

Foundation Blocks for Learning: Comprehensive Standards for Four-Year-Olds

Quick Reference

Literacy	
L.1	
Oral Language	<ul style="list-style-type: none"> a) Listen with increasing attention to spoken language, conversations, and texts read aloud. b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each. c) Make predictions about what might happen in a story. d) Use complete sentences to ask and answer questions about experiences or about what has been read. e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information. f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive. g) Listen attentively to stories in a whole class setting. h) Follow simple one and two step oral directions.
L.2	
Vocabulary	<ul style="list-style-type: none"> a) Use size, shape, color, and spatial words to describe people, places, and things. b) Listen with increasing understanding to conversations and directions. c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas. d) Participate in a wide variety of active sensory experiences to build vocabulary.
L.3	
Phonological Awareness	<ul style="list-style-type: none"> a) Identify words that rhyme and generate simple rhymes. b) Identify words within spoken sentences. c) Begin to produce consonant letter sounds in isolation.

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	<ul style="list-style-type: none"> d) Successfully detect beginning sounds in words. e) Begin to isolate or produce syllables within multisyllable words.
L.4	
Letter Knowledge and Early Word Recognition	<ul style="list-style-type: none"> a) Identify and name uppercase and lowercase letters in random order. b) Identify the letter that represents a spoken sound. c) Provide the most common sound for the majority of letters. d) Begin to match uppercase and lowercase letters. e) Read simple/familiar high-frequency words, including child's name. f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles
L.5	
Print and Word Awareness	<ul style="list-style-type: none"> a) Identify the front and back cover of a book. b) Identify the location of the title and title page of a book. c) Identify where reading begins on a page (first word). d) Follow text with a finger, pointing to each word as it is read from left to right and top to bottom with assistance. e) Distinguish print from pictures. f) Turn pages one at a time from the front to the back of a book.
L.6	
Writing	<ul style="list-style-type: none"> a) Distinguish print from images or illustrations. b) Demonstrate use of print to convey meaning. c) Copy or write letters and numbers using various materials. d) Print first name independently. e) Begin to use correct manuscript letter and number formation.

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	<p>f) Copy various words associated with people or objects within the child’s environment.</p> <p>g) Use phonetically spelled words to convey messages or tell a story.</p> <p>h) Understands that writing proceeds left to right and top to bottom.</p>
Mathematics	
M.1	
Number and Number Sense	<p>a) Count forward to 20 or more. Count backward from 5.</p> <p>b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).</p> <p>c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”</p> <p>d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.</p> <p>e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.</p>
M.2	
Computation	<p>a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).</p> <p>b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away)</p>
M.3	
Measurement	<p>a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.</p> <p>b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).</p>

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	<p>c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold. d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.</p>
M.4	
Geometry	<p>a) Match and sort shapes (circle, triangle, rectangle, and square).</p> <p>b) Describe how shapes are similar and different.</p> <p>c) Recognize and name shapes (circle, triangle, rectangle, and square).</p> <p>d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.</p>
M.5	
Data Collection & Statistics	<p>a) Collect information to answer questions of interest to children.</p> <p>b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.</p>
M.6	
Patterns and Relationships	<p>a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).</p> <p>b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.</p> <p>c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.</p>
Science	
S.1	
Scientific Investigation, Reasoning & Logic	<p>a) Use the five senses to explore and investigate the natural world.</p> <p>b) Use simple tools and technology safely to observe and explore different objects and environments.</p> <p>c) Ask questions about the natural world related to observations.</p> <p>d) Make predictions about what will happen next based on previous experiences.</p>

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	e) Conduct simple scientific investigations.
S.2	
Force, Motion and Energy	<p>a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.</p> <p>b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.</p> <p>c) Describe the effects magnets have on other objects.</p> <p>d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.</p>
S.3	
Matter/Physical Property	<p>a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).</p> <p>b) Recognize water in its solid and liquid forms.</p> <p>c) Describe the differences between solid and liquid objects.</p> <p>d) Sort objects based on whether they sink or float in water.</p>
S.4	
Matter/Simple Physical and Chemical Reactions	<p>a) Predict changes to matter when various substances are to be combined.</p> <p>b) Observe and conduct simple experiments that explore what will happen when substances are combined.</p> <p>c) Observe and record the experiment results and describe what is seen.</p>
S.5	
Life Processes	<p>a) Describe what living things need to live and grow (food, water, and air).</p> <p>b) Identify basic structures for plants and animals (plants-roots, stems, leaves; animals-eyes, mouth, ears, etc.).</p> <p>c) Recognize that many young plants and animals are similar but not identical to their parents and to one another.</p>
S.6	

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Interrelationships in Earth/Space Systems	<ul style="list-style-type: none"> a) Use vocabulary to describe major features of Earth and the sky. b) Identify objects in the sky – moon, stars, sun, and clouds. c) Classify things seen in the night sky and those seen in the day sky. d) Explore and sort objects in the natural environment (sand, pebbles, rocks, leaves, moss, and other artifacts).
S.7	
Earth Patterns, Cycles and Changes	<ul style="list-style-type: none"> a) Make daily weather observations and use common weather related vocabulary to describe the observations, e.g., sunny, rainy, cloudy, cold, hot, etc. b) Identify how weather affects daily life. c) Describe basic weather safety rules. d) Observe and recognize the characteristics of the four seasons and the changes observed from season to season. e) Observe and classify the shapes and forms of many common natural objects, e.g., rocks, leaves, twigs, clouds, the moon, etc. f) Compare a variety of living things to determine how they change over time (life cycles). g) Describe home and school routines.
History and Social Science	
HSS. 1	
History/Similarities and Differences	<ul style="list-style-type: none"> a) Recognize ways in which people are alike and different. b) Describe his/her own unique characteristics and those of others. c) Make the connection that he/she is both a member of a family and a member of a classroom community. d) Engage in pretend play to understand self and others.

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	e) Participate in activities and traditions associated with different cultural heritages.
HSS.2	
History/Change Over Time	<p>a) Describe ways children have changed since they were babies.</p> <p>b) Express the difference between past and present using words such as before, after, now, and then.</p> <p>c) Order/sequence events and objects.</p> <p>d) Ask questions about artifacts from everyday life in the past.</p> <p>e) Recount episodes from stories about the past.</p> <p>f) Take on a role from a specific time, use symbols and props, and act out a story/narrative.</p> <p>g) Describe past times based on stories, pictures, visits, songs, and music.</p>
HSS.3	
Geography/Location	<p>a) Identify and describe prominent features of the classroom, school, neighborhood, and community.</p> <p>b) Engage in play where one item represents another (miniature vehicles, people, and blocks).</p> <p>c) Make and walk on paths between objects, e.g., from the door to the window.</p> <p>d) Represent objects in the order in which they occur in the environment.</p> <p>e) Experience seeing things from different elevations.</p>
HSS.4	
Geography/Descriptive Words	<p>a) Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences.</p> <p>b) Use direction words (on, under, over, behind, near, far, above, below, toward, and away) one direction at a time.</p> <p>c) Use comparison words (closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside).</p>

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	<p>d) Use attribute words (hard, soft, rough, and smooth).</p> <p>e) Use labels and symbols for what the child has seen.</p>
HSS.5	
Economics/World of Work	<p>a) Identify pictures of work and name the jobs people do.</p> <p>b) Describe what people do in their community job.</p> <p>c) Match tools to jobs.</p> <p>d) Match job sites to work done.</p> <p>e) Role play the jobs of workers.</p>
HSS. 6	
Economics/ Making Choices and Earning Money	<p>a) Identify choices.</p> <p>b) Recognize that everyone has wants and needs.</p> <p>c) Recognize that our basic needs include food, clothing, and shelter.</p> <p>d) Choose daily tasks.</p> <p>e) Role play purchasing situations where choices are made.</p>
HSS.7	
Civics/Citizenship	<p>a) Cooperate with others in a joint activity.</p> <p>b) Recognize the need for rules to help get along with others.</p> <p>c) Participate in creating rules for the classroom.</p> <p>d) State personal plans for learning center activities.</p> <p>e) Participate in discussing and generating solutions to a class problem.</p> <p>f) Share thoughts and opinions in group settings.</p> <p>g) Demonstrate responsible behaviors in caring for classroom materials.</p> <p>h) Identify the needs of other people by helping them.</p>
Health and Physical Development	

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HPD.1.1	
Locomotor Skills	<ul style="list-style-type: none"> a) Demonstrate beginning forms of the locomotor skills of jumping, hopping, and galloping. b) Perform these locomotor skills in response to teacher-led creative dance.
HPD.1.2	
Non-Locomotor Skills	<ul style="list-style-type: none"> a) Maintain a stable static position while practicing specific balances on different bases of support, e.g., standing on toes or standing on one foot. b) Maintain balance while performing a controlled spin. c) Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor. d) Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor. e) Perform criss-cross pattern activities.
HPD.1.3	
Manipulative Skills	<ul style="list-style-type: none"> a) Manipulate a variety of objects during structured and unstructured physical activity settings. b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task. c) Demonstrate increasing ability to coordinate throwing, catching, kicking, bouncing, and juggling movements. d) Coordinate eye-hand and eye-foot movements to perform a task.
HPD.2	
Movement Principles and Concepts	<ul style="list-style-type: none"> a) Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward, and backward), levels (high, medium, and low), pathways (straight, curved, and zigzag), and effort (fast, slow, hard, and soft). b) Identify fundamental movement patterns such as running and jumping. c) Begin and expand movement vocabulary.

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	d) Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signals.
HPD.3	
Personal Fitness	<p>a) Participate in activities that allow the child to experience and recognize a rise in the heart rate and breathing rate.</p> <p>b) Participate in activities designed to strengthen major muscle groups.</p> <p>c) Participate in activities that enhance flexibility.</p>
HPD.4	
Responsible Behaviors	<p>a) Demonstrate safe behaviors by participating appropriately during physical activity, accepting feedback, and taking responsibility for behavior when prompted.</p> <p>b) Share equipment and space, and take turns with help from the teacher.</p> <p>c) Work well with others.</p> <p>d) Listen to and follow simple directions.</p>
HPD.5	
Physically Active Lifestyle	<p>a) Identify the activities that they like and dislike.</p> <p>b) Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.</p> <p>c) Participate in activities geared toward different levels of proficiency.</p> <p>d) Identify places at home, in the neighborhood, and in the community where children can play safely and be physically active.</p>
HPD.6.1	
Health Knowledge and Skills: Nutrition	<p>a) Indicate awareness of hunger and fullness.</p> <p>b) Identify foods and the food groups to which they belong, e.g., vegetables, fruits, dairy, meats, and grains.</p> <p>c) Distinguish food and beverages on a continuum from more healthy to less healthy.</p>

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	d) Demonstrate an understanding that eating a variety of fresh fruits and vegetables with lots of different colors helps the body grow and be healthy.
HPD 6.2	
Health Knowledge and Skills: Habits the Promote Health and Prevent Illness	<p>a) Demonstrate how to correctly wash hands.</p> <p>b) Demonstrate covering the mouth or nose when coughing or sneezing.</p> <p>c) Identify habits that keep us healthy.</p> <p>d) Explain the importance of rest.</p> <p>e) Be able to communicate when one is not feeling well.</p>
HPD.7	
Information Access and Use	<p>a) Understand that health care providers can help them when they are not feeling well.</p> <p>b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.</p> <p>c) Be able to differentiate between safe and unsafe situations.</p> <p>d) Begin to share feelings and express how they feel.</p>
HPD.8	
Community Health and Safety	<p>a) Follow safety rules on the playground with adult assistance and reminders.</p> <p>b) Follow emergency protocols after practicing safety drills, e.g., fire, earthquake, and lockdown drills.</p> <p>c) Demonstrate pedestrian safety and vehicle awareness.</p> <p>d) Understand bicycle/tricycle safety and the importance of wearing a helmet.</p> <p>e) Know how to make an emergency phone call.</p> <p>f) Act safely around pools, ponds, and other water, e.g., oceans, rivers, creeks, ditches, and swamps.</p>
Personal and Social Development	
PSD .1	
Self-Concept	a) Demonstrate knowledge of personal information including first and last name, gender, age, birthday,

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	<p>parents' names, teacher's name, school name, town or city where they live, and street name.</p> <p>b) Begin to recognize and express own emotions using words rather than actions.</p> <p>c) Recognize self as a unique individual and respect differences of others.</p> <p>d) Develop personal preferences regarding activities and materials.</p> <p>e) Demonstrate self-direction in use of materials.</p> <p>f) Develop increasing independence in school activities throughout the day</p>
PSD.2	
Self-Regulation	<p>a) Contribute ideas for classroom rules and routines.</p> <p>b) Follow rules and routines within the learning environment.</p> <p>c) Use classroom materials purposefully and respectfully.</p> <p>d) Manage transitions and adapt to changes in routine.</p> <p>e) Develop positive responses to challenges.</p>
PSD.3	
Approaches to Learning	<p>a) Show interest and curiosity in learning new concepts and trying new activities and experiences.</p> <p>b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations. c) Increase attention to a task or activity over time. d) Seek and accept help when needed. e) Attempt to complete a task in more than one way before asking for help.</p>
PSD.4	
Interaction with Others	<p>a) Initiate and sustain interactions with other children.</p> <p>b) Demonstrate verbal strategies for making a new friend.</p> <p>c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.</p>

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	<ul style="list-style-type: none"> d) Participate successfully in group settings. e) Demonstrate respectful and polite vocabulary. f) Begin to recognize and respond to the needs, rights, and emotions of others.
PSD.5	
Social Problem Solving	<ul style="list-style-type: none"> a) Express feelings through appropriate gestures, actions, and words. b) Recognize conflicts and seek possible solutions. c) Allow others to take turns. d) Increase the ability to share materials and toys with others over time. e) Include others in play activities.
Music	
M.1	
Music Theory/Literacy	<ul style="list-style-type: none"> a) Understand the vocabulary of music. b) Understand that written music represents sounds by using notes. c) Understand that composers write music, musicians sing or play instruments, and dancers utilize music elements in expressing dance. d) Identify common musical instruments.
M.2	
Performance	<ul style="list-style-type: none"> a) Demonstrate the difference between singing and speaking. b) Develop the understanding that the child's body and voice are musical instruments. c) Participate in opportunities to use singing voice and musical instruments. d) Practice good manners when participating in musical performance. e) Repeat simple musical patterns using voice, body, and instruments.
M.3	
Music History & Context	<ul style="list-style-type: none"> a) Understand that music comes from many different places in the world.

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	<p>b) Understand that music sounds differently depending on who created it and when it was written.</p> <p>c) Develop an appreciation for different types of music.</p>
M.4	
Analysis, Evaluation and Critique	<p>a) The child will talk about and compare musical patterns and sounds.</p> <p>b) The child will recognize differences and similarities among music styles.</p> <p>c) The child will explore the creation and purpose of music in personal and social life.</p> <p>d) The child will participate in music activities that involve sharing, taking turns, and cooperation.</p> <p>e) The child will identify types of music he/she prefers</p>
M.5	
Aesthetics	<p>a) Use the body and motion to express a response to a musical selection.</p> <p>b) Express a response to a musical selection by using available visual arts supplies.</p> <p>c) Use words to describe how a musical selection makes the child feel.</p>
Visual Arts	
VA.1	
Visual Communication	<p>a) Understand that artists create visual arts using many different tools.</p> <p>b) Understand that the visual arts take many forms.</p> <p>c) Use a variety of materials, textures, and tools for producing visual art.</p> <p>d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art</p>
VA.2	
Art History & Cultural Context	<p>a) Understand that all cultures have art that reflects their experiences and identity.</p> <p>b) Understand that works of art can be a historical record of a certain time period in history.</p>

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	c) Develop an appreciation for the various forms of visual arts.
VA.3	
Analysis, Evaluation, and Critique	<p>a) Use the body to express a response to a work of art.</p> <p>b) Understand that each person responds to and creates works of art in unique ways.</p> <p>c) Use available art supplies to express an individual response to an art form.</p> <p>d) Use words to describe a response or reaction to a visual arts selection.</p> <p>e) The child will identify types of works of art that he/she prefers.</p>
VA.4	
Aesthetics	<p>a) Understand that the visual arts express feelings, experiences, and cultures.</p> <p>b) Talk about different kinds of art and recognize the idea, theme, or purpose.</p> <p>c) Create specific works of art based on a common theme, concept, or emotion.</p> <p>d) Collect, compare, and use natural objects and objects made by people.</p> <p>e) Understand the purpose of an art museum</p>