



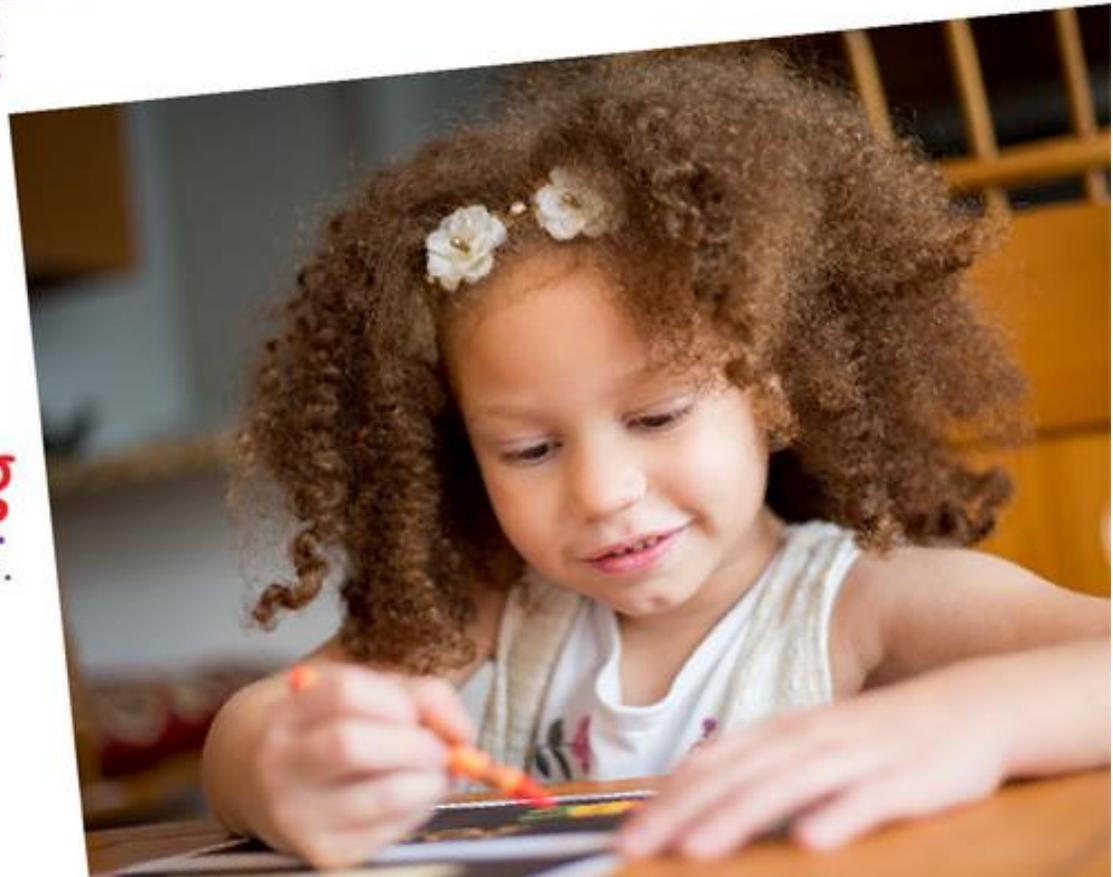
Florida Early Learning and Developmental Standards

4 Years Old to Kindergarten

(2017)



OFFICE OF
Early Learning
LEARN EARLY. LEARN FOR LIFE.



IV. LANGUAGE AND LITERACY DOMAIN *

A. LISTENING AND UNDERSTANDING

1. Demonstrates understanding when listening

Benchmark a: Engages in multiple back-and-forth communicative interactions with adults (e.g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others)

Benchmark b: Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic, and reacting appropriately to what is said

2. Increases knowledge through listening

Benchmark a: Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge

Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play

3. Follows Directions

Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions

B. SPEAKING

1. Speaks and is understood when speaking

Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors

C. VOCABULARY

1. Shows an understanding of words and their meanings (receptive)

Benchmark a: Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)

Benchmark b: Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments

Benchmark c: Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)

2. Uses increased vocabulary to describe objects, actions and events (expressive)

Benchmark a: Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)

Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)

Benchmark c: Identifies unfamiliar words asking for clarification

*Standards and benchmarks reflect the knowledge and skills that a child on a developmental trajectory (progression) should know and be able to do at the end of the age-related timeframe.

Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings
D. SENTENCES AND STRUCTURE
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences
Benchmark a: Typically uses complete sentences of five or more words, usually with subject, verb and object order
Benchmark b: Uses regular and irregular plurals, regular past tense, personal and possessive pronouns and subject-verb agreement
2. Connects words, phrases and sentences to build ideas
Benchmark a: Uses sentences with more than one phrase
Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)
Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning
E. CONVERSATION
1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
Benchmark a: Engages in conversations with two to three back-and-forth turns using language, gestures and expressions (e.g., words related to social conventions like “please” and “thank you”)
2. Asks questions, and responds to adults and peers in a variety of settings
Benchmark a: Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations
3. Demonstrates understanding of the social conventions of communication and language use
Benchmark a: Demonstrates increased awareness of nonverbal conversational rules
Benchmark b: Demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation)
Benchmark c: Matches language to social and academic contexts (e.g., uses volume appropriate to context)
F. EMERGENT READING
1. Shows motivation for and appreciation of reading
Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others
Benchmark b: Makes real-world connections between stories and real-life experiences
Benchmark c: Interacts appropriately with books and other materials in a print-rich environment
Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories
Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials
2. Shows age-appropriate phonological awareness
Benchmark a: Distinguishes individual words within spoken phrases or sentences

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Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)
Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)
Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)
Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)
Benchmark f: 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)
3. Shows alphabetic and print knowledge
Benchmark a: Recognizes that print conveys meaning
Benchmark b: Recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)
Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)
Benchmark d: Recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter of the sound given)
4. Demonstrates comprehension of books read aloud
Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud
Benchmark b: 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...?”)
G. EMERGENT WRITING
1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition
Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)
Benchmark b: Uses letter-like shapes or letters to write words or parts of words
Benchmark c: Writes own name (e.g., first name, last name or nickname), not necessarily with full correct spelling or well-formed letters

For more information, visit <http://flbt5.floridaearlylearning.com/>.

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