Crosswalk between the *DRDP-K (2015) A Developmental Continuum for Kindergarten* and *Connect4Learning® (C4L™) The Pre-K Curriculum* Objectives

Approaches to Learning Self-Regulation

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
ALT REG 1: **Curiosity & Initiative in Learning**	Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	• C4L™ Thinking Process: Curiosity • C4L™ Thinking Process: Observation • C4L™ Thinking Process: Making Sense • C4L™ Thinking Process: Using Tools Strategically • Children will engage in simple experimentation with adult guidance
ALT REG 2: **Self-Control of Feelings and Behavior**	Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	• Children will follow classroom rules, expectations, and routines • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak
ALT REG 3: **Engagement & Persistence**	Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	• C4L™ Thinking Process: Persisting, attending, and self-regulation • Children will choose an appropriate solution from a collection of solutions • Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. • Children will seek answers to questions and will check predictions through direct exploration and use of research resources. • Children will evaluate and discuss possible solutions
ALT REG 4: **Shared Use of Space and Materials**	Child develops the capacity to share the use of space and materials with others	• Children will follow classroom rules, expectations, and routines. • Children will share materials or take turns with peers. • Children will clean up materials and put personal belongings into the appropriate places • Will help peers complete classroom tasks

Social and Emotional Development

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
SED 1: **Identity of Self in Relation to Others**	Child shows increasing awareness of self as distinct from and also related to others	• C4L™ Thinking Process: Persisting, attending, and self-regulation • C4L™ Thinking Process: Communicating and Representing • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak. • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry.
SED 2: **Social and Emotional Understanding**	Child shows developing understanding of people's behaviors, feelings, thoughts, and individual characteristics	• C4L™ Thinking Process: Persisting, attending, and self-regulation • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak. • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will follow classroom rules, expectations, and routines. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will share materials or take turns with peers. • Children will use kind words with peers. • Children will choose an appropriate solution and will use more than one when necessary. • Children will evaluate and discuss possible solutions. • Children will identify social problems. • Children will suggest novel solutions to problems. • Children will use language to resolve conflicts.
SED 3: **Relationships and Interactions with Familiar Adults**	Child develops close relationships with one or more familiar adults (including family members) and interacts in an increasingly competent and cooperative manner with familiar adults	• C4L™ Thinking Process: Communicating and Representing • Children will engage in simple experimentation with adult guidance

Social and Emotional Development continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
SED 4: **Relationships and Interactions with Peers**	Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers	• C4L™ Thinking Process: Persisting, attending, and self-regulation • C4L™ Thinking Process: Cooperating • Will help peers complete classroom tasks • Children will recognize and identify their own emotions and those of others. • Child will plan, initiate and complete learning activities with peers • Child will join in cooperative play with others and invites others to play • Child will model or teach peers • Child will help, share and cooperate in a group • Children will use language to resolve conflicts. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will share materials or take turns with peers. • Children will use kind words with peers.
SED 5: **Symbolic and Sociodramatic Play**	Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others	• C4L™ Thinking Process: Creating, imagining, and innovating • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • Children will give peers play ideas and follow peers' play suggestions • Children will engage in creative and flexible thinking about and discuss new uses for objects and materials.

Language and Literacy

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
LLD 1: **Understanding of Language (Receptive)**	Child understands increasingly complex communication and language	• C4L™ Thinking Process: Communicating and Representing • Children will name and describe the attributes of familiar two- and three-dimensional shapes. • Children will use language to resolve conflicts. • Children will directly name and compare sizes using words such as "bigger" and "longer" • Children will describe the attributes of familiar two-and three-dimensional shapes • Children will describe why certain figures are or are not shapes using their attributes. • Children will find, identify, and describe the shapes in their environment.
LLD 2: **Responsiveness to Language**	Child communicates or acts in response to language and responds to increasingly complex language	• C4L™ Thinking Process: Communicating and Representing • Children will name and describe the attributes of familiar two- and three-dimensional shapes. • Children will use language to resolve conflicts. • Children will directly name and compare sizes using words such as "bigger" and "longer" • Children will describe the attributes of familiar two-and three-dimensional shapes • Children will describe why certain figures are or are not shapes using their attributes. • Children will demonstrate understanding of how-to texts through retelling, carrying out a simple procedure, and creating how-to texts. • Children will find, identify, and describe the shapes in their environment.
LLD 3: **Communication and Use of Language (Expressive)**	Child's communication develops from nonverbal communication to using language with increasingly complex words and sentences	• C4L™ Thinking Process: Communicating and Representing • Children will engage in frequent one-on-one conversations with peers. • Children will use a variety of words to describe and label persons, places, things and actions • Children will ask questions related to text content • Children will use kind words with peers. • Children will use language to resolve conflicts. • Children will identify, talk and think about their senses, body parts used and the kind of information we get through each sense • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will explore, describe and compare position and motion of objects both living and non-living • Children will identify the sequence in which an event occurs and will explain why one step has to happen before the next • Children will describe plant parts and some of their functions • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts

Language and Literacy continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
LLD 4: **Reciprocal Communication and Conversation**	Child engages in back-and-forth communication that develops into increasingly extended conversations	• C4L™ Thinking Process: Communicating and Representing • Children will work cooperatively with peers • Children will understand and discuss the components that make up an environment • Children will understand and discuss the interdependence and connections among people, animals, plants and the earth's resources • Children will describe the feelings and describe the cause of anger • Children will describe calming strategies • Children will evaluate and discuss possible solutions • Children will respond appropriately to peers who are hurt, upset or angry • Children will use language to resolve conflicts • Children will suggest novel solutions to problems
LLD 5: **Interest in Literacy**	Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways	• Children will demonstrate the understanding that information can be written and read by people • Children will develop and demonstrate appropriate book-handling skills, such as directionality • Children distinguish print from pictures • Children will learn about and demonstrate and understanding of parts of books such as headings and indexes • Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem and resolution • Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds • Children will make predictions based on texts, observations and prior knowledge

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
LLD 6: **Comprehension of Age-Appropriate Text**	Child develops capacity to understand details and ideas from age-appropriate text presented by adults	• Children will demonstrate the understanding that information can be written and read by people • Children will develop and demonstrate appropriate book-handling skills • Children distinguish print from pictures • Children will learn about and demonstrate and understanding of parts of books such as headings and indexes • Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem and resolution • Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds • Children will make predictions based on texts, observations and prior knowledge • Children will demonstrate an awareness that spoken words correspond to printed words and text • Children will state their opinions about a book and provide some support for their opinions • Children will use a variety of words to describe and label persons, places, things and actions • Children will ask questions related to text content • Children will begin to contrast real versus imaginary material in text • Children will construct meaning from, respond to, and apply knowledge from text read aloud to them • Children will connect and/or compare events and information in texts to real-life experiences and other texts • Children will demonstrate awareness of print in classroom, home and community settings • Children will recognize personally meaningful words in print, such as the child's name, mom and environmental print • Children will demonstrate awareness of print in classroom, home and community settings • Children will demonstrate an awareness that spoken words correspond to printed words and text • Children distinguish print from pictures • Children will demonstrate understanding of how-to texts through retelling, carrying out a simple procedure, and creating how-to texts
LLD 7: **Concepts About Print**	Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning	• Children will demonstrate the understanding that letters represent sounds in language – the alphabetic principle • Children will demonstrate an awareness that spoken words correspond to printed words in text • Children will distinguish print from pictures • Children will learn about and demonstrate and understanding of parts of books such as headings and indexes • Children will demonstrate awareness of print in classroom, home and community settings • Children will appropriately handle classroom materials • Children will develop and demonstrate appropriate book-handling skills, such as directionality • Children will, with support, use specific types of text for specific purposes.

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
LLD 8: **Phonological Awareness**	Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language	• Children will blend onset and rime to produce a word. • Children will blend two or more phonemes into words. • Children will demonstrate an awareness that spoken words correspond to printed words in text • Children will generate rhyming words • Children will recognize rhyming words • Children will generate words that begin with the same sound • Children will demonstrate the understanding that letters represent sounds in language – the alphabetic principle • Children will segment the first sound in a word • Children will separate spoken language into individual words and syllables • Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters • Children will use a a letter or letters to represent at least one sound in a word
LLD 9: **Letter and Word Knowledge**	Child shows increasing awareness of letters in the environment and their relationship to sound, and increasing understanding that letters make up words	• C4L™ Thinking Process: Communicating and representing • Children will demonstrate the understanding that letters represent sounds in language – the alphabetic principle • Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters. • Children will use a variety of words to describe and label persons, places, things and actions • Children will demonstrate an awareness that spoken words correspond to printed words in text • Children will recognize personally meaningful words in print, such as the child's name, mom and environmental print • Children will recognize words that begin with the same sound • Children will use a a letter or letters to represent at least one sound in a word • Children will make progress in naming letters, linking each letter to a sound or sounds that it typically represents, and linking sounds to specific letters • Children will segment the first sound in a word • Children will separate spoken language into individual words and syllables
LL10: **Emergent Writing**	Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning	• C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • Children will, with support, use specific types of text for specific purposes, such as signs, labels and descriptive texts; informational text, invitations and lists; how-to text and letters; fairy tales, captions and signs; and biography and informational text. • Children will make attempts at writing their first name • Children will write their first name • Children will communicate information through drawing and emergent writing

English Language Development

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
ELD 1: **Comprehension of English (Receptive English)**	Child is progressing toward fluency in understanding English	• Children will follow classroom rules, expectations, and routines • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak. • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will share materials or take turns with peers. • Children will use kind words with peers. • Children connect numerals and number words to the quantities they represent • Children will find, identify, and describe the shapes in their environment.
ELD 2: **Self-Expression in English (Expressive English)**	Child shows increasing progress toward fluency in speaking English	• C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • Children will engage in frequent one-on-one conversations with peers. • Children will use a variety of words to describe and label persons, places, things and actions • Children will ask questions related to text content • Children will use kind words with peers. • Children will use language to resolve conflicts. • Children will identify, talk and think about their senses, body parts used and the kind of information we get through each sense • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will explore, describe and compare position and motion of objects both living and non-living • Children will identify the sequence in which an event occurs and will explain why one step has to happen before the next • Children will describe plant parts and some of their functions • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
ELD 3: **Understanding and Response to English Literacy Activities**	Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English	• Children will demonstrate the understanding that information can be written and read by people • Children will develop and demonstrate appropriate book-handling skills • Children distinguish print from pictures • Children will learn about and demonstrate and understanding of parts of books such as headings and indexes • Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem and resolution • Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds • Children will make predictions based on texts, observations and prior knowledge • Children will demonstrate an awareness that spoken words correspond to printed words and text • Children will state their opinions about a book and provide some support for their opinions • Children will use a variety of words to describe and label persons, places, things and actions • Children will ask questions related to text content • Children will begin to contrast real versus imaginary material in text • Children will construct meaning from, respond to, and apply knowledge from text read aloud to them • Children will connect and/or compare events and information in texts to real-life experiences and other texts • Children will demonstrate awareness of print in classroom, home and community settings • Children will recognize personally meaningful words in print, such as the child's name, mom and environmental print • Children will demonstrate understanding of how-to texts through retelling, carrying out a simple procedure, and creating how-to texts

English Language Development continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
ELD 4: **Symbol, Letter and Print Knowledge in English**	Child shows an increasing understanding that print in English carries meaning	• Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds • Children will demonstrate the understanding that letters represent sounds in language – the alphabetic principle • Children will demonstrate an awareness that spoken words correspond to printed words in text • Children will distinguish print from pictures • Children will learn about and demonstrate and understanding of parts of books such as headings and indexes • Children will demonstrate awareness of print in classroom, home and community settings • Children will appropriately handle classroom materials • Children will develop and demonstrate appropriate book-handling skills, such as directionality • Children will, with support, use specific types of text for specific purposes. • Children will recognize personally meaningful words in print, such as the child's name, mom and environmental print • Children will demonstrate an awareness that spoken words correspond to printed words and text • Children distinguish print from pictures • Children will demonstrate understanding of how-to texts through retelling, carrying out a simple procedure, and creating how-to texts

Cognition, Including Math and Science

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
COG: **MATH 1: Classification**	Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes	• C4L™ Thinking Process: Observing • C4L™ Thinking Process: Comparing and Classifying • Children will use attributes of objects and materials to classify, sort and compare • Children will use relevant attributes of objects and materials when making predictions and when solving problems • Children will describe why certain figures are or are not shapes using their attributes. • Children will name and describe the attributes of familiar two- and three-dimensional shapes. • Children will compare and contrast the attributes of objects and events • Children will directly name and compare sizes using words such as "bigger" and "longer" • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will explore, describe and compare position and motion of objects both living and non-living • Children will use and practice observation skills • Children will match congruent shapes • Children will find, identify, and describe the shapes in their environment.
COG: **MATH 2: Number Sense of Quantity**	Child shows developing understanding of number and quantity	• C4L™ Thinking Process: Reasoning and Problem-Solving • C4L™ Thinking Process: Comparing and Classifying • Children will make groups of up to five items • Children will quickly recognize the number of objects in small groups (perceptual subitizing) • Children will count forward from a number other than one. • Children will demonstrate understanding of the plus-one pattern in the counting sequence. • Children will connect numerals and number words to the quantities they represent. • Children will order numbers. • Children will recognize and form numerals. • Children will count to ten and beyond • Children will develop and demonstrate an understanding of one-to-one correspondence • Children will compare two numbers to determine which one is greater • Children will compose and decompose numbers • Children will demonstrate an understanding of the connection between counting and simple addition and subtraction • Children will demonstrate their mental number line by guessing a number based on clues given to them

Cognition, Including Math and Science continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
COG: MATH 3: **Number Sense of Math Operations**	Child shows increasing ability to add and subtract small quantities of objects	• C4L™ Thinking Process: Reasoning and Problem-Solving • C4L™ Thinking Process: Comparing and Classifying • Children will demonstrate an understanding of the connection between counting and simple addition and subtraction • Children will demonstrate their mental number line by guessing a number based on clues given to them • Children will demonstrate understanding of the plus-one pattern in the counting sequence. • Children will compose and decompose numbers • Children will count forward from a number other than one.
COG: MATH 4: **Measurement**	Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties	• C4L™ Thinking Process: Reasoning and Problem-Solving • C4L™ Thinking Process: Using Tools Strategically • C4L™ Thinking Process: Observing • C4L™ Thinking Process: Comparing and Classifying • Children will use simple measurement tools and language to investigate and compare objects and events • Children will demonstrate the understanding that they need to use units of the same size when measuring • Children will directly name and compare sizes using words such as "bigger" and "longer" • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will measure by placing units of length end-to-end
COG: MATH 5: **Patterning**	Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity	• C4L™ Thinking Process: Making Sense • Children will recognize and describe simple patterns • Children will recognize, duplicate and extend repeating patterns • Children will recognize and discuss the core units of repeating patterns.
COG: MATH 6: **Shapes**	Child shows an increasing knowledge of shapes and their characteristics	• Children will build shapes from their parts. • Children will compose shapes to make new shapes and decompose shapes into constituent shapes. • Children will describe why certain figures are or are not shapes using their attributes. • Children will distinguish between visually similar nonexamples of familiar two-dimensional shapes. • Children will find, identify, and describe the shapes in their environment. • Children will match congruent shapes. • Children will match the face of a three-dimensional object to its congruent two-dimensional outline. • Children will name and describe the attributes of familiar two- and three-dimensional shapes. • Children will recognize and describe corners as distinct geometric objects. • Children will recognize and describe sides as distinct geometric objects.

Cognition, Including Math and Science continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
COG: SCI 1: **Cause and Effect**	Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect	• C4L™ Thinking Process: Observation • C4L™ Thinking Process: Reasoning and Problem-Solving • Children will seek answers to questions and will check predictions through direct exploration and use of research resources. • Children will use prior knowledge and experiences to support their predictions and explanations. • Children will use relevant attributes of objects and materials when making predictions and when solving problems. • Children will report on data collected in experiments • Children will use evidence to evaluate ideas and draw conclusions • Children will engage in simple experimentation with adult guidance • Children will describe what happens to garbage and how community helpers assist in waste removal and recycling • Children will describe why it's important to take care of our environment and will engage in practices that show care for the environment • Children will understand and discuss some ways that people can learn about the past from natural and human-made objects, such as fossils and human-made tools and structures • Children will understand and discuss the interdependence and connections among people, animals, plants and the earth's resources
COG: SCI 2: **Inquiry Through Observation and Investigation**	Child observes and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them	• C4L™ Thinking Process: Observation • C4L™ Thinking Process: Reasoning and Problem-Solving • Children will use senses to take in information and make accurate observations • Children will write, draw and label observations • Children will use and practice observation skills • Children will report on data collected in experiments • Children will use evidence to evaluate ideas and draw conclusions • Children will engage in simple experimentation with adult guidance • Children observe and describe features of the local environment • Children will engage in science practices and use vocabulary associated with these, such as observe, predict, and record. • Children will seek answers to questions and will check predictions through direct exploration and use of research resources. • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will explore, describe and compare position and motion of objects both living and non-living

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
COG: SCI 3: **Documentation and Communication of Inquiry**	Child develops the capacity to describe and record observations and investigations about objects (living and nonliving things) and events, and to share ideas and explanations with others	• C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will explore, describe and compare position and motion of objects both living and non-living • Children observe and describe features of the local environment • Children will write, draw and label observations • Children will report on data collected in experiments • Children will use evidence to evaluate ideas and draw conclusions. • Children will demonstrate the understanding that people represent and interpret information in various formats, such as drawings, maps, graphs, blueprints, charts, and lists, and will practice some of these themselves. • Children will, with support, use specific types of text for specific purposes, such as signs, labels and descriptive texts; informational text, invitations and lists; how-to text and letters; fairy tales, captions and signs; and biography and informational text.

Cognition, Including Math and Science continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
COG: SCI 4: **Knowledge of the Natural World**	Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics	• C4L™ Thinking Process: Observing • C4L™ Thinking Process: Reasoning and Problem-Solving • C4L™ Thinking Process: Comparing and Classifying • Children will explore, describe, and compare positions and motion of objects, both living and nonliving. • Children will sort living from nonliving things and will describe differences among them, such as the capacity for growth, their needs, and their origins. • Children will understand and discuss the components that make up an environment—animals, people, plants, and earth features. • Children will describe why it is important to take care of our environment and will engage in practices that show care for the environment. • Children will observe and describe features of the local environment. • Children will apply knowledge about the features of habitats to describe a new habitat • Children will describe characteristics, survival needs and growth and life-cycle sequences for living things • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will explore, describe and compare position and motion of objects both living and non-living • Children observe and describe features of the local environment • Children will describe what happens to garbage and how community helpers assist in waste removal and recycling • Children will describe why it's important to take care of our environment and will engage in practice s that show care for the environment • Children will discuss some ways that people, animals and plants depend on the earth's resources such as soil, water and air • Children will understand and discuss some ways that people can learn about the past from natural and human-made objects, such as fossils and human-made tools and structures • Children will understand and discuss the interdependence and connections among people, animals, plants and the earth's resources

Physical Development

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
PD 1: **Perceptual-Motor Skills and Movement Concepts**	Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness	• C4L™ Thinking Process: Communicating and representing • C4L™ Thinking Process: Using tools strategically • Children will appropriately handle classroom materials • Children will communicate information through drawing and emergent writing
PD 2: **Gross Locomotor Movement Skills**	Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	• C4L™ Thinking Process: Communicating and representing • C4L™ Thinking Process: Using tools strategically • Children will appropriately handle classroom materials • Children will communicate information through drawing and emergent writing • Children will clean up materials and put personal belongings into the appropriate places
PD 3: **Gross Motor Manipulative Skills**	Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)	• C4L™ Thinking Process: Communicating and representing • C4L™ Thinking Process: Using tools strategically • Children will appropriately handle classroom materials • Children will communicate information through drawing and emergent writing • Children will clean up materials and put personal belongings into the appropriate places
PD 4: **Fine Motor Manipulative Skills**	Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	• C4L™ Thinking Process: Communicating and representing • C4L™ Thinking Process: Using tools strategically • Children will appropriately handle classroom materials • Children will communicate information through drawing and emergent writing • Children will compose shapes to make new shapes and decompose shapes into constituent shapes

Health

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
HLTH 1: **Safety**	Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	• Children will appropriately handle classroom materials • Children will engage in simple experimentation with adult guidance • Children will identify the causes of emotions in themselves and others • Children will identify social problems • Children will identify situations that are accidental • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak • Children will follow classroom rules, expectations and routines • Children will work cooperatively with peers
HLTH 2: **Personal Care Routines**	Child understands, responds to, and initiates personal care routines and shows increasing knowledge and skills of how and when to apply them	• C4L™ Thinking Process: Cooperating • C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • Children will follow classroom rules, expectations and routines • Children will work cooperatively with peers
HLTH 3: **Active Physical Play**	Child engages in physical activities with increasing endurance and intensity	• C4L™ Thinking Process: Cooperating • C4L™ Thinking Process: Creating, Imagining and Innovating • C4L™ Thinking Process: Communicating and Representing • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will share materials or take turns with peers. • Children will use kind words with peers. • Child will plan, initiate and complete learning activities with peers • Child will join in cooperative play with others and invites others to play • Child will model or teach peers • Child will help, share, and cooperate in a group
HLTH 4: **Nutrition**	Child demonstrates increasing knowledge about nutrition and healthful food choices	• C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • Children will follow classroom rules, expectations and routines

Health continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
HLTH 5: **Knowledge of Wellness**	Child shows and communicates increasing knowledge of the body and ways to take care of it	• C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Persisting, attending, and self-regulation • Children will compare and contrast the attributes of objects and events • Children will follow classroom rules, expectations and routines • Children will appropriately handle classroom materials • Children will understand and discuss the interdependence and connections among people, animals, plants and the earth's resources • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak • Children will choose an appropriate solution from a collection of solutions • Children will evaluate and discuss possible solutions • Children will work cooperatively with peers

History-Social Science

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
HSS 1: **Sense of Time**	Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity	• C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Reasoning and Problem-Solving • C4L™ Thinking Process: Comparing and Classifying • C4L™ Thinking Process: Using Tools Strategically • C4L™ Thinking Process: Making Sense • Children will follow classroom rules, expectations and routines • Children will compare and contrast the attributes of objects and events • Children will directly name and compare sizes using words such as "bigger" and "longer" • Children will use and practice observation skills • Children will count forward from a number other than one. • Children will demonstrate understanding of the plus-one pattern in the counting sequence. • Children will connect numerals and number words to the quantities they represent. • Children will order numbers. • Children will recognize and form numerals. • Children will count to ten and beyond • Children will compare two numbers to determine which one is greater • Children will compose and decompose numbers • Children will demonstrate an understanding of the connection between counting and simple addition and subtraction • Children will use simple measurement tools and language to investigate and compare objects and events
HSS 2: **Sense of Place**	Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them	• C4L™ Thinking Process: Persisting, attending, and self-regulation • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Making Sense • Children will follow classroom rules, expectations, and routines • Children will clean up materials and put personal belongings into the appropriate places • Children will appropriately handle classroom materials • Children will understand and discuss the interdependence and connections among people, animals, plants and the earth's resources • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts

History-Social Science continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
HSS 3: **Ecology**	Child develops an awareness of and concern for the natural world and human influences on it	• C4L™ Thinking Process: Observing • C4L™ Thinking Process: Reasoning and Problem-Solving • C4L™ Thinking Process: Comparing and Classifying • Children will explore, describe, and compare positions and motion of objects, both living and nonliving. • Children will sort living from nonliving things and will describe differences among them, such as the capacity for growth, their needs, and their origins. • Children will understand and discuss the components that make up an environment—animals, people, plants, and earth features. • Children will describe why it is important to take care of our environment and will engage in practices that show care for the environment. • Children will observe and describe features of the local environment. • Children will apply knowledge about the features of habitats to describe a new habitat • Children will describe characteristics, survival needs and growth and life-cycle sequences for living things • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children observe and describe features of the local environment • Children will describe what happens to garbage and how community helpers assist in waste removal and recycling • Children will describe why it's important to take care of our environment and will engage in practice s that show care for the environment • Children will discuss some ways that people, animals and plants depend on the earth's resources such as soil, water and air • Children will understand and discuss some ways that people can learn about the past from natural and human-made objects, such as fossils and human-made tools and structures • Children will understand and discuss the interdependence and connections among people, animals, plants and the earth's resources
HSS 4: **Conflict Negotiation**	Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations	• C4L™ Thinking Process: Persisting, attending, and self-regulation • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak • Children will choose an appropriate solution from a collection of solutions • Children will evaluate and discuss possible solutions • Children will work cooperatively with peers • Children will use language to resolve conflicts • Children will use calming strategies when feeling strong emotions

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
HSS 5: **Responsible Conduct as a Group Member**	Child develops skills as a responsible group member in an education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations	• C4L™ Thinking Process: Persisting, attending, and self-regulation • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak. • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will follow classroom rules, expectations, and routines. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will share materials or take turns with peers. • Children will use kind words with peers. • Children will choose an appropriate solution and will use more than one when necessary. • Children will evaluate and discuss possible solutions. • Children will identify social problems. • Children will suggest novel solutions to problems. • Children will use language to resolve conflicts.

Visual and Performing Arts

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
VPA 1: **Visual Art**	Child engages, develops skills, and expresses self with increasing creativity, complexity and depth through two-dimensional and three-dimensional visual art	• C4L™ Thinking Process: Curiosity • C4L™ Thinking Process: Creating, imagining, and innovating • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds • Children will communicate information through drawing and emergent writing
VPA 2: **Music**	Child expresses and creates by making musical sounds, with increasing intentionality and complexity	• C4L™ Thinking Process: Curiosity • C4L™ Thinking Process: Creating, imagining, and innovating • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • C4L™ Thinking Process: Making Sense • Children will generate words that begin with the same sound • Children will demonstrate the understanding that letters represent sounds in language – the alphabetic principle • Children will segment the first sound in a word • Children will separate spoken language into individual words and syllables • Children will recognize and describe simple patterns • Children will recognize, duplicate and extend repeating patterns • Children will recognize and discuss the core units of repeating patterns.
VPA 3: **Drama**	Child increases engagement, skill development, and creative expression in drama	• C4L™ Thinking Process: Creating, imagining, and innovating • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • Children will give peers play ideas and follow peers' play suggestions • Children will engage in creative and flexible thinking about and discuss new uses for objects and materials.
VPA 4: **Dance**	Child develops capacity to respond, express, and create through movement in dance	• C4L™ Thinking Process: Curiosity • C4L™ Thinking Process: Creating, imagining, and innovating • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • C4L™ Thinking Process: Making Sense • C4L™ Thinking Process: Cooperating • Children will recognize and describe simple patterns • Children will recognize, duplicate and extend repeating patterns • Children will recognize and discuss the core units of repeating patterns. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will share materials or take turns with peers. • Child will join in cooperative play with others and invites others to play • Child will model or teach peers • Child will help, share and cooperate in a group

Language and Literacy Development in Spanish

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
SPAN 1: **Language Comprehension in Spanish (Receptive)**	Child shows understanding of vocabulary and language structures in Spanish that give coherence and meaning to the child's world	• Children will follow classroom rules, expectations, and routines • Children will describe the feeling and causes of anger. • Children will identify emotions in a variety of categories: positive, negative, strong, and weak. • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others • Children will identify the causes of emotions in themselves and others. • Children will recognize and identify their own emotions and those of others. • Children will respond appropriately to peers who are hurt, upset, or angry. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will share materials or take turns with peers. • Children will use kind words with peers. • Children will give peers play ideas and follow peers' play suggestions. • Children will initiate interactions with peers. • Children will seek play partners and invite them to play. • Children will share materials or take turns with peers. • Children connect numerals and number words to the quantities they represent • Children will find, identify, and describe the shapes in their environment. • Children will classify small groups of objects
SPAN 2: **Language Production in Spanish (Expressive)**	Child uses increasingly complex oral language in Spanish to communicate	• C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • Children will engage in frequent one-on-one conversations with peers. • Children will use a variety of words to describe and label persons, places, things and actions • Children will ask questions related to text content • Children will use kind words with peers. • Children will use language to resolve conflicts. • Children will identify, talk and think about their senses, body parts used and the kind of information we get through each sense • Children will explore and describe properties of natural and human-made materials and objects • Children will explore and describe the relationship between form and function in both natural and human-made objects • Children will explore, describe and compare position and motion of objects both living and non-living • Children will identify the sequence in which an event occurs and will explain why one step has to happen before the next • Children will describe plant parts and some of their functions • Children will describe origins of and the ways humans use some common objects such as animals, plants, foods and artifacts

Language and Literacy Development in Spanish continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
SPAN 3: **Phonological Awareness in Spanish**	Child increasingly develops knowledge of sounds in Spanish	• Children will demonstrate the understanding that information can be written and read by people • Children will develop and demonstrate appropriate book-handling skills • Children distinguish print from pictures • Children will learn about and demonstrate and understanding of parts of books such as headings and indexes • Children will retell and reenact books from memory or through the use of illustrations and will exhibit an awareness of narrative elements, such as characters, setting, problem and resolution • Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds • Children will make predictions based on texts, observations and prior knowledge • Children will demonstrate an awareness that spoken words correspond to printed words and text • Children will state their opinions about a book and provide some support for their opinions • Children will use a variety of words to describe and label persons, places, things and actions • Children will ask questions related to text content • Children will begin to contrast real versus imaginary material in text • Children will construct meaning from, respond to, and apply knowledge from text read aloud to them • Children will connect and/or compare events and information in texts to real-life experiences and other texts • Children will demonstrate awareness of print in classroom, home and community settings • Children will recognize personally meaningful words in print, such as the child's name, mom and environmental print • Children will demonstrate understanding of how-to texts through retelling, carrying out a simple procedure, and creating how-to texts

Language and Literacy Development in Spanish continued

DRDP-K Measure Name	DRDP-K Conditional Measure	Connect4Learning® Objectives
SPAN 4: **Emergent Writing in Spanish**	Child shows increasing ability to write in Spanish using scribbles, symbols, letters, and words to represent meaning	• Children will use a variety of ways of writing to express meaning, progressing from scribbles and drawing to using letter strings to using some letters and corresponding sounds • Children will demonstrate the understanding that letters represent sounds in language – the alphabetic principle • Children will demonstrate an awareness that spoken words correspond to printed words in text • Children will distinguish print from pictures • Children will learn about and demonstrate and understanding of parts of books such as headings and indexes • Children will demonstrate awareness of print in classroom, home and community settings • Children will appropriately handle classroom materials • Children will develop and demonstrate appropriate book-handling skills, such as directionality • Children will, with support, use specific types of text for specific purposes. • Children will demonstrate awareness of print in classroom, home and community settings • Children will recognize personally meaningful words in print, such as the child's name, mom and environmental print • Children will demonstrate awareness of print in classroom, home and community settings • Children will demonstrate an awareness that spoken words correspond to printed words and text • Children distinguish print from pictures • Children will demonstrate understanding of how-to texts through retelling, carrying out a simple procedure, and creating how-to texts