

Florida Department of Education



2008 Voluntary Prekindergarten (VPK) Education Standards*

I. Physical Health

A. Physical Health

- A.1. Shows characteristics of good health to facilitate learning
- A.2. Demonstrates visual ability to facilitate learning
- A.3. Exhibits auditory ability to facilitate learning
- A.4. Performs oral hygiene routines
- A.5. Shows familiarity with the role of a primary health care provider

B. Knowledge of Wellness

- B.1. Shows that basic physical needs are met
- B.2. Follows basic health and safety rules
- B.3. Participates in physical fitness activities
- B.4. Makes wise food choices
- B.5. Performs some self-care tasks independently

II. Approaches to Learning

A. Eagerness and Curiosity

- A.1. Shows eagerness and curiosity as a learner

B. Persistence

- B.1. Attends to tasks and seeks help when encountering a problem

C. Creativity and Inventiveness

- C.1. Approaches tasks with flexibility and inventiveness

D. Planning and Reflection

- D.1. Shows some planning and reflection

III. Social and Emotional Development

A. Self-Concept

- A.1. Demonstrates self-concept
- A.2. Shows some self-direction

B. Self-Control

- B.1. Follows simple classroom rules and routines
- B.2. Uses classroom materials carefully
- B.3. Manages transitions

C. Relationships with Adults

- C.1. Interacts easily with familiar adults
- C.2. Seeks adult assistance appropriately

D. Relationships with Peers

- D.1. Interacts easily with one or more children
- D.2. Develops special friendships
- D.3. Participates in the group life of the class
- D.4. Shows empathy and caring for others

E. Social Problem-Solving

- E.1. Seeks adult help when needed to resolve conflicts

IV. Language and Communication

A. Listening

- A.1. Gains meaning by listening
 - Benchmark:** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
- A.2. Follows two- and three-step directions
 - Benchmark:** Child has mastery of two-step directions and usually follows three-step directions.

B. Speaking

- B.1. Speaks clearly enough to be understood without contextual clues
 - Benchmark:** Child's speech is understood by both a familiar and an unfamiliar adult.

C. Vocabulary

- C.1. Shows an understanding of words and their meanings
 - Benchmark a:** Child has age appropriate vocabulary in several categories and demonstrates a wide variety of words within each category (e.g., world knowledge, names of body parts, feelings, colors, shapes, jobs, tools, plants,

animals and their habitats, and foods; words that describe, adjectives and adverbs; and action words, verbs).

Benchmark b: Child has mastery of instructional language of the classroom and objects in the classroom (e.g., same and different, in front of and behind, next to, opposite, below).

Benchmark c: Child understands or knows the meaning of many thousands of words, many more than he or she uses.

C.2. Uses an expanded vocabulary to describe many objects, actions, and events

Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.

Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).

D. Sentences and Structure

D.1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences

Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and object order.

Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.

D.2. Connects phrases and sentences to build ideas

Benchmark a: Child uses sentences with more than one phrase.

Benchmark b: Child combines more than one idea using complex sentences.

Benchmark c: Child combines sentences that give lots of detail, stick to the topic, and clearly communicate intended meaning.

E. Conversation

E.1. Uses language to express needs and feelings, share experiences, predict outcomes and resolve problems

Benchmark: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving).

E.2. Initiates, ask questions, and responds to adults and peers in a variety of settings

Benchmark a: Child follows another's conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.

Benchmark b: Child provides appropriate information for the setting (e.g., introduces himself or herself; requests assistance such as asking for help; answers questions such as providing name and address to a police officer or other appropriate adult).

E.3. Uses appropriate language and style for context

Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation).

Benchmark b: Child demonstrates knowledge of nonverbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, appropriate distance in conversation).

Benchmark c: Child matches language to social contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children).

V. Emergent Literacy

A. Emergent Reading

A.1. Shows motivation for reading

Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others).

Benchmark b: Child uses books and other written materials appropriately (e.g., pretends to read, looks at books in an orderly fashion, turns one page at a time, goes from front to back).

Benchmark c: Child asks to be read to or asks the meaning of written text.

A.2. Shows age-appropriate phonological awareness

Benchmark a: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”) and deletes a word from a compound word (e.g., “starfish” – “star” = “fish”).

Benchmark b: Child combines syllables into words (e.g., “sis” + “ter” = “sister”).

Benchmark c: Child can delete a syllable from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”).

Benchmark d: Child combines onset and rime to form a familiar one-syllable word with pictorial support (e.g., when shown several pictures, and adult says /c/ + “at”, child can select the picture of the cat).

A.3. Shows alphabetic knowledge

Benchmark a: Child recognizes almost all letters by name (e.g., when shown a group of letters, can accurately identify the letter that is named).

Benchmark b: Child names most letters (e.g., when shown a letter, can accurately say its name).

Benchmark c: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes).

Benchmark d: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given).

A.4. Shows understanding of text read aloud

Benchmark a: Child retells or reenacts story after it is read aloud.

Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?”).

B. Emergent Writing

B.1. Shows motivation to engage in written expression

Benchmark: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, making notes).

- B.2. Uses letter-like shapes, symbols, and letters to convey meaning
Benchmark a: Child independently uses letters or symbols to make words or parts of words.
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters.
- B.3. Demonstrates age-appropriate ability to write letters
Benchmark: Child independently writes some letters on request.
- B.4. Shows knowledge of structure of written composition
Benchmark: When writing or dictating, child uses appropriate writing conventions (e.g., a letter starts with “Dear” or the idea that a story has a beginning, middle, and end).

VI. Mathematical and Scientific Thinking

A. Mathematical Thinking

A(a). Number Sense

- A(a).1. Demonstrates understanding of one-to-one correspondence
Benchmark a: Child demonstrates one-to-one correspondence when counting.
Benchmark b: Child demonstrates one-to-one correspondence to determine if two sets are equal.
- A(a).2. Shows understanding of how to count and construct sets
Benchmark a: Child counts sets in the range of 10 to 15 objects.
Benchmark b: Child constructs sets in the range of 10 to 15 objects.
- A(a).3. Shows understanding by participating in the comparison of quantities
Benchmark a: Child compares two sets to determine if they are equal.
Benchmark b: Child compares two sets to determine if one set has more.
Benchmark c: Child compares two sets to determine if one set has less.
Benchmark d: Child determines one set of objects is a lot more than another set of objects.
- A(a).4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range of five to ten
- A(a).5. Counts and knows the sequence of number names (spoken)
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.
Benchmark b: Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time.
- A(a).6. Shows understanding of and uses appropriate terms to describe ordinal positions
Benchmark a: Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).
Benchmark b: Child names ordinal positions (e.g., first, second, third, fourth, fifth).

A(b). Number and Operations

- A(b).1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)

Benchmark a: Child indicates there are more when they combine (add) sets of objects together.

Benchmark b: Child indicates there are less when they remove (subtract) objects from a set.

A(b).2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities

Benchmark a: Child combines sets of objects to equal a set no larger than ten.

Benchmark b: Child removes objects from a set no larger than ten.

Benchmark c: Child uses concrete objects to solve complex problems (e.g., fingers, blocks).

A(b).3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time

A(c). Patterns and Seriation

A(c).1. Recognizes patterns and non-patterns (e.g., red/blue, red/blue vs. rainbow)

A(c).2. Duplicates identical patterns with at least two elements

A(c).3. Recognizes pattern units (e.g., red/blue, dog/cat; red/blue/yellow, dog/cat/cow)

A(c).4. Orders, compares, and describes objects according to a single attribute (seriation)

Benchmark a: Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).

Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time.

A(d). Geometry

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

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

Benchmark b: Child names two-dimensional shapes.

Benchmark c: Child constructs examples of two-dimensional shapes.

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

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

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

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

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

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

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

Benchmark b: Child names three-dimensional shapes.

A(d).4. Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects

A(e). Spatial Relations

A(e).1. Shows understanding of and uses several positional words (e.g., above, below, next to, beside, on top of, inside, outside)

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

Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., above, below, next to, beside, on top of, inside and outside), with teacher support and multiple experiences over time.

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

A(e).3. Understands and can tell the difference between orientation terms such as horizontal, diagonal, and vertical

A(e).4. Uses directions to move through space and find places in space (e.g., obstacle courses, *Simon Says*, *Mother May I?*, hop scotch, giving simple directions)

A(f). Measurement

A(f).1. Compares continuous quantities using length, weight, and height

Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time.

Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time.

Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time.

Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and comparative terminology (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time.

A(f).2. Represents and analyzes data

Benchmark a: Child assists with collecting and sorting materials to be graphed.

Benchmark b: Child works, with teacher and small groups, to represent mathematical relations in charts and graphs.

Benchmark c: Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs.

Benchmark d: Child predicts the results of a data collection, with teacher support and multiple experiences over time.

B. Scientific Thinking

B(a). Inquiry

B(a).1. Asks questions and uses senses to observe and explore materials and natural phenomena

B(a).2. Uses simple tools and equipment for investigation

B(a).3. Makes comparisons among objects

VII. Social Studies and The Arts

A. Social Studies

A(a). People, Past and Present

A(a).1. Identifies similarities and differences in personal and family characteristics

A(b). Human Interdependence

A(b).1. Begins to understand family needs, roles and relationships

A(b).2. Describes some people's jobs and what is required to perform them

A(b).3. Begins to be aware of technology and how it affects life

A(c). Citizenship and Government

A(c).1. Demonstrates awareness of rules

A(c).2. Shows awareness of what it means to be a leader

A(d). People and Where They Live

A(d).1. Describes the location of things in the environment

A(d).2. Shows awareness of the environment

B. The Arts

B(a). Expression and Representation

B(a).1. Uses a variety of art materials for tactile experience and exploration

B(a).2. Participates in group music experiences

B(a).3. Participates in creative movement, dance, and drama

B.b Understanding and Appreciation

B.b.1. Responds to artistic creations or events

VIII. Motor Development

A. Gross Motor Development

A.1. Moves with balance and control

A.2. Coordinates movements to perform simple tasks

B. Fine Motor Development

B.1. Uses strength and control to perform simple tasks

B.2. Uses eye-hand coordination to perform tasks

B.3. Shows beginning control of writing, drawing, and art tools

* This document was developed under the auspices of the Florida Department of Education, Office of Early Learning, to disseminate the Florida Voluntary Prekindergarten (VPK) Education Standards, adopted by the Florida State Board of Education on August 19, 2008, consistent with the requirements of Section 1002.67, Florida Statutes.

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