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**Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)**
**Mathematical Thinking Crosswalk with the Florida Department of Education Mathematics Standards (2014) for Kindergarten-Third Grade**

Florida's Voluntary Prekindergarten (VPK) Education Program is intended to provide a smooth transition from prekindergarten to kindergarten. What is taught in VPK lays the foundation for expectations in kindergarten. Each VPK content standard has been matched to an appropriate Florida standard. In some cases, a VPK content standard matches several standards for grades K-3; however, there is not always a corresponding K-3rd grade standard for every VPK content standard. VPK content standards and K-3rd grade performance standards reflect what children should know at the end of the school year, not the beginning. Seeing how these standards relate will be helpful to VPK teachers, K-3rd grade teachers and parents—all of whom have a part in making children successful in the early years of their education.

This document aligns the content of the Florida Early Learning and Developmental Standards for Four-Year-Olds with the Mathematics Florida Standards (MAFS) for Kindergarten – Third grade. Addition information about Florida Standards can be located on CPALMS.

CPALMS is an online toolbox of information, vetted resources and interactive tools that helps educators effectively implement teaching standards. It is the State of Florida's official source for standards information and course descriptions. To learn more about CPALMS go to: http://www.cpalms.org/Public/.

To learn more about the coding scheme for Florida Standards go to:
http://www.cpalms.org/Standards/Standards_Coding_Schema.aspx.

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| **V. Cognitive Development and General Knowledge** | | | | |
| **A. Mathematical Thinking** | | | | |
| **A(a). Number Sense** | **Counting and Cardinality** | ***Counting and Cardinality standards aren't addressed at this grade level.*** | ***Counting and Cardinality standards aren't addressed at this grade level.*** | ***Counting and Cardinality standards aren't addressed at this grade level.*** |
| | **Count to tell the number of objects.** | | | |
| **A(a).1.** Demonstrates understanding of one-to-one correspondence<br>**Benchmark a:** Child demonstrates one-to-one correspondence when counting.<br>**Benchmark b:** Child demonstrates one-to-one correspondence to determine if two sets are equal. | **MAFS.K.CC.2.**4 Understand the relationship between numbers and quantities; connect counting to cardinality.<br>**MAFS.K.CC.2.4.a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.<br>**MAFS.K.CC.2.4.b** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their | | | |

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| | arrangement or the order in which they were counted. | | | |
| | **MAFS.K.CC.2.4.c** Understand that each successive number name refers to a quantity that is one larger. | | | |
| | **MAFS.K.CC.2.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | | | |
| **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. | **MAFS.K.MD.2.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Note: Limit category counts to be less than or equal to 10. (Measurement and Data) | | | |
| | **Compare numbers.** | | | |

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| **A(a).3.** Shows understanding by participating in the comparison of quantities<br>**Benchmark a:** Child compares two sets to determine if they are equal.<br>**Benchmark b:** Child compares two sets to determine if one set has more.<br>**Benchmark c:** Child compares two sets to determine if one set has less.<br>**Benchmark d:** Child determines one set of objects is a lot more than another set of objects. | **MAFS.K.CC.3.6**<br>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<br>Note: Include groups with up to ten objects. | | | |
| **A(a).4.** Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) in the range from zero to 10. | **MAFS.K.CC.3.7**<br>Compare two numbers between 1 and 10 presented as written numerals. | | | |
| | **Know the number names and count sequence.** | | | |
| **A(a).5.** Counts and knows the sequence of number names (spoken) | **MAFS.K.CC.1.1**<br>Count to 100 by ones and by tens.<br>**MAFS.K.CC.1.2** | | | |

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| **Benchmark a:** Child counts and recognizes number names (spoken) in the range of 10 to 15.<br>**Benchmark b:** Child counts up through 31 by understanding the pattern of adding by one, with teacher support and multiple experiences over time. | Count forward beginning from a given number within the known sequence (instead of having to begin at 1).<br>**MAFS.K.CC.1.3**<br>Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | | | |
| **A(a).6.** Shows understanding of and uses appropriate terms to describe ordinal positions<br>**Benchmark a:** Child demonstrates the concept of ordinal position with concrete objects (e.g., children or objects).<br>**Benchmark b:** Child names ordinal positions (e.g., first, second, third, fourth, fifth). | | | | |
| **A(b). Number and Operations** | **Operations and Algebraic Thinking** | **Operations and Algebraic Thinking** | **Operations and Algebraic Thinking** | **Operations and Algebraic Thinking** |
| **A(b).1.** Shows understanding of how to combine sets and remove from a concrete set of | **Understand addition as putting together and adding to, and understand** | **Represent and solve problems involving addition and subtraction.** | **Represent and solve problems involving addition and subtraction.** | **Represent and solve problems involving multiplication and division.** |

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| objects (receptive knowledge)<br>**Benchmark a:** Child indicates there are more when they combine (add) sets of objects together.<br>**Benchmark b:** Child indicates there are less (fewer) when they remove (subtract) objects from a set. | **subtraction as taking apart and taking from.** | | | |
| **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<br>**Benchmark a:** Child combines sets of objects to equal a set no larger than ten.<br>**Benchmark b:** Child removes objects from a set no larger than ten.<br>**Benchmark c:** Child uses concrete objects (e.g., fingers, blocks) to solve complex problems. | **MAFS.K.OA.1.1**<br>Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations. Note: Drawings need not show details, but should show the mathematics in the problem.<br>**MAFS.K.0A.1.2**<br>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | **MAFS.1.OA.1.1**<br>Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem (Students are not required to independently read the word problems.)<br>**MAFS.1.OA.1.2**<br>Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and | **MAFS.2.OA.1.1**<br>Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br>**MAFS.2.OA.1.a**<br>Determine the unknown whole number in an equation relating four or more whole numbers. For example, determine the unknown number that makes the equation true in the | **MAFS.3.OA.1.1**<br>Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$.<br>**MAFS.3.OA.1.2**<br>Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context |

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| | | equations with a symbol for the unknown number to represent the problem. | equations 37 + 10 + 10 = _____ + 18, – 6 = 13 – 4, and 15 – 9 = 6 + square box. | in which a number of shares or a number of groups can be expressed as 56 ÷ 8.<br>**MAFS.3.OA.1.3**<br>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. |
| **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 | | **Understand and apply properties of operations and the relationship between addition and subtraction.** | | **Understand properties of multiplication and the relationship between multiplication and division.** |
| | | **MAFS.1.OA.2.3**<br>Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. | | **MAFS.3.OA.2.5**<br>Apply properties of operations as strategies to multiply and divide. Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, |

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| | | (Associative property of addition.)<br><br>**MAFS.1.OA.2.4**<br>Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8. | | then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.) |
| | | **Add and subtract within 20.** | **Add and subtract within 20.** | **Multiply and divide within 100.** |
| | **MAFS.K.OA.1.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | **MAFS.1.OA.3.5**<br>Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | **MAFS.2.OA.2.2**<br>Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. | **MAFS.3.OA.3.7**<br>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. |
| | **MAFS.K.OA.1.5** Fluently add and subtract within 5. | **MAFS.1.OA.3.6**<br>Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. | | |

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| **A(c). Patterns and Seriation** | ***Patterns and Seriation standards aren't addressed at this grade level.*** | ***Patterns and Seriation standards aren't addressed at this grade level.*** | ***Patterns and Seriation standards aren't addressed at this grade level.*** | **Patterns and Seriation** |
| **A(c).1.** Understands characteristic patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)<br>**Benchmark a:** Child recognizes patterns and non-patterns.<br>**Benchmark b:** Child duplicates identical patterns with at least two elements. | | | | **Solve problems involving the four operations, and identify and explain patterns in arithmetic.** |
| **Benchmark c:** Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern). | | | | |

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| | | | | **MAFS.3.OA.4.8**<br>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<br><br>**MAFS.3.OA.4.9**<br>Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. |

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| **Benchmark c:** Child recognizes pattern units (e.g., red/blue is the pattern unit of a red/blue/red/blue/red/blue pattern; dog/cat/cow is the pattern unit of a dog/cat/cow/dog/cat/cow pattern). | | | | |
| **Benchmark d:** Child begins to independently produce patterns with at least two elements (e.g. red/blue, red/blue), with teacher support and multiple experiences over time. | | | | |
| **A(c).2.** Sorts, orders, compares, and describes objects according to characteristics or attribute(s) (seriation)<br>**Benchmark a:** Child places objects in increasing order of size where the increasing unit is constant (e.g., unit blocks).<br>**Benchmark b:** Child verbalizes why objects were placed in order (e.g., describes process of how | | | | |

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| and why), with teacher support and multiple experiences over time. | | | | |
| **A(d). Geometry** | **Geometry** | **Geometry** | **Geometry** | **Geometry** |
| | **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** | **Reason with shapes and their attributes.** | **Reason with shapes and their attributes.** | **Reason with shapes and their attributes.** |
| **A(d).1.** Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)<br>**Benchmark a:** Child categorizes (sorts) examples of two-dimensional shapes.<br>**Benchmark b:** Child names two-dimensional shapes.<br>**Benchmark c**: Child constructs examples of two-dimensional shapes.<br>**Benchmark d:** Child identifies the number of sides of two-dimensional shapes. | **MAFS.K.G.2.4**<br>Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., the number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length). | **MAFS.K.G.1.1**<br>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. | **MAFS.2.G.1.1**<br>Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | **MAFS.3.G.1.1**<br>Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. |

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| **A(d).2.** Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations<br>**Benchmark a:** Child slides shapes, with teacher support and multiple experiences over time.<br>**Benchmark b:** Child flips shapes, with teacher support and multiple experiences over time.<br>**Benchmark c:** Child rotates shapes, with teacher support and multiple experiences over time. | **MAFS.K.G.1.2**<br>Correctly name shapes regardless of their orientations or overall size. | | | |
| | | | | |
| **A(d).3.** Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)<br>**Benchmark a:** Child categorizes (sorts) examples of three-dimensional shapes.<br>**Benchmark b:** Child names three-dimensional shapes. | **MAFS.K.G.1.3**<br>Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). | | | |

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| **A(d).4.** Analyzes and constructs examples of simple symmetry and non-symmetry in two-dimensions, using concrete objects | | **MAFS.1.G.1.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. | **MAFS.2.G.1.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape**.** | **MAFS.3.G.1.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape. |
| | **MAFS.K.G.2.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | | | |
| | **MAFS.K.G.2.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" | **MAFS.1.G.1.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) | **MAFS.2.G.1.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | |

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| | | to create a composite shape, and compose new shapes from the composite shape. | | |
| **A(e). Spatial Relations** | **Spatial Relations** | ***Spatial Relations standards aren't addressed at this grade level.*** | ***Spatial Relations standards aren't addressed at this grade level.*** | ***Spatial Relations standards aren't addressed at this grade level.*** |
| **A(e).1.** Demonstrates understanding of spatial relationships and uses position words (e.g., in front of, behind, between, over, through, under),<br>**Benchmark a:** Child shows understanding of positional words (receptive knowledge).<br>**Benchmark b:** Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time. | **MAFS.K.G.1.1**<br>Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as "above, below, beside, in front of, behind, and next to." | | | |
| **A(e).2.** Describes relative position from different perspectives (e.g., "I am on top of the climber and you are below me.") | | | | |

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| **A(e).3.** Understands and can tell the difference between orientation terms (e.g., 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** | **Measurement and Data** | **Measurement and Data** | **Measurement and Data** | **Measurement and Data** |
| **A(f).1.** Engages in activities that explore measurement | **Describe and compare measurable attributes.** | **Measure lengths indirectly and by iterating length units.** | **Measure and estimate lengths in standard units.** | **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** |
| **A(f).2.** 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. | **MAFS.K.MD.1.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **MAFS.K.MD.1.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/ "less of" the | **MAFS.1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **MAFS.1.MD.1.a** Understand how to use a ruler to measure length to the nearest inch. **Benchmark a:** Recognize that the ruler is a tool that can | **MAFS.2.MD.1.1** Measure the length of an object to the nearest inch, foot, centimeter, or meter by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **MAFS.2.MD.1.2** Describe the inverse relationship between the size | **MAFS.3.MD.1.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **MAFS.3.MD.1.2** |

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| **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.<br>**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.<br>**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. | attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. | be used to measure the attribute of length.<br>**Benchmark b:** Understand the importance of the zero point and end point and that the length measure is the span between two points.<br>**Benchmark c:** Recognize that the units marked on a ruler have equal length intervals and fit together with no gaps or overlaps. These equal interval distances can be counted to determine the overall length of an object. | of a unit and number of units needed to measure a given object. Example: Suppose the perimeter of a room is lined with one-foot rulers. Now, suppose we want to line it with yardsticks instead of rulers. Will we need more or fewer yardsticks than rulers to do the job? Explain your answer.<br>**MAFS.2.MD.1.3**<br>Estimate lengths using units of inches, feet, yards, centimeters, and meters.<br>**MAFS.2.MD.1.4**<br>Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. | Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units. |
| | **Classify objects and count the number of objects in each category.** | **Tell and write.** | **Work with time and money.** | |
| | **MAFS.K.MD.2.3**<br>Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Note: | **MAFS.1.MD.2.a**<br>Identify and combine values of money in cents up to one dollar working with a single unit of currency. | **MAFS.2.MD.3.8**<br>Solve one- and two-step word problems involving dollar bills (singles, fives, tens, twenties, and hundreds) or coins (quarters, dimes, | |

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| | Limit category counts to be less than or equal to 10. | **Benchmark a:** Identify the value of coins (pennies, nickels, dimes, and quarters). **Benchmark b:** Compute the value of combinations of coins (pennies and/or dimes). **Benchmark c:** Relate the value of pennies, dimes, and quarters to the dollar (e.g., There are 100 pennies or ten dimes or four quarters in one dollar.) (Students are not expected to understand the decimal notation for combinations of dollars and cents.) | nickels, and pennies) using $ and ¢ symbols appropriately. Word problems may involve addition, subtraction, and equal groups situations. Example: The cash register shows that the total for your purchase is 59¢. You gave the cashier three quarters. How much change should you receive from the cashier? **Benchmark a**: Identify the value of coins and paper currency. **Benchmark b:** Compute the value of any combination of coins within one dollar. **Benchmark c:** Compute the value of any combinations of dollars (e.g., If you have three ten-dollar bills, one five-dollar bill, and two one-dollar bills, how much money do you have?). **Benchmark d:** Relate the value of pennies, nickels, dimes, and quarters to other coins and to the dollar (e.g., There are five nickels in one quarter. | |

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| | | **Represent and interpret data.** | **Represent and interpret data.** | **Represent and interpret data.** |
| **A(f).3.** Represents and analyzes data<br>**Benchmark a:** Child assists with collecting and sorting materials to be graphed.<br>**Benchmark b:** Child works with teacher and small groups to represent mathematical relations in charts and graphs.<br>**Benchmark c:** Child analyzes, with teacher and small groups, the relationship between items/objects represented by charts and graphs. | | **MAFS.1.MD.3.4**<br>Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | **MAFS.2.MD.4.9**<br>Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.<br>**MAFS.2.MD.4.10**<br>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. | **MAFS.3.MD.2.3**<br>Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.<br>**MAFS.3.MD.2.4**<br>Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. |
| **A(f).4.** Predicts the results of a data collection, with teacher support and multiple experiences over time. | | | | |

Please direct any questions regarding this document to VPKQuestions@oel.myflorida.com or 1-866-447-1159.

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