


Crosswalk between the *DRDP (2015) A Developmental Continuum from Early Infancy to Kindergarten Entry* and *Connect4Learning® (C4L™) The Pre-K Curriculum Objectives*



Approaches to Learning Self-Regulation

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
ATL-REG 1: Attention Maintenance	Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials	<ul style="list-style-type: none"> • C4L™ Thinking Process: Observation • C4L™ Thinking Process: Communicating and Representing • Children will engage in frequent one-on-one conversations with peers • Children will identify social problems • Children will identify situations that are accidental
ATL-REG 2: Self-Comforting	Child develops the capacity to comfort or soothe self in response to distress from internal or external stimulation	<ul style="list-style-type: none"> • C4L™ Thinking Process: Communicating and Representing • 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 respond appropriately to peers who are hurt, upset, or angry. • Children will use calming strategies when feeling strong emotions • Children will use language to resolve conflicts
ATL-REG 3: Imitation	Child mirrors, repeats, and practices the actions or words of others in increasingly complex ways	<ul style="list-style-type: none"> • C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Persisting, attending, and self-regulation • Children will give peers play ideas and follow peer's play suggestions • Children will work cooperatively with peers
ALT REG 4: Curiosity & Initiative in Learning	Child explores the environment in increasingly focused ways to learn about people, things, materials, and events	<ul style="list-style-type: none"> • 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 5: Self-Control of Feelings and Behavior	Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time	<ul style="list-style-type: none"> • 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 • Children will use calming strategies when feeling strong emotions • Children will use language to resolve conflicts
ALT REG 6: Engagement & Persistence	Child increasingly persists in understanding or mastering activities, even if they are challenging or difficult	<ul style="list-style-type: none"> • 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 7: Shared Use of Space and Materials	Child develops the capacity to share the use of space and materials with others	<ul style="list-style-type: none"> • 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 Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>SED 1:</p> <p>Identity of Self in Relation to Others</p>	<p>Child shows increasing awareness of self as distinct from and also related to others</p>	<ul style="list-style-type: none"> • C4L™ Thinking Process: Communicating and Representing • 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 respond appropriately to peers who are hurt, upset, or angry.
<p>SED 2:</p> <p>Social and Emotional Understanding</p>	<p>Child shows developing understanding of people’s behaviors, feelings, thoughts, and individual characteristics</p>	<ul style="list-style-type: none"> • 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.
<p>SED 3:</p> <p>Relationships and Interactions with Familiar Adults</p>	<p>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</p>	<ul style="list-style-type: none"> • C4L™ Thinking Process: Communicating and Representing • Children will engage in simple experimentation with adult guidance

Social and Emotional Development continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>SED 4:</p> <p>Relationships and Interactions with Peers</p>	<p>Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers</p>	<ul style="list-style-type: none"> • 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.
<p>SED 5:</p> <p>Symbolic and Sociodramatic Play</p>	<p>Child develops the capacity to use objects to represent other objects or ideas and to engage in symbolic play with others</p>	<ul style="list-style-type: none"> • 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 Development

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>LLD 1:</p> <p>Understanding of Language (Receptive)</p>	<p>Child understands increasingly complex communication and language</p>	<ul style="list-style-type: none"> • 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.
<p>LLD 2:</p> <p>Responsiveness to Language</p>	<p>Child communicates or acts in response to language and responds to increasingly complex language</p>	<ul style="list-style-type: none"> • 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.
<p>LLD 3:</p> <p>Communication and Use of Language (Expressive)</p>	<p>Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences</p>	<ul style="list-style-type: none"> • 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 Development continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>LLD 4:</p> <p>Reciprocal Communication and Conversation</p>	<p>Child engages in back-and-forth communication that develops into increasingly extended conversations</p>	<ul style="list-style-type: none"> • 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
<p>LLD 5:</p> <p>Interest in Literacy</p>	<p>Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</p>	<ul style="list-style-type: none"> • 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

Language and Literacy Development continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>LLD 6:</p> <p>Comprehension of Age-Appropriate Text</p>	<p>Child develops capacity to understand details and ideas from age-appropriate text presented by adults</p>	<ul style="list-style-type: none"> • 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 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
<p>LLD 7:</p> <p>Concepts About Print</p>	<p>Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning</p>	<ul style="list-style-type: none"> • 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 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.

Language and Literacy Development continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>LLD 8:</p> <p>Phonological Awareness</p>	<p>Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language</p>	<ul style="list-style-type: none"> • 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
<p>LLD 9:</p> <p>Letter and Word Knowledge</p>	<p>Child shows increasing awareness of letters in the environment and their relationship to sound, including understanding that letters make up words</p>	<ul style="list-style-type: none"> • 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
<p>LL10:</p> <p>Emergent Writing</p>	<p>Child shows increasing ability to write using scribbles, marks, drawings, letters, characters, or words to represent meaning</p>	<ul style="list-style-type: none"> • 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 Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>ELD 1:</p> <p>Comprehension of English (Receptive English)</p>	<p>Child shows increasing progress toward fluency in understanding English</p>	<ul style="list-style-type: none"> • 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.
<p>ELD 2:</p> <p>Self-Expression in English (Expressive English)</p>	<p>Child shows increasing progress toward fluency in speaking English</p>	<ul style="list-style-type: none"> • 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

English Language Development continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>ELD 3:</p> <p>Understanding and Response to English Literacy Activities</p>	<p>Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English</p>	<ul style="list-style-type: none"> • 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 Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>ELD 4:</p> <p>Symbol, Letter and Print Knowledge in English</p>	<p>Child shows an increasing understanding that print in English carries meaning</p>	<ul style="list-style-type: none"> • 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 an 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 Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>COG 1:</p> <p>Spacial Relationships</p>	<p>Child increasingly shows understanding of how objects move in space or fit in different spaces</p>	<ul style="list-style-type: none"> • C4L™ Thinking Process: Cooperating • C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • 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 give peers play ideas and follow peers’ play suggestions.
<p>COG 2:</p> <p>Classification</p>	<p>Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</p>	<ul style="list-style-type: none"> • 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.
<p>COG 3:</p> <p>Number Sense of Quantity</p>	<p>Child shows developing understanding of number and quantity</p>	<ul style="list-style-type: none"> • 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 Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>COG 4:</p> <p>Number Sense of Math Operations</p>	<p>Child shows increasing ability to add and subtract small quantities of objects</p>	<ul style="list-style-type: none"> • 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.
<p>COG 5:</p> <p>Measurement</p>	<p>Child shows an increasing understanding of measurable properties such as size, length, weight, and capacity (volume), and how to quantify those properties</p>	<ul style="list-style-type: none"> • 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
<p>COG 6:</p> <p>Patterning</p>	<p>Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity</p>	<ul style="list-style-type: none"> • 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.
<p>COG 7:</p> <p>Shapes</p>	<p>Child shows an increasing knowledge of shapes and their characteristics</p>	<ul style="list-style-type: none"> • 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 Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>COG 8:</p> <p>Cause and Effect</p>	<p>Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect</p>	<ul style="list-style-type: none"> • 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
<p>COG 9:</p> <p>Inquiry Through Observation and Investigation</p>	<p>Child observes, explores, and investigates objects (living and nonliving things) and events in the environment and becomes increasingly sophisticated in pursuing knowledge about them</p>	<ul style="list-style-type: none"> • 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 • Children will suggest novel solutions to problems

Cognition, Including Math and Science continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>COG 10:</p> <p>Documentation and Communication of Inquiry</p>	<p>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</p>	<ul style="list-style-type: none"> • 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. • Children will suggest novel solutions to problems

Cognition, Including Math and Science continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>COG 11:</p> <p>Knowledge of the Natural World</p>	<p>Child develops the capacity to understand objects (living and nonliving things) and events in the natural world, including how they change and their characteristics</p>	<ul style="list-style-type: none"> • 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 – Health

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
PD-HLTH 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	<ul style="list-style-type: none"> • 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-HLTH 2: Gross Locomotor Movement Skills	Child shows increasing proficiency in fundamental locomotor skills (e.g., rolling, crawling, cruising, walking, running, jumping, galloping)	<ul style="list-style-type: none"> • 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-HLTH 3: Gross Motor Manipulative Skills	Child shows increasing proficiency in gross motor manipulative skills (e.g., reaching, kicking, grasping, throwing, and catching)	<ul style="list-style-type: none"> • 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-HLTH 4: Fine Motor Manipulative Skills	Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks	<ul style="list-style-type: none"> • 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
PD-HLTH 5: Safety	Child shows awareness of safety and increasingly demonstrates knowledge of safety skills when participating in daily activities	<ul style="list-style-type: none"> • 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

Physical Development – Health continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
PD-HLTH 6: Personal Care Routines: Hygiene	Child increasingly responds to and initiates personal care routines that support hygiene	<ul style="list-style-type: none"> • 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
PD-HLTH 7: Personal Care Routines: Feeding	Child responds to feeding and feeds self with increasing proficiency	<ul style="list-style-type: none"> • 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
PD-HLTH 8: Personal Care Routines: Dressing	Child develops and refines ability to participate in and take responsibility for dressing self	<ul style="list-style-type: none"> • 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
PD-HLTH 9: Active Physical Play	Child engages in physical activities with increasing endurance and intensity	<ul style="list-style-type: none"> • 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
PD-HLTH 10: Nutrition	Child demonstrates increasing knowledge about nutrition and healthful food choices	<ul style="list-style-type: none"> • C4L™ Thinking Process: Observing • C4L™ Thinking Process: Communicating and Representing • Children will follow classroom rules, expectations and routines

History – Social Science

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>HSS 1:</p> <p>Sense of Time</p>	<p>Child increasingly communicates or demonstrates awareness about past and future events and relates them to present activity</p>	<ul style="list-style-type: none"> • 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
<p>HSS 2:</p> <p>Sense of Place</p>	<p>Child demonstrates increasing awareness of the characteristics of physical environments and connections among their attributes, including the people and activities in them</p>	<ul style="list-style-type: none"> • 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 Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
<p>HSS 3:</p> <p>Ecology</p>	<p>Child develops an awareness of and concern for the natural world and human influences on it</p>	<ul style="list-style-type: none"> • 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
<p>HSS 4:</p> <p>Conflict Negotiation</p>	<p>Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations</p>	<ul style="list-style-type: none"> • 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

History – Social Science continued

DRDP Measure Name	DRDP Conditional Measure	Connect4Learning® Objectives
		<ul style="list-style-type: none"> • 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 Measure Name	DRDP 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • C4L™ Thinking Process: Curiosity • C4L™ Thinking Process: Cooperating • C4L™ Thinking Process: Creating, imagining, and innovating • C4L™ Thinking Process: Communicating and Representing • C4L™ Thinking Process: Observing • 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. • 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.