 70, 76, 82, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
<b>2.</b> Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	
<b>a.</b> Child combines sets of objects to equal a set no larger than 10	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 54, 55, 64, 65, 70, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 123, 138, 144, 145, 156, 157 T7TG p. 49 T8TG pp. 110, 111, 116, 117, 122, 150, 151, 156, 157
<b>b.</b> Child removes objects from a set no larger than 10.	T8TG pp. 30, 31, 36, 37, 42, 43, 48, 49, 54, 55, 70, 71, 76, 77, 82, 83, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
<b>c.</b> Child uses concrete objects (e.g., fingers, blocks) to solve complex problems.	T6TG pp. 30, 31, 36, 37, 42, 43, 48, 55, 64, 70, 77, 82, 83, 88, 89, 99, 105, 123, 138, 157 T7TG p. 49 T8TG pp. 30, 31, 36, 37, 42, 48, 54, 55, 70, 76, 77, 83, 88, 89, 99, 104, 105, 110, 111, 116, 117, 123, 150, 151, 156, 157
<b>3.</b> Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	T1TG pp. 102, 114
<b>c. Patterns and Seriation</b>	
<b>1.</b> Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	
<b>a.</b> Child recognizes patterns and non-patterns.	T1TG pp. 48, 54, 64, 70, 88, 99, 104, 122, 132, 138 T3TG p. 49
<b>b.</b> Child duplicates identical patterns with at least two elements.	T1TG pp. 54, 64, 70, 99, 105, 110, 116, 122, 123, 138, 139, 150, 151, 157 T2TG p. 49 T3TG pp. 48, 49 T5TG pp. 116, 117
<b>c.</b> Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern).	T1TG pp. 48, 54, 64, 70, 88, 98, 105, 110, 111, 116, 132, 133, 138, 139, 144, 145, 150, 151, 156, 157 T3TG pp. 48, 49 T4TG pp. 101, 107 T5TG pp. 85, 116, 117 T7TG p. 82 T8TG pp. 132, 133
<b>d.</b> Child begins to independently produce patterns with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time.	T1TG pp. 64, 70, 88, 104, 110, 111, 113, 116, 117, 123, 132, 133, 144, 145, 150, 151, 157 T2TG pp. 48, 49 T3TG pp. 48, 49 T5TG pp. 88, 116, 117 T7TG p. 82 T8TG pp. 132, 133
<b>2.</b> Sorts, orders, compares, and describes objects according to characteristics or attribute(s) (seriation)	
<b>a.</b> Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157
<b>b.</b> Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.	T3TG pp. 70, 71, 82, 83, 88, 89, 104, 105, 123, 132, 150, 151, 157

**d. Geometry**

**1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)**

**a.** Child categorizes (sorts) examples of two-dimensional shapes.

T7TG pp. 104, 105, 111, 151

**b.** Child names two-dimensional shapes.

T3TG pp. 41, 47  
T7TG pp. 30, 31, 33, 36, 37, 39, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 82, 88, 89, 98, 104, 105, 111, 113, 116, 117, 122, 123, 132, 133, 138, 144, 145, 150, 151, 156, 157  
T8TG pp. 48, 49, 82, 83, 144, 145

**c.** Child constructs examples of two-dimensional shapes.

T7TG pp. 31, 37, 43, 65, 71, 110

**d.** Child identifies the number of sides of two-dimensional shapes.

T7TG pp. 30, 31, 37, 42, 43, 54, 55, 64, 65, 70, 71, 76, 77, 88, 89, 98, 99, 105, 111, 113, 116, 122, 123, 132, 133, 138, 139, 144, 150

**2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations**

**a.** Child slides shapes, with teacher support and multiple experiences over time.

T7TG pp. 99, 104, 105, 111, 123, 132

**b.** Child flips shapes, with teacher support and multiple experiences over time.

T7TG pp. 64, 65, 99, 104, 105, 111, 123, 132

**c.** Child rotates shapes, with teacher support and multiple experiences over time.

T7TG pp. 99, 104, 105, 111, 123, 132

**3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)**

**a.** Child categorizes (sorts) examples of three-dimensional shapes.

T5TG pp. 30, 49, 54, 64, 82, 83, 99, 104, 105, 111, 123

**b.** Child names three-dimensional shapes.

T5TG pp. 36, 42, 48, 54, 55, 70, 76, 88, 89, 98, 99, 104, 105, 110, 111, 116, 117, 122, 123, 132, 133, 139, 145, 151, 156  
T6TG pp. 48, 82, 83  
T7TG pp. 150, 151  
T8TG pp. 144, 145

**4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects**

T7TG pp. 138, 139

**e. Spatial Relations**

**1. Shows understanding of spatial relationships and uses position words (e.g., *above, below, next to, beside, on top of, inside, outside*)**

**a.** Child shows understanding of positional words (receptive knowledge).

T1TG p. 79  
T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157  
T7TG pp. 41, 144

**b.** Child uses the positional terms verbally (expressive knowledge) (e.g., *in front of, behind, between, over, through, under*), with teacher support and multiple experiences over time.

T1TG p. 79  
T5TG pp. 132, 133, 138, 139, 141, 144, 145, 156, 157  
T7TG pp. 41, 144

**2. Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.")**

T5TG p. 141  
T8TG p. 135

**3. Understands and can tell the difference between orientation terms (e.g., *horizontal, diagonal, vertical*)**

T1TG p. 70  
T7TG pp. 110, 144

Florida Early Learning and Developmental Standards	DIG: Develop. Inspire. Grow.™
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hopscotch, giving simple directions)	T1TG pp. 42, 150, 151
<b>f. Measurement</b>	
1. Engages in activities that explore measurement	T3TG pp. 43, 77, 98, 99, 110, 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151 T6TG p. 79
2. Compares continuous quantities using length, weight, and height	
a. Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.	T3TG pp. 122, 138, 139, 144, 145, 157 T4TG pp. 150, 151
b. Child measures or compares the weight of one or more objects using a non-standard reference (e.g., beans), with teacher support and multiple experiences over time.	T3TG pp. 36, 37, 76, 77, 88, 89
c. Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.	T3TG pp. 110, 111, 122 T4TG pp. 150, 151
d. Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.	T3TG pp. 30, 36, 37, 42, 54, 76, 77, 82, 83, 89, 98, 99, 104, 105, 110, 111, 119, 123, 132, 150, 157 T5TG pp. 49, 71, 77 T6TG p. 67
3. Represents and analyzes data	
a. Child assists with collecting and sorting materials to be graphed	T5TG p. 112 T7TG pp. 102, 120 T8TG pp. 41, 75, 80
b. Child works with teacher and small groups to represent mathematical relations in charts and graphs.	T3TG pp. 98, 110 T7TG pp. 116, 117, 120
c. Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.	T7TG pp. 102, 116, 117, 120 T8TG p. 80
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time.	T8TG p. 80
<b>B. Scientific Thinking</b>	
<b>a. Investigation and Inquiry</b>	
1. Demonstrates the use of simple tools and equipment for observing and investigating	T5TG pp. 102, 121 T7TG pp. 51, 67
2. Examines objects and makes comparisons	T2TG p. 113 T5TG p. 30 T6TG pp. 61, 63, 95, 102, 114, 131 T7TG pp. 80, 95, 112, 113, 114, 148
<b>b. Physical Science</b>	
1. Explores the physical properties and creative use of objects or matter	T5TG pp. 136, 141, 148 T7TG pp. 95, 96, 101, 102, 107, 114, 146

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<b>c. Life Science</b>	
1. Explores growth and change of living things	T6TG pp. 28, 46, 52, 102, 119, 120, 130, 133, 136, 142, 148, 154 T7TG p. 147
2. Identifies the characteristics of living things	T4TG p. 108 T5TG pp. 39, 80, 87 T6TG pp. 28, 34, 40, 51, 61, 62, 68, 74, 79, 80, 85, 86, 96, 97, 99, 101, 102, 107, 108, 109, 114, 120, 130, 142, 148, 154 T7TG pp. 67, 73, 117
3. Identifies the five senses and explores functions of each	T2TG pp. 96, 99, 101, 102, 108, 113, 120 T7TG p. 148
<b>d. Earth and Space</b>	
1. Explores the outdoor environment and begins to recognize changes (e.g., weather conditions) in the environment, with teacher support and multiple experiences over time	T1TG p. 143 T4TG p. 51 T5TG pp. 40, 95, 96, 101, 102, 108, 113, 114, 119, 120, 121 T7TG p. 27
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment	T5TG pp. 28, 39, 80
<b>e. Environmental Awareness</b>	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	T3TG pp. 96, 101, 102, 114, 120, 148 T5TG pp. 35, 130, 147, 148, 154, 155 T6TG p. 45
<b>C. Social Studies</b>	
<b>a. Individual Development and Identity</b>	
1. Begins to recognize and appreciate similarities and differences in people	T2TG pp. 5, 28, 40, 46 T3TG pp. 53, 130, 153, 154, 155 T7TG p. 143
2. Begins to understand family characteristics, roles, and functions	T2TG pp. 68, 74, 86 T6TG p. 53
3. Shows awareness and describes some social roles and jobs that people do	T3TG pp. 62, 68, 79, 85, 86, 87, 108 T8TG p. 153
<b>b. People, Places, and Environments</b>	
1. Demonstrates awareness of geographic thinking	T3TG pp. 28, 34, 40, 46, 52, 141 T8TG pp. 96, 101
<b>c. Technology and Our World</b>	
1. Shows awareness of technology and its impact on how people live	T8TG pp. 28, 34, 39, 45, 46, 52, 74, 80, 85, 96, 102, 108, 113, 120
<b>d. Civic Ideals and Practices</b>	
1. Demonstrates awareness of group rules (civics)	T1TG pp. 52, 62, 68, 80, 86, 87 T3TG pp. 53, 87
2. Begins to understand and take on leadership roles	T1TG p. 78 T8TG pp. 103, 131, 137

Florida Early Learning and Developmental Standards	<i>DIG: Develop. Inspire. Grow.™</i>
<b>D. Creative Expression Through the Arts</b>	
<b>a. Visual Arts</b>	
1. Explores visual arts	<i>This activity happens each week in the Learning Centers.</i> T3TG pp. 46, 78, 112, 146 T4TG pp. 44, 78, 146 T5TG pp. 71, 77, 133, 139, 145 T6TG pp. 78, 112 T7TG p. 44
2. Creates visual arts to communicate an idea	T1TG p. 112 T3TG pp. 46, 78, 112 T4TG p. 44 T5TG p. 133 T7TG p. 78 T8TG p. 112
3. Discusses and responds to the feelings caused by an artwork	T5TG pp. 34, 44, 156 T8TG p. 78
<b>b. Music</b>	
1. Explores music	T1TG pp. 29, 35, 41, 47, 53, 63, 69, 75, 81, 87, 97, 103, 131, 137 T2TG pp. 29, 35, 63, 69, 97, 121, 131, 137 T3TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T4TG pp. 29, 63, 69, 97, 103, 131 T5TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T6TG pp. 29, 35, 53, 69, 87, 97, 121, 137 T7TG pp. 29, 35, 63, 69, 97, 103, 131, 137 T8TG pp. 29, 35, 41, 63, 67, 69, 81, 97, 115
2. Creates music to communicate an idea	T1TG pp. 41, 47, 53, 109 T5TG pp. 113, 121, 155 T7TG pp. 27, 33, 45, 51, 109, 121
3. Discusses and responds to the feelings caused by music	T1TG pp. 97, 131 T2TG pp. 29, 63, 97, 131 T3TG pp. 29, 63, 131 T4TG pp. 29, 63, 97, 131 T5TG pp. 29, 63, 97, 131 T6TG pp. 29, 63, 97, 131 T7TG pp. 29, 63, 97, 131 T8TG p. 137
<b>c. Creative Movement and Dance</b>	
1. Explores creative movement and dance	T1TG pp. 80, 120 T2TG pp. 120, 148 T3TG pp. 52, 107, 112, 120, 121, 143 T4TG p. 148 T5TG pp. 80, 148 T6TG pp. 52, 80, 120 T7TG p. 79 T8TG pp. 52, 148
2. Creates creative movement and dance to communicate an idea	T1TG pp. 80, 86, 154 T2TG pp. 52, 80, 86, 154 T3TG pp. 86, 120, 148, 154, 155 T4TG pp. 86, 154 T6TG pp. 120, 148 T7TG pp. 46, 154 T8TG pp. 87, 120, 121, 154



Florida Early Learning and Developmental Standards	<i><b>DIG: Develop. Inspire. Grow.™</b></i>
3. Discusses and responds to the feelings caused by creative movement and dance	T2TG p. 143 T3TG p. 121 T4TG pp. 41, 53, 75, 87, 143 T8TG p. 41
<b>d. Dramatic Play and Theatre</b>	
1. Explores dramatic play and theatre	<i>This activity happens each week in the Learning Centers.</i> T1TG pp. 44, 147 T2TG p. 88 T3TG pp. 78, 102 T5TG pp. 67, 85 T6TG p. 112 T7TG p. 78 T8TG pp. 33, 101
2. Creates dramatic play and theatre to communicate an idea	T1TG pp. 141, 147 T3TG p. 44 T4TG p. 112 T7TG p. 78 T8TG pp. 95, 141
3. Discusses and responds to the feelings caused by dramatic play and theatre	T8TG p. 149







16310 Bratton Lane, Suite 250  
Austin, TX 78728  
800-227-9120  
www.AbramsLearningTrends.com



# Comprehensive Pre-K Program

All NEW program designed to develop, inspire, and grow little learners on their way to K.



For more information, contact:  
Abrams Learning Trends

**800-227-9120**

[customerservice@AbramsLearningTrends.com](mailto:customerservice@AbramsLearningTrends.com)