

Florida VPK Alignment

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Physical Development	
Age: 4 Year-Olds	
A. Health and Wellness	
1. Shows characteristics of good health to facilitate learning	Teacher Guide: p.205-206
2. Shows visual abilities facilitate learning and healthy growth and development	Teacher Guide: p. 181-182
3. Demonstrates auditory ability to facilitate learning and healthy growth and development	Teacher Guide: p. 233
4. Demonstrates characteristics of good oral health and performs oral hygiene routines	Teacher Guide: p. 205-206
5. Shows familiarity with health care providers in relation to health and wellness	Teacher Guide: p. 241
6. Demonstrates self-control, interpersonal and social skills in relation to mental health	Teacher Guide: p. 229
7. Shows basic physical needs are met	Teacher Guide: p. 215
8. Actively takes part in basic health and safety routines	Teacher Guide: p. 233-234
9. Participates in physical fitness activities	Teacher Guide: p.73
10. Makes healthy food choices	Teacher Guide: p. 209
B. Self – Help	
1. Actively participates in self-care	Teacher Guide: p. 233
2. Helps carry out classroom routines	Teacher Guide: p. 19
C. Gross Motor Development	
1. Demonstrates increasing motor control and balance	Teacher Guide: p. 229
2. Demonstrates the ability to combine movements for gross motor skills	Teacher Guide: p. 73
D. Fine Motor Development	
1. Demonstrates increasing control of small motor muscles to perform simple tasks	Teacher Guide: p. 119
2. Uses eye-hand coordination to perform fine motor tasks	Teacher Guide: p. 17
3. Shows beginning control of writing by using various drawing and art tools with increasing coordination.	Teacher Guide: p.441

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Social Emotional Development	
Age: 4 Year-Olds	
A. Self-Regulation	
a. Affective	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment	Teacher Guide: p.313
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	Teacher Guide: p. 397
b. Life/Adaptive	
1. Follows simple rules, agreements and familiar routines with teacher support	Teacher Guide: p.54
2. Begins to use materials with increasing care and safety	Teacher Guide: p.178
3. Adapts to transitions with increasing independence	Teacher Guide: p.22
B. Relationships	
a. Self	
1. Shows increasing confidence in their own abilities	Teacher Guide: p.195
b. Peers	
1. Interacts and develops positive relationships with peers	Teacher Guide: p.165-166
2. Develops special friendships	Teacher Guide: p.53
3. Shows care and concern for others	Teacher Guide: p239
c. Adults	
1. Develops positive relationships and interacts comfortably with familiar adults	Teacher Guide: p.197
C. Social Problem Solving	
1. Shows developing ability to solve social problems with support from familiar adults	Teacher Guide: p.234
2. Develops an initial understanding of bullying, with support from familiar adults	Teacher Guide: p.20

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Language and Communication	
Age: 4 Year-Olds	
A. Listening and Understanding	
1. Increases knowledge through listening	Teacher Guide: p.135
2. Follows multi-step directions	Teacher Guide: p.165-166

B. Speaking	
1. Speech is understood by both a familiar and an unfamiliar peer or adult	Teacher Guide: p.168
C. Vocabulary	
1. Shows an understanding of words and their meanings	Teacher Guide: p.422
2. Shows increased vocabulary to describe many objects, actions and events	Teacher Guide: p.257
D. Sentence and Structure	
1. Uses age appropriate grammar in conversations and increasingly complex phrases and sentences	Teacher Guide: p.259
2. Connects phrases and sentences to build ideas	Teacher Guide: p.70
E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems	Teacher Guide: p239
2. Initiates, asks questions and responds to adults and peers in a variety of settings	Teacher Guide: p.145
3. Uses appropriate language and style context	Teacher Guide: p.282
F. Emergent Reading	
1. Shows motivation for reading	Teacher Guide: p.150
2. Shows age-appropriate phonological awareness	Teacher Guide: p.118
3. Shows alphabetic knowledge	Teacher Guide: p339
4. Demonstrates comprehension of text read aloud	Teacher Guide: p.183-184
G. Emergent Writing	
1. Shows motivation to engage in written expression	Teacher Guide: p.111
2. Uses scribbling, letter-like shapes and letters that are clearly different from drawing to represent thoughts and ideas	Teacher Guide: p.284
3. Demonstrates age-appropriate ability to write letters	Teacher Guide: p.136
4. Demonstrates knowledge of purposes, functions and structure of written composition	Teacher Guide: p.85

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: 4 Year-Olds	
A. Mathematical Thinking	
a. Spatial Relations	
1. Demonstrates understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under)	Teacher Guide: p.301
2. Describes relative position from different perspectives (e.g., “I am on top of the	Teacher Guide: p.335

climber and you are below me.”)	
3. Understands and can tell the difference between orientation terms (e.g., horizontal, diagonal, vertical)	Teacher Guide: p.184
4. Uses directions to move through space and find places in space (e.g., obstacle course, Simon Says, Mother May I, hop scotch, giving simple directions)	Teacher Guide: p.528
b. Measurement	
1. Engages in activities that explore measurement	Teacher Guide: p.309
2. Compares continuous quantities using length, weight and height	Teacher Guide: p.417
3. Represents and analyzes data	Teacher Guide: p.36-37
4. Predicts the results of data collection, with teacher support and multiple experiences over time	Teacher Guide: p.377
B. Scientific Thinking	
a. Investigation and Inquiry	
1. Demonstrates the use of simple tools and equipment for observing and investigating	Teacher Guide: p.465
2. Examines objects and makes comparisons	Teacher Guide: p.446
b. Physical Science	
1. Explores the physical properties and creative use of objects or matter	Teacher Guide: p.260
c. Life Science	
1. Explores growth and change of living things	Teacher Guide: p.515
2. Identifies the characteristics of living things	Teacher Guide: p.521
3. Identifies the five senses and explores functions of each	Teacher Guide: p.185-186
d. Earth and Space	
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	Teacher Guide: p.257
2. Discovers and explores objects (e.g., rocks, twigs, leaves, sea shells) that are naturally found in the environment	Teacher Guide: p.525

Florida Early Learning and Developmental Standards: Domain: Cognitive Development and General Knowledge Age: 4 Year-Olds	Submission Evidence and Page Number(s)
A. Mathematical Thinking	
a. Number Sense	
1. Demonstrates understanding of one-to-one correspondence	Teacher Guide: p.204

2. Shows understanding of how to count and construct sets	Teacher Guide: p.514
3. Shows understanding by participating in the comparison of quantities	Teacher Guide: p.358
4. Assigns and relates numerical representations among numerals (written), sets of objects and number names (spoken) from zero to 10	Teacher Guide: p.287
5. Counts and knows the sequence of number names (spoken) in the range of 10 to 15	Teacher Guide: p.42
6. Shows understanding of and uses appropriate terms to describe ordinal positions	Teacher Guide: p.91
b. Number and Operations	
1. Shows understanding of how to combines sets and remove from a concrete set of objects (receptive knowledge)	Teacher Guide: p.469
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in every day classroom activities	Teacher Guide: p.208
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	Teacher Guide: p.466
c. Patterns and Seriation	
1. 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)	Teacher Guide: p.265
2. Sorts, orders, compares and describes objects according to characteristics or attributes (seriation)	Teacher Guide: p.43
d. Geometry	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval and other less common shapes (e.g., trapezoid, rhombus)	Teacher Guide: p.140
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	Teacher Guide: p.87
3. Understands various three dimensional shapes, including sphere, cube, cone and other less common shapes (e.g., cylinder, pyramid)	Teacher Guide: p.495

Florida Early Learning and Developmental Standards:	Submission Evidence and Page Number(s)
Domain: Cognitive Development and General Knowledge	
Age: 4 Year-Olds	
B. Scientific Thinking	
a. Environmental Awareness	
1. Demonstrates ongoing environmental awareness and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	Holiday Supplement Plans: p.46-47

C. Social Studies	
a. Individual Development and Identity	
1. Begins to recognize and appreciate similarities and differences in people	Teacher Guide: p.80-81
2. Begins to understand family characteristics, roles and functions	Teacher Guide: p.117
3. Shows awareness and describes some social roles and jobs that people do	Teacher Guide: p.153-154
b. People, Places and Environments	
1. Demonstrates awareness of geographic thinking	Teacher Guide: p.279-280
c. Technology and Our World	
1. Shows awareness of technology and its impact on how people live	Teacher Guide: p.76
d. Civic Ideals and Practices	
1. Demonstrates awareness of group rules (civics)	Teacher Guide: p.54
2. Begins to understand and take on leadership roles	Teacher Guide: p.157-158
D. Creative Expression Through The Arts	
a. Visual Arts	
1. Explores visual arts	Teacher Guide: p.178
2. Children create visual art to communicate an idea	Teacher Guide: p.268
3. Discusses and responds to the feelings caused by artwork	Teacher Guide: p.80-81
b. Music	
1. Explores music	Teacher Guide: p.138-139
2. Creates music to communicate an idea	Teacher Guide: p.185
3. Discusses and responds to the feeling caused by music	Teacher Guide: p.20
c. Creative Movement and Dance	
1. Explores creative movement and dance	Holiday Supplement Plans:p.7
2. Create creative movement and dance to communicate an idea	Teacher Guide: p.286-287
3. Discusses and responds to the feelings caused by creative movement and dance	Teacher Guide: p.407
d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	Teacher Guide: p.391
2. Creates dramatic play and theatre to communicate and idea	Teacher Guide: p.38
3. Discusses and responds to the feeling caused by dramatic play and theatre	Teacher Guide: p.456

*The standards in this document were copied directly from Florida Early Learning and Developmental Standards.