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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**

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##### **Foundation 1.1 Curiosity and Interest**

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###### **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**

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##### **Foundation 1.2 Initiative**

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###### **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**

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##### **Foundation 1.3 Engagement**

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###### **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**

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**Foundation 1.4 Persisting Despite Difficulties**

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**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**

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**Foundation 2.1 Working Memory**

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**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**

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**Foundation 2.2 Managing Impulsive Behaviors**

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**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.



## 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

###### 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

###### 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

###### 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”).



## 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

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##### 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.

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##### 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

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##### 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.



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## Foundation 1.4 Using Complex Sentence Structures

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### **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

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## Foundation 1.5 Communicating Needs

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### **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.

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## Foundation 1.6 Understanding Requests and Directions

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### **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.

# Mathematics

## Strand: 1.0 — Counting and Cardinality

### Sub-Strand — Counting Principles

#### Foundation 1.1 Reciting Numbers

##### 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.

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

##### 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).

#### Foundation 1.3 Cardinality

##### 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.

### Sub-Strand — Recognizing Quantities

#### Foundation 1.4 Subitize

##### 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).

## Science

### Strand: 1.0 — Science and Engineering Practices

#### Sub-Strand — Observation and Investigation

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##### 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.

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##### 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.

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##### 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.

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##### 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.



## Physical Development

### Strand: 1.0 — Fundamental Movement Skills

#### Sub-Strand — Balance

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##### 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.

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##### 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

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##### 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.

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##### 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.

## **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.



## **History–Social Science**

### **Strand: 1.0 — Social Inquiry Skills**

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

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##### **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).

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##### **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**

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##### **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**

##### **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**

##### **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**

##### **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.

## Visual and Performing Arts

### Strand: 1.0 — Visual Arts

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

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##### 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.

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##### 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

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##### 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.