

# COMPARISON OF FLORIDA'S EARLY LEARNING STANDARDS

	Birth-Three Standards	Three-Five Standards	Voluntary Pre-K Standards
Preamble	Two-page preamble that makes a case for the value and use of the Standards	One page preamble that introduces the Standards	There is no separate preamble
Introduction	Three-page introduction that links these Standards to earlier three-five standards and describes the process for their development	One page introduction that links Standards to Florida's emphasis on school readiness	The Introduction contains the following sections: <ul style="list-style-type: none"> <li>- <i>Purpose</i>, including suggestions for use</li> <li>- <i>Background</i>, including references to legislation and use of research</li> <li>- <i>Use</i>, including a description of the layout</li> <li>- <i>Use with diverse learners</i>, including specific suggestions for practice</li> <li>- <i>Recommendations for the Early Learning environment</i>, including references to the environmental considerations found alongside the Standards</li> </ul>
Guiding Principles	Four basic principles under gird the Standards <ul style="list-style-type: none"> <li>- <i>Developmental Expectations (14 Principles)</i></li> <li>- <i>Use of Standards (5)</i></li> <li>- <i>Assessment (9)</i></li> <li>- <i>Accountability (5)</i></li> </ul> These principles were developed by the Steering Committee, and reflect much thought and negotiation among Committee members	There are no guiding principles.	There are no guiding principles as such. However, there is material in several sections of the introduction that describe what could be the underpinnings of these Standards
How to Use	Four pages that describe format and suggest specific areas of usage for key adults in a child's life, including teachers, caregivers, and parents	Two pages that describe format, briefly suggest ways to use the standards, and note cross references to Head Start Performance Standards and Sunshine State Stds.	Suggestions for use can be found in the introduction, including a separate section on using the Standards with diverse populations

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<b>Age Ranges</b>	Birth through thirty-six (36) months, broken out into four sub-groups: -Birth-8 months -8-18 months -18-24 months -24-36 months	Thirty-six (36) months-sixty (60) months, broken out into three groups: -Three-year olds -Four-year olds -Five-year olds	Forty-eight (48) to sixty (60) months, based on page two of the introduction, which refers to "four-year olds"
<b>Developmental Areas</b>	The Standards are divided into seven domains (listed in bold), with each domain having sub-domains:  - <b>Physical Health</b> . Physical Health . Wellness  - <b>Approaches to Learning</b> . Eagerness/Curiosity . Persistence . Creativity and Problem-Solving  - <b>Social-Emotional</b> . Self-concept . Self-regulation . Trust/emotional security  - <b>Language and Communication</b> . Listening and understanding . Speaking . Early Reading . Early Writing  - <b>Cognitive Dev. and General Knowledge</b> . Exploration and discovery . Concept development and memory . Problem solving and creative expression	The Standards are divided into seven domains (listed in bold), with each domain having sub-domains:  - <b>Physical Health</b> . Physical Health . Knowledge of Wellness  - <b>Approaches to Learning</b> . Eagerness/Curiosity . Persistence . Creativity and Problem-Solving  - <b>Social-Emotional</b> . Self-concept . Self-control . Social problem solving . Interactions with others  - <b>Language and Communication</b> . Listening . Speaking . Reading . Writing  - <b>Cognitive Dev. and General Knowledge</b> . Mathematical Thinking . Scientific thinking . Social Studies . The Arts	The Standards are divided into eight domains (listed in bold), With each domain having components:  - <b>Physical Health</b> . Physical Health . Knowledge of Wellness  - <b>Approaches to Learning</b> . Eagerness/Curiosity . Persistence . Creativity and Inventiveness . Planning and Reflection  - <b>Social-Emotional</b> . Self-concept . Self-control . Social problem solving . Relationship with adults . Relationship with Peers  - <b>Language and Communication</b> . Listening . Speaking . Vocabulary . Sentences and structure . Conversation  - <b>Cognitive Dev. and General Knowledge</b> . Mathematical thinking . Scientific thinking . Social Studies . The Arts

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	<p>- <i>Motor Development</i>                      .Gross motor                      .Fine motor                      .Self-help skills</p> <p>-<b>Emergent Literacy</b>                      This domain is not included in these Standards, although there may be relevant Standards in the Language/Literacy domain.</p>	<p>- <i>Motor Development</i>                      .Gross motor                      .Fine motor</p> <p>-<b>Emergent Literacy</b>                      This domain is not included in these Standards, although there may be relevant Standards in the Language/Literacy domain.</p>	<p>- <i>Motor Development</i>                      .Gross motor                      .Fine motor</p> <p>- <i>Emergent Literacy</i>                      .Emergent reading                      .Emergent writing</p>
<b>Formatting</b>	By developmental domain, with all four sub-group area ranges included in each developmental domain	By developmental domain, with each age included in each development domain (Note: Currently, these standards are only available in an on-line version, and that version is prepared by age and Standards in all 6 developmental areas are listed for the age groups)	By developmental domain
	The Standards in each domain are preceded by a one-page introduction	The Standards in each domain are preceded by a one-page introduction	The Standards in each domain are preceded by the following: -Table of Contents, listing each sub-component, and the sub-components of each component -Two pages of text that describe the domain -A list of strategies that would support inclusive learning environments in that domain
	Each Standard has a brief paragraph explaining that Standard, followed by at least three behavioral examples of how that Standard could be met	Each Standard has a brief paragraph explaining that Standard, followed by at least three behavioral examples of how that Standard could be met	Each subcomponent has the following: -A brief explanatory paragraph -Benchmarks -For each Benchmark, behavioral examples of how children might

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	Birth-Three Standards	Three-Five Standards	Voluntary Pre-K Standards
			meet the benchmark -Instructional strategies
	Each Standard is cross-referenced to an equivalent Head Start Performance Standard, by that Standard's number in parentheses after the statement of the Birth-Three Standard	Each Standard is cross-referenced to an equivalent Head Start Performance Standard along the left-hand margin	Each Standard has references to other VPK Standards that reference related skills
<b>Enrichment</b>	A "Questions to Ask Yourself" section can be found on the left-hand side of each page, with the questions referring to those Standards found on that page	The five-year old Standards are cross-referenced with the Florida Sunshine State Standards and the Statutory Checklist of the Florida School Readiness Performance Standards	Each Standard has a series of further clarifications that contain research-based information on child development
	A Birth-Three Screening and Assessment Guide, which is a separate publication, provides descriptions of available tools		Each Standard has a place in the text for teacher planning and reflection
	A guide suggesting options for providing training and technical assistance in rolling out and using the Standards was prepared shortly after the Standards were completed		Each Standard has short sections on environmental considerations that could enrich development
	An Appendix contains the following: -List of Resources used -Height/Weight Charts -Well-Child Visit Schedules -Immunization Schedule -Body Mass Indices		The Appendix contains the following: -Height/Weight Charts -Body Mass Index Chart -AAP Prevention Health Guidelines -Health/Safety Resources -USDA Food Pyramid
			There is a three-page Glossary of Terms at the end of the document