



STANDARDS CROSSWALK

2017 FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS
&
2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK



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How to Use this Document

Overview

As a Florida Head Start teacher, it can be challenging to align curriculum to multiple sets of standards. This document was created to assist teachers and curriculum designers to integrate both the *Head Start Early Learning Outcomes Framework* and the *Florida Early Learning and Developmental Standards* into daily lesson planning, while keeping in mind the specific standards that are addressed on the STAR Early Literacy Assessment.

Within the *Florida Early Learning and Developmental Standards*, there are **domains**, or areas of development, that are a useful way to look at the developmental progression of related skills and abilities of children. They are identified with a capital Roman numeral (e.g., I, II, III). Each **domain** is further divided into **components**, **sub-components** (where applicable), **standards** and, where appropriate, **benchmarks**. **Components** are the organizing concepts of each domain and represent the major topics to be addressed during each age range. They are identified in the color of the domain with a capital letter (e.g., A, B, C). **Standards** are expectations of what children should know and be able to do by the end of each age range; they are identified by a numeral (e.g., 1, 2, 3). **Benchmarks** are more precise than standards and are set to reflect the level of skill and knowledge that should be demonstrated by a child at the end of the experience for each age range (e.g., a, b, c). The purpose of these **benchmarks** is to establish goals for children that maximize their chances for success. Examples provided to clarify standards and benchmarks do not represent an inclusive list of all possible examples.

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. Standards and benchmarks can assist teachers in planning instruction and discussing expectations and growth with a child's family.

The *Head Start Early Learning Outcomes Framework* is laid out similarly, beginning with **domains** that are sub-divided into **sub-domains**. **Sub-domains** are further broken down into **goals** which describe broad skills, behaviors, and concepts within a sub-domain that are important for success in school. For each **goal**, **developmental progressions** describe the skills, behaviors, and concepts that children will demonstrate as they progress towards a given goal within an age period. **Indicators** are identified for each goal for children 36 months and 60 months of age. They describe specific, observable skills, behaviors, and concepts that children should know and be able to do at the end of Early Head Start (36 months) or at the end of Head Start (60 months).

Florida Early Learning and Developmental Standards	Head Start Early Learning Outcome Framework
Domain	Domain
Component/Sub-Component	Sub-domain
Standard	Goal
Benchmark	Indicator

Document Layout

The document is organized according to the *Florida Early Learning and Developmental Standards* domains, divided into sections of aligned domains. Some domains are aligned with more than one corresponding domain. Within each section, there are separate tables for each component. Within each component, the benchmarks are listed from Birth through Age 5 to show the progression and to express how the benchmarks build and grow over the first five years. Next to each domain, component, and benchmark are aligned *Head Start Early Learning Outcomes*. Often, the same *Head Start Early Learning Outcomes* are aligned to multiple *FL Early Learning and Developmental Standards*. When a one-to-one alignment is not obvious, multiple standards are included together to make the most reasonable alignment. In some instances, there are no related standards, which is notated by “N/A”.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

PHYSICAL DEVELOPMENT DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN

Domain Component/Sub-domain	FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
	PHYSICAL DEVELOPMENT DOMAIN	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN
	Health and Wellbeing: Feeding and Nutrition	Sub-domain: N/A
	1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices	Infant/Toddler PMP 11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices. Preschool PMP 5: Child develops knowledge and skills that help promote nutritious food choices and eating habits.
Birth – 8 months (FL Standards)	Benchmark a: 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)	Infant/Toddler PMP 11: Emerging
Birth – 9 months (Head Start Framework)		
8 – 18 months (FL Standards)	Benchmark a: Feeds self some finger food items (feeds self small pieces of food from tray)	
8 – 18 months (Head Start Framework)	Benchmark b: Shows interest in new foods that are offered Benchmark c: Shows preference for food choices Benchmark d: Explores food with fingers	Infant/Toddler PMP 11: Shows interest in new foods that are offered.
18 – 24 months (FL Standards)	Benchmark a: Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help Benchmark b: Shows willingness to try new foods when offered on multiple occasions Benchmark c: Sometimes makes choices about which foods to eat when offered several choices Benchmark d: Distinguishes between food and non-food items	Infant/Toddler PMP 11: Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.
24 – 36 months (FL Standards)	Benchmark a: Feeds self a wide variety of foods using developmentally appropriate basic utensils	
18 – 36 months (Head Start Framework)	Benchmark b: Expresses preferences about foods, specifically likes or dislikes Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat	

Each *Florida Early Learning and Developmental Standard* Benchmark (in blue) is a live hyperlink. Within this document, click on any link to view a webpage from the Florida Office of Early Learning dedicated to more information and resources related directly to that benchmark. For each benchmark, information is provided that describes possible observable behaviors and suggestions for educators and families to support development. Informational videos are also included. (See the screenshot below.)

Children may...	Educators may...	Families may...
<ul style="list-style-type: none"> Walk up stairs holding an object. Jump over an object, landing with both feet together. Catch a ball, then throw it. 	<ul style="list-style-type: none"> Create obstacle courses to navigate with a wheelchair, scooter or balance bike. Have the children play catch/toss with a bean bag during circle time activities. Provide opportunities for children to throw, catch and kick a ball. 	<ul style="list-style-type: none"> Go for a walk and practice other ways to move, such as skipping, galloping, sliding and leaping. Complete some outdoor chores as a family while reaching, pulling, pushing and bending. Practice tossing and catching balls.

For many benchmarks, **Vroom** activities are included and are indicated, and appear on the page as below. Vroom offers free, easy-to-use learning tips for children 5 and under for families, educators, and all adults who help children learn and grow. For additional information about Vroom and to get a free account, go to www.vroom.org.

I. Physical Development

Near and Far

When you're outside, you can start a fun game with your child. Give him/her a place to stand and have him/her guess how many steps he/she is from you. When he/she walks back, have him/her count his/her steps aloud. Try all different distances!

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Four Year Olds

Brainy Background

Young children can tell that there is a difference between large and small quantities! By doing fun, back and forth games like this, you're building on this capacity and helping your child understand more about what numbers stand for.

Within the **Language and Literacy** and **Mathematical Thinking** aligned domains, benchmarks that are assessed on the STAR Early Literacy Assessment are notated with stars. ★

<p>48 – 60 months <i>(FL Standards)</i></p>	<p>★ 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)</p>	<p>★ Preschooler LC 6. Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>
<p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>★ 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</p>	
	<p>★ 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)</p>	

Under each table, gaps in alignment are noted to explain any differences between the related *Florida Early Learning and Developmental Standards* and the *Head Start Early Learning Outcomes Framework*. Pay close attention to the gaps in alignment to ensure activities and lessons align to the highest level of development listed within both sets of standards.

 **Gaps in Alignment:** *The Florida Early Learning Developmental Standards detail expressive oral behaviors, while the Head Start Early Learning Outcomes Framework goals only describe general behaviors, many of which are non-verbal and may or may not be easily identified, recognized, and measured as easily as the Florida Early Learning Developmental Standards benchmarks.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

PHYSICAL DEVELOPMENT DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

PHYSICAL DEVELOPMENT DOMAIN		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN
Health and Wellbeing: Active Physical Play		Sub-domain: N/A
1. Engages in physical activities with increasing balance, coordination, endurance and intensity		N/A
Birth – 8 months <i>(FL Standards)</i> Birth – 9 months <i>(Head Start Framework)</i>	Benchmark a: Demonstrates beginning signs of balance, control and coordination	N/A
8 – 18 months <i>(FL Standards)</i> 8 – 18 months <i>(Head Start Framework)</i>	Benchmark a: Uses movement and senses to explore and learn	N/A
18 – 24 months <i>(FL Standards)</i>	Benchmark a: Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	N/A
24 – 36 months <i>(FL Standards)</i> 16 - 36 months <i>(Head Start Framework)</i>	Benchmark a: 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)	N/A
36 – 48 months <i>(FL Standards)</i> 36 – 48 months <i>(Head Start Framework)</i>	Benchmark a: Engages in active games or outdoor play and other forms of physical activity for sustained periods of time (e.g., dancing in circle time)	N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Seeks to engage in physical activities or active play routinely with increased intensity and duration</p>	<p>N/A</p>
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Gaps in alignment: *The Head Start Early Learning Outcomes Framework does not specifically address the concept of Active Physical Play.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>PHYSICAL DEVELOPMENT DOMAIN</p>		<p>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN</p>	
<p>Health and Wellbeing: Safety</p>		<p>Sub-domain: Health, Safety, and Nutrition</p>	
<p>1. Shows awareness of safety and increasingly demonstrates knowledge of safe choices and risk assessment when participating in daily activities.</p>		<p>Infant/Toddler PMP 10. Child uses safe behaviors with support from adults. Preschool PMP 6: Child demonstrates knowledge of personal safety practices and routines.</p>	
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Not typically observed</p>	<p>Infant/Toddler PMP 10: Emerging</p>	
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Not typically observed</p>	<p>Infant/Toddler PMP 10: Emerging</p>	
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Follows adult’s guidance about basic safety practices (e.g., use walking feet, pet gently, hold familiar adult’s hand when crossing street)</p>	<p>Infant/Toddler PMP 10: Accepts adult guidance, support, and protection when encountering unsafe situations. Learns some differences between safe and unsafe play behaviors, such as not to stand on chairs or tables, or not to put small objects in mouth.</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

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<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Demonstrates difference between safe and unsafe play behaviors (e.g., chairs are for sitting, keeps inappropriate items out of nose/mouth)</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Follows basic safety practices with close adult supervision (e.g., tries to buckle own seatbelt; seeks adult assistance to use step stool)</p>	<p>Preschool PMP 6: Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Consistently follows basic safety rules independently across different situations</p> <p>Benchmark b: Identifies consequences of not following safety rules</p>	<p>Preschool PMP 6: Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.</p>



Gaps in Alignment: N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>PHYSICAL DEVELOPMENT DOMAIN</p>	<p>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN</p>
<p>Health and Wellbeing: Personal Care Routines</p>	<p>Sub-domain: Health, Safety, and Nutrition</p>
<p>1. Responds to and initiates care routines that support personal hygiene</p>	<p>Infant/Toddler PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.</p> <p>Preschool PMP 4: Child demonstrates personal hygiene and self-care skills.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p> <p>Not typically observed</p>	<p>Infant/Toddler PMP 9: Emerging</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

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<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds and cooperates in ways that demonstrate awareness of a hygiene routine (e.g., grabs for washcloth as adult washes child’s face)</p>	<p>Infant/Toddler PMP 9: Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Actively participates in simple steps of hygiene routines with adult</p>	<p>Infant/Toddler PMP 9: Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Carries out some steps of own personal hygiene routines with specific adult guidance or demonstration</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Carries out familiar hygiene routines with occasional reminders of how to do them</p>	<p>Preschool PMP 4: Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Initiates and completes familiar hygiene routines independently</p>	<p>Preschool PMP 4: Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.</p>



Gaps in Alignment: N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

PHYSICAL DEVELOPMENT DOMAIN		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN
Health and Wellbeing: Feeding and Nutrition		Sub-domain: N/A
1. Responds to feeding or feeds self with increasing efficiency and demonstrates increasing interest in eating habits and making food choices		<p>Infant/Toddler PMP 11: Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</p> <p>Preschool PMP 5: Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: 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)</p>	<p>Infant/Toddler PMP 11: Emerging</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Feeds self some finger food items (feeds self small pieces of food from tray)</p> <p>Benchmark b: Shows interest in new foods that are offered</p> <p>Benchmark c: Shows preference for food choices</p> <p>Benchmark d: Explores food with fingers</p>	<p>Infant/Toddler PMP 11: Shows interest in new foods that are offered.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Periodically feeds self some foods using developmentally appropriate basic utensils, sometimes needing help</p> <p>Benchmark b: Shows willingness to try new foods when offered on multiple occasions</p> <p>Benchmark c: Sometimes makes choices about which foods to eat when offered several choices</p> <p>Benchmark d: Distinguishes between food and non-food items</p>	<p>Infant/Toddler PMP 11: Shows willingness to try new nutritious foods when offered on multiple occasions. Sometimes makes nutritious choices about which foods to eat when offered several choices, with support from an adult.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Feeds self a wide variety of foods using developmentally appropriate basic utensils</p> <p>Benchmark b: Expresses preferences about foods, specifically likes or dislikes</p> <p>Benchmark c: Communicates to adults when hungry, thirsty or has had enough to eat</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Serves self or others by scooping or pouring from containers</p> <p>Benchmark b: Begins to recognize nutritious food choices and healthy eating habits</p>	<p>Preschool PMP 5: Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Assists adults in preparing simple foods to serve to self or others</p> <p>Benchmark b: Recognizes nutritious food choices and healthy eating habits</p>	<p>Preschool PMP 5: Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.</p>



Gaps in Alignment: The Florida Early Learning and Developmental Standards provide detailed descriptions and examples of actions children may take, while the Head Start Early Learning Outcomes Framework is more general.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
PHYSICAL DEVELOPMENT DOMAIN		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN
Motor Development: Gross Motor Development		Sub-domain: Gross Motor
<p>1. Demonstrates use of large muscles for movement, position, strength and coordination</p>		<p>Infant/Toddler PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.</p> <p>Preschooler PMP 1. Child demonstrates control, strength, and coordination of large muscles.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Explores new body positions and movements (e.g., rolling over, sitting, crawling, hitting/kicking at objects)</p>	<p>Infant/Toddler PMP 3: Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Moves from crawling to walking, learns new muscle coordination for each new skill, and how to manage changing ground surfaces</p>	<p>Infant/Toddler PMP 3: Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Begins to gain control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping</p>	
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running and jumping</p>	<p>Infant/Toddler PMP 3: Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to balance, such as on one leg or a beam, for short periods</p> <p>Benchmark b: Begins to perform some skills, such as jumping for height and hopping</p> <p>Benchmark c: Engages in physical activity that requires strength and stamina for brief periods</p>	<p>Preschooler PMP 1: Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another</p> <p>Benchmark b: Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping and running</p> <p>Benchmark c: Engages in more complex movements (e.g., riding a tricycle with ease)</p> <p>Benchmark d: Engages in physical activities of increasing levels of intensity for sustained periods of time</p>	<p>Preschooler PMP 1: Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p>



Gaps in Alignment: N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>PHYSICAL DEVELOPMENT DOMAIN</p>	<p>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN</p>
<p>Motor Development: Gross Motor Development</p>	<p>Sub-domain: Gross Motor</p>
<p>2. Demonstrates use of large muscles for movement, position, strength and coordination</p>	<p>Infant/Toddler PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

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<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses each new posture (e.g., raising head, rolling onto back, sitting) to learn new ways to explore the environment (e.g., sits up to be able to reach for or hold objects)</p>	<p>Infant/Toddler PMP 4. Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses body position, balance and especially movement to explore and examine materials, activities and spaces (e.g., uses furniture to pull self up)</p>	<p>Infant/Toddler PMP 4. Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Uses complex movements body positions and postures to participate in active and quiet, indoor and outdoor play</p>	<p>Infant/Toddler PMP 4. Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses a variety of increasingly complex movements, body positions and postures to participate in active and quiet, indoor and outdoor play</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: 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)</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Combines and coordinates more than two motor movements (e.g., moves a wheelchair through an obstacle course)</p>	<p>N/A</p>



Gaps in Alignment: The Head Start Early Learning Outcomes Framework does not specify indicators for gross motor development specific to motor movements.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

PHYSICAL DEVELOPMENT DOMAIN		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN
Motor Development: Gross Motor Perception (Sensorimotor)		Sub-domains: Perception and Gross Motor
<p>1. Uses perceptual information to guide motions and interactions with objects and other people</p>		<p>Infant/Toddler PMP 1. Child uses perceptual information to understand objects, experiences, and interactions. (Perception)</p> <p>Infant/Toddler PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions. (Perception)</p> <p>Infant/Toddler PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment. (Gross Motor)</p> <p>Preschool PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people. (Gross Motor)</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Exhibits body awareness and starts to move intentionally</p>	<p>PMP 1. Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel. (Perception)</p> <p>PMP 2. Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment. (Perception)</p> <p>PMP 5. Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up. (Gross Motor)</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to act and move with intention and purpose</p> <p>Benchmark b: Begins to discover how the body fits and moves through space</p>	<p>PMP 1. Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll. (Perception)</p> <p>PMP 2. Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way. (Perception)</p> <p>PMP 5. Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs. (Gross Motor)</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Acts and moves with intention and purpose</p> <p>Benchmark b: Begins to demonstrate awareness of own body in space</p> <p>Benchmark c: 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>	<p>PMP 1. Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket. (Perception)</p> <p>PMP 2. Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills. (Perception)</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Develops independence through coordinated and purposeful movements and activities</p> <p>Benchmark b: Demonstrates awareness of own body in space</p> <p>Benchmark c: Coordinates perceptual information and motor actions to participate in play and activities (e.g., singing songs with hand motions or rolling/catching ball)</p>	<p>PMP 5. Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture. (Gross Motor)</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to act and move with purpose and recognizes differences in direction, distance and location</p> <p>Benchmark b: Demonstrates awareness of own body in relation to others</p>	<p>Preschooler PMP 2. Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people. (Gross Motor)</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Acts and moves with purpose and independently recognizes differences in direction, distance and location</p> <p>Benchmark b: Demonstrates spatial awareness through play activities</p>	<p>Preschooler PMP 2. Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others. (Gross Motor)</p>



Gaps in Alignment: N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

	PHYSICAL DEVELOPMENT DOMAIN	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN
	Motor Development: Fine Motor Development	Sub-domain: Fine Motor
	<p>1. Demonstrates increasing precision, strength, coordination and efficiency when using hand muscles for play and functional tasks</p>	<p>Infant/Toddler PMP 8. Child adjusts reach and grasp to use tools.</p> <p>Preschool PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to use hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)</p>	<p>Infant/Toddler PMP 8: Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses hands for play and functional tasks (e.g., putting hands on bottle, reaching for and grasping toy)</p>	<p>Infant/Toddler PMP 8. Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Gains control of hands and fingers</p>	<p>Infant/Toddler PMP 8. Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Coordinates the use of hands and fingers</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses various drawing and art tools with developing coordination</p>	<p>Preschool PMP 3. Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Shows hand control using various drawing and art tools with increasing coordination</p>	<p>Preschool PMP 3. Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.</p>



Gaps in Alignment: While the Florida Early Learning and Developmental Standards provide examples of actions, they are still fairly generic in the description of the actual movement. The Head Start Early Learning Outcomes Framework provides examples, but also describes in detail the exact movement the child is using in the sample tasks. The Head Start Early Learning Outcomes Framework combines the preschool descriptors to include both hand-eye coordination and control together, where the Florida Early Learning and Developmental Standards have separate standards for each that extend from Birth through 60 months.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

PHYSICAL DEVELOPMENT DOMAIN		PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT DOMAIN
Motor Development: Fine Motor Development		Sub-domain: Fine Motor
<p>2. Increasingly coordinates hand and eye movements to perform a variety of actions with increasing precision</p>		<p>Infant/Toddler PMP 6. Child coordinates hand and eye movements to perform actions.</p> <p>Preschool PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p>	<p>Benchmark a: Displays beginning signs of strength, control and eye-hand coordination</p>	<p>Infant/Toddler PMP 6. Coordinates hands and eyes when reaching for and holding stable or moving objects.</p>
<p>Birth – 9 months <i>(Head Start Framework)</i></p>		
<p>8 – 18 months <i>(FL Standards)</i></p>	<p>Benchmark a: Coordinates the use of arms, hands, fingers to accomplish tasks</p>	<p>Infant/Toddler PMP 6. Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.</p>
<p>8 – 18 months <i>(Head Start Framework)</i></p>		
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: 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>	<p>Infant/Toddler PMP 6. Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.</p>
<p>24 – 36 months <i>(FL Standards)</i></p>	<p>Benchmark a: 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)</p>	
<p>16 - 36 months <i>(Head Start Framework)</i></p>		
<p>36 – 48 months <i>(FL Standards)</i></p>	<p>Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)</p>	<p>Preschool PMP 3. Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.</p>
<p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Uses hand-eye coordination in handling books (e.g., turning pages, pointing to a picture or looking for favorite page)</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

48 – 60 months
(FL Standards)

Benchmark a: Easily coordinates hand and eye movements to carry out tasks (e.g., working on puzzles or stringing beads together)

Benchmark b: Uses developmentally appropriate grasp to hold and manipulate tools for writing, drawing and painting

48 – 60 months
(Head Start Framework)

Benchmark c: Uses coordinated movements to complete complex tasks (e.g., cuts along a line, pours or buttons, buckles/unbuckles, zips, snaps, laces shoes, fastens tabs)

Preschool PMP 3. Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.



Gaps in Alignment: *The Florida Early Learning and Developmental Standards provide much more specificity and several examples regarding hand-eye coordination from Birth – 60 months. The Head Start Early Learning Outcomes Framework combines the preschool descriptors to include both hand-eye coordination and control together, where the Florida Early Learning and Developmental Standards have separate standards for each that extend from Birth through 60 months.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

APPROACHES TO LEARNING DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

APPROACHES TO LEARNING DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

APPROACHES TO LEARNING DOMAIN		APPROACHES TO LEARNING DOMAIN
Eagerness and Curiosity		Sub-domain: Initiative and Curiosity
		<p>Infant/Toddler ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.</p> <p>Infant/Toddler ATL 7. Child shows interest in and curiosity about objects, materials, or events.</p> <p>Preschooler ATL 10. Child demonstrates initiative and independence.</p> <p>Preschooler ATL 11. Child shows interest in and curiosity about the world around them.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Shows awareness of and interest in the environment</p>	<p>Infant/Toddler ATL 6. Initiates interactions with familiar adults through expressions, actions, or behaviors.</p> <p>Infant/Toddler ATL 7. Shows excitement when engaged in learning, such as smiling at an adult, laughing after batting at a mobile, or knocking over a toy.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Begins to show eagerness and curiosity as a learner</p>	<p>Infant/Toddler ATL 6. Points to desired people, objects, or places, and initiates actions, such as looking for a favorite toy or bringing a book to an adult to read. Actively resists actions or items not wanted.</p> <p>Infant/Toddler ATL 7. Approaches new events, experiences with others, or materials with interest and curiosity, such as intently listening to a new song or examining new toys or materials.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Shows eagerness and curiosity as a learner</p>	<p>Infant/Toddler ATL 6. Prepares for or starts some activities without being directed by others, such as getting ready for the next activity or bringing a ball to a new child at the playground.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Shows increased eagerness and curiosity as a learner</p>	<p>Infant/Toddler ATL 7. Participates in new experiences, asks questions, and experiments with new things or materials, such as collecting leaves and pinecones in the fall.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Shows curiosity and is eager to learn new things and have new experiences</p>	<p>Preschooler ATL 10. Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.</p> <p>Preschooler ATL 11. Seeks out new information and explores new play and tasks with adult support.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

48 – 60 months
(FL Standards)

48 – 60 months
(Head Start Framework)

[Shows increased curiosity and is eager to learn new things and have new experiences](#)

Preschooler ATL 10. Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.

Preschooler ATL 11. Seeks out new information and explores new play and tasks both independently and with adult support.



Gaps in Alignment: While the FL Standards are very generic, the Head Start Outcomes Framework provides detailed behaviors that are examples of the broader descriptors.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

APPROACHES TO LEARNING DOMAIN

APPROACHES TO LEARNING DOMAIN

Persistence

Sub-domain: Cognitive Self-Regulation (Executive Functioning)

Infant/Toddler ATL 3. Child maintains focus and sustains attention with support.

Infant/Toddler ATL 4. Child develops the ability to show persistence in actions and behavior.

Infant/Toddler ATL 5. Child demonstrates the ability to be flexible in actions and behavior.

Preschooler ATL 5. Child demonstrates an increasing ability to control impulses.

Preschooler ATL 6. Child maintains focus and sustains attention with minimal adult support.

Preschooler ATL 7. Child persists in tasks.

Preschooler ATL 8. Child holds information in mind and manipulates it to perform tasks.

Preschooler ATL 9. Child demonstrates flexibility in thinking and behavior.

Birth – 8 months
(FL Standards)

Birth – 9 months
(Head Start Framework)

[Attends to sights, sounds and people for brief and increasing periods of time and tries to produce interesting and pleasurable outcomes](#)

Infant/Toddler ATL 4. Shows increasing ability to continue interactions with familiar adults or toys for more than just a brief time.

Infant/Toddler ATL 5. Shows repetitive patterns in actions or behaviors but sometimes tries more than one approach to solving a problem or engaging someone in interaction.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Pays attention briefly and persists in repetitive tasks</p>	<p>Infant/Toddler ATL 4. Shows willingness to repeat attempts to communicate or to repeat actions to solve a problem even when encountering difficulties.</p> <p>Infant/Toddler ATL 5. Shows ability to shift focus in order to attend to something else, participate in a new activity or try a new approach to solving a problem.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Pays attention for longer periods of time and persists at preferred activities</p>	<p>Infant/Toddler ATL 3. Participates in activities and experiences with people, objects, or materials that require attention and common focus.</p> <p>Infant Toddler ATL 4. Shows increasing ability to stay engaged when working towards a goal or solving a problem. Often tries different strategies until successful.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Spends more time engaging in child- initiated activities and seeks and accepts help when encountering a problem</p>	<p>Infant Toddler ATL 5. Modifies actions or behavior in social situations, daily routines, and problem solving, such as playing quietly when asked or adjusting to changes in schedule.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Sustains attention for brief periods and finds help when needed</p>	<p>Preschooler ATL 5. Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.</p> <p>Preschooler ATL 6. With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p> <p>Preschooler ATL 7. Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.</p> <p>Preschooler ATL 8. Holds small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.</p> <p>Preschooler ATL 9. Demonstrates flexibility, or the ability to switch gears, in thinking and behavior when prompted by an adult, such as trying a new way to climb a structure when the first attempt does not work.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Attends to tasks for a brief period of time</p>	<p>Preschooler P-ATL 5. Sometimes controls impulses independently, while at other times needs support from an adult.</p> <p>Preschooler P-ATL 6. With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p> <p>Preschooler P-ATL 7. With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p> <p>Preschooler P-ATL 8. Holds an increasing amount of information in mind in order to successfully complete tasks.</p> <p>Preschooler P-ATL 9. Demonstrates flexibility in thinking and behavior without prompting at times. Also responds consistently to adult suggestions to show flexibility in approaching tasks or solving problems, such as taking turns to share toys when many children want to use them.</p>
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 **Gaps in Alignment:** While both sets of indicators provide information regarding persistence, the Head Start Early Learning Outcomes Framework also provides details regarding the child’s problem-solving skills, as it relates to persistence.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

	<p>APPROACHES TO LEARNING DOMAIN</p>	<p>APPROACHES TO LEARNING DOMAIN</p>
	<p>Creativity and Inventiveness</p>	<p>Sub-domain: Creativity</p> <p>Infant/Toddler ATL 8. Child uses creativity to increase understanding and learning.</p> <p>Infant/Toddler ATL 9. Child shows imagination in play and interactions with others.</p> <p>Preschool ATL 12. Child expresses creativity in thinking and communication.</p> <p>Preschool ATL 13. Child uses imagination in play and interactions with others.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Notices and shows interest in and excitement about familiar objects, people and events</p>	<p>Infant/Toddler ATL 8. Uses a variety of ways to interact with other people. Modifies expressions, actions, or behaviors based on responses of others.</p> <p>Infant/Toddler ATL 9. Emerging</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Approaches and explores new experiences in familiar settings</p>	<p>Infant/Toddler ATL 8. Finds new things to do with familiar, everyday objects, such as using a cooking pot for a hat or a spoon as a drumstick.</p> <p>Infant/Toddler ATL 9. Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Explores the various new properties and uses for familiar objects and experiences</p>	<p>Infant/Toddler ATL 8. Combines objects or materials in new and unexpected ways. Shows delight in creating something new.</p> <p>Infant/Toddler ATL 9. Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Approaches daily activities with creativity</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Approaches daily activities with creativity and inventiveness</p>	<p>Preschool ATL 12. Responds to adults' prompts to express creative ideas in words and/or actions.</p> <p>Preschool ATL 13. Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Attends to tasks for a brief period of time</p>	<p>Preschool ATL 12. Communicates creative ideas and actions both with and without prompting from adults.</p> <p>Preschool ATL 13. Develops more elaborate imaginary play, stories, and other creative works with children and adults.</p>

 **Gaps in Alignment:** While the FL Standards are very generic, the Head Start Outcomes Framework provides detailed behaviors that are examples of the broader descriptors.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

APPROACHES TO LEARNING DOMAIN		APPROACHES TO LEARNING DOMAIN
Planning and Reflection		
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	Not yet typically observed	N/A
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	Not yet typically observed	N/A
<p>18 – 24 months <i>(FL Standards)</i></p>	Not yet typically observed	N/A
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	Not yet typically observed	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Shows initial signs of planning and learning from their experiences</p>	N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Demonstrates some planning and learning from experiences</p>	<p>N/A</p>
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 **Gaps in Alignment:** *The Florida Early Learning and Developmental Standards provide indicators for children in the 36 – 48 months and 48 – 60 months age levels, while the Head Start Early Learning Outcomes Framework does not.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

APPROACHES TO LEARNING DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		APPROACHES TO LEARNING DOMAIN
Managing Emotions		Sub-domain: Emotional and Behavioral Self-Regulation
<p>1. Demonstrates ability to self-regulate</p>		<p>Infant/Toddler ATL 1. Child manages feelings and emotions with support of familiar adults.</p> <p>Infant/Toddler ATL 2. Child manages actions and behavior with support of familiar adults.</p> <p>Preschooler ATL 1. Child manages emotions with increasing independence.*</p> <p>Preschooler ATL 4. Child manages actions, words, and behavior with increasing independence.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses preferred adult to help soothe</p>	<p>Infant/Toddler ATL 1. Engages with familiar adults for calming and comfort, to focus attention, and to share joy.</p> <p>Infant/Toddler ATL 2. Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Soothes with preferred adult during distress to help calm self</p>	<p>Infant/Toddler ATL 1. Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.</p> <p>Infant/Toddler ATL 2. Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Looks to adults to soothe and may use a transitional object during times of distress</p>	<p>Infant/Toddler ATL 1. Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Takes cues from preferred adult and others to expand their strategies and tools to self- regulate</p>	<p>Infant/Toddler ATL 2. Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to verbalize their emotions</p>	<p>Preschooler ATL 1. Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.</p> <p>Preschooler ATL 4. Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Recognizes and names own emotions and manages and exhibits behavioral control with or without adult support</p>	<p>Preschooler ATL 1. Has an expanding range of strategies for managing emotions, both less intense emotions as well as those that cause greater distress. May still look to adults for support in managing the most intense emotions, but shows increasing skill in successfully using strategies suggested by adults.</p> <p>Preschooler ATL 4. Manages own actions, words, and behavior with occasional support from adults.</p>

 **Gaps in Alignment:** While the FL Standards are very generic, the Head Start Outcomes Framework provides detailed behaviors that are examples of the broader descriptors.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	APPROACHES TO LEARNING DOMAIN
<p>Managing Emotions</p> <p>2. Attends to sights, sounds, objects, people and activities</p>	<p>Sub-domain: Cognitive Self-Regulation (Executive Functioning)</p> <p>Infant/Toddler ATL 3. Child maintains focus and sustains attention with support.</p> <p>Preschooler ATL 6. Child maintains focus and sustains attention with minimal adult support.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Attends to sights, sounds and people for brief and increasing periods of time</p>	<p>Infant/Toddler ATL 3. Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Exhibits joint attention</p>	<p>Infant/Toddler ATL 3. Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join others in a common focus.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Maintains focus for longer periods of time and persists at preferred activities</p>	<p>Infant/Toddler ATL 3. Participates in activities and experiences with people, objects, or materials that require attention and common focus.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Spends more time in child- initiated activities</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to sustain attention for brief period of time in group activities</p>	<p>Preschooler ATL 6. With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities</p>	<p>Preschooler ATL 6. With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.</p>

 **Gaps in Alignment:** The Florida Early Learning and Developmental Standards focus on development regarding preferred and non-preferred activities, while the Head Start Early Learning Outcomes Framework focuses on the ability to focus despite distractions or interruptions.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Emotional Functioning

Sub-domain: Emotional Functioning

1. Expresses, identifies and responds to a range of emotions

Infant/Toddler SE 6. Child learns to express a range of emotions.

Preschooler SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.

Birth – 8 months
(FL Standards)

Benchmark a: Uses sounds, facial expressions and gestures to respond to caregiver interactions and express a range of emotions

Infant/Toddler SE 6. Child learns to express a range of emotions.

Birth – 9 months
(Head Start Framework)

8 – 18 months
(FL Standards)

Benchmark a: Conveys an expanded repertoire of emotions and adjusts expressions in response to the reactions of familiar adults

Infant/Toddler SE 6. Child learns to express a range of emotions.

8 – 18 months
(Head Start Framework)

18 – 24 months
(FL Standards)

Benchmark a: Begins to physically respond to the feelings of others

Infant/Toddler SE 6. Child learns to express a range of emotions.

24 – 36 months
(FL Standards)

Benchmark a: Labels simple emotions in self and others (e.g., happy, sad)

16 - 36 months
(Head Start Framework)

36 – 48 months
(FL Standards)

Benchmark a: Identifies complex emotions in a book, picture or on a person’s face (e.g., frustrated, confused)

Preschooler SE 6. Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.

36 – 48 months
(Head Start Framework)

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<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Recognizes the emotions of peers and responds with empathy and compassion</p>	<p>Preschooler SE 6. Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.</p>
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 **Gaps in Alignment:** For Infant/Toddler age levels, the Head Start Early Learning Outcomes Framework offers only general overviews of typical developmental levels, while the Florida Early Learning and Developmental Standards provide specific observable indicators. However, for Preschooler age levels, the Florida Early Learning and Developmental Standards offer broad descriptors, while the Head Start Early Learning Outcomes Framework provides detailed behavior indicators and examples for each age level.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN	
Emotional Functioning		Sub-domain: Emotional Functioning	
<p>2. Demonstrates appropriate affect (emotional response) between behavior and facial expression</p>	<p>Infant/Toddler SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</p> <p>Preschooler SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.</p>		
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Shows recognition of familiar adults and imitates their facial expressions</p>	<p>Infant/Toddler SE 7. Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</p>	
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to spontaneously express appropriate emotional gestures and facial expressions according to the situation</p>	<p>Infant/Toddler SE 7. Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.</p>	
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Begins to put words to emotions in interactions with others</p>	<p>Infant/Toddler SE 7. Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Continues to expand the use of emotion words using them in appropriate settings</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Verbalizes own feelings and those of others</p>	<p>Preschooler SE 6. Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Demonstrates cognitive empathy (recognizing or inferring other’s mental states) and the use of words, gestures and facial expressions to respond appropriately</p>	<p>Preschooler SE 6. Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.</p>

 **Gaps in Alignment:** N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>	<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>
<p>Building and Maintaining Relationships with Adults and Peers</p>	<p>Sub-domain: Relationships with Adults</p>
<p>1. Develops positive relationships with adults</p>	<p>Infant/Toddler SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.</p> <p>Infant/Toddler SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</p> <p>Infant/Toddler SE 3. Child learns to use adults as a resource to meet needs.</p> <p>Preschooler SE 1. Child engages in and maintains positive relationships and interactions with adults.</p> <p>Preschooler SE 2. Child engages in prosocial and cooperative behavior with adults.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Experiences and develops secure relationship with a primary caregiver</p>	<p>Infant/Toddler SE 1. Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.</p> <p>Infant/Toddler SE 2. Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.</p> <p>Infant/Toddler SE 3. Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Develops secure and responsive relationships with consistent adults</p>	<p>Infant/Toddler SE 1. Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.</p> <p>Infant/Toddler SE 2. Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.</p> <p>Infant/Toddler SE 3. Looks to or seeks help from a familiar adults, such as taking the adult's hand and leading them to something the child wants or needs.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Enjoys games and other social exchanges with familiar adults</p>	<p>Infant/Toddler SE 1. Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.</p> <p>Infant/Toddler SE 2. Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.</p> <p>Infant/Toddler SE 3. Asks familiar adult for help or assistance when encountering difficult tasks or situations.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Enjoys sharing new experiences with familiar adults</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to sustain attention for brief period of time in group activities</p>	<p>Preschooler SE 1. Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.</p> <p>Preschooler SE 2. Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Increases attention to preferred activities and begins to attend to non-preferred activities</p>	<p>Preschooler SE 1. Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.</p> <p>Preschooler SE 2. Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>
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 **Gaps in Alignment:** While the FL Standards are very generic, the Head Start Outcomes Framework provides detailed behaviors that are examples of the broader descriptors.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>	<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>
<p>Building and Maintaining Relationships with Adults and Peers</p>	<p>Sub-domain: Relationships with Other Children</p>
<p>2. Develops positive relationships with peers</p>	<p>Infant/Toddler SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.</p> <p>Preschooler SE 3. Child engages in and maintains positive interactions and relationships with other children.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p> <p>Benchmark a: Notices peers by looking, touching or making sounds directed toward the child</p>	<p>Infant/Toddler SE 4. Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p> <p>Benchmark a: Shows interest in peers who are playing nearby and interacts with them briefly</p>	<p>Infant/Toddler SE 4. Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.</p>

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<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Plays alongside peers and engages in simple turn- taking</p>	
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Seeks out other children and plays alongside and on occasion with other children</p>	<p>Infant/Toddler SE 4. Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Builds social relationships and becomes more connected to other Children</p> <p>Benchmark b: Demonstrates strategies for entry into social play with peers</p> <p>Benchmark c: Develops an initial understanding of bullying</p>	<p>Preschooler SE 3. Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Plays with peers in a coordinated manner including assigning roles, materials and actions</p> <p>Benchmark b: Maintains friendships and is able to engage in prosocial behavior such as cooperating, compromising and turn-taking</p> <p>Benchmark c: Responds appropriately to bullying behavior</p>	<p>Preschooler SE 3. Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>

 **Gaps in Alignment:** While the FL Standards are very generic, the Head Start Outcomes Framework provides detailed behaviors that are examples of the broader descriptors.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN		SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN
Building and Maintaining Relationships with Adults and Peers		Sub-domain: Relationships with Other Children
3. Develops increasing ability to engage in social problem solving		Preschooler SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Signals when there is a problem to seek adult attention and support</p>	N/A
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Demonstrates emotional expressions to signal for adult assistance</p>	N/A
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: May imitate others in resolving problems using simple actions</p>	N/A
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Identifies the problem and requests adult support to address the problem for their desired solution</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Able to suggest a potential solution to social problems and with adult support is able to follow through</p>	<p>Preschooler SE 5. Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.</p>

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<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Able to independently engage in simple social problem solving including offering potential solutions and reflecting on the appropriateness of the solution</p>	<p>Preschooler SE 5. Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.</p>
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 **Gaps in Alignment:** While the Florida Early Learning and Developmental Standards provide benchmarks for each age level from Birth to 60 months, the Head Start Early Learning Outcomes Framework only provides outcomes for preschoolers (age levels 36 – 60 months).

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>	<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p>
<p>Building and Maintaining Relationships with Adults and Peers</p>	<p>Sub-domain: Emotional Functioning</p>
<p>4. Exhibits empathy by demonstrating care and concern for others</p>	<p>Infant/Toddler SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</p> <p>Infant/Toddler SE 8. Child expresses care and concern towards others.</p> <p>Preschooler SE 7. Child expresses care and concern toward others.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p> <p>Benchmark a: Cries when hearing other children cry</p>	<p>Infant/Toddler SE 7. Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.</p> <p>Infant/Toddler SE 8. May cry when another child cries.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p> <p>Benchmark a: 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)</p>	<p>Infant/Toddler SE 7. Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.</p> <p>Infant/Toddler SE 8. Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.</p>
<p>18 – 24 months <i>(FL Standards)</i></p> <p>Benchmark a: Notices the emotions of others and engages in an intentional action in response</p>	<p>Infant/Toddler SE 7. Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.</p> <p>Infant/Toddler SE 8. Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.</p>

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2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Recognizes that others have feelings different than their own and often responds with comforting actions</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds to the emotions of others with comforting words or actions</p>	<p>Preschooler SE 7. Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Able to take the perspective of others and actively respond in a manner that is consistent and supportive</p>	<p>Preschooler SE 7. Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.</p>

 **Gaps in Alignment:** While the FL Standards are very generic, the Head Start Outcomes Framework provides detailed behaviors that are examples of the broader descriptors.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Sense of Identity and Belonging

Sub-domain: Relationships with Other Children

- 1. Develops sense of identity and belonging through play

- Infant/Toddler SE 5.** Child imitates and engages in play with other children.
- Preschooler SE 4.** Child engages in cooperative play with other children.

Birth – 8 months
(FL Standards)

Birth – 9 months
(Head Start Framework)

Benchmark a: Eagerly bids for attention of adults

Infant/Toddler SE 5. Responds to another child’s actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

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<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Expectantly bids for attention from adults and other children</p>	<p>Infant/Toddler SE 5. Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Seeks out preferred companions and eagerly engages in parallel play with others</p>	<p>Infant/Toddler SE 5. Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 – 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Continues to engage in parallel play but also begins to play with other preferred playmates</p>	<p>Preschooler SE 4. Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Continues to play with preferred playmates</p>	<p>Preschooler SE 4. Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Engages in associative play and begins to play cooperatively with friends</p>	<p>Preschooler SE 4. Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>

 **Gaps in Alignment:** The Florida Early Learning and Developmental Standards include benchmarks regarding children’s play with both adults and other children. The Head Start Early Learning Outcomes Framework focuses specifically on children’s specific behaviors in play with peers.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN

Sense of Identity and Belonging

Sub-domain: Sense of Identity and Belonging

2. Develops sense of identity and belonging through exploration and persistence

Infant/Toddler SE 12. Child shows confidence in own abilities through relationships with others.

Preschooler SE 10. Child expresses confidence in own skills and positive feelings about self.

Birth – 8 months
(FL Standards)

Benchmark a: Shows interest and inclination to explore without adult direction

Infant/Toddler SE 12. Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.

Birth – 9 months
(Head Start Framework)

8 – 18 months
(FL Standards)

Benchmark a: Explores for extended periods and delights in discoveries

Infant/Toddler SE 12. Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.

8 – 18 months
(Head Start Framework)

18 – 24 months
(FL Standards)

Benchmark a: Capable of sustained independent play at activities the child enjoys

Infant/Toddler SE 12. Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.

24 – 36 months
(FL Standards)

Benchmark a: Continues sustained independent play while participating in more complex activities

16 - 36 months
(Head Start Framework)

36 – 48 months
(FL Standards)

Benchmark a: Continues sustained independent play and participates in more planned group activities

Preschooler SE 10. Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.

36 – 48 months
(Head Start Framework)

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Persists at individual planned experiences, caregiver- directed experiences and planned group activities</p>	<p>Preschooler SE 10. Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.</p>
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 **Gaps in Alignment:** While the FL Standards are very generic, the Head Start Outcomes Framework provides detailed behaviors that are examples of the broader descriptors.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>		<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>	
<p>Sense of Identity and Belonging</p>		<p>Sub-domain: Sense of Identity and Belonging</p>	
<p>3. Develops sense of identity and belonging through routines, rituals and interactions</p>	<p>Infant/Toddler SE 13. Child develops a sense of belonging through relationships with others.</p> <p>Preschooler ATL 2. Child follows classroom rules and routines with increasing independence.</p> <p>Preschooler ATL 3. Child appropriately handles and takes care of classroom materials.</p>		
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to respond positively to familiar routines and rituals initiated by familiar adult</p>	<p>Infant/Toddler SE 13. Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.</p>	
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds positively to and expects patterned routines, rituals and interactions initiated by an adult</p>	<p>Infant/Toddler SE 13. Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.</p>	
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Begins to initiate and participate in some familiar routines and rituals</p>	<p>Infant/Toddler SE 13. Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Initiates and participates in the rituals and routines of the day</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to show a willingness to be flexible if routines must change in minor ways</p>	<p>Preschooler ATL 2. Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</p> <p>Preschooler ATL 3. Handles classroom materials, such as putting them where they belong, with adult support.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Demonstrates willingness to be flexible if routines must change</p>	<p>Preschooler ATL 2. Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.</p> <p>Preschooler ATL 3. Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.</p>

 **Gaps in Alignment:** At the preschooler age levels, the Florida Early Learning and Developmental Standards provide benchmarks regarding flexibility, while the Head Start Early Learning Outcomes Framework details specific routine tasks that children in each age level should be able to accomplish either with adult support or independently.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>	<p>SOCIAL AND EMOTIONAL DEVELOPMENT DOMAIN</p>
<p>SENSE OF IDENTITY AND BELONGING</p>	<p>Sub-domain: Sense of Identity and Belonging</p>
<p>4. Develops sense of self-awareness and independence</p>	<p>Infant/Toddler SE 10. Child shows awareness about self and how to connect with others.</p> <p>Infant/Toddler SE 11. Child understands some characteristics of self and others.</p> <p>Preschooler SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p> <p>Benchmark a: Signals preferences related to objects and people (e.g., preferring one pacifier over another)</p> <p>Benchmark b: Begins to recognize own abilities and preferences</p>	<p>Infant/Toddler SE 10. Learns about self by exploring hands, feet, body, and movement.</p> <p>Infant/Toddler SE 11. Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to use more complex means of communicating (e.g., sounds, gestures, some words) to express need for independence and Individuation</p> <p>Benchmark b: Recognizes own abilities and preferences</p> <p>Benchmark c: Responds to name when called</p>	<p>Infant/Toddler SE 10. Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others.</p> <p>Infant/Toddler SE 11. Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Initiates independent problem- solving efforts but appropriately asks for support from adults when needed</p> <p>Benchmark b: Begins to verbally or non-verbally communicate own preferences</p> <p>Benchmark c: Begins to recognize obvious physical similarities and differences between self and others</p>	<p>Infant/Toddler SE 10. Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.</p> <p>Infant/Toddler SE 11. Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Verbally or nonverbally communicates more clearly on needs and wants</p> <p>Benchmark b: Communicates verbally or nonverbally own preferences</p> <p>Benchmark c: Identifies differences and similarities between self and others; uses pronouns such as I, me, mine</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Increasingly uses words to communicate needs and wants</p> <p>Benchmark b: Begins to recognize preferences of others</p> <p>Benchmark c: Begins to use words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)</p> <p>Benchmark d: Begins to identify self as part of a group (e.g., class or family)</p>	<p>Preschooler SE 9. Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses words to communicate personal characteristics, preferences, thoughts and feelings</p> <p>Benchmark b: Recognizes preferences of others</p> <p>Benchmark c: Uses words to demonstrate knowledge of personal information (e.g., hair color, age, gender or size)</p> <p>Benchmark d: Identifies self as a unique member of a group (e.g., class, school, family or larger</p>	<p>Preschooler SE 9. Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.</p>

 **Gaps in Alignment:** N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

LANGUAGE AND LITERACY DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

LANGUAGE AND LITERACY DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN		LANGUAGE AND LITERACY DOMAIN	
Listening and Understanding		Sub-domain: Attending and Understanding	
<p>1. Demonstrates understanding when listening</p>		<p>Infant/Toddler LC 1. Child attends to, understands, and responds to communication and language from others.</p> <p>Infant/Toddler LC 2. Child learns from communication and language experiences with others.</p> <p>Preschooler LC 1. Child attends to communication and language from others.</p> <p>Preschooler LC 2. Child understands and responds to increasingly complex communication and language from others.</p>	
<p>Birth – 8 months <i>(FL Standards)</i></p>	<p>Benchmark a: Begins to engage in multiple back- and-forth emerging communicative interactions with adults as part of sensory, social and emotional experiences</p>	<p>Infant/Toddler LC 1. Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.</p>	
<p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Responds to gestures of adults</p> <p>Benchmark c: Responds to gestures that indicate understanding of what is being communicated</p>	<p>Infant/Toddler LC 2. Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.</p>	
<p>8 – 18 months <i>(FL Standards)</i></p>	<p>Benchmark a: Engages in multiple back-and-forth communicative interactions with adults as part of sensory, social and emotional experiences (e.g., simple games)</p>	<p>Infant/Toddler LC 1. Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to.</p>	
<p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Uses gestures to direct adult attention</p> <p>Benchmark c: Responds to adult's request using gestures or simple words showing an understanding of what is being said</p>	<p>Infant/Toddler LC 2. Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.</p>	
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Engages in multiple back-and- forth communicative interactions with adults in purposeful and novel situations and responds to questions, requests and new information</p>	<p>Infant/Toddler LC 1. Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.</p>	
<p>18 – 24 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Responds appropriately to simple requests</p> <p>Benchmark c: Uses nonverbal gestures to respond to adult's language and oral reading</p>	<p>Infant/Toddler LC 2. Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.</p>	
<p>24 – 36 months <i>(FL Standards)</i></p>	<p>Benchmark a: Engages in multiple back-and- forth communicative interactions with adults and peers during creative play and in purposeful and novel situations</p>		
<p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: 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>		

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal</p> <p>Benchmark b: Shows understanding by answering factual questions and responding appropriately to what is said</p>	<p>Preschooler LC 1. Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.</p> <p>Preschooler LC 2. Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>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</p> <p>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</p>	<p>Preschooler LC 1. Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.</p> <p>Preschooler LC 2. Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.</p>

 **Gaps in Alignment:** At the 48 – 60 months age level, the Florida Early Learning and Developmental Standards specify behaviors related to school and play, while the Head Start Early Learning Outcomes Framework goals only discuss conversation.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

	<p>LANGUAGE AND LITERACY DOMAIN</p>	<p>LANGUAGE AND LITERACY DOMAIN</p>
	<p>Listening and Understanding</p> <p>2. Increases knowledge through listening</p>	<p>Sub-domain: Attending and Understanding</p> <p>Infant/Toddler LC 1. Child attends to, understands, and responds to communication and language from others.</p> <p>Infant/Toddler LC 2. Child learns from communication and language experiences with others.</p> <p>Preschooler LC 1. Child attends to communication and language from others.</p> <p>Preschooler LC 2. Child understands and responds to increasingly complex communication and language from others.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Reacts to environmental sounds and verbal communication</p> <p>Benchmark b: Turns head toward familiar sounds</p> <p>Benchmark c: Responds to repeated words and phrases</p>	<p>Infant/Toddler LC 1. Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.</p> <p>Infant/Toddler LC 2. Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds to vocalizations during daily routines</p> <p>Benchmark b: Responds by turning and smiling when name is spoken</p> <p>Benchmark c: Begins to responds to adult questions</p>	<p>Infant/Toddler LC 1. Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to.</p> <p>Infant/Toddler LC 2. Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Responds verbally and nonverbally to spoken language</p> <p>Benchmark b: Begins to participate in simple conversations</p> <p>Benchmark c: Responds to language during conversations, songs, stories or other experiences</p>	<p>Infant/Toddler LC 1. Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.</p> <p>Infant/Toddler LC 2. Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds to an adult’s simple questions about what is being learned</p> <p>Benchmark b: Participates in simple conversations</p> <p>Benchmark c: Identifies specific sounds, such as animal sounds and environmental sounds</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection</p> <p>Benchmark b: Observes simple aspects of child’s world and responds and reacts</p>	<p>Preschooler LC 1. Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.</p> <p>Preschooler LC 2. Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>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</p> <p>Benchmark b: Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play</p>	<p>Preschooler LC 1. Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.</p> <p>Preschooler LC 2. Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.</p>

 **Gaps in Alignment:** The Florida Early Learning Developmental Standards detail expressive oral behaviors, while the Head Start Early Learning Outcomes Framework goals only describe general behaviors, many of which are non-verbal and may or may not be easily identified, recognized, and measured as easily as the Florida Early Learning Developmental Standards benchmarks.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN		LANGUAGE AND LITERACY DOMAIN
Listening and Understanding		Sub-domain: Attending and Understanding
3. Follows directions		N/A
Birth – 8 months <i>(FL Standards)</i> Birth – 9 months <i>(Head Start Framework)</i>	Benchmark a: Responds in varied ways to the speaker’s voice (e.g., turning head, making eye contact)	N/A
8 – 18 months <i>(FL Standards)</i> 8 – 18 months <i>(Head Start Framework)</i>	Benchmark a: Focuses attention on speaker when asked to do something	N/A
18 – 24 months <i>(FL Standards)</i>	Benchmark a: Follows simple one-step directions with scaffolding	N/A
24 – 36 months <i>(FL Standards)</i> 16 - 36 months <i>(Head Start Framework)</i>	Benchmark a: Follows multi-step directions with reminders	
36 – 48 months <i>(FL Standards)</i> 36 – 48 months <i>(Head Start Framework)</i>	Benchmark a: Achieves mastery of one-step directions and usually follows two-step directions	N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Achieves mastery of two-step directions and usually follows three-step directions</p>	<p>N/A</p>
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 **Gaps in Alignment:** The Head Start Early Learning Outcomes Framework does not include goals regarding the act of following directions.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN	LANGUAGE AND LITERACY DOMAIN
<p>Speaking</p> <p>1. Speaks and is understood when speaking</p>	<p>Sub-domain: Communicating and Speaking</p> <p>Infant/Toddler LC 5. Child uses increasingly complex language in conversation with others.</p> <p>Preschooler LC 3. Child varies the amount of information provided to meet the demands of the situation.</p> <p>Preschooler LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p> <p>Preschooler LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p> <p>Benchmark a: Begins to vocalize by using speech-like sounds and communicates in various ways to indicate wants and needs</p>	<p>Infant/Toddler LC 5. Explores sounds common in many languages, such as "ma-ma" or "ba-ba."</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Increases vocalizations</p>	<p>Infant/Toddler LC 5. Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Speaks using new words and phrases and is understood by familiar adult 50 percent of the time</p>	
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Speaks and is understood by familiar peer or adult most of the time</p>	<p>Infant/Toddler LC 5. Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.</p> <p>Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to speak and is usually understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</p>	<p>Preschooler LC 3. Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p> <p>Preschooler LC 4. Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p> <p>Preschooler LC 5. Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Speaks and is understood by both a familiar and an unfamiliar adult but may make some pronunciation errors</p>	<p>Preschooler LC 3. Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p> <p>Preschooler LC 4. Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p> <p>Preschooler LC 5. Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>
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 **Gaps in Alignment:** At the preschooler level, the Head Start Early Learning Outcomes Framework provide specific behavioral examples of the goal.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN		LANGUAGE AND LITERACY DOMAIN	
Vocabulary		Sub-domain: Vocabulary	
<p>1. Shows an understanding of words and their meanings (receptive)</p>		<p>Infant/Toddler LC 7. Child understands an increasing number of words used in communication with others.</p> <p>Preschoolers LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p>	
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to look at familiar people, objects or animals when they are named</p> <p>Benchmark b: Begins orienting to own name and enjoys playful word games like peek-a-boo</p>	<p>Infant/Toddler LC 7. Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.</p>	
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Looks intently at or points at person or object that has been named with the goal of establishing joint attention</p> <p>Benchmark b: Responds to specific words and gestures and understands words for common items (typically understands up to 50 words)</p>	<p>Infant/Toddler LC 7. Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Points to pictures in book when named and/or points to body parts when asked</p> <p>Benchmark b: Responds to requests (typically understands approximately 300 words)</p>	<p>Infant/Toddler LC 7. Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds appropriately to almost all adult speech including requests involving multiple steps</p> <p>Benchmark b: 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)</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: 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)</p> <p>Benchmark b: Begins to understand the use of words in different context (including plurals and past tense in speech)</p>	<p>Preschooler LC 6. Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>★ 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)</p> <p>★ 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</p> <p>★ 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)</p>	<p>★ Preschooler LC 6. Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>

 **Gaps in Alignment:** N/A

 **Assessed on the STAR Early Literacy Assessment**

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN		LANGUAGE AND LITERACY DOMAIN
Vocabulary		Sub-domain: Vocabulary
2. Uses increased vocabulary to describe objects, actions and events (expressive)		<p>Infant/Toddler LC 8. Child uses an increasing number of words in communication and conversation with others.</p> <p>Preschooler LC 7. Child shows understanding of word categories and relationships among words.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p>	<p>Benchmark a: Uses signs or verbalizations for familiar people or objects including babbling consonant-like sounds</p>	<p>Infant/Toddler LC 8. May use signs or verbalizations for familiar people or objects.</p>
<p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Vocalizes pleasure and displeasure sounds differently (e.g., laugh, giggle, cry, fuss)</p>	
<p>8 – 18 months <i>(FL Standards)</i></p>	<p>Benchmark a: Builds and uses vocabulary through repeated exposure with language, pictures and books (may have a speaking vocabulary of between 10-50 words)</p>	<p>Infant/Toddler LC 8. Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.</p>
<p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Communicates with others using words, actions and gestures (e.g., may say one or more understandable but not clearly articulated words)</p>	
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Uses a number of different words and begins using two or more words together</p> <p>Benchmark b: Has a vocabulary of between 50 and 200 words although pronunciation is not always clear</p>	<p>Infant/Toddler LC 8. Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly.</p> <p>Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children's vocabulary in one language.</p>
<p>24 – 36 months <i>(FL Standards)</i></p>	<p>Benchmark a: 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)</p>	
<p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Combines words into three-word sentences to describe the world around them although unfamiliar adults may have difficulty understanding the child (typically understands between 500-900 words)</p>	
<p>36 – 48 months <i>(FL Standards)</i></p>	<p>Benchmark a: 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)</p>	<p>Preschooler LC 7. Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.</p>
<p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark b: Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)</p>	

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<p>48 – 60 months <i>(FL Standards)</i></p>	<p>★ 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)</p>	<p>★ Preschooler LC 7. Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.</p>
<p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>★ Benchmark b: Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)</p>	
	<p>★ Benchmark c: Identifies unfamiliar words asking for clarification</p>	
	<p>★ Benchmark d: Uses words in multiple contexts, with the understanding that some words have multiple meanings</p>	

-  **Gaps in Alignment:** The Florida Early Learning and Developmental Standards offer specific quantitative measures for the typical child, as well as more detailed behavioral indicators.
-  **Assessed on the STAR Early Literacy Assessment**

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

	LANGUAGE AND LITERACY DOMAIN	LANGUAGE AND LITERACY DOMAIN
	Sentences and Structure	Sub-domain: Communicating and Speaking
	<p>1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences</p>	<p>Infant/Toddler LC 5. Child uses increasingly complex language in conversation with others.</p> <p>Preschooler LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to play with speech sounds</p>	<p>Infant/Toddler LC 5. Explores sounds common in many languages, such as "ma-ma" or "ba-ba."</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Produces utterances of one, occasionally two, units of meaning in length</p> <p>Benchmark b: Produces words of which approximately half are nouns</p>	<p>Infant/Toddler LC 5. Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.</p>

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<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Produces utterances of two units of meaning in length Benchmark b: Produces words of which approximately one-third are nouns with verbs becoming increasingly common</p>	<p>Infant/Toddler LC 5. Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.</p> <p>Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Produces utterances of three to four units of meaning in length Benchmark b: 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.”)</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Produces utterances of four to five units of meaning in length Benchmark b: Produces words and phrases using the regular past tense and the regular third person (e.g., “Daddy jumped.” “We’re building.”)</p>	<p>Preschooler LC 5. Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>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</p>	<p>Preschooler LC 5. Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>



Gaps in Alignment: The Florida Early Learning and Developmental Standards offer specific quantitative measures for the typical child, as well as more detailed behavioral indicators.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>LANGUAGE AND LITERACY DOMAIN</p>	<p>LANGUAGE AND LITERACY DOMAIN</p>
<p>Sentences and Structure</p>	<p>Sub-domain: Communicating and Speaking</p>
<p>2. Connects words, phrases and sentences to build ideas</p>	<p>Infant/Toddler LC 5. Child uses increasingly complex language in conversation with others.</p> <p>Preschooler LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

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<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Not typically observed</p>	<p>Infant/Toddler LC 5. Explores sounds common in many languages, such as "ma-ma" or "ba-ba."</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Produces utterances of one to two words that communicate labeling of objects and sometimes actions</p>	<p>Infant/Toddler LC 5. Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Produces phrases of two words including labeling (e.g., "that dog"), action/agent (e.g., "mommy hug") and object/attribute (e.g., "soup hot")</p> <p>Benchmark b: Produces phrases of two words that convey negation (e.g., "no more," "kitty go")</p>	<p>Infant/Toddler LC 5. Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Produces sentences or phrases of two to three words, including subject/verb/object (e.g., "Juan fell down." "I did it.")</p> <p>Benchmark b: Benchmark b: Asks basic questions (e.g. "Mommy gone?")</p>	<p>Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Produces sentences or phrases of two to five words including subject/verb/object (e.g., "Suzy has cookies." "My shirt's got blue flowers.")</p> <p>Benchmark b: Asks more complex questions beginning with is (e.g. "Is David here?", "What was for lunch?")</p> <p>Benchmark c: Uses conjunctions "and" and sometimes "because" in sentences and uses other complex sentence structures (e.g., elaborated phrases with adjectives and adverbs)</p>	<p>Preschooler LC 5. Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses sentences with more than one phrase</p> <p>Benchmark b: Combines more than one idea using complex sentences (e.g., sequences and cause/effect relationships)</p> <p>Benchmark c: Combines sentences that give lots of detail, stick to the topic and clearly communicate intended meaning</p>	<p>Preschooler LC 5. Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>



Gaps in Alignment: The Florida Early Learning and Developmental Standards offer specific quantitative measures for the typical child, as well as more detailed behavioral indicators.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN		LANGUAGE AND LITERACY DOMAIN	
Conversation		Sub-domain: Communicating and Speaking	
<ol style="list-style-type: none"> 1. Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems 2. Asks questions, and responds to adults and peers in a variety of settings 3. Demonstrates understanding of the social conventions of communication and language use 		<p>Infant/Toddler LC 3. Child communicates needs and wants non-verbally and by using language.</p> <p>Infant/Toddler LC 4. Child uses non-verbal communication and language to engage others in interaction.</p> <p>Infant/Toddler LC 6. Child initiates non-verbal communication and language to learn and gain information.</p> <p>Preschooler LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p> <p>Preschooler LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p> <p>Preschooler LC 6. Child understands and uses a wide variety of words for a variety of purposes.</p>	
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> 1. Benchmark a: Engages in verbal and nonverbal conversations using facial expressions, gestures or sounds to initiate or respond to communication 2. Benchmark a: Responds to changes in tone of voice 3. Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to adult nonverbal eye contact and facial cues Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with coos and babble) 	<p>Infant/Toddler LC 3. Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate interests and needs to others.</p> <p>Infant/Toddler LC 4. Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.</p> <p>Infant/Toddler LC 6. Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.</p>	
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> 1. Benchmark a: 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 2. Benchmark a: Asks and responds to simple questions using gestures, signs, vocalizations and single words 3. Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules by responding to and replicating adult nonverbal eye contact and facial cues Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with babble, jargoning, and/or single word) 	<p>Infant/Toddler LC 3. Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice."</p> <p>Children who are dual language learners may combine their two languages or switch between them.</p> <p>Infant/Toddler LC 4. Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.</p> <p>Infant/Toddler LC 6. Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<ol style="list-style-type: none"> Benchmark a: 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 Benchmark a: Asks and responds to simple questions using one- to two-word phrases, gestures and facial expressions in back-and- forth exchanges with others Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules Benchmark b: Begins to demonstrate awareness of verbal conversational rules (e.g., responding to adult speech with one- to two-word phrases) 	<p>Infant/Toddler LC 3. Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for "More" when eating.</p> <p>Infant/Toddler LC 4. Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.</p> <p>Infant/Toddler LC 6. Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Benchmark a: Engages in conversations using words, signs, two- or three-word phrases, or simple sentences to initiate, continue or extend conversations with others Benchmark a: 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 Benchmark a: Begins to demonstrate awareness of nonverbal conversational rules Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., responding to adult speech with two- or three-word phrases) 	<p>Preschooler LC 4. Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p> <p>Preschooler LC 5. Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p> <p>Preschooler LC 6. Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Benchmark a: Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information Benchmark a: Asks and responds to increasingly longer and more complex sentences and simple questions Benchmark a: Demonstrates awareness of nonverbal conversational rules Benchmark b: Begins to demonstrate knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions and uses appropriate intonation) Benchmark c: Begins to match language to social and academic contexts (e.g., uses volume appropriate to context) 	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

48 – 60 months
(FL Standards)

48 – 60 months
(Head Start Framework)

1. **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. **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. **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)

Preschooler LC 4. Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.

Preschooler LC 5. Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.

Preschooler LC 6. Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.



Gaps in alignment: N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN

LANGUAGE AND LITERACY DOMAIN

Emergent Reading

Sub-domain: Emergent Literacy

1. Shows motivation for and appreciation of reading

Infant/Toddler LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

Infant/Toddler LC 10. Child handles books and relates them to their stories or information.

Infant/Toddler LC 11. Child recognizes pictures and some symbols, signs, or words.

Birth – 8 months
(FL Standards)

Birth – 9 months
(Head Start Framework)

Benchmark a: Shows enjoyment of the sounds and rhythms of language

Infant/Toddler LC 9. Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.

Infant/Toddler LC 10. Explores a book by touching it, patting it, or putting it in mouth.

Infant/Toddler LC 11. Looks at pictures of familiar people, animals, or objects while an adult points at and/ or names the person, animal, or object.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to show interest in print and books</p> <p>Benchmark b: Begins to learn that pictures represent real objects, events and ideas (stories)</p>	<p>Infant/Toddler LC 9. Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.</p> <p>Infant/Toddler LC 10. Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.</p> <p>Infant/Toddler LC 11. Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Shows growing interest in print and books</p> <p>Benchmark b: Learns that pictures represent real objects, events and ideas (stories)</p>	<p>Infant/Toddler LC 9. Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.</p> <p>Infant/Toddler LC 10. Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Shows increased interest in print and books</p> <p>Benchmark b: Demonstrates that pictures represent real objects, events and ideas (stories) Benchmark c: Pretends to read print or books</p> <p>Benchmark c: Pretends to read print or books</p>	<p>Infant/Toddler LC 11. Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings.</p> <p>Children who are DLLs recognize and use written forms of each of their languages.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to select books for reading enjoyment and reading related activities including pretending to read to self or others</p> <p>Benchmark b: Begins to make real-world connections between stories and real-life experiences</p> <p>Benchmark c: Interacts appropriately with books; pretends to read, holds book appropriately or picture reads</p> <p>Benchmark d: Asks to be read to or asks the meaning of written text</p> <p>Benchmark e: Participates in conversations that demonstrate appreciation of printed materials</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Selects books for reading enjoyment and reading related activities including pretending to read to self or others</p> <p>Benchmark b: Makes real-world connections between stories and real-life experiences</p> <p>Benchmark c: Interacts appropriately with books and other materials in a print-rich environment</p> <p>Benchmark d: Asks to be read to, asks the meaning of written text or compares books/stories</p> <p>Benchmark e: Initiates and participates in conversations that demonstrate appreciation of printed materials</p>	<p>N/A</p>



Gaps in Alignment: The Head Start Early Learning Outcomes Framework provides detailed behavioral indicators within multiple goals for the Infant/Toddler age levels, but does not include any goals for preschoolers, while the Florida Early Learning and Developmental Standards include detailed indicators from Birth to 60 months.

	FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
	LANGUAGE AND LITERACY DOMAIN	LANGUAGE AND LITERACY DOMAIN
	Emergent Reading	Sub-domain: Phonological Awareness
	2. Shows age-appropriate phonological awareness	Preschooler LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.
Birth – 8 months <i>(FL Standards)</i> Birth – 9 months <i>(Head Start Framework)</i>	Not typically observed	N/A
8 – 18 months <i>(FL Standards)</i> 8 – 18 months <i>(Head Start Framework)</i>	Not typically observed	N/A
18 – 24 months <i>(FL Standards)</i>	Not typically observed	N/A
24 – 36 months <i>(FL Standards)</i> 16 - 36 months <i>(Head Start Framework)</i>	Benchmark a: Begins to demonstrate appreciation for sounds and patterns in language (e.g., wordplay, listening to nursery rhymes, singing songs with repetitive phrases and sounds)	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Listens and matches rhythm, volume and pitch of rhymes, songs and chants</p>	<p>Preschooler LIT 1. Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>★ Benchmark a: Distinguishes individual words within spoken phrases or sentences</p> <p>★ Benchmark b: Combines words to make a compound word (e.g., “foot” + “ball” = “football”)</p> <p>★ Benchmark c: Deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)</p> <p>★ Benchmark d: Combines syllables into words (e.g., “sis” + “ter” = “sister”)</p> <p>★ Benchmark e: Deletes a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)</p> <p>★ 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)</p>	<p>★ Preschooler LIT 1. Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.</p>

 **Gaps in Alignment:** The Florida Early Learning and Developmental Standards begin benchmarks at the 24 months – 36 months age level, while the Head Start Early Learning Outcomes Framework begins to offer goals at the 36 – 48 months age level. The Florida Standards provide quantitative measures across all the phonological awareness continuum, while the Head Start goals only describe rhyme recognition and syllables.

★ **Assessed on the STAR Early Literacy Assessment**

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

LANGUAGE AND LITERACY DOMAIN	LANGUAGE AND LITERACY DOMAIN
Emergent Reading	Sub-domain: Print and Alphabet Knowledge
<p>3. Shows alphabetic and print knowledge</p>	<p>Preschooler LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</p> <p>Preschooler LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Not typically observed</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Not typically observed</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Not typically observed</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to recognize that print and other symbols convey meaning (e.g., common signs, lists, nametags, labels)</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Recognizes that print conveys meaning</p> <p>Benchmark b: Recognizes some letters when named (e.g., when shown a group of letters, can accurately identify, verbally or nonverbally, the letter that is named)</p> <p>Benchmark c: Names some letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</p>	<p>Preschooler LIT 2. Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."</p> <p>Preschooler LIT 3. Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.</p>

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>★ Benchmark a: Recognizes that print conveys meaning</p>	<p>★ Preschooler LIT 2. Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</p> <p>★ Preschooler LIT 3. Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p>
	<p>★ 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)</p>	
	<p>★ Benchmark c: Names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)</p>	
	<p>★ 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)</p>	

 **Gaps in Alignment:** The Florida Early Learning and Developmental Standards begin benchmarks at the 24 months – 36 months age level, while the Head Start Early Learning Outcomes Framework begins to offer goals at the 36 – 48 months age level.

★ **Assessed on the STAR Early Literacy Assessment**

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
LANGUAGE AND LITERACY DOMAIN		LANGUAGE AND LITERACY DOMAIN
Emergent Reading		Sub-domains: Emergent Literacy & Comprehension and Text Structure
<p>4. Demonstrates comprehension of books read aloud</p>		<p>Infant/Toddler LC 12. Child comprehends meaning from pictures and stories.</p> <p>Preschooler LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p> <p>Preschooler LIT 5. Child asks and answers questions about a book that was read aloud.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds to adult reading a book</p>	<p>Infant/Toddler LC 12. Looks at picture books and listens to an adult talk about pictures in a book.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Interacts with an adult reading a book</p>	<p>Infant/Toddler LC 12. Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Points to pictures in a book, making sounds or saying words and interacting with an adult reading a book</p>	<p>Infant/Toddler LC 12. Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Demonstrates comprehension of meaning of text via pointing to pictures, responding to conversations</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Retells or reenacts parts of a story after it is read aloud</p>	<p>Preschooler LIT 4. With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.</p> <p>Preschooler LIT 5. Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Retells or reenacts story with increasing accuracy and complexity after it is read aloud</p> <p>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...?”)</p>	<p>Preschooler LIT 4. Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p> <p>Preschooler LIT 5. With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p>

 **Gaps in Alignment:** N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>LANGUAGE AND LITERACY DOMAIN</p>	<p>LANGUAGE AND LITERACY DOMAIN</p>
<p>Emergent Writing</p>	<p>Sub-domain: Emergent Literacy & Writing</p>
<p>1. Begins to show motivation to engage in written expression and appropriate knowledge of forms and functions of written composition</p>	<p>Infant/Toddler LC 13. Child makes marks and uses them to represent objects or actions.</p> <p>Preschooler LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Not typically observed</p>	<p>Infant/Toddler LC 13. <i>Emerging</i></p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Makes random marks and scribbles (e.g., scribbles on paper with a crayon or on a small chalkboard with chalk)</p>	<p>Infant/Toddler LC 13. Makes marks on a paper with a large crayon or marker to explore writing materials.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Makes more controlled scribbling (e.g., using paintbrush and paint or finger in shaving cream)</p>	<p>Infant/Toddler LC 13. Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to use scribbles, marks and drawings to represent thoughts and ideas</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses scribbling, letter-like shapes and drawings to represent thoughts and ideas</p>	<p>Preschooler LIT 6. Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes)</p> <p>Benchmark b: Uses letter-like shapes or letters to write words or parts of words</p> <p>Benchmark c: Writes own name (e.g., first name, last name, or nickname), not necessarily with full correct spelling or well- formed letters</p>	<p>Preschooler LIT 6. Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p>



Gaps in Alignment: At the 48 – 60 months age level, the Head Start Early Learning Outcomes Framework extends to the possibility of a child’s use of invented spelling, while the Florida Early Learning and Developmental Standards reference the child’s ability to write his own name.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

MATHEMATICAL THINKING DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

COGNITION DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

MATHEMATICAL THINKING DOMAIN		COGNITION: MATHEMATICS DEVELOPMENT DOMAIN
Number Sense		Sub-domains: Emergent Mathematical Thinking & Mathematics Development
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Attends to objects in play, such as reaching or looking for more than one object Observes songs and finger plays that involve numbers and quantity 	<p>Infant/Toddler IT-C 8. Child develops sense of number and quantity.</p> <p>Preschooler MATH 1. Child knows number names and the count sequence.</p> <p>Preschooler MATH 2. Child recognizes the number of objects in a small set.</p> <p>Preschooler MATH 3. Child understands the relationship between numbers and quantities.</p> <p>Preschooler MATH 4. Child compares numbers.</p> <p>Preschooler MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Attends to quantities when interacting with objects 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 	<p>Infant/Toddler IT-C 8. Attends to quantity in play with objects, such as reaching or looking for more than one object.</p> <p>Infant/Toddler IT-C 8. Uses a few basic words to refer to change in the amount of objects, such as asking for "more" or saying "all gone" when a plate is empty.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<ol style="list-style-type: none"> Uses number words or sign language to identify small amounts referring to quantity Begins to count groups of one and two objects in daily routine 	<p>Infant/Toddler IT-C 8. Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Subitizes (immediately recognizes without counting) up to two objects Begins to count groups of one to five objects in daily routine 	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Subitizes (immediately recognizes without counting) the number of objects in a set of four objects Counts and identifies the number sequence “1 to 10” Begins to demonstrate one-to-one correspondence up to 10 during daily routines Identifies the last number spoken tells “how many” up to five (cardinality) Counts sets constructed by the teacher to five and beyond Constructs and counts sets of one to five and beyond 	<p>Preschooler MATH 1. Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree".</p> <p>Preschooler MATH 2. Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").</p> <p>Preschooler MATH 3. Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").</p> <p>Preschooler MATH 4. Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers of blocks. Identifies the first and second objects in a sequence.</p> <p>Preschooler MATH 5. Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> ★ Subitizes (immediately recognizes without counting) up to five objects ★ Counts and identifies the number sequence “1 to 31” ★ Demonstrates one-to- one correspondence when counting objects placed in a row (one to 15 and beyond) ★ Identifies the last number spoken tells “how many” up to 10 (cardinality) ★ Constructs and counts sets of objects (one to 10 and beyond) ★ Uses counting and matching strategies to find which is more, less than or equal to 10 ★ Reads and writes some numerals one to 10 using appropriate activities 	<p>★ Preschooler MATH 1. Says or signs more number words in sequence.</p> <p>★ Preschooler MATH 2. Quickly recognizes the number of objects in a small set (referred to as "subitizing").</p> <p>★ Preschooler MATH 3. Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).</p> <p>★ Preschooler MATH 4. Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.</p> <p>★ Preschooler MATH 5. Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.</p>

 **Gaps in Alignment:** The Florida Early Learning and Developmental Standards include the ability to count up to and identify the number sequence 1 to 31, which is not included in the Head Start Early Learning Outcomes Framework. The ability to subitize begins in the 36 – 48 months age level in the Florida Standards and is not referenced until the 48 – 60 months age level in the Head Start Framework.

 **Assessed on the STAR Early Numeracy Assessment**

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

MATHEMATICAL THINKING DOMAIN		COGNITION: MATHEMATICS DEVELOPMENT DOMAIN
Number and Operations		Sub-domain: Operations and Algebraic Thinking
		Preschooler MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Explores objects in hands</p>	N/A
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Notices changes in quantity or missing objects (e.g., looks for a specific toy when noticing that one of three toys is missing)</p>	N/A
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Demonstrates an understanding that “adding to” increases the number of objects in the group</p>	N/A
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Changes size of a set of objects (up to three) by adding and subtracting with adult assistance</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems</p> <p>2. Changes size of a set of up to five objects by combining and taking away</p>	<p>Preschooler MATH 6. Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p>	<p>★ 1. Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems</p>	<p>★ Preschooler MATH 6. Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.</p>
<p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>★ 2. Begins to demonstrate how to compose and decompose (build and take apart) sets up to eight using objects, fingers and acting out</p>	

 **Gaps in Alignment:** The Head Start Early Learning Outcomes Framework only includes Preschooler goals, while the Florida Early Learning and Developmental Standards provide benchmarks from Birth through 60 months. In the 48 – 60 months age level, the FL Standards quantify the number of objects with which a child should be able to add and subtract, while the Head Start Framework is open-ended.

 **Assessed on the STAR Early Numeracy Assessment**

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
MATHEMATICAL THINKING DOMAIN		COGNITION: MATHEMATICS DEVELOPMENT DOMAIN
Patterns		Sub-domain: Operations and Algebraic Thinking
		Preschooler MATH 7. Child understands simple patterns.
<p>Birth – 8 months <i>(FL Standards)</i></p>	<p>1. Explores objects with different characteristics</p>	N/A
<p>Birth – 9 months <i>(Head Start Framework)</i></p>		
<p>8 – 18 months <i>(FL Standards)</i></p>	<p>1. Matches objects that have a singular attribute (e.g., color, shape, size)</p>	N/A
<p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>2. Explores two objects by making direct comparisons</p>	
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Begins to recognize patterns in the environment (e.g., clap two times)</p> <p>2. Begins to order three to five objects using one attribute through trial and error</p>	N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Recognizes patterns in the environment Recognizes a simple AB pattern (e.g., clap/snap, clap/snap, clap/snap) 	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Notifies a pattern with a missing object and completes the pattern by filling in the missing object Begins to duplicate a pattern from a model 	<p>Preschooler MATH 7. Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Identifies and extends a simple AB repeating pattern Duplicates a simple AB pattern using different objects Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC) 	<p> Preschooler MATH 7. Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.</p>

Gaps in Alignment: The Head Start Early Learning Outcomes Framework does not include Infant/Toddler goals and indicators for patterning.

Assessed on the STAR Early Numeracy Assessment

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
MATHEMATICAL THINKING DOMAIN		COGNITION: MATHEMATICS DEVELOPMENT DOMAIN
Geometry		Sub-domain: Geometry and Spatial Sense
		<p>Preschooler MATH 9. Child identifies, describes, compares, and composes shapes.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to notice shapes in the environment 	N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Notices shapes in the environment</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Begins to match basic shapes</p> <p>2. Begins to sort familiar objects into two groups based on size</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Matches basic shapes (circle, square) non- verbally</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Recognizes and names typical shapes (circle, square, triangle)</p> <p>2. Matches a wider variety of shapes and orientations</p> <p>3. Explores three- dimensional shapes in the environment through play</p>	<p>Preschooler MATH 9. Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>1. Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation</p> <p>2. Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)</p> <p>3. Creates two- dimensional shapes using other shapes (e.g., putting two squares together to make a rectangle)</p> <p>4. Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)</p>	<p>Preschooler MATH 9. Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.</p>



Gaps in Alignment: The Head Start Early Learning Outcomes Framework does not include goals or indicators for Infants/Toddlers. The Florida Early Learning and Developmental Standards include three-dimensional shapes, where the Head Start Framework does not. The Head Start Framework indicator for ages 48 – 60 months includes beginning to identify sides and angles, which is not mentioned in the FL Standards. The FL Standards include the ability to describe and classify shapes, which is not included in the Head Start Framework.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

MATHEMATICAL THINKING DOMAIN		COGNITION: MATHEMATICS DEVELOPMENT DOMAIN
Spatial Relations		Sub-domain: Geometry and Spatial Sense & Emergent Mathematical Thinking
		<p>Infant/Toddler C 9. Child uses spatial awareness to understand objects and their movement in space.</p> <p>Preschooler MATH 10. Child explores the positions of objects in space.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Explores the properties of objects and watches how they move Explores and experiments with objects and attends to events in the environment (e.g., shaking a rattle or ring of keys) 	<p>Infant/Toddler C 9. Explores or examines objects and watches objects when they move.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to use body to demonstrate an understanding of basic spatial directions (up, down, in, out, around and under) Explores objects with different shapes 	<p>Infant/Toddler C 9. Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<ol style="list-style-type: none"> Uses body to demonstrate an understanding of basic spatial directions through songs, finger plays and games Begins to manipulate objects by flipping, sliding and rotating to make them fit 	<p>Infant/Toddler C 9. Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to demonstrate an understanding of basic spatial directions through songs, finger plays and games Manipulates objects by flipping, sliding and rotating to make them fit 	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Demonstrates an understanding of basic spatial directions through songs, finger plays and games Demonstrates directionality, order and position of objects by following simple directions 	<p>Preschooler MATH 10. Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>★ 1. Describes relationships between objects and locations with words and gestures by constructing models to demonstrate an understanding of proximity (beside, next to, between, below, over and under)</p> <p>2. Uses directions to move through space and find places in space</p>	<p>★ Preschooler MATH 10. Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."</p>
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 **Gaps in Alignment:** N/A

 **Assessed on the STAR Early Numeracy Assessment**

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

	<p>MATHEMATICAL THINKING DOMAIN</p>	<p>COGNITION: MATHEMATICS DEVELOPMENT DOMAIN</p>
	<p>Measurement and Data</p>	<p>Sub-domain: Measurement</p>
		<p>Preschooler MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Explores objects in various ways</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Explores and shows awareness of the size and weight of object with adult assistance</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Uses appropriate size words or gestures (small, big) to describe objects accurately</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Uses increasingly complex size words to accurately describe objects</p> <p>2. Compares sets of objects by one attribute (e.g., sort by size)</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Uses size words to label objects</p> <p>2. Explores two objects by making direct comparisons in length, weight and size using a single attribute</p> <p>3. Measures object attributes using a variety of standard and nonstandard tools with adult guidance</p> <p>4. Participates in group sorting and data collection</p>	<p>Preschooler MATH 8. With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>1. Measures object attributes using a variety of standard and nonstandard tools</p> <p>2. Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects</p> <p>3. Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)</p> <p>4. Represents, analyzes and discusses data (e.g. charts, graphs and tallies) 5. Begins to predict the results of data collection</p> <p>5. Begins to predict the results of data collection</p>	<p>Preschooler MATH 8. With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.</p>

 **Gaps in Alignment:** The Florida Early Learning and Developmental Standards include benchmarks from Birth through 60 months, where the Head Start Early Learning Outcomes Framework only includes preschooler indicators. The FL Standards for preschoolers include the use of tools and data collection, which is not in the Head Start Framework at all for this goal.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS: NO ALIGNED STANDARDS

**There are no Florida Early Learning and Developmental Standards that align to the Cognitive Domain Standards listed in this section*



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

COGNITION DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS
NO ALIGNED STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

COGNITION DOMAIN

Sub-domains: Exploration and Discovery, Memory, Reasoning and Problem-Solving, & Imitation and Symbolic Representation and Play

Infant/Toddler C 5. Child uses memories as a foundation for more complex actions and thoughts.

Infant/Toddler C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.

Infant/Toddler C 12. Child uses objects or symbols to represent something else.

Infant/Toddler C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>N/A</p>	<p>Infant/Toddler C 5. Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.</p> <p>Infant/Toddler C 11. Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.</p> <p>Infant/Toddler C 12. <i>Emerging</i></p> <p>Infant/Toddler C 13. <i>Emerging</i></p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>N/A</p>	<p>Infant/Toddler C 5. Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.</p> <p>Infant/Toddler C 11. Imitates what other people did earlier, such as wiping up a spill or closing a door.</p> <p>Infant/Toddler C 12. Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.</p> <p>Infant/Toddler C 13. Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>N/A</p>	<p>Infant/Toddler C 5. Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.</p> <p>Infant/Toddler C 11. Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.</p> <p>Infant/Toddler C 12. Uses objects as symbols to represent other objects during</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>N/A</p>	<p>pretend play, such as using blocks for toy cars or trucks.</p> <p>Infant/Toddler C 13. Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>N/A</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>N/A</p>	<p>N/A</p>

 **Gaps in Alignment:** *There are no specific standards in Florida Early Learning and Developmental Standards that are intentionally planned to address several of the sub-domains within the Cognition Domain of the Head Start Early Learning Outcomes Framework.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

SCIENTIFIC INQUIRY DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

COGNITION DOMAIN

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SCIENTIFIC INQUIRY DOMAIN		COGNITION: SCIENTIFIC REASONING DOMAIN
Scientific Inquiry through Exploration and Discovery		Sub-domain: Scientific Inquiry
1. Uses senses to explore and understand their social and physical environment		Preschooler SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Responds to information received through the senses</p> <p>Benchmark b: 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>	N/A
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses senses and a variety of actions to explore people and objects in the world around them (e.g., mouthing, touching, shaking and dropping)</p>	N/A
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Begins to identify some sense organs</p> <p>Benchmark b: Explores the nature of sensory materials and experiences (e.g., different textures, sounds, tastes and wind)</p>	N/A
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Identifies sense organs (e.g., nose, mouth, eyes, ears and hands)</p> <p>Benchmark b: Begins to use senses to observe and experience the environment</p> <p>Benchmark c: Begins to identify objects and features of the world (e.g., bird call, thunder, wind and fire truck)</p>	N/A
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to identify each of the five senses and how they relate to the sense organs</p> <p>Benchmark b: Uses senses to observe and experience objects and environment</p>	<p>Preschooler SCI 1. Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

48 – 60 months
(FL Standards)

Benchmark a: Identifies each of the five senses and their relationship to each of the sense organs

Benchmark b: Begins to identify and make observations about what can be learned about the world using each of the five senses

48 – 60 months
(Head Start Framework)

Benchmark c: Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)

Preschooler SCI 1. Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.



Gaps in Alignment: The Head Start Early Learning Outcomes Framework does not provide Infant/Toddler goals and indicators for Scientific Inquiry, while the Florida Early Learning and Developmental Standards offer benchmarks from Birth through Age 5. For preschoolers, the FL Standards require children to be able to identify the senses and connect them to the sense organs, which is not included in the Head Start Framework. The Head Start Framework includes the ability to represent observable phenomena (events), which is not included in the FL Standards.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SCIENTIFIC INQUIRY DOMAIN

COGNITION DOMAIN

Scientific Inquiry through Exploration and Discovery

Sub-domains: Exploration and Discovery

2. Uses tools In scientific inquiry

Infant/Toddler C 1. Child actively explores people and objects to understand self, others, and objects.

Birth – 8 months
(FL Standards)

Benchmark a: Responds to information received through the senses

Infant/Toddler C 1. Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.

Birth – 9 months
(Head Start Framework)

Benchmark b: 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)

8 – 18 months
(FL Standards)

Benchmark a: Responds to people and objects in simple ways

Infant/Toddler C 1. Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.

8 – 18 months
(Head Start Framework)

18 – 24 months
(FL Standards)

Benchmark a: 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)

Infant/Toddler C 1. Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Recognizes and uses simple tools as props through play (e.g., spoons or brushes)</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to use simple tools to explore and observe (e.g., magnifiers, spoons)</p>	N/A
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)</p>	N/A

 **Gaps in Alignment:** The Florida Early Learning and Developmental Standards provide benchmarks from Birth through 60 months, while the Head Start Early Learning Outcomes Framework only offers goals and indicators for Infant/Toddlers. Through 24 months, the FL Standards reference benchmarks based in the child’s response, where the Head Start Framework includes indicators that place the child at the center and describe his actions as proactive, rather than reactive.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS	2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
SCIENTIFIC INQUIRY DOMAIN	COGNITION DOMAIN
Scientific Inquiry through Exploration and Discovery	Sub-domain: Exploration and Discovery
3. Uses understanding of causal relationships to act on social and physical environments	<p>Infant/Toddler C 2. Child uses understanding of causal relationships to act on social and physical environments.</p> <p>Preschooler SCI 4. Child asks a question, gathers information, and makes predictions.</p> <p>Preschooler SCI 5. Child plans and conducts investigations and experiments.</p> <p>Preschooler SCI 6. Child analyzes results, draws conclusions, and communicates results.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to explore/notice cause and effect (e.g., crying to get needs met)</p>	<p>Infant/Toddler C 2. Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Explores cause and effect by engaging in purposeful actions to cause things to happen (e.g., splashes in water)</p>	<p>Infant/Toddler C 2. Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Begins to combine simple actions to cause things to happen or change how they interact with objects and people</p>	<p>Infant/Toddler C 2. Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Combines simple actions to cause things to happen or change how they interact with objects and people</p> <p>Benchmark b: Recognizes and begins to respond to results of own actions</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Makes simple predictions and reflects on what caused something to happen</p> <p>Benchmark b: Participates in and discusses simple experiments</p> <p>Benchmark c: Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)</p>	<p>Preschooler SCI 4. Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."</p> <p>Preschooler SCI 5. With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.</p> <p>Preschooler SCI 6. With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

48 – 60 months
(FL Standards)

48 – 60 months
(Head Start Framework)

- Benchmark a:** Makes predictions and tests their predictions through experimentation and investigation
- Benchmark b:** Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)
- Benchmark c:** Begins to form conclusions and construct explanations (e.g., What do the results mean?)
- Benchmark d:** Shares findings and outcomes of experiments

- Preschooler SCI 4.** Asks more complex questions. Uses other sources besides adults to gather information, such as books or other experts. Uses background knowledge and experiences to make predictions.
- Preschooler SCI 5.** With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.
- Preschooler SCI 6.** With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.

 **Gaps in Alignment:** N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

**2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
NO ALIGNED STANDARDS**

SCIENTIFIC INQUIRY DOMAIN

Life Science

1. Demonstrates knowledge related to living things and their environments

Birth – 8 months
(FL Standards)

Birth – 9 months
(Head Start Framework)

Benchmark a: Shows curiosity about own body structure (e.g., two legs, fingers for grasping)

N/A

8 – 18 months
(FL Standards)

8 – 18 months
(Head Start Framework)

Benchmark a: Begins to explore, interact with and identify some plants and animals (e.g., interaction through real-world, literacy and videos)

N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Explores, interacts with and identifies some plants and animals</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Explores, interacts with and identifies a growing number and variety of plants and animals</p> <p>Benchmark b: 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>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: 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> <p>Benchmark b: Begins to notice the similarities and differences among various living things</p> <p>Benchmark c: Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)</p> <p>Benchmark d: Explores the differences between living and non-living things</p> <p>Benchmark e: Explores the needs of living things (e.g., plants need water to grow and kids need food to grow)</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)</p> <p>Benchmark b: Notices the similarities and differences among various living things</p> <p>Benchmark c: Understands that all living things grow, change and go through life cycles</p> <p>Benchmark d: Begins to distinguish between living and non-living things</p> <p>Benchmark e: Observes that living things differ with regard to their needs and habitats</p>	<p>N/A</p>

 **Gaps in Alignment:** *The Head Start Early Learning Outcomes Framework does not include goals and indicators for this goal.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SCIENTIFIC INQUIRY DOMAIN

NO ALIGNED STANDARDS

Physical Science

1. Demonstrates knowledge related to physical science

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Displays interest in movement of objects</p> <p>Benchmark b: Recognizes when a moving object has stopped (e.g., mobile)</p> <p>Benchmark c: Uses senses to gain knowledge about objects</p> <p>Benchmark d: Displays interest in various types of materials (e.g., water, soft fabric, textured carpet)</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Demonstrates ability to move objects</p> <p>Benchmark b: Begins to observe that objects move at different speeds (e.g., wind-up toys, swings)</p> <p>Benchmark c: Begins to manipulate, explore and play with objects to gain knowledge about them (e.g., moving, filling, dumping, smelling)</p> <p>Benchmark d: Begins to explore solids and liquids to gain knowledge about them (e.g., soap and water in the bathtub)</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Demonstrates ability to push and pull objects</p> <p>Benchmark b: Observes objects that move at different speeds (e.g., wind-up toys, swings)</p> <p>Benchmark c: Manipulates, explores and plays with objects to gain knowledge about them (e.g., moving, stacking)</p> <p>Benchmark d: Explores solids and liquids to gain knowledge about them (e.g., food, water play, finger painting)</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to explore a greater variety of motions with objects (e.g., rotate, spin, twist)</p> <p>Benchmark b: Uses basic words for speed of motion (e.g., fast and slow)</p> <p>Benchmark c: Begins to describe, compare, sort and classify objects based on observable physical characteristics (e.g., color, sound, weight)</p> <p>Benchmark d: 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)</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Explores and investigates objects that require positioning and movement through play (e.g., gears, marble chutes, screws in a toy workbench)</p> <p>Benchmark b: Explores and investigates how to change the speed with which an object will move (e.g., pedaling a tricycle, rolling a ball)</p> <p>Benchmark c: Explores and investigates the properties of toys and objects (e.g., relationship between size and weight of blocks, what makes balls bounce)</p> <p>Benchmark d: 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>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Discusses what makes objects move the way they do and how the movement can be controlled</p> <p>Benchmark b: Makes predictions about how to change the speed of an object, tests predictions through experiments and describes what happens</p> <p>Benchmark c: Distinguishes between the properties of an object and the properties of which the material is made (e.g., water and ice)</p> <p>Benchmark d: Investigates and describes changing states of matter —liquid, solid and gas</p> <p>Benchmark e: Explores the relationship of objects to light (e.g., light and shadows)</p>	<p>N/A</p>

 **Gaps in Alignment:** *The Head Start Early Learning Outcomes Framework does not include goals and indicators for this goal.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SCIENTIFIC INQUIRY DOMAIN

NO ALIGNED STANDARDS

Earth and Space Science

1. Demonstrates knowledge related to dynamic properties of earth and sky

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Touches water (e.g., plastic cups, sponge and wet washcloth)</p> <p>Benchmark b: Touches sand, soil and mud</p> <p>Benchmark c: Begins to exhibit curiosity about objects in the sky and environment</p> <p>Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Explores water (e.g., plastic cups or containers in the bathtub)</p> <p>Benchmark b: Explores sand, soil and mud</p> <p>Benchmark c: Begins to observe the sun, clouds and transition from day to night</p> <p>Benchmark d: Responds to changes in temperature and weather (e.g., cries when too warm or too cold)</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Engages in structured play with water</p> <p>Benchmark b: Engages in structured play with sand, soil and mud activities</p> <p>Benchmark c: Identifies the objects in the sky (e.g., clouds, sun, moon and stars)</p> <p>Benchmark d: Begins to identify day and night</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to explore and investigate the properties of water</p> <p>Benchmark b: Begins to explore and investigate the properties of sand, soil and mud</p> <p>Benchmark c: Describes the objects in the sky (e.g., clouds, sun, moon and stars)</p> <p>Benchmark d: Uses basic vocabulary to describe day and night</p> <p>Benchmark e: Uses emerging vocabulary to describe basic weather</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Investigates and asks questions about the properties of water using adult- and child-directed activities</p> <p>Benchmark b: Investigates and asks questions about the properties of rocks, soil, sand and mud using adult- and child-directed activities</p> <p>Benchmark c: Asks questions and shows curiosity about objects in the sky (e.g., clouds, sun, moon and stars)</p> <p>Benchmark d: Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play</p> <p>Benchmark e: Observes and discusses weather changes day to day</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Describes properties of water including changes in the states of water – liquid, solid and gas (e.g., buoyancy, movement, displacement and flow)</p> <p>Benchmark b: Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)</p> <p>Benchmark c: Begins to explore and discuss simple observations of characteristics and movements of the clouds, sun, moon and stars</p> <p>Benchmark d: Compares the daytime and nighttime cycle</p> <p>Benchmark e: Uses appropriate vocabulary to discuss climate and changes in the weather and the impact it has on their daily lives (e.g., types of clothing for different environments)</p>	<p>N/A</p>

 **Gaps in Alignment:** The Head Start Early Learning Outcomes Framework does not include goals and indicators for this goal.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>SCIENTIFIC INQUIRY DOMAIN</p>	<p>COGNITION DOMAIN</p>
<p>Environment</p>	<p>Sub-domain: Memory</p>
<p>1. Demonstrates awareness of relationship to people, objects and living/non-living things in their environment</p>	<p>Infant/Toddler C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.</p> <p>Infant/Toddler C 4. Child recognizes the stability of people and objects in the environment.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Recognizes familiar people and objects in the immediate environment</p>	<p>Infant/Toddler C 3. Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.</p> <p>Infant/Toddler C 4. Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to identify familiar people and objects in the environment</p>	<p>Infant/Toddler C 3. Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.</p> <p>Infant/Toddler C 4. Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Identifies familiar people and objects in the environment</p>	<p>Infant/Toddler C 3. Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Begins to describe familiar people and objects in the environment</p> <p>Benchmark b: Begins to participate in activities to protect the environment</p>	<p>Infant/Toddler C 4. Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Describes familiar people and objects in the environment</p> <p>Benchmark b: Participates in activities to protect the environment</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Demonstrates how people use objects and natural resources in the environment</p> <p>Benchmark b: Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)</p> <p>Benchmark c: Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)</p>	<p>N/A</p>

 **Gaps in Alignment:** The Head Start Early Learning Outcomes Framework provides goals and indicators only for Infants/Toddlers, while the Florida Early Learning and Developmental Standards offer goals and benchmarks for Birth through 60 months. The Head Start Infant/Toddler indicators are more detailed and include higher level behaviors than the FL Standards.

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SCIENTIFIC INQUIRY DOMAIN		COGNITION DOMAIN
Engineering and Technology		Sub-domain: Reasoning and Problem Solving
1. Shows interest and understanding of how simple tools and machines assist with solving problems or creating objects and structures		<p>Infant/Toddler C 6. Child learns to use a variety of strategies in solving problems.</p> <p>Infant/Toddler C 7. Child uses reasoning and planning ahead to solve problems.</p>
<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Not yet typically observed</p>		<p>Infant/Toddler C 6. Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.</p> <p>Infant/Toddler C 7. Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.</p>
<p>Birth – 9 months <i>(Head Start Framework)</i></p>		
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Attempts to use objects as tools</p>	<p>Infant/Toddler C 6. Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.</p> <p>Infant/Toddler C 7. Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>Benchmark a: Uses simple tools to explore</p> <p>Benchmark b: Explores simple machines through play (e.g., riding toys or push toys)</p>	<p>Infant/Toddler C 6. Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Uses props to represent simple tools through play</p> <p>Benchmark b: Uses simple machines in play (e.g., riding toys, push mower or tricycle)</p> <p>Benchmark c: 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)</p>	<p>Infant/Toddler C 7. Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: 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)</p> <p>Benchmark b: Explores and identifies simple machines through play (e.g., ramps, gears, wheels, pulleys and levers)</p> <p>Benchmark c: 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)</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>Benchmark a: Identifies problems and tries to solve them by designing or using tools (e.g., makes a simple tent with a chair and cloth for protection from the sun)</p> <p>Benchmark b: Explains why a simple machine is appropriate for a particular task (e.g., moving something heavy, moving water from one location to another)</p> <p>Benchmark c: Uses appropriate tools and materials with greater flexibility to create or solve problems</p> <p>Benchmark d: Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)</p>	<p>N/A</p>

 **Gaps in Alignment:** *The Head Start Early Learning Outcomes Framework begins the indicators for this goal at 8 months and ends at 36 months, as opposed to the Florida Early Learning and Developmental Standards, which begin benchmarks for this goal at birth and go through 60 months. The FL Standards benchmarks focus on the use of tools, where the Head Start indicators focus on problem solving and perseverance.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

SOCIAL STUDIES DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

**There are no Head Start Early Learning Outcomes that align to the Social Studies Domain Standards listed in this section*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL STUDIES DOMAIN

NO ALIGNED STANDARDS

Culture

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Experiences own family practices (traditions, celebrations, songs, food or language)</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Begins to participate in own family practices (traditions, celebrations, songs, food or language)</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Participates in own family practices (traditions, celebrations, songs, food or language)</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Identifies family practices (traditions, celebrations, songs, food or language)</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Begins to identify self as a member of a culture</p> <p>2. Begins to understand everyone belongs to a culture</p> <p>3. Explores culture of peers and families (classroom)</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p>	<ol style="list-style-type: none"> Identifies self as a member of a culture Understands everyone belongs to a culture Explores culture of peers and families in the classroom and community 	<p>N/A</p>
<p>48 – 60 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Explores cultural attributes by comparing and contrasting different characteristics (e.g., language, literature, music, arts, artifacts, foods, architecture and celebrations) 	

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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL STUDIES DOMAIN

NO ALIGNED STANDARDS

Individual Development and Identity

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to explore characteristics of self (eyes, nose and hair) 	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to recognize characteristics of self (eyes, nose and hair) Begins to recognize ability to impact surroundings 	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<ol style="list-style-type: none"> Recognizes characteristics of self (eyes, nose and hair) Recognizes ability to impact surroundings 	N/A
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to recognize characteristics of self as an individual Begins to recognize the ways self is similar to and different from peers and others 	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Recognizes characteristics of self as an individual Recognizes the ways self is similar to and different from peers and others 	N/A
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Identifies characteristics of self as an individual Identifies the ways self is similar to and different from peers and others Recognizes individual responsibility as a member of a group (e.g., classroom or family) 	N/A

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SOCIAL STUDIES DOMAIN

NO ALIGNED STANDARDS

Individuals and Groups

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Begins to recognize family members</p>	
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Identifies family members</p>	
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Begins to recognize self as separate from others</p> <p>2. Begins to respond to the needs of others (e.g., peers and family members)</p> <p>3. Begins to participate in routines (e.g., family, classroom, school and community)</p>	
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Recognizes self as separate from others</p> <p>2. Responds to the needs of others (e.g., peers and family members)</p> <p>3. Begins to follow routines (e.g., family, classroom, school and community)</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Identifies self and others as part of a group</p> <p>2. Identifies groups within a community</p> <p>3. Begins to demonstrate awareness of group rules (e.g., family, classroom, school and community)</p> <p>4. Exhibits emerging leadership skills and roles (e.g., line leader and door holder)</p>	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p>	<p>1. Identifies differences and similarities of self and others as part of a group</p>	
<p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>2. Explains the role of groups within a community</p> <p>3. Demonstrates awareness of group rules (e.g., family, classroom, school or community)</p> <p>4. Exhibits leadership skills and roles (e.g., line leader and door holder)</p>	



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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

SOCIAL STUDIES DOMAIN

Spaces, Places and Environments

NO ALIGNED STANDARDS

<p>Birth – 8 months <i>(FL Standards)</i></p>	<p>1. Responds to people and objects</p>	<p>N/A</p>
<p>Birth – 9 months <i>(Head Start Framework)</i></p>		
<p>8 – 18 months <i>(FL Standards)</i></p>	<p>1. Responds in varied ways to people and objects</p>	<p>N/A</p>
<p>8 – 18 months <i>(Head Start Framework)</i></p>		

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Begins to recognize own personal space</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Begins to identify own personal space</p> <p>2. Explores own environment</p> <p>3. Recognizes basic physical characteristics (e.g., landmarks or land features)</p> <p>4. Uses words to describe objects in a familiar space</p>	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Recognizes the relationship of personal space to surroundings</p> <p>2. Identifies own environment and other locations</p> <p>3. Identifies basic physical characteristics (e.g., landmarks or land features)</p> <p>4. Begins to use spatial words (e.g., far/close, over/under and up/down)</p> <p>5. Begins to recognize some geographic tools and resources (e.g., maps, globes or GPS)</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>1. Identifies the relationship of personal space to surroundings</p> <p>2. Identifies differences and similarities between own environment and other locations</p> <p>3. Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)</p> <p>4. Uses spatial words (e.g., far/close, over/under and up/down)</p> <p>5. Recognizes some geographic tools and resources (e.g., maps, globes or GPS)</p> <p>6. Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)</p>	<p>N/A</p>

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SOCIAL STUDIES DOMAIN

NO ALIGNED STANDARDS

Time, Continuity, and Change

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Begins to respond to schedules</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Responds to schedules</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Recognizes and responds to schedules (e.g., time to eat when hungry)</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Begins to sequence events</p> <p>2. Begins to recognize time events and routines</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Recognizes sequence of events to establish a sense of order and time</p> <p>2. Explores changes that take place over time in the immediate environment</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
48 – 60 months <i>(FL Standards)</i>	1. Identifies changes within a sequence of events to establish a sense of order and time	N/A
48 – 60 months <i>(Head Start Framework)</i>	2. Observes and recognizes changes that take place over time in the immediate environment	

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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
SOCIAL STUDIES DOMAIN		NO ALIGNED STANDARDS
Governance, Civic Ideals, and Practices		
Birth – 8 months <i>(FL Standards)</i>	1. Responds to people and objects	N/A
Birth – 9 months <i>(Head Start Framework)</i>	2. Uses senses to solve problems	
	3. Recognizes familiar people and objects	
8 – 18 months <i>(FL Standards)</i>	1. Responds to simple requests	N/A
8 – 18 months <i>(Head Start Framework)</i>	2. Begins to recognize cause and effect of actions	
	3. Responds in varied ways to people and objects	
18 – 24 months <i>(FL Standards)</i>	1. Begins to follow simple requests	N/A
	2. Responds to problems in the environment	
	3. Shows more complex responses to people and objects	

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
24 – 36 months <i>(FL Standards)</i> 16 - 36 months <i>(Head Start Framework)</i>	<ol style="list-style-type: none"> Begins to recognize expectations in varying settings Demonstrates emerging problem- solving and decision-making skills Begins to recognize common symbols in the environment 	
36 – 48 months <i>(FL Standards)</i> 36 – 48 months <i>(Head Start Framework)</i>	<ol style="list-style-type: none"> Begins to recognize and follow rules and expectations in varying settings Begins to participate in problem solving and decision making Begins to recognize national patriotic symbols (e.g., flag and eagle) 	N/A
48 – 60 months <i>(FL Standards)</i> 48 – 60 months <i>(Head Start Framework)</i>	<ol style="list-style-type: none"> Recognizes and follows rules and expectations in varying settings Participates in problem solving and decision making Begins to explore basic principles of democracy (e.g., deciding rules in a classroom, respecting opinions of others, voting on classroom activities or civic responsibilities) 	N/A

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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
SOCIAL STUDIES DOMAIN		NO ALIGNED STANDARDS
Economics and Resources		
Birth – 8 months <i>(FL Standards)</i> Birth – 9 months <i>(Head Start Framework)</i>	<ol style="list-style-type: none"> Begins to actively seek out responses 	N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Begins to communicate wants and needs</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Communicates wants and needs to others</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Initiates more complex interactions to get wants and needs met</p> <p>2. Shows awareness of occupations</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Begins to recognize the difference between wants and needs</p> <p>2. Recognizes familiar people who perform different occupations</p>	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>1. Recognizes the difference between wants and needs</p> <p>2. Begins to recognize that people work to earn money to buy things they need or want</p>	<p>N/A</p>

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SOCIAL STUDIES DOMAIN

NO ALIGNED STANDARDS

Technology and Our World

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Responds to people and objects</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Responds in varied ways to people and objects</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. 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)</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Explores technology tools and interactive media (e.g., writing utensils, electronic toys, DVD and music players)</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)</p>	<p>N/A</p>

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>1. Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)</p>	<p>N/A</p>
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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS:

CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN



2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK:

**There are no Head Start Early Learning Outcomes that align to the Creative Expression through the Arts Domain Standards listed in this section*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN

NO ALIGNED STANDARDS

Sensory Art Experience

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Begins to experience the sensory qualities of a wide variety of open-ended, diverse and process-oriented sensory materials</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Chooses from a wide variety of open-ended, diverse and process-oriented sensory materials to engage in the art experience</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Combines a variety of open-ended, process-oriented and diverse art materials to explore technique with intention</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Uses imagination and creativity to express self through open-ended, diverse and process-oriented art experiences with intention</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Uses imagination and creativity to express self with intention using a variety of open-ended, process-oriented and diverse art materials</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>1. Combines with intention a variety of open-ended, process-oriented and diverse art materials</p>	<p>N/A</p>
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 **Gaps in Alignment:** *There are no specific standards in the Head Start Early Learning Outcomes Framework that are intentionally planned to address the Creative Expression through the Arts Domain.*

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN</p>
<p>Music</p>

NO ALIGNED STANDARDS

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Responds to music in a variety of ways</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Begins to discover and engage in creative music experiences</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Discovers and engages in creative music experiences</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
24 – 36 months <i>(FL Standards)</i> 16 - 36 months <i>(Head Start Framework)</i>	1. Begins to engage in a variety of individual and group musical activities	
36 – 48 months <i>(FL Standards)</i> 36 – 48 months <i>(Head Start Framework)</i>	1. Engages in a variety of individual and group musical activities with more coordinated intention 2. 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)	N/A
48 – 60 months <i>(FL Standards)</i> 48 – 60 months <i>(Head Start Framework)</i>	1. Actively participates in a variety of individual and group musical activities 2. Expresses and represents thought, observations, imagination, feelings, experiences and knowledge in individual and group music activities	N/A

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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS		2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK
CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN		NO ALIGNED STANDARDS
Creative Movement		
Birth – 8 months <i>(FL Standards)</i> Birth – 9 months <i>(Head Start Framework)</i>	1. Uses movement to show increasing body awareness in response to own environment	N/A

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to use movement to express feelings and/or communicate an idea Spontaneously responds and moves in creative ways while listening to music or sounds, stories and/or verbal cues 	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<ol style="list-style-type: none"> Uses movement to express feelings and/or communicate an idea Responds and moves in creative ways while listening to music, stories and/or verbal cues 	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Begins to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Engages in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 	<p>N/A</p>
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Continues to engage in individual and group movement activities to express and represent thoughts, observations, imagination, feelings, experiences and knowledge 	<p>N/A</p>

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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN

NO ALIGNED STANDARDS

Imaginative and Creative Play

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Imitates familiar experiences in own life</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Imitates and initiates familiar experiences in own life using a variety of objects in the environment</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Purposefully begins to engage in and explore imaginative and creative play with a variety of objects in the environment</p>	<p>N/A</p>
<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<p>1. Purposefully explores, engages and persists in ongoing real and or imaginative experiences through creative play</p>	<p>N/A</p>
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<p>1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally or non-verbally, using a variety of objects in own environment</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<p>1. Expresses and represents thoughts, observations, imagination, feelings, experiences and knowledge, verbally and non-verbally, with others using a variety of objects in own environment</p>	<p>N/A</p>
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FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>CREATIVE EXPRESSION THROUGH THE ARTS DOMAIN</p>
<p>Appreciation of the Arts</p>
<p> </p>

NO ALIGNED STANDARDS

<p>Birth – 8 months <i>(FL Standards)</i></p> <p>Birth – 9 months <i>(Head Start Framework)</i></p>	<p>1. Responds spontaneously to different forms of art in the environment</p>	<p>N/A</p>
<p>8 – 18 months <i>(FL Standards)</i></p> <p>8 – 18 months <i>(Head Start Framework)</i></p>	<p>1. Shows curiosity in different forms of artistic expressions (e.g., music, art and dance)</p>	<p>N/A</p>
<p>18 – 24 months <i>(FL Standards)</i></p>	<p>1. Begins to respond to own art and to a variety of artistic expressions of others</p> <p>2. Begins to show preferences for various art forms</p>	<p>N/A</p>

FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS

2015 HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

<p>24 – 36 months <i>(FL Standards)</i></p> <p>16 - 36 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Responds to own art and to a variety of artistic expressions of others Shows preferences for various art forms 	
<p>36 – 48 months <i>(FL Standards)</i></p> <p>36 – 48 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Responds to and expresses opinions and feelings about own art form as well as a variety of artistic expressions of others 	N/A
<p>48 – 60 months <i>(FL Standards)</i></p> <p>48 – 60 months <i>(Head Start Framework)</i></p>	<ol style="list-style-type: none"> Uses appropriate art vocabulary to describe own art creations and those of others Compares own art to similar art forms Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past Begins to recognize that instruments and art forms represent cultural perspectives of the home and the community, now and in the past 	N/A



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