

California Preschool/Transitional Kindergarten

# Learning Foundations

## At-a-Glance



**UPK** Universal  
PreKindergarten



For Three-to-Five-and-a-Half-Year-Old Children in Center-Based, Home-Based, and TK Settings

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For more information about the foundations and for examples of how children demonstrate the skills and behaviors in the foundations, please refer to the full version of the California Preschool/Transitional Kindergarten Learning Foundations.



## Approaches to Learning

### Strand: 1.0 — Motivation to Learn

#### Sub-Strand — Curiosity and Interest

##### Foundation 1.1 Curiosity and Interest

###### Early (3 to 4 ½ Years)

Express interest in some familiar and new objects, people, and activities in their immediate environment. Seek information by exploring with their senses, describing their observations, and asking simple questions.

###### Later (4 to 5 ½ Years)

Express interest in a broader range of familiar and new objects, people, and activities by exploring more extensively with their senses, describing their observations in greater detail, and asking more detailed questions.

#### Sub-Strand — Initiative

##### Foundation 1.2 Initiative

###### Early (3 to 4 ½ Years)

Demonstrate initiative by starting activities (such as simple play scenarios), initiating social interactions (such as helping others), and seeking solutions to problems.

###### Later (4 to 5 ½ Years)

Demonstrate initiative by starting activities (such as detailed and more complex play scenarios), initiating social interactions (such as helping others) more often, and seeking solutions to problems more persistently.

#### Sub-Strand — Engagement

##### Foundation 1.3 Engagement

###### Early (3 to 4 ½ Years)

Actively engage by focusing and concentrating on activities for brief periods of time with adult support.

###### Later (4 to 5 ½ Years)

Actively engage by focusing and concentrating on activities for longer periods of time with less adult support.



## Sub-Strand — Perseverance

### Foundation 1.4 Persisting Despite Difficulties

#### Early (3 to 4 ½ Years)

Demonstrate persistence, with adult support, when engaging in an activity despite encountering setbacks or boredom. Make an effort, with adult support, to cope with emotions that arise (for instance, frustration, sadness, anger, excitement), although may shift to another activity after a short while.

#### Later (4 to 5 ½ Years)

Demonstrate persistence for longer periods of time when engaging in an activity despite encountering setbacks or boredom. More consistently cope with emotions that arise (for instance, frustration, anger, sadness, excitement) and can continue engaging in an activity with less adult support.

## Strand: 2.0 — Executive Functioning

### Sub-Strand — Working Memory

#### Foundation 2.1 Working Memory

#### Early (3 to 4 ½ Years)

Hold approximately one to two pieces of information in their mind for a short time and use the knowledge to guide behavior when performing tasks and engaging in play, with adult support.

#### Later (4 to 5 ½ Years)

Hold approximately two to three pieces of information in their mind for longer periods of time and use the knowledge to guide behavior when engaging in multistep tasks and more complex play, with less adult support.

### Sub-Strand — Inhibitory Control

#### Foundation 2.2 Managing Impulsive Behaviors

#### Early (3 to 4 ½ Years)

Demonstrate emerging ability to manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with adult support.

#### Later (4 to 5 ½ Years)

Manage habitual reactions (habits that are not useful in a particular context), impulsive behaviors (acting on a whim), and delaying gratification (resisting temptation for an instant reward) with less adult support.



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### Foundation 2.3 Managing Attention and Distractions

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**Early (3 to 4 ½ Years)**

Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities; however, often need adult support to manage attention when distracted or interrupted.

**Later (4 to 5 ½ Years)**

Demonstrate an emerging ability to ignore distractions and interruptions during independent or group activities with less adult support.

**Sub-Strand — Flexibility**

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### Foundation 2.4 Flexibility

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**Early (3 to 4 ½ Years)**

Demonstrate emerging ability to shift behavior and think about things in a new way, with adult support.

**Later (4 to 5 ½ Years)**

More consistently shift behavior and think about things in a new way, with less adult support.

**Strand: 3.0 — Goal-Directed Learning****Sub-Strand — Problem-Solving**

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### Foundation 3.1 Planning

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**Early (3 to 4 ½ Years)**

Demonstrate emerging ability to set and carry out simple goals (for example, one- to two-step plans and goals), with adult support.

**Later (4 to 5 ½ Years)**

Demonstrate ability to set and carry out more complex plans (for example, two- to three-step plans and goals), with less adult support.

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### Foundation 3.2 Reflecting and Analyzing

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**Early (3 to 4 ½ Years)**

Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with adult support.

**Later (4 to 5 ½ Years)**

Make attempts to adjust a problem-solving approach or strategy by reflecting on and analyzing their current approach, with less adult support.



## Sub-Strand — Collaborative Effort

### Foundation 3.3 Problem-Solving Together

#### Early (3 to 4 ½ Years)

Collaborate with peers in problem-solving during play and learning activities, sometimes for a short period of time and sometimes longer.

#### Later (4 to 5 ½ Years)

Engage in extended collaborative problem-solving during play and learning activities. Communicate with peers about how to solve a problem and help peers when needed.

### Foundation 3.4 Understanding Others

#### Early (3 to 4 ½ Years)

Notice, with adult support, that others have different approaches and preferences, although often have difficulty accepting others' approaches or preferences.

#### Later (4 to 5 ½ Years)

Demonstrate understanding and explain that others can have different approaches and preferences and more consistently accept others' approaches and preferences, with less adult support.



# Social and Emotional Development

## Strand: 1.0 — Self

### Sub-Strand — Self-Awareness

#### Foundation 1.1 Self-Identity

##### Early (3 to 4 ½ Years)

Notice and communicate the characteristics of their physical appearance related to specific identities (for example, gender, race, ethnicity). Demonstrate emerging preferences for specific activities (for example, what to play, how to dress).

##### Later (4 to 5 ½ Years)

Express their personal identity (for example, gender, race, or ethnicity), including a sense of pride in their identity, and communicate preferences of their appearance or activities they enjoy (for example, sharing their family's practices or their own preferences).

#### Foundation 1.2 Confidence in Abilities

##### Early (3 to 4 ½ Years)

Describe their abilities positively and enjoy demonstrating them. Communicate the desire to be viewed positively by familiar adults, including teachers.

##### Later (4 to 5 ½ Years)

Express confidence in their abilities and describe their strengths, including reference to past abilities. Continue to be sensitive to how they are viewed by peers and familiar adults, including teachers.

### Sub-Strand — Emotional Knowledge

#### Foundation 1.3 Understanding Emotions in Self and Others

##### Early (3 to 4 ½ Years)

Identify basic emotions (for example, happy, sad, surprised) and recognize emotional expressions in self and others.

##### Later (4 to 5 ½ Years)

Identify basic and complex emotions (for example, embarrassment, prideful) and recognize emotional expressions in self and others. Demonstrate increasing understanding of different ways of expressing emotions and related behaviors for themselves and others.



## Sub-Strand — Regulating Emotions and Behaviors

### Foundation 1.4 Regulating Emotions, Behaviors, and Stress

#### Early (3 to 4 ½ Years)

Make efforts to regulate their emotions and behaviors and cope with stress with adult support.

#### Later (4 to 5 ½ Years)

Regulate emotions and behaviors and demonstrate strategies to cope with emotions and behaviors caused by stress with some adult support.

### Foundation 1.5 Managing Routines and Transitions

#### Early (3 to 4 ½ Years)

Manage routines and transitions between settings (for example, from home to child care) or activities (for example, from playtime to story time) with adult support.

#### Later (4 to 5 ½ Years)

Anticipate routines and manage transitions between settings (for example, from home to school) or activities (for example, from snack time to small-group activities) with some adult support.

## Sub-Strand — Social Awareness

### Foundation 1.6 Awareness of Similarities and Differences Across People

#### Early (3 to 4 ½ Years)

Demonstrate awareness and interest in how people are similar and different.

#### Later (4 to 5 ½ Years)

Make comparisons between themselves and others and express beliefs about themselves and others based on perceived similarities and differences.

### Foundation 1.7 Understanding Other People's Thoughts, Behaviors, and Experiences

#### Early (3 to 4 ½ Years)

Develop understanding that others have unique thoughts, behaviors, and experiences.

#### Later (4 to 5 ½ Years)

Demonstrate emerging understanding of the mental and psychological reasons people act as they do and how these reasons contribute to differences in how people act or behave.



## Foundation 1.8 Empathy and Caring

### Early (3 to 4 ½ Years)

Demonstrate empathy by sharing the emotional experiences of others and showing concern for the needs of others in distress.

### Later (4 to 5 ½ Years)

Respond to others' distress and needs with sympathetic caring and assistance by comforting and helping others, although occasionally require support from an adult to assist.

## Strand: 2.0 — Interactions and Relationships with Adults

### Sub-Strand — Interactions with Adults

#### Foundation 2.1 Reciprocal Interactions with Adults

### Early (3 to 4 ½ Years)

Engage in positive interactions with familiar adults, especially in familiar settings. Demonstrate an emerging ability to initiate social interaction with familiar adults.

### Later (4 to 5 ½ Years)

Take greater initiative and participate in more reciprocal interactions with familiar adults (for example, initiate a conversation, suggest a shared activity, or ask for assistance).

### Sub-Strand — Attachment

#### Foundation 2.2 Seeking Security and Support

### Early (3 to 4 ½ Years)

Seek security and support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.

### Later (4 to 5 ½ Years)

Anticipate when they need support and take greater initiative in seeking support (for example, help or comfort) from their attachment figures (adults in children's lives who are caregivers, which may include teachers) to address their needs, especially in difficult situations.



### Foundation 2.3 Coping with Departures

#### Early (3 to 4 ½ Years)

Cope with departures and separations from attachment figures (for example, drop-off at preschool or family child care) but occasionally require additional assistance throughout the day to manage distress while being apart from attachment figures.

#### Later (4 to 5 ½ Years)

Cope with departures and separations from attachment figures and manage distress while being apart from attachment figures with minimal or no assistance.

### Sub-Strand — Relationships with Adults

### Foundation 2.4 Relationships with Adults

#### Early (3 to 4 ½ Years)

Contribute to maintaining positive relationships with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show emerging awareness of the adults' feelings, preferences, and well-being.

#### Later (4 to 5 ½ Years)

Contribute to positive mutual relationships and cooperation with attachment figures (adults in children's lives who are caregivers, which may include teachers) and familiar adults. Show interest in the adults' feelings, preferences, and well-being.

## Strand: 3.0 — Interactions and Relationships with Peers

### Sub-Strand — Interactions with Peers

### Foundation 3.1 Interacting and Cooperating with Peers

#### Early (3 to 4 ½ Years)

Interact with peers in shared activities and occasionally participate in cooperative efforts with peers, with adult support.

#### Later (4 to 5 ½ Years)

More actively and intentionally interact and cooperate with peers in daily learning and play activities.



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### Foundation 3.2 Conflict Resolution with Peers

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#### Early (3 to 4 ½ Years)

Seek adult assistance to resolve peer conflicts or disagreements.

#### Later (4 to 5 ½ Years)

Negotiate with peers and more often communicate to respond to conflict. Seek adult assistance to understand their peers' needs or to resolve a conflict.

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### Sub-Strand — Equitable Social Interactions

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### Foundation 3.3 Fairness and Respect

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#### Early (3 to 4 ½ Years)

Demonstrate understanding of sharing and treating those who may be similar or different from them with fairness, although require some adult prompting to share.

#### Later (4 to 5 ½ Years)

More consistently share with others and treat others with fairness and respect with less adult prompting, including calling out unfairness in play and daily activities.

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### Sub-Strand — Relationships with Peers

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### Foundation 3.4 Developing Friendships

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#### Early (3 to 4 ½ Years)

Choose to play with one or two special peers they identify as friends. Share more complex play with friends than with other children.

#### Later (4 to 5 ½ Years)

Develop friendships that are more reciprocal, exclusive, and enduring. Engage in enhanced cooperation and problem-solving efforts.



## Foundational Language Development

This is one out of two sub-domains in the Language and Literacy Development domain.

### Strand: 1.0 — Listening and Speaking

#### Sub-Strand — Vocabulary

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##### Foundation 1.1 Understanding and Using Vocabulary

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###### **Early (3 to 4 ½ Years)**

Understand and use words for objects, actions, and attributes frequently experienced in everyday life, such as through play, conversations, or stories.

###### **Later (4 to 5 ½ Years)**

Understand and use an increasing variety of words for objects, actions, and attributes experienced in everyday life, such as through play, conversations, or stories.

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##### Foundation 1.2 Understanding and Using Words for Categories

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###### **Early (3 to 4 ½ Years)**

Understand and use commonly experienced vocabulary to describe categories and the relationships within them.

###### **Later (4 to 5 ½ Years)**

Understand and use increasingly specific vocabulary to describe categories and the relationships within them.

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##### Foundation 1.3 Understanding and Using Size and Location Words

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###### **Early (3 to 4 ½ Years)**

Understand and use words to describe the size and location of objects (such as “tiny” and “on”), including simple comparisons (such as “bigger”).

###### **Later (4 to 5 ½ Years)**

Understand and use increasingly specific words to describe and compare the size and location of objects (such as “longer” and “between”).



## Sub-Strand — Grammar

### Foundation 1.4 Using Grammatical Features and Sentence Structure\*

#### Early (3 to 4 ½ Years)

Use common word forms and sentence forms to express thoughts and ideas.

#### Later (4 to 5 ½ Years)

Use both common and less common word forms and sentence forms to express complex thoughts and ideas.

### Foundation 1.5 Asking Questions

#### Early (3 to 4 ½ Years)

Use questions to seek information and to clarify and confirm understanding.

#### Later (4 to 5 ½ Years)

Use questions and follow-up questions to seek information and to clarify and confirm understanding.

### Foundation 1.6 Constructing Narratives

#### Early (3 to 4 ½ Years)

Use language to construct real or fictional short narratives.

#### Later (4 to 5 ½ Years)

Use language to construct real or fictional extended narratives that have several details or a plotline.

### Foundation 1.7 Sharing Explanations and Opinions

#### Early (3 to 4 ½ Years)

Share descriptions, opinions, and explanations.

#### Later (4 to 5 ½ Years)

Share detailed descriptions, opinions, and explanations.

\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.



## Foundation 1.8 Participating in Conversations

### Early (3 to 4 ½ Years)

Participate in back-and-forth conversations with adults and peers. Respond on topic for at least one turn in a conversation.

### Later (4 to 5 ½ Years)

Participate in increasingly long and complex back-and-forth conversations with adults and peers. Respond on topic across several turns in the conversation.

## Strand: 2.0 — Foundational Literacy Skills

### Sub-Strand — Phonological Awareness

#### Foundation 2.1 Isolating Initial Sounds

##### Early (3 to 4 ½ Years)

Match words that have the same first sound in speech, with adult support or the support of pictures or objects.

##### Later (4 to 5 ½ Years)

Isolate and pronounce the first sound of a word, with adult support or the support of pictures or objects.

#### Foundation 2.2 Recognizing and Blending Sounds\*

##### Early (3 to 4 ½ Years)

When presented with two single-syllable words (such as “sand” and “box”), blend them into a compound word in speech with adult support or the support of pictures or objects.

##### Later (4 to 5 ½ Years)

When presented with syllables and individual sounds, blend them into words in speech with adult support or the support of pictures or objects.

#### Foundation 2.3 Participating in Rhyming and Wordplay

##### Early (3 to 4 ½ Years)

Recognize or participate in familiar rhymes or songs.

##### Later (4 to 5 ½ Years)

Produce rhyming sounds or words. Rhymes may be imperfect and can be real or nonsense words.

\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.



## Sub-Strand — Alphabetics and Print

### Foundation 2.4 Identifying Letters\*

#### Early (3 to 4 ½ Years)

Match some letter names to their printed form. These will commonly be letters in the child's first name.

If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match some (about three to eight) uppercase letter names to their printed form.

#### Later (4 to 5 ½ Years)

Match many letter names to their printed form.

If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, match most (about 15 to 20) uppercase letter names and approximately half (about 12 to 16) of the lowercase letter names to their printed form.

### Foundation 2.5 Learning Letter-Sound Correspondence

#### Early (3 to 4 ½ Years)

Recognize that letters or characters have sounds.

#### Later (4 to 5 ½ Years)

Accurately identify or produce sounds associated with several letters or common characters with adult support.

If learning the alphabet in English, Spanish, or other languages using a similar alphabet, such as Tagalog, accurately identify or produce sounds associated with about half of the letters.

## Sub-Strand — Concepts About Print

### Foundation 2.6 Understanding the Concept of Print

#### Early (3 to 4 ½ Years)

Recognize print as something that can be read and has meaning.

#### Later (4 to 5 ½ Years)

Identify the meaning of a few instances of familiar print in the environment.

\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.



## Foundation 2.7 Understanding Print Conventions

### Early (3 to 4 ½ Years)

Display basic book-handling behaviors and knowledge of basic print conventions, such as turning pages in a single direction and recognizing the cover and title of a book.

### Later (4 to 5 ½ Years)

Display increasingly sophisticated book-handling behaviors and knowledge of print conventions, such as turning pages one at a time and understanding the direction and orientation of print.

## Strand: 3.0 — Reading

### Sub-Strand — Literacy Interest and Response

#### Foundation 3.1 Demonstrating Interest in Literacy Activities

##### Early (3 to 4 ½ Years)

Demonstrate interest in and engagement with literacy and literacy-related activities.

##### Later (4 to 5 ½ Years)

Demonstrate interest in and engagement with literacy and literacy-related activities for progressively extended periods of time and with increasing independence.

### Sub-Strand — Comprehension and Analysis of Age-Appropriate Text\*

#### Foundation 3.2 Understanding Stories

##### Early (3 to 4 ½ Years)

Demonstrate basic understanding of main characters or events in a story after the child has experienced the story a few times.

##### Later (4 to 5 ½ Years)

Demonstrate understanding of details in a story, including knowledge of characters, events, and ordering of events, and use their increased understanding of story structure to predict what might come next when asked.

\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.



### Foundation 3.3 Understanding Informational Text

#### **Early (3 to 4 ½ Years)**

Demonstrate basic understanding of informational text after the child has experienced the text a few times.

#### **Later (4 to 5 ½ Years)**

Demonstrate deeper understanding of informational text using their abilities to make connections to previous knowledge, make inferences, and ask questions.

## Strand: 4.0 — Writing

### Sub-Strand — Writing Skills

#### Foundation 4.1 Developing Fine Motor Skills in Writing

#### **Early (3 to 4 ½ Years)**

Experiment with grasp and body position using a variety of drawing and writing tools.

#### **Later (4 to 5 ½ Years)**

Adjust grasp and body position for increased control in drawing and writing.

### Sub-Strand — Writing as Communication

#### Foundation 4.2 Writing to Represent Sounds\*

#### **Early (3 to 4 ½ Years)**

(No foundation.)

#### **Later (4 to 5 ½ Years)**

Write, with adult support, a few recognizable letters that are intended to represent their corresponding sounds.

#### Foundation 4.3 Dictating Thoughts and Ideas to Be Conveyed in Writing

#### **Early (3 to 4 ½ Years)**

Engage in dictating thoughts and ideas when an adult offers to help with writing them down.

#### **Later (4 to 5 ½ Years)**

Demonstrate interest in conveying extended thoughts and ideas in writing, engaging the help of an adult.

\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.



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**Foundation 4.4 Writing to Represent Words or Ideas\***

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**Early (3 to 4 ½ Years)**

Write using scribbles that resemble letters or characters and are distinct from pictures.

**Later (4 to 5 ½ Years)**

Write a few recognizable letters or characters to represent words or ideas.

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**Foundation 4.5 Writing Own Name**

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**Early (3 to 4 ½ Years)**

Write marks to represent own name.

**Later (4 to 5 ½ Years)**

Write own name nearly correctly.

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\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.



# English Language Development

This is one out of two sub-domains in the Language and Literacy Development domain.

## Strand: 1.0 — Listening and Speaking

### Sub-Strand — Vocabulary

#### Foundation 1.1 Understanding Words

##### Discovering

Pay attention to English oral language and understand a few common English words, while relying mainly on intonation, facial expressions, and gestures of the speaker in interactions with adults and peers.

##### Developing

Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in interactions with adults and peers.

##### Broadening

Demonstrate understanding of a larger set of words in English (for example, objects and actions, personal pronouns, possessives, and descriptive terms) in interactions with adults and peers.

#### Foundation 1.2 Using Words

##### Discovering

Use English words, mainly consisting of concrete nouns.

##### Developing

Use varied English words, including an increasing number of concrete nouns and some verbs and pronouns.

##### Broadening

Use a wide variety of English words to share knowledge of concepts, including words across all parts of speech, with some inaccuracies.

### Sub-Strand — Grammar

#### Foundation 1.3 Using Grammatical Features

##### Discovering

Use one or two familiar English verbs as all-purpose verbs, with some inaccuracies.

##### Developing

Use some grammatical rules in English, such as using -s or -es for plural nouns and -ing for verbs, sometimes with inaccuracies.

##### Broadening

Broaden the use of English grammatical rules, such as irregular plurals or simple past tense verbs, sometimes with inaccuracies.



### Foundation 1.4 Using Complex Sentence Structures

#### Discovering

Use words or phrases repeatedly experienced in English to communicate.

#### Developing

Use a few formulaic English sentence structures to communicate on a range of topics by switching out key words in a phrase.

#### Broadening

Use a variety of English grammatical forms, with some inaccuracies, to produce many different types of sentence structures.

Grammatical forms can include adding appropriate possessive pronouns (for example, your, my); conjunctions (for example, and, or); and other elements (for example, adjectives, adverbs).

### Sub-Strand — Language Use

### Foundation 1.5 Communicating Needs

#### Discovering

Use single English words and nonverbal communication with English speakers, such as gestures or behaviors, to seek attention, make a request, or initiate a response.

#### Developing

Combine nonverbal communication and some English phrases to be understood by English speakers.

#### Broadening

Show increasing reliance on verbal communication in English to be understood by English speakers.

### Foundation 1.6 Understanding Requests and Directions

#### Discovering

Follow simple directions in English when given additional contextual clues.

#### Developing

Follow directions in English that involve repeatedly experienced routines or contextual clues.

#### Broadening

Follow directions that involve more than one step, relying less on contextual clues.



### Foundation 1.7 Asking Questions

#### Discovering

Use a frequently experienced question phrase (such as “What’s that?”) or use one or two English words with a rising pitch to ask questions.

#### Developing

Use a few question structures as a formula, filling in different words to ask about various topics.

#### Broadening

Use “who,” “what,” “why,” “how,” “when,” and “where” to produce questions in many forms to ask about a variety of topics in English.

### Foundation 1.8 Constructing Narratives

#### Discovering

Identify parts of real or fictional narratives using a few English vocabulary words.

#### Developing

Construct real or fictional short narratives using English vocabulary in a few simple English sentence structures.

#### Broadening

Construct real or fictional narratives by stringing together sentences with varied structures in English.

### Foundation 1.9 Sharing Explanations and Opinions

#### Discovering

Use English vocabulary and gestures to share descriptions, opinions, and explanations.

#### Developing

Use a few simple sentence structures to share descriptions, opinions, and explanations.

#### Broadening

Use varied sentence structures to share descriptions, opinions, and explanations.

### Foundation 1.10 Participating in Conversations

#### Discovering

Engage in conversation with English speakers, by mostly listening and responding with a few English words, gestures, or other nonverbal responses.

#### Developing

Converse with others using frequently heard vocabulary in English, often using short, commonly used sentences and phrases and a few repeated grammatical structures, sometimes with inaccuracies.

#### Broadening

Engage in conversations in English using increasingly complex vocabulary and varied grammatical structures, sometimes with inaccuracies.



## Strand: 2.0 — Foundational Literacy Skills

### Sub-Strand — Phonological Awareness

#### Foundation 2.1 Recognizing and Segmenting Sounds

##### Discovering

Recognize and produce sounds of spoken English.

##### Developing

Match English words that have the same first sound in speech, with adult support or the support of pictures or objects.

##### Broadening

Isolate and pronounce the first sound of a word in English, with adult support or the support of pictures or objects.

#### Foundation 2.2 Recognizing and Blending Sounds

##### Discovering

Recognize and produce sounds of spoken English.

##### Developing

When presented with two single-syllable English words (such as “sand” and “box”), blend them into a compound word in speech, with adult support or the support of pictures or objects.

##### Broadening

When presented with syllables and individual sounds, blend them into English words in speech, with adult support or the support of pictures or objects.

#### Foundation 2.3 Participating in Rhyming and Wordplay

##### Discovering

Attend to and participate in frequently experienced simple songs, poems, and fingerplays in English, with gestures and some key words.

##### Developing

Repeat or recite parts of simple songs, poems, and fingerplays that emphasize rhyme in English.

##### Broadening

Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English.



### Sub-Strand — Alphabetics and Print\*

#### Foundation 2.4 Recognizing and Identifying Letters

##### Discovering

Recognize the first letter in their own name in the English alphabet.

##### Developing

Accurately identify a few letters of the alphabet in English.

##### Broadening

Accurately identify many uppercase and some lowercase letters of the alphabet in English.

#### Foundation 2.5 Learning Letter-Sound Correspondence

##### Discovering

Demonstrate awareness that English alphabet letters have sounds.

##### Developing

Accurately identify or produce the sound associated with one or two letters in the English alphabet.

##### Broadening

Accurately identify or produce the sounds of a few letters of the English alphabet (about 5–10), with adult support.

### Sub-Strand — Concepts About Print\*

#### Foundation 2.6 Understanding the Concept of Print

##### Discovering

Interact with materials representing the letters of the English alphabet.

##### Developing

Demonstrate awareness that they are interacting with English print.

##### Broadening

Demonstrate awareness of English print as something that can be read and has specific meaning.

\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.



## Foundation 2.7 Understanding Print Conventions

### Discovering

Engage and interact with English-language books. Demonstrate understanding of a few general book-handling behaviors, such as turning pages one at a time in a single direction.

### Developing

Demonstrate understanding of a few book-handling behaviors or print conventions specific to English, such as turning pages from right to left and recognizing the front cover of a book.

### Broadening

Demonstrate understanding that print in English is organized from left to right, top to bottom and that pages are turned from right to left when a book is read.

## Strand: 3.0 — Reading

### Sub-Strand — Literacy Interest and Response

#### Foundation 3.1 Demonstrating Interest in Literacy Activities

### Discovering

Attend to English-language literacy activities.

### Developing

Demonstrate interest in and engagement with English-language literacy activities.

### Broadening

Demonstrate interest in and engagement with English-language literacy activities with increasing independence.

#### Foundation 3.2 Participating in Read-Aloud Activities

### Discovering

Pay attention to an adult reading a short English-language book.

### Developing

Engage in read-aloud activities with English-language books when the language is predictable or repetitive and communicate about the content of the books.

### Broadening

Engage in read-aloud activities with English-language books and communicate about the content of the books.



## Sub-Strand — Comprehension and Analysis of Age-Appropriate Text

### Foundation 3.3 Understanding Stories

#### Discovering

Use pictures or other supports (such as objects or gestures) to understand major characters and details in an English-language story.

#### Developing

Demonstrate understanding of a few major characters and events in an English-language story, including some details that are conveyed only through the words of the story, after experiencing it a few times.

#### Broadening

Demonstrate understanding of major characters and events in an English-language story, including details that are conveyed only through the words of the story, after experiencing it for the first time.

### Foundation 3.4 Understanding Informational Text

#### Discovering

Use pictures or other supports (such as objects or gestures) to understand a few major details in an English-language informational text.

#### Developing

Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it a few times.

#### Broadening

Demonstrate understanding of a few major details about an English-language informational text, including details that are conveyed only through the words of the text, after experiencing it for the first time.

## Strand: 4.0 — Writing

### Sub-Strand — Writing as Communication

### Foundation 4.1 Writing to Represent Words or Ideas

#### Discovering

Write scribbles to represent words and ideas in English.

#### Developing

Write letter-like scribbles to represent words and ideas in English, with adult support.

#### Broadening

Write a few recognizable letters to represent words and ideas in English independently.



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Foundation 4.2 **Writing Own Name\***

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**Discovering**

Write marks to represent their own name in the English alphabet.

**Developing**

Copy their own name in the English alphabet.

**Broadening**

Write their first name independently in the English alphabet nearly correctly.

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\* Refer to the full draft of the PTKLF for additional information on how this foundation develops depending on the languages children are learning.

## Mathematics

### Strand: 1.0 — Counting and Cardinality

#### Sub-Strand — Counting Principles

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##### Foundation 1.1 Reciting Numbers

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**Early (3 to 4 ½ Years)**

Recite numbers in order from one to ten or higher with no more than a few errors.

**Later (4 to 5 ½ Years)**

Recite numbers in order from one to thirty with no more than a few errors. Count forward from a number other than one.

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##### Foundation 1.2 One-to-One Correspondence

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**Early (3 to 4 ½ Years)**

Count five objects or more using one-to-one correspondence (one object for each number word).

**Later (4 to 5 ½ Years)**

Count ten objects or more using one-to-one correspondence (one object for each number word).

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##### Foundation 1.3 Cardinality

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**Early (3 to 4 ½ Years)**

Answer the question “How many?” by counting. May repeat the last number word in the number list after counting but is still developing an understanding that the number name of the last object counted represents the total number of objects in the group.

**Later (4 to 5 ½ Years)**

Consistently demonstrate understanding when counting that the number name of the last object counted represents the total number of objects in the group.

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#### Sub-Strand — Recognizing Quantities

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##### Foundation 1.4 Subitize

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**Early (3 to 4 ½ Years)**

Identify without counting the number of objects in a small collection (for example, one to four objects).

**Later (4 to 5 ½ Years)**

Identify without counting the number of objects in a collection of one to five objects.

## Sub-Strand — Numeral Recognition

### Foundation 1.5 Numeral Recognition

#### Early (3 to 4 ½ Years)

Recognize and name a few written numerals under 10.

#### Later (4 to 5 ½ Years)

Recognize and name all written numerals through 10.

## Sub-Strand — Number Relationships

### Foundation 1.6 Number Comparison

#### Early (3 to 4 ½ Years)

Compare (with or without counting) two groups of objects that are clearly equal or different in size and communicate, “same” or “more.”

#### Later (4 to 5 ½ Years)

Compare two groups of objects by counting and communicating, “more,” “same,” “less,” or “fewer.”

## Strand: 2.0 — Operations and Algebraic Thinking

### Sub-Strand — Number Operations

#### Foundation 2.1 Principles of Addition and Subtraction

#### Early (3 to 4 ½ Years)

Demonstrate understanding that adding or taking away one or more objects from a group will increase or decrease the number of objects in the group.

#### Later (4 to 5 ½ Years)

Demonstrate understanding that adding one or taking away one object changes the number in a small group of objects by exactly one.

#### Foundation 2.2 Number Composition and Decomposition

#### Early (3 to 4 ½ Years)

Demonstrate understanding that a set of objects is made up of smaller parts and that the whole set is bigger than its parts.

#### Later (4 to 5 ½ Years)

Decompose a set of objects into two small sets in more than one way (for example, decompose 5 into sets of 3 and 2, or 1 and 4). Combine two small sets to create a larger set (for example, 3 and 2 to make a set of 5).

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**Foundation 2.3 Solving Addition and Subtraction Problems**

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**Early (3 to 4 ½ Years)**

Solve addition and subtraction problems with a very small number of objects in the context of everyday situations.

**Later (4 to 5 ½ Years)**

Solve addition and subtraction problems with a larger number of objects (sums up to 10) in the context of everyday situations.

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**Foundation 2.4 Sharing Objects (Division)**

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**Early (3 to 4 ½ Years)**

Share a small number of objects (for example, four or six objects) equally between two recipients.

**Later (4 to 5 ½ Years)**

Share a slightly larger number of objects equally between two or more recipients (for example, nine objects among three recipients).

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**Sub-Strand — Classifying and Patterning**

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**Foundation 2.5 Sorting and Classifying**

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**Early (3 to 4 ½ Years)**

Notice similarities and differences in the attributes of objects. Sort and classify objects by one attribute into two or more groups.

**Later (4 to 5 ½ Years)**

Sort and classify objects by one or more attributes into two or more groups with accuracy and flexibility. When sorting by two attributes, a child may first sort by one attribute and then by the second attribute.

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**Foundation 2.6 Recognizing, Duplicating, and Extending Patterns**

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**Early (3 to 4 ½ Years)**

Notice and explore patterns in their environment and, with adult support, duplicate simple repeating patterns (for example, ABAB).

**Later (4 to 5 ½ Years)**

Explore, extend, and duplicate a variety of repeating patterns (for example, AABBAABB, ABCABC) with adult support. Describe the repeating part of a pattern (pattern unit).

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**Foundation 2.7 Creating Patterns**

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**Early (3 to 4 ½ Years)**

Create, with adult support, a simple repeating pattern (for example, ABAB).

**Later (4 to 5 ½ Years)**

Create a variety of repeating patterns (for example, AABBAABB, ABCABC) or recreate existing patterns using different objects.

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**Strand: 3.0 — Measurement and Data****Sub-Strand — Comparing and Ordering Objects**

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**Foundation 3.1 Comparing Measurable Attributes of Objects**

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**Early (3 to 4 ½ Years)**

Demonstrate awareness that objects can be compared by length, weight, or capacity by noticing differences in objects and communicating about their comparison.

**Later (4 to 5 ½ Years)**

Compare two objects by length, weight, or capacity (for example, putting objects side by side) and communicate about their comparison.

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**Foundation 3.2 Ordering Objects**

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**Early (3 to 4 ½ Years)**

Order a few objects (for example, three) by length or other attributes (for example, height, capacity).

**Later (4 to 5 ½ Years)**

Order a slightly larger number of objects (for example, four or five) by length or other attributes (for example, height, capacity).

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**Foundation 3.3 Measuring Length**

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**Early (3 to 4 ½ Years)**

(No foundation)

**Later (4 to 5 ½ Years)**

Measure length using concrete objects laid end to end, sometimes needing adult support.

Note: Children may not yet understand that units need to be of equal length.

**Sub-Strand — Data****Foundation 3.4 Representing Data****Early (3 to 4 ½ Years)**

Use objects, tally marks, or pictographs to represent data in two groups, with adult support.

**Later (4 to 5 ½ Years)**

Use objects, tally marks, or pictographs to represent data in two or more groups. Demonstrate understanding that each object, tally mark, or picture represents one data point.

**Foundation 3.5 Interpreting Data****Early (3 to 4 ½ Years)**

Notice, with adult support, differences in the data of two groups and describe which one has more or less.

**Later (4 to 5 ½ Years)**

Describe and compare, with adult support, the number of data points in two or more groups. Determine which group has more or less.

**Strand: 4.0 — Geometry and Spatial Thinking****Sub-Strand — Shapes****Foundation 4.1 Identifying Two-Dimensional Shapes****Early (3 to 4 ½ Years)**

Identify familiar two-dimensional shapes such as circle, square, triangle, and rectangle.

Note: May not identify a nontypical version of a shape (for example, a square turned so that the point is down—a diamond).

**Later (4 to 5 ½ Years)**

Identify, describe, and construct different shapes including variations of circle, square, triangle, rectangle, and other shapes. Use informal language to describe defining properties of a shape (for example, sides, corners, round).

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## Foundation 4.2 Identifying Three-Dimensional Shapes

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**Early (3 to 4 ½ Years)**

Occasionally identify a few familiar three-dimensional shapes using informal names (for example, saying “ball” when referring to a sphere).

**Later (4 to 5 ½ Years)**

Identify a few familiar three-dimensional shapes such as sphere, cube, and cylinder.

Note: Sometimes still use informal names (for example, ball, square box, tube).

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## Foundation 4.3 Comparing Two-Dimensional Shapes

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**Early (3 to 4 ½ Years)**

Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape.

**Later (4 to 5 ½ Years)**

Compare two-dimensional shapes of different sizes and orientations to determine whether they are the same shape. Identify similarities and differences in the properties (number of sides or vertices) of two different shapes.

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## Foundation 4.4 Composing Shapes

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**Early (3 to 4 ½ Years)**

Use two- or three-dimensional shapes to represent different elements of a picture or design (for example, adding a circle in a corner to represent the sun).

**Later (4 to 5 ½ Years)**

Combine different two- or three-dimensional shapes to create a picture or design (for example, make a house with two blocks shaped like rectangular prisms and one shaped like a triangular prism).

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### Sub-Strand — Spatial Thinking

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## Foundation 4.5 Positions and Directions in Space

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**Early (3 to 4 ½ Years)**

Identify some positions of objects and people in space such as in/on, under/over, up/down, and inside/outside.

**Later (4 to 5 ½ Years)**

Identify positions of objects and people in space including in/on, under/over, up/down, inside/outside, near/far, next to, beside/between, and in front of/behind.

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**Foundation 4.6 Mental Rotation**

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**Early (3 to 4 ½ Years)**

Rely on trial and error to determine how objects move in space and fit in different locations (for example, try to fit an object into a hole by rotating, flipping, or sliding the piece in different orientations until it fits).

**Later (4 to 5 ½ Years)**

Rotate, flip, or slide objects to solve a problem without relying as much on physical trial and error (for example, rotate an object before fitting it into a hole).

# Science

## Strand: 1.0 — Science and Engineering Practices

### Sub-Strand — Observation and Investigation

#### Foundation 1.1 Making Observations

##### Early (3 to 4 ½ Years)

Observe and actively explore objects and events using their senses and describe their observations.

##### Later (4 to 5 ½ Years)

Observe and actively explore objects and events using their senses and describe their observations in greater detail.

#### Foundation 1.2 Comparing and Contrasting

##### Early (3 to 4 ½ Years)

Compare and contrast objects and events and describe similarities and differences based on observable properties.

##### Later (4 to 5 ½ Years)

Compare and contrast objects and events based on physical properties and functions and describe similarities and differences in greater detail.

#### Foundation 1.3 Asking Questions

##### Early (3 to 4 ½ Years)

Demonstrate curiosity and raise simple questions about objects and events in their environment.

##### Later (4 to 5 ½ Years)

Demonstrate curiosity and an increased ability to formulate specific and detailed questions about objects and events in their environment.

#### Foundation 1.4 Defining Problems

##### Early (3 to 4 ½ Years)

Identify problems during play and everyday interactions and try simple solutions on their own or in collaboration with peers and adults.

##### Later (4 to 5 ½ Years)

Identify problems during play and everyday interactions and try multistep solutions on their own or in collaboration with peers and adults.

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## Foundation 1.5 Making Predictions

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**Early (3 to 4 ½ Years)**

Make simple predictions, give simple reasons for their predictions, and, with adult support, check the predictions through concrete experiences.

**Later (4 to 5 ½ Years)**

Make more detailed predictions drawing on prior experiences and observations, create plans with adult support to check predictions, and demonstrate an emerging ability to discuss why predictions were correct or incorrect.

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## Foundation 1.6 Planning and Carrying Out Investigations

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**Early (3 to 4 ½ Years)**

Carry out simple experiments or investigations, on their own or in collaboration with peers and adults, to test their ideas about their observations.

**Later (4 to 5 ½ Years)**

Carry out more complex experiments or investigations, on their own or in collaboration with peers and adults, with greater persistence. Use observations and results of prior explorations to generate new questions and test their hypotheses.

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## Foundation 1.7 Using Tools

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**Early (3 to 4 ½ Years)**

Identify and use some observation and measurement tools, with adult support.

**Later (4 to 5 ½ Years)**

Identify and more spontaneously use a greater variety of observation and measurement tools, with some adult support.

## Sub-Strand — Documentation, Analysis, and Communication

### Foundation 1.8 Documenting Observations and Using Models

#### Early (3 to 4 ½ Years)

Record observations or findings with adult support and use simple representations, including drawings, models, movement, role-play, and other methods, to convey their observations and understanding of science concepts.

#### Later (4 to 5 ½ Years)

Record observations or findings in greater detail with some adult support and use more elaborate representations, including drawings, models, charts, diagrams, movement, role-play, and other methods, to convey their observations and understanding of science concepts.

### Foundation 1.9 Mathematical Thinking and Analyzing Data

#### Early (3 to 4 ½ Years)

Use mathematical thinking to analyze and quantify their observations and answer questions that arise in everyday activities, with adult support.

#### Later (4 to 5 ½ Years)

Use mathematical thinking with greater precision to analyze and quantify their observations and answer questions that arise in everyday activities, with some adult support.

### Foundation 1.10 Formulating and Communicating Explanations and Solutions

#### Early (3 to 4 ½ Years)

Formulate and communicate simple explanations and solutions during play and collaborative investigations.

#### Later (4 to 5 ½ Years)

Formulate and communicate more detailed and precise explanations and solutions during play and collaborative investigations.

## Strand: 2.0 — Physical Science

### Sub-Strand — Properties and Characteristics of Nonliving Objects and Materials

#### Foundation 2.1 Characteristics of Objects and Materials

##### Early (3 to 4 ½ Years)

Investigate and describe the characteristics and physical properties of objects and solid or nonsolid materials (for example, size, weight, shape, color, texture, smell, and sound).

##### Later (4 to 5 ½ Years)

Investigate and describe in greater detail the characteristics and physical properties of objects and solid, liquid, or gas materials (for example, size, weight, shape, color, texture, smell, and sound).

#### Foundation 2.2 Light and Sound Waves

##### Early (3 to 4 ½ Years)

Notice and explore sound, light, and shadows using their senses and by manipulating objects and materials during play and collaborative investigations.

##### Later (4 to 5 ½ Years)

Explore and describe changes in the properties of sound, light, and shadows by manipulating different objects and materials during play and collaborative investigations.

### Sub-Strand — Changes in Nonliving Objects and Materials

#### Foundation 2.3 Exploring Changes in Objects and Materials

##### Early (3 to 4 ½ Years)

Explore and describe changes in objects and materials using their senses (for example, change in color, shape, texture, temperature) during play and collaborative investigations.

##### Later (4 to 5 ½ Years)

Explore, describe in greater detail, and explain changes in objects and materials using their senses (for example, change in color, shape, texture, form, temperature) during play and collaborative investigations.

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## Foundation 2.4 Force and Motion

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**Early (3 to 4 ½ Years)**

Observe and describe the way objects' speed and direction change and explore the effect of their own actions (for example, pushing, pulling, rolling, dropping) on making objects move or stop during play and collaborative investigations.

**Later (4 to 5 ½ Years)**

Make and test predictions about how objects change direction, speed, or the distance they go and, based on their observations, explain why objects start, stop, or change direction or speed during play and collaborative investigations.

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## Foundation 2.5 Energy

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**Early (3 to 4 ½ Years)**

Demonstrate awareness, with adult support, that things (living and nonliving) need sources of energy to function.

**Later (4 to 5 ½ Years)**

Demonstrate awareness, with adult support, of the different sources of energy that things (living and nonliving) need and describe the changes they observe as a result of these sources of energy.

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## Strand: 3.0 — Life Science

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### Sub-Strand — Properties and Characteristics of Living Things

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#### Foundation 3.1 Characteristics of Living Things

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**Early (3 to 4 ½ Years)**

Identify and describe characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and demonstrate an emerging ability to categorize them.

**Later (4 to 5 ½ Years)**

Identify and describe characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.

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### Foundation 3.2 Bodily Processes

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**Early (3 to 4 ½ Years)**

Indicate emerging knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals.

**Later (4 to 5 ½ Years)**

Indicate greater knowledge of bodily processes (for example, eating, sleeping, breathing, walking) in humans and other animals through more detailed observations and descriptions.

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### Foundation 3.3 Living and Nonliving Things

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**Early (3 to 4 ½ Years)**

Expect animate objects (people and animals) to self-initiate movement and to have different insides and biological processes that make them behave differently from inanimate objects.

**Later (4 to 5 ½ Years)**

Indicate knowledge of the difference between living and nonliving things and recognize that only living things (people, animals, plants) undergo biological changes such as growth, illness, healing, and dying.

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### Foundation 3.4 Heredity and Traits

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**Early (3 to 4 ½ Years)**

Name and describe similarities and differences they observe between grown animals, including humans, and their young ones.

**Later (4 to 5 ½ Years)**

Express their expectation that young animals and plants will reflect similar characteristics to grown animals and plants of the same kind.

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### Foundation 3.5 Habitats

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**Early (3 to 4 ½ Years)**

Identify the habitats of people and familiar animals and plants and communicate their understanding that living things have different habitats.

**Later (4 to 5 ½ Years)**

Recognize that living things have different habitats suited to their unique needs.

## Sub-Strand — Changes in Living Things

### Foundation 3.6 Growth, Change, and the Life Cycle of Living Things

#### Early (3 to 4 ½ Years)

Observe and explore growth and changes in humans, animals, and plants and communicate an understanding that living things change over time in size and other capacities as they grow and age.

#### Later (4 to 5 ½ Years)

Observe and explore growth in humans, animals, and plants and communicate an increased understanding that living things change as they grow and age. Describe transformations related to an individual's life cycle (for example, birth, growth, reproduction, death).

### Foundation 3.7 Needs of Living Things

#### Early (3 to 4 ½ Years)

Recognize that animals and plants require care and show an emerging understanding that feeding and watering support the growth and survival of humans, animals, and plants.

#### Later (4 to 5 ½ Years)

Describe the needs of humans, animals, and plants for growth and survival (for example, food, water, sleep, sunshine, shelter).

## Strand: 4.0 — Earth and Space Science

### Sub-Strand — Properties and Characteristics of Earth Materials and Objects

### Foundation 4.1 Characteristics of Earth Materials

#### Early (3 to 4 ½ Years)

Investigate and describe the characteristics (for example, size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.

#### Later (4 to 5 ½ Years)

Investigate and describe the characteristics of earth materials and compare and contrast materials based on their different features (for example, size, weight, shape, color, texture).

## Sub-Strand — Changes in the Earth and Space

### Foundation 4.2 Natural Objects in the Sky

#### Early (3 to 4 ½ Years)

Observe and describe natural objects in the sky (sun, moon, stars, and clouds).

#### Later (4 to 5 ½ Years)

Observe and describe natural objects in the sky and describe patterns of movement and apparent changes in the sun, moon, stars, and clouds.

### Foundation 4.3 Weather

#### Early (3 to 4 ½ Years)

Notice and describe changes in weather. Notice the effects of weather and seasonal changes on their own lives and on plants and animals.

#### Later (4 to 5 ½ Years)

Observe and describe changes in weather and provide examples of the effects of changes in weather and seasons on their own lives and on plants and animals.

### Foundation 4.4 Earth and Human Activity

#### Early (3 to 4 ½ Years)

Notice, with adult prompting and support, how humans' actions and use of resources impact the environment and their community, participate in activities related to caring for the environment.

#### Later (4 to 5 ½ Years)

Investigate, with adult support, how humans' actions and use of resources impact the environment and their community, discuss in simple terms how to care for the environment, and participate in activities related to its care.

## Strand: 5.0 — Engineering, Technology, and Applications of Science

### Sub-Strand — Engineering Design

#### Foundation 5.1 Engineering Design Process

##### Early (3 to 4 ½ Years)

Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating simple solutions to the problems they identify, and, with adult support, testing and refining their solutions.

##### Later (4 to 5 ½ Years)

Engage collaboratively with peers and adults in engineering design by identifying problems in play and everyday activities, planning and creating more detailed solutions to the problems they identify, and testing and refining their solutions with less adult support and over longer periods of time.

### Sub-Strand — Engineering Design and Society

#### Foundation 5.2 Design Solutions and Society

##### Early (3 to 4 ½ Years)

Notice and explore, with adult support, how tools and design solutions help address their own and other people's needs and goals in everyday life.

##### Later (4 to 5 ½ Years)

Explore in more detail how tools and design solutions help address their own and other people's needs and, with adult support, develop different solutions to address the needs of their families and communities.

#### Foundation 5.3 Using Digital Devices

##### Early (3 to 4 ½ Years)

Demonstrate emerging understanding that different digital tools and devices serve different functions (for example, taking videos or photos) and use digital tools, with adult support, to meet their needs and goals in everyday situations.

##### Later (4 to 5 ½ Years)

Recognize a greater diversity of digital tools and devices and their function (for example, look up information, learn or practice a new skill) and use them with less adult support to meet their needs and goals in everyday situations.



# Physical Development

## Strand: 1.0 — Fundamental Movement Skills

### Sub-Strand — Balance

#### Foundation 1.1 Balancing While Still

##### Early (3 to 4 ½ Years)

Maintain balance while holding still; sometimes may need assistance.

##### Later (4 to 5 ½ Years)

Show increased balance and control when holding still.

#### Foundation 1.2 Balancing in Motion

##### Early (3 to 4 ½ Years)

Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.

##### Later (4 to 5 ½ Years)

Show increased balance control while moving in different directions and when transitioning from one movement or position to another.

### Sub-Strand — Locomotor Skills

#### Foundation 1.3 Walking with Balance

##### Early (3 to 4 ½ Years)

Walk with balance, not always stable. Sometimes swing their arms opposite their legs while walking (for example, step with the right foot, swing their left arm forward).

##### Later (4 to 5 ½ Years)

Walk with balance and swing their arms opposite their legs (for example, step with the right foot, swing their left arm forward). Exhibit narrower space between feet while walking.

#### Foundation 1.4 Running

##### Early (3 to 4 ½ Years)

Run with a short stride length and feet off the ground for a short period of time. May have difficulty stopping on time. Show inconsistent swinging of the opposite arm and leg together while running.

##### Later (4 to 5 ½ Years)

Run with a longer stride length and each foot off the ground for a longer period of time. Show more control when stopping running. Swing their arm while stepping with the opposite leg more consistently.



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### Foundation 1.5 Jumping

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#### **Early (3 to 4 ½ Years)**

Jump on two feet for height and distance, including jumping up from the ground or down off a raised surface.

#### **Later (4 to 5 ½ Years)**

Jump on two feet for height and distance with increased competence, including jumping up from the ground or down off a raised surface. Swing arms to propel themselves while jumping.

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### Foundation 1.6 Varied Locomotor Skills

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#### **Early (3 to 4 ½ Years)**

Demonstrate a variety of new locomotor skills in a basic way that build on (and go beyond) walking and running, such as hopping, galloping, skipping, side-sliding, and leaping.

#### **Later (4 to 5 ½ Years)**

Demonstrate increased ability in performing locomotor skills that build on (and go beyond) walking and running, including engagement in hopping, galloping, skipping, side-sliding, and leaping.

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## Sub-Strand — Manipulative Skills

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### Foundation 1.7 Gross Motor Manipulative Skills

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#### **Early (3 to 4 ½ Years)**

Show gross motor manipulative skills that involve using arms, hands, and feet to interact with objects.

#### **Later (4 to 5 ½ Years)**

Show increased ability to perform gross motor manipulative skills that involve using arms, hands, and feet with increased coordination to interact with objects.

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### Foundation 1.8 Fine Motor Manipulative Skills

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#### **Early (3 to 4 ½ Years)**

Show some fine motor manipulation skills that involve using hands and fingers to interact with objects used in daily life.

#### **Later (4 to 5 ½ Years)**

Demonstrate increased fine motor manipulation skills using hands and fingers with increasing competence and precision to interact with objects needed for daily life.



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### Foundation 1.9 Hand Preference

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#### **Early (3 to 4 ½ Years)**

Tend to show a preference for using one hand more than the other within a task and sometimes across multiple tasks.

#### **Later (4 to 5 ½ Years)**

Demonstrate a consistent preference for using one hand more often than the other within and across different tasks.

## **Strand: 2.0 — Perceptual—Motor Skills and Movement Concepts**

### **Sub-Strand — Body Awareness**

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#### **Foundation 2.1 Knowledge of Body Parts**

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#### **Early (3 to 4 ½ Years)**

Demonstrate knowledge of the names of basic body parts.

#### **Later (4 to 5 ½ Years)**

Demonstrate knowledge of more and a greater variety of body parts.

### **Sub-Strand — Spatial Awareness**

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#### **Foundation 2.2 Spatial Awareness**

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#### **Early (3 to 4 ½ Years)**

Use their own body as a reference point when locating or relating to other people or objects in their immediate environment.

#### **Later (4 to 5 ½ Years)**

Use their own body, general space, and other people's space when locating or relating to other people or objects in their immediate environment.

### **Sub-Strand — Directional Awareness**

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#### **Foundation 2.3 Directional Understanding**

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#### **Early (3 to 4 ½ Years)**

Distinguish the direction of movements that are up and down and to the side of the body.

#### **Later (4 to 5 ½ Years)**

Understand and distinguish between the sides of the body (without necessarily understanding right and left).



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#### Foundation 2.4 Directional Movement

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**Early (3 to 4 ½ Years)**

Move forward and backward or up and down easily.

**Later (4 to 5 ½ Years)**

Change directions, moving forward and backward, side to side, or up and down, quickly and with more accuracy.

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#### Foundation 2.5 Object Locations

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**Early (3 to 4 ½ Years)**

Demonstrate an ability to place an object on top of or under something with some accuracy.

**Later (4 to 5 ½ Years)**

Demonstrate an ability to place an object or their own body in front of, to the side of, or behind something else with accuracy.

## Strand: 3.0 — Active Physical Play

### Sub-Strand — Active Participation

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#### Foundation 3.1 Physical Activity

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**Early (3 to 4 ½ Years)**

Initiate or engage in simple physical activities for a short to moderate period of time.

**Later (4 to 5 ½ Years)**

Initiate more complex physical activities for a sustained period of time.

### Sub-Strand — Cardiovascular Endurance

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#### Foundation 3.2 Cardiovascular Endurance

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**Early (3 to 4 ½ Years)**

Engage in frequent bursts of active play that involves increased activity of the heart, lungs, and vascular system.

**Later (4 to 5 ½ Years)**

Engage in sustained active play of increasing intensity that involves the heart, lungs, and vascular system.



## **Sub-Strand — Muscular Strength, Muscular Endurance, and Flexibility**

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### **Foundation 3.3 Strength, Endurance, and Flexibility**

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#### **Early (3 to 4 ½ Years)**

Engage in active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.

#### **Later (4 to 5 ½ Years)**

Engage in increased active play activities that enhance muscular strength throughout the body, muscular endurance, and flexibility.

# Health

## Strand: 1.0 — Understanding Health and Wellness

### Sub-Strand — Body and Health Awareness

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#### Foundation 1.1 Identifying and Naming Body Parts

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**Early (3 to 4 ½ Years)**

Identify and correctly name a few external body parts (for example, elbow, head, private body parts) and a few internal body parts (for example, bones, brain, heart) and demonstrate limited knowledge of their functions.

**Later (4 to 5 ½ Years)**

Identify and correctly name several external body parts (for example, elbow, head, private body parts) and internal body parts (for example, bones, brain, heart) and demonstrate more detailed knowledge of their functions.

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#### Foundation 1.2 Communicating About Health Needs

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**Early (3 to 4 ½ Years)**

Communicate to an adult, with varying specificity and accuracy, about feeling uncomfortable, not feeling well, or a special health need.

**Later (4 to 5 ½ Years)**

Consistently communicate to an adult about feeling uncomfortable, not feeling well, or a special health need and can identify a solution.

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#### Foundation 1.3 Understanding the Role of Health Care Providers

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**Early (3 to 4 ½ Years)**

Communicate their basic understanding that health care providers keep people well and help them when they are not well.

**Later (4 to 5 ½ Years)**

Communicate more specific knowledge on how health care providers keep people well and help them when they are not well.



## Sub-Strand — Body and Safety Boundaries

### Foundation 1.4 Recognizing and Communicating About Body Boundaries

#### Early (3 to 4 ½ Years)

Recognize and communicate, with adult support, about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). Tend to follow trusted adults' guidance about body boundaries.

#### Later (4 to 5 ½ Years)

Demonstrate an ability to recognize and communicate about body boundaries, including wanted touches (for example, hug from a peer, high five with a teacher) and unwanted touches (for example, hitting, pushing, inappropriate touches). More consistently and independently follow and use trusted adults' guidance about body boundaries.

## Sub-Strand — Nutrition

### Foundation 1.5 Identifying Foods

#### Early (3 to 4 ½ Years)

Identify a few specific foods.

#### Later (4 to 5 ½ Years)

Identify a larger variety of foods and know some of the related food groups.

### Foundation 1.6 Communicating Fullness and Hunger

#### Early (3 to 4 ½ Years)

Demonstrate an emerging ability to communicate their own fullness and hunger to an adult. Anticipate mealtime routines but show a limited capacity to wait for the next meal.

#### Later (4 to 5 ½ Years)

Communicate more consistently their fullness and hunger to an adult. Anticipate mealtime routines and wait a little longer for a meal.



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## Foundation 1.7 Understanding a Variety of Foods

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**Early (3 to 4 ½ Years)**

Demonstrate an emerging understanding that eating a variety of food helps them grow and feel good. Choose familiar foods, including familial and cultural foods, although occasionally are open to trying new foods.

**Later (4 to 5 ½ Years)**

Demonstrate an understanding that eating a variety of food helps the body grow and feel good. Choose from a greater variety of foods at mealtimes, including familial and cultural foods.

### Sub-Strand — Physical Activity

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## Foundation 1.8 Recognizing the Body's Response to Physical Activity

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**Early (3 to 4 ½ Years)**

Recognize, with adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and indicate the need to be physically active outdoors or indoors.

**Later (4 to 5 ½ Years)**

Recognize, with less or limited adult support, the body's response to physical activity (for example, heart beating fast, sweating, needing water) and demonstrate an emerging understanding that being active is healthy. More consistently and with less adult support indicate the need to be physically active outdoors or indoors.

### Sub-Strand — Sleep

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## Foundation 1.9 Recognizing and Indicating When Tired

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**Early (3 to 4 ½ Years)**

Recognize, with adult support, when they are tired and express tiredness with a range of behaviors. Demonstrate limited ability to follow sleep routines consistently.

**Later (4 to 5 ½ Years)**

Indicate when they are tired with a range of behaviors and demonstrate an emerging ability to understand that sleep and rest are part of keeping their bodies healthy. Follow sleep and rest routines more consistently.

## Strand: 2.0 — Health and Safety Habits

### Sub-Strand — Basic Hygiene

#### Foundation 2.1 Handwashing

##### Early (3 to 4 ½ Years)

Demonstrate knowledge of some steps in the handwashing routine.

##### Later (4 to 5 ½ Years)

Demonstrate knowledge of most or all steps in the handwashing routine.

#### Foundation 2.2 Preventing Infectious Diseases

##### Early (3 to 4 ½ Years)

Practice health habits that prevent infectious diseases and infestations (for example, lice) with adult instruction and modeling.

##### Later (4 to 5 ½ Years)

Practice health habits that prevent infectious diseases and infestations (for example, lice) with limited adult instruction and modeling.

### Sub-Strand — Oral Health

#### Foundation 2.3 Toothbrushing

##### Early (3 to 4 ½ Years)

Demonstrate knowledge and follow some steps of the toothbrushing routine with adult supervision and instruction.

##### Later (4 to 5 ½ Years)

Demonstrate knowledge and follow more steps of the toothbrushing routine and demonstrate knowledge of when toothbrushing should be done with limited adult supervision and instruction.

### Sub-Strand — Sun Safety

#### Foundation 2.4 Practicing Sun Safety

##### Early (3 to 4 ½ Years)

Practice some sun-safe actions (for example, wearing sunscreen, drinking water) with adult support and guidance.

##### Later (4 to 5 ½ Years)

Practice sun-safe actions (for example, wearing sunscreen, drinking water) with less adult support and guidance.

## Sub-Strand — Injury Prevention

### Foundation 2.5 Following Safety Rules

#### Early (3 to 4 ½ Years)

Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with adult support and prompting.

#### Later (4 to 5 ½ Years)

Follow indoor and outdoor safety rules (that is, any rules that protect children from danger, risk, or injury) with less adult support and guidance.

### Foundation 2.6 Following Emergency Routines

#### Early (3 to 4 ½ Years)

Demonstrate an ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with adult support and guidance.

#### Later (4 to 5 ½ Years)

Demonstrate increased independent ability to follow emergency routines (for example, fire drill, earthquake drill) after instruction and practice with some adult guidance.

### Foundation 2.7 Following Transportation and Pedestrian Safety Rules

#### Early (3 to 4 ½ Years)

Show an emerging ability to follow transportation and pedestrian safety rules with adult instruction and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).

#### Later (4 to 5 ½ Years)

Show increased ability to follow and understand transportation and pedestrian safety rules with adult support and supervision (for example, look both ways before crossing the street, help buckle the harness straps in a car seat).



# History–Social Science

## Strand: 1.0 — Social Inquiry Skills

### Sub-Strand — Asking Questions and Using Evidence

#### Foundation 1.1 Making Observations and Asking Questions

##### Early (3 to 4 ½ Years)

Notice, make observations, and ask adults and peers questions about the social world (people, places, institutions).

##### Later (4 to 5 ½ Years)

Make more detailed observations and ask adults and peers more specific questions (why, how) about the social world (people, places, institutions).

#### Foundation 1.2 Gathering and Using Evidence

##### Early (3 to 4 ½ Years)

Gather information with adult support from resources (such as books and other media) related to questions of interest about the social world (people, places, institutions).

##### Later (4 to 5 ½ Years)

Gather information during extended inquiries, with adult support, from a greater variety of resources (such as informational books, magazines, media, and community members) to generate answers related to questions of interest about the social world (people, places, institutions).

### Sub-Strand — Communicating Ideas About the Social World

#### Foundation 1.3 Creating Representations

##### Early (3 to 4 ½ Years)

Create representations (for example, drawings, three-dimensional models, embodied action, or stories) to show developing understanding of the social world (people, places, institutions), with adult support.

##### Later (4 to 5 ½ Years)

Create more detailed representations (for example, drawings, three-dimensional models, embodied action, or stories) to deepen and share their understanding of the social world (people, places, institutions), with adult support.



## Strand: 2.0 — Self and Social Systems

### Sub-Strand — Self-Identity and Society

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#### Foundation 2.1 Self-Identity

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**Early (3 to 4 ½ Years)**

Show awareness of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.

**Later (4 to 5 ½ Years)**

Show greater awareness and understanding of characteristics of self, including ethnic, racial, linguistic, religious, gender, and ability identities.

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#### Foundation 2.2 Membership in Communities

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**Early (3 to 4 ½ Years)**

Exhibit awareness of the communities (for example, family, peer group) with whom they interact frequently.

**Later (4 to 5 ½ Years)**

Exhibit awareness of their membership in varied communities, including communities with whom they interact occasionally (for example, sports team, extended family, faith community).

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#### Foundation 2.3 Awareness of Social Roles

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**Early (3 to 4 ½ Years)**

Exhibit awareness of familiar everyday social roles (for example, parent, sibling, teacher, doctor).

**Later (4 to 5 ½ Years)**

Exhibit awareness of broader social roles beyond the everyday social roles they typically encounter.



## **Sub-Strand — Culture, Difference, and Diversity**

### **Foundation 2.4 Exploring Cultural Communities**

#### **Early (3 to 4 ½ Years)**

Explore the cultural groups (for example, racial, ethnic, religious, linguistic, ability) in which they participate and display curiosity about other people's practices.

#### **Later (4 to 5 ½ Years)**

Explore characteristics, practices, and traditions of cultural groups (for example, racial, ethnic, religious, linguistic, ability) beyond their own cultural communities, with adult support.

### **Foundation 2.5 Exploring Similarities and Differences**

#### **Early (3 to 4 ½ Years)**

Notice similarities and differences in people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability).

#### **Later (4 to 5 ½ Years)**

Identify and name similarities and differences among people and families they know (for example, race, ethnicity, language, gender expression, family structures, ability), as well as people they are exposed to through learning materials, media, and daily interactions, with adult prompting.

## **Strand: 3.0 — Skills for Democracy and Being a Community Member (Civics)**

### **Sub-Strand — Fairness and Respect for Other People**

### **Foundation 3.1 Identifying and Including Members of Peer Groups**

#### **Early (3 to 4 ½ Years)**

Recognize members of their peer groups (for example, members of their classroom, team, or activity group) and include them in play and learning activities.

#### **Later (4 to 5 ½ Years)**

Identify members of their peer groups (for example, members of their classroom, team, or activity group), and include them in collaborative play and learning activities.



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### Foundation 3.2 Showing Care and Offering Help

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**Early (3 to 4 ½ Years)**

Notice the needs of other people (for example, adults, peers) and the physical space; show care by offering help and contributing.

**Later (4 to 5 ½ Years)**

Increasingly notice individual and group needs. Show care for others (for example, adults, peers) and for the physical space through actions like offering help, contributing, advocating, and leading.

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### Foundation 3.3 Understanding Different Needs and Fairness

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**Early (3 to 4 ½ Years)**

Notice and communicate that peers have different needs by offering different resources and taking varied actions. (Even so, they may become frustrated by differences in the distribution of materials or opportunities.)

**Later (4 to 5 ½ Years)**

Demonstrate understanding that peers have different needs by working toward supporting rules and practices that allow for each other's needs to be met. (Even so, they may still become frustrated by differences in the distribution of materials or opportunities.)

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#### Sub-Strand — Community Norms and Practices

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### Foundation 3.4 Contributing to the Group

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**Early (3 to 4 ½ Years)**

Contribute to group efforts alongside adults and peers.

**Later (4 to 5 ½ Years)**

Contribute ideas, work toward group efforts, and show awareness of their individual contribution to collective group projects alongside adults and peers.

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### Foundation 3.5 Following Community Rules and Norms

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**Early (3 to 4 ½ Years)**

Recognize community rules and norms and, with adult support, follow rules while learning to coordinate personal interests with those of others.

**Later (4 to 5 ½ Years)**

Recognize rules and norms and follow community rules with fewer adult reminders. Enforce community rules and norms with peers.



## **Sub-Strand — Collaborative Problem-Solving**

### **Foundation 3.6 Group Decision-Making**

#### **Early (3 to 4 ½ Years)**

Participate in group decision-making (for example, voting, group meetings, circle time) about everyday choices that affect the group, with adult support.

#### **Later (4 to 5 ½ Years)**

Participate in group decision-making (for example, voting, group meetings, circle time) with adult support. Express ideas of agreement and disagreement during decision-making practices.

### **Foundation 3.7 Collective Problem-Solving**

#### **Early (3 to 4 ½ Years)**

Participate in problem-solving with peers (for example, interpersonal conflict resolution). Use simple bargaining or seek out adult intervention as strategies.

#### **Later (4 to 5 ½ Years)**

Solve problems with peers through strategies like negotiation and compromise to solve problems. Intervene on behalf of one another during problem-solving.

### **Foundation 3.8 Developing Solutions and Taking Action**

#### **Early (3 to 4 ½ Years)**

Offer simple ideas to address problems and issues affecting their group, school, or larger community, with adult support.

#### **Later (4 to 5 ½ Years)**

Develop solutions and take action, often engaging others, to address problems and issues in their group, school, or larger community, with adult support.

## **Strand: 4.0 — Time, Continuity, and Change**

### **Sub-Strand — Understanding of Time**

### **Foundation 4.1 Using Time Order Words**

#### **Early (3 to 4 ½ Years)**

Use sequential words or phrases, such as “before” and “after,” to describe the time order of everyday personal events.

#### **Later (4 to 5 ½ Years)**

Indicate time order with increasing accuracy and sophistication. Use words like “before,” “after,” “then,” “next,” “yesterday,” and “tomorrow.”



## **Sub-Strand — Personal History**

### **Foundation 4.2 Describing Change Over Time**

#### **Early (3 to 4 ½ Years)**

Identify change over time in themself, with some adult support, when recalling events from early life (for example, “When I was a baby ...”).

#### **Later (4 to 5 ½ Years)**

Identify and describe change over time in themself, family, and community and share more detailed stories about recent experiences.

## **Sub-Strand — Historical Changes in People and the World**

### **Foundation 4.3 Recalling Past Events**

#### **Early (3 to 4 ½ Years)**

Recall past experiences easily and enjoy hearing stories about the past but require adult help to distinguish when past events occurred in relation to each other and to connect them with current experience.

#### **Later (4 to 5 ½ Years)**

Show improved ability to relate past events to other past events and current experiences but occasionally rely on some adult support.

## **Strand: 5.0 — Sense of Place and Environment**

### **Sub-Strand — Navigating Familiar Locations**

### **Foundation 5.1 Identifying Characteristics of Locations**

#### **Early (3 to 4 ½ Years)**

Identify the characteristics of familiar locations, such as home and school and describe objects and activities associated with each.

#### **Later (4 to 5 ½ Years)**

Identify characteristics of their community and region, including geographic features, weather, and common activities.



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## Foundation 5.2 Communicating Locations and Directions

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### **Early (3 to 4 ½ Years)**

Communicate location and directionality (for example, in/on, under/over, up/down, inside/outside) when describing nearby places and locations.

### **Later (4 to 5 ½ Years)**

Communicate a greater diversity of directions to others (for example, near/far, next to, beside/between, in front/behind), including specific places and locations that are farther away.

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## Sub-Strand — Representations of Physical Space

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### Foundation 5.3 Understanding Physical Space Through Drawings, Building Materials, and Maps

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#### **Early (3 to 4 ½ Years)**

Demonstrate an emerging understanding that drawings, globes, building materials, and maps can represent the physical world, but often interpret map symbols imprecisely.

#### **Later (4 to 5 ½ Years)**

Create their own drawings, maps, and models; use globes, maps, and map symbols and use maps for basic problem-solving (for example, locating objects) more skillfully, with adult support.

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## Sub-Strand — Caring for the Natural and Built World

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### Foundation 5.4 Caring for the World

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#### **Early (3 to 4 ½ Years)**

Show an interest in the natural and built world, including animals, plants, and the built environment, especially as they experience it directly. With adult support, develop understanding of the interaction between humans and the environment, including taking care of the natural world (for example, not polluting a lake).

#### **Later (4 to 5 ½ Years)**

Show an interest in the natural and built world both within and outside direct experience. Understand the positive and negative impacts of human interaction with the natural world. With adult support, develop actions to take care of the natural world and humans impacted by natural disasters (for example, forest fires).



## Strand: 6.0 — Economic Systems

### Sub-Strand — Community Needs

#### Foundation 6.1 Meeting Community Needs

##### Early (3 to 4 ½ Years)

Recognize that community members have basic needs (for example, shelter, food) and that there are different ways to meet those needs.

##### Later (4 to 5 ½ Years)

Recognize that community members have basic needs (for example, shelter, food) and demonstrates emerging ability to identify people and places within the community that help community members meet their needs.

#### Foundation 6.2 Awareness of People at Work

##### Early (3 to 4 ½ Years)

Understand that people do different types of work, both inside and outside the home.

##### Later (4 to 5 ½ Years)

Explore with adult support a wider array of work that people do both inside and outside the home. Understand how different types of work help communities meet their needs.

### Sub-Strand — Exchange

#### Foundation 6.3 Understanding Exchange

##### Early (3 to 4 ½ Years)

Recognize use of different forms of exchange, including trading and using money to buy and sell.

##### Later (4 to 5 ½ Years)

Understand more complex exchange concepts, like choosing one item over another (opportunity cost), limited access to or limited amounts of a resource (supply and demand), and the exchange of money to buy and sell goods and services.



# Visual and Performing Arts

## Strand: 1.0 — Visual Arts

### Sub-Strand — Notice, Respond to, or Engage in Visual Art

#### Foundation 1.1 Attending to and Engaging in Visual Arts

##### Early (3 to 4 ½ Years)

Attend to and engage with different visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.

##### Later (4 to 5 ½ Years)

Demonstrate increased attention to and engagement with a variety of visual art styles and forms (such as paintings, sculptures, and collages), some of which are familiar or reflect home and community cultural experiences and some of which are new.

#### Foundation 1.2 Communicating About Art Forms and Elements

##### Early (3 to 4 ½ Years)

Notice and communicate about some objects, forms, or representations that appear in art.

##### Later (4 to 5 ½ Years)

Notice and communicate about specific elements that appear in art (such as color, line, texture, or perspective), and describe how objects, forms, or representations are positioned in the artwork.

### Sub-Strand — Develop Skills in Visual Art

#### Foundation 1.3 Drawing or Painting Lines and Curves

##### Early (3 to 4 ½ Years)

Use straight and curved marks and lines, circles, and other shapes to create drawings or paintings that suggest people, animals, or other objects.

##### Later (4 to 5 ½ Years)

Use straight and curved marks and lines, circles, and other shapes with increased precision and detail to create drawings or paintings of people, animals, or other objects that are mostly recognizable.



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#### Foundation 1.4 Working with Dough or Clay

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**Early (3 to 4 ½ Years)**

Make somewhat regular-shaped balls and coils out of play dough or clay using their hands or simple tools.

**Later (4 to 5 ½ Years)**

Make representational forms that are mostly recognizable out of play dough or clay using their hands or simple tools.

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#### Foundation 1.5 Using Visual Arts Materials

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**Early (3 to 4 ½ Years)**

Use a range of materials to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures).

**Later (4 to 5 ½ Years)**

Use a range of materials more intentionally to create two-dimensional art (such as drawings or paintings) and three-dimensional art (such as collages or sculptures) that is more detailed.

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#### Foundation 1.6 Communicating Visual Arts Terms

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**Early (3 to 4 ½ Years)**

Recognize and name some materials and tools used for visual arts.

**Later (4 to 5 ½ Years)**

Recognize and name a greater variety of materials and tools used for visual arts with increased accuracy.

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#### Foundation 1.7 Demonstrating Motor Control

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**Early (3 to 4 ½ Years)**

Demonstrate some motor control when working with visual arts tools.

**Later (4 to 5 ½ Years)**

Demonstrate coordination and increased motor control when working with visual arts tools.

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#### Foundation 1.8 Mixing and Blending Colors

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**Early (3 to 4 ½ Years)**

Experiment with mixing colors and notice different colors and shades.

**Later (4 to 5 ½ Years)**

Intentionally mix and blend colors to achieve different colors and shades.

**Sub-Strand — Create, Invent, or Express Through Visual Art****Foundation 1.9 Creating Two-Dimensional and Three-Dimensional Representations****Early (3 to 4 ½ Years)**

Create two-dimensional and three-dimensional pieces of visual art that are intended to represent objects, figures, people, or experiences.

**Later (4 to 5 ½ Years)**

Create two-dimensional and three-dimensional pieces of visual art that often include a combination of objects, figures, and people to illustrate a story or scene, sometimes naming the artworks.

**Foundation 1.10 Intensity and Mood****Early (3 to 4 ½ Years)**

Use some intensity of marks and colors to express a feeling or mood.

**Later (4 to 5 ½ Years)**

Use intensity of marks and colors more frequently to express a feeling or mood and explain their choice.

**Strand: 2.0 — Music****Sub-Strand — Notice, Respond to, or Engage in Music****Foundation 2.1 Attending to and Engaging in Music****Early (3 to 4 ½ Years)**

Attend to and engage with different sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.

**Later (4 to 5 ½ Years)**

Demonstrate increased attention to and engagement with a wider variety of sounds, vibrations, rhythms, and instruments, some of which are familiar or reflect home and community cultural experiences and some of which are new.



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**Foundation 2.2 Responding to Music with Body Movements**

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**Early (3 to 4 ½ Years)**

Use body movement to respond to music by themselves or with others.

**Later (4 to 5 ½ Years)**

Use body movement that more closely responds to the beat, dynamics (louds and softs), and tempo (speed) of music by themselves or with others.

**Sub-Strand — Develop Skills in Music**

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**Foundation 2.3 Recognizing Sounds and Vibrations**

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**Early (3 to 4 ½ Years)**

Notice and communicate differences between some vocal, instrumental, and environmental sounds and vibrations.

**Later (4 to 5 ½ Years)**

Notice and communicate differences between a larger array of vocal, instrumental, and environmental sounds and vibrations with increased accuracy.

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**Foundation 2.4 Exploring Vocal Expression and Instruments**

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**Early (3 to 4 ½ Years)**

Explore vocally and with instruments; sing patterns, chants, and parts of songs by themselves or with others.

**Later (4 to 5 ½ Years)**

Expand vocal and instrumental exploration; sing patterns, chants, and entire songs alone or with others in varying pitches (highs and lows), dynamics (louds and softs), moods, and intensities.

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**Foundation 2.5 Exploring Beat and Rhythmic Awareness**

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**Early (3 to 4 ½ Years)**

Tap beats and rhythms with their hands, feet, and instruments or other percussive tools.

**Later (4 to 5 ½ Years)**

Increase complexity and accuracy in tapping various beats and rhythms with their hands, feet, and instruments or other percussive tools.



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## Foundation 2.6 Communicating Music Terms

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**Early (3 to 4 ½ Years)**

Recognize and name basic terms and elements related to music, such as the names of a few instruments or a few basic terms describing tempo (speed) or dynamics (louds and softs).

**Later (4 to 5 ½ Years)**

Recognize and name a wider range of instruments and specific qualities of music, such as pitch (high or low), mood, tempo (speed), and dynamics (louds and softs).

### Sub-Strand — Create, Invent, or Express Through Music

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## Foundation 2.7 Producing or Improvising Melodies and Rhythms

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**Early (3 to 4 ½ Years)**

Use vocal skills, instruments, and other tools to produce short melodies, chants, or songs using simple rhythms and tones, by themselves or with others.

**Later (4 to 5 ½ Years)**

Use vocal skills, instruments, and other tools to produce or improvise on melodies, chants, or songs using more complex rhythms and tones, by themselves or with others.

## Strand: 3.0 — Drama

### Sub-Strand — Notice, Respond to, or Engage in Drama

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## Foundation 3.1 Engaging in Drama

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**Early (3 to 4 ½ Years)**

Engage in pretend play by themselves or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.

**Later (4 to 5 ½ Years)**

Engage in extended and flexible pretend play scenarios, by themselves or with others, acting out scripts, some of which are familiar or reflect home and community cultural experiences and some of which are new.



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### Foundation 3.2 Understanding Plot

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**Early (3 to 4 ½ Years)**

Demonstrate knowledge of the simple plot of a participatory drama.

**Later (4 to 5 ½ Years)**

Demonstrate knowledge of the extended plot and conflict of a participatory drama.

**Sub-Strand — Develop Skills in Drama**

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### Foundation 3.3 Showing Emotions

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**Early (3 to 4 ½ Years)**

Use gestures, expressions, and movements to intentionally show different emotions.

**Later (4 to 5 ½ Years)**

Use gestures, expressions, and movements to intentionally show a wider range of emotions.

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### Foundation 3.4 Acting Out Prompts or Scripts

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**Early (3 to 4 ½ Years)**

Participate in acting out prompts or simple scripts by themselves or with others (such as by following instructions or taking turns).

**Later (4 to 5 ½ Years)**

Participate in acting out longer or more detailed prompts or scripts by themselves or with others (such as by following instructions or taking turns).

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### Foundation 3.5 Engaging in Role-Play

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**Early (3 to 4 ½ Years)**

Engages in role-play (representing a person, animal, or character) using a limited range of voices, movements, and gestures.

**Later (4 to 5 ½ Years)**

Engages in role-play (representing a person, animal, or character) using a wider range of voices, movements, and gestures.

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### Foundation 3.6 Vocal Projection

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**Early (3 to 4 ½ Years)**

Project their voice with some clarity using some dynamics (louds and softs).

**Later (4 to 5 ½ Years)**

Project their voice with increased clarity using a range of dynamics (louds and softs).



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### Foundation 3.7 Communicating Drama Terms

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**Early (3 to 4 ½ Years)**

Understand and communicate basic terms and elements related to drama.

**Later (4 to 5 ½ Years)**

Demonstrate a broader understanding of terms and elements related to drama and an increased ability to communicate the terms.

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### Sub-Strand — Create, Invent, or Express Through Drama

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#### Foundation 3.8 Using Props or Costumes

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**Early (3 to 4 ½ Years)**

Add props or costumes to enhance the dramatization of familiar stories and fantasy play by themselves or with others.

**Later (4 to 5 ½ Years)**

Intentionally use a variety of props, costumes, or scenery to enhance the dramatization of familiar stories and fantasy play by themselves or with others.

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#### Foundation 3.9 Creating Scripts

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**Early (3 to 4 ½ Years)**

Create new scripts, reinvent, or embellish existing stories and act them out by themselves or with others, with or without adult support.

**Later (4 to 5 ½ Years)**

Intentionally create longer and more detailed scripts and stories, acting them out by themselves or with others, with or without adult support.



## Strand: 4.0 — Dance

### Sub-Strand — Notice, Respond to, or Engage in Dance

#### Foundation 4.1 Attending to and Engaging in Dance

##### Early (3 to 4 ½ Years)

Attend to or engage in different movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.

##### Later (4 to 5 ½ Years)

Demonstrate increased attention to or engagement with a variety of movements, gestures, and expressions, some of which are familiar or reflect home and community cultural experiences and some of which are new.

### Sub-Strand — Develop Skills in Dance

#### Foundation 4.2 Spatial Awareness and Coordination

##### Early (3 to 4 ½ Years)

Demonstrate awareness of self and others in dance or when moving in space.

##### Later (4 to 5 ½ Years)

Demonstrate increased awareness of self and others and coordination of movement in dance or when moving in space.

#### Foundation 4.3 Responding to Tempo

##### Early (3 to 4 ½ Years)

Respond to tempo (speed) and timing through movement.

##### Later (4 to 5 ½ Years)

Respond to tempo (speed) and timing through movement with increased accuracy and skill.

#### Foundation 4.4 Learning Basic Dance Skills

##### Early (3 to 4 ½ Years)

Respond to the instruction of one skill at a time in movement (such as jumping or falling).

##### Later (4 to 5 ½ Years)

Respond to the instruction of more than one skill at a time in movement (such as turning, leaping, and turning again).



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**Foundation 4.5 Communicating Dance Terms**

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**Early (3 to 4 ½ Years)**

Understand and communicate basic terms and elements related to dance.

**Later (4 to 5 ½ Years)**

Demonstrate a broader understanding of terms and elements related to dance (such as steps, tempo [speed], or types of dances) and an increased ability to communicate the terms.

**Sub-Strand — Create, Invent, or Express Through Dance**

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**Foundation 4.6 Representation Through Dance**

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**Early (3 to 4 ½ Years)**

Use music and movement patterns to act out and dramatize.

**Later (4 to 5 ½ Years)**

Use music and movement patterns to act out and dramatize with increased skill.

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**Foundation 4.7 Inventing and Improvising Dance**

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**Early (3 to 4 ½ Years)**

Invent dance movements or improvise dances by themselves or with others.

**Later (4 to 5 ½ Years)**

Invent and recreate dance movements or improvise dances by themselves or with others. Often initiate a sequence of movements or steps.

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**Foundation 4.8 Communicating Feelings Through Dance**

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**Early (3 to 4 ½ Years)**

Communicate simple feelings spontaneously and intentionally through dance and movement, by themselves or with others.

**Later (4 to 5 ½ Years)**

Communicate more complex feelings spontaneously and intentionally through dance and movement by themselves or with others.