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

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<th>DRDP Measure Name</th>
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| **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 | • 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 | • 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 | • 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 | • 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 | • 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 | • 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 | • 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

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| **SED 1:**             | **Identity of Self in Relation to Others**                                                                                                                                                                                  | • 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. |
| **SED 2:**             | **Social and Emotional Understanding**                                                                                                                                                                                     | • 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**                                                                                                                                                                     | • C4L™ Thinking Process: Communicating and Representing  
• Children will engage in simple experimentation with adult guidance |
|                        | **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**                                           |                                                                                                                                                                                                                            |
## Social and Emotional Development continued

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<td><strong>SED 4:</strong></td>
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| 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 Development

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| **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  

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<tr>
<td>Reciprocal Communication</td>
<td>Child engages in back-and-fork communication that develops into increasingly extended conversations</td>
<td>• C4L™ Thinking Process: Communicating and Representing</td>
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<td>and Conversation</td>
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<td>• Children will work cooperatively with peers</td>
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<td>• Children will understand and discuss the components that make up an environment</td>
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<td>• Children will understand and discuss the interdependence and connections among people, animals, plants and the earth’s resources</td>
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<td>• Children will describe the feelings and describe the cause of anger</td>
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<td>• Children will describe calming strategies</td>
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<td><strong>LLD 5:</strong></td>
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<td>Interest in Literacy</td>
<td>Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways</td>
<td>• Children will demonstrate the understanding that information can be written and read by people</td>
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<td>• Children will develop and demonstrate appropriate book-handling skills, such as directionality</td>
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<td>• Children distinguish print from pictures</td>
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<td>• Children will learn about and demonstrate understanding of parts of books such as headings and indexes</td>
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<td>• 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</td>
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<td>• 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</td>
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<td>• Children will make predictions based on texts, observations and prior knowledge</td>
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| **LLD 6:**       | 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:**       | 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. |
# Language and Literacy Development continued

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| **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 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, including 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 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 |
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| **ELD 1:**        | Child shows increasing progress 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. |
| **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 |
## English Language Development continued

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| **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 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**

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| **ELD 4:**        | 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 |

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| **COG 1:**       | Child increasingly shows understanding of how objects move in space or fit in different spaces | • 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. |
| **Spacial Relationships** | | |
| **COG 2:**       | 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. |
| **Classification** | | |
| **COG 3:**       | 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 |
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| **COG 4:** 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 5:** 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 6:** 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 7:** 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. |
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| COG 8: 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 9: Inquiry Through Observation and Investigation | Child observes, explores, 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  
• Children will suggest novel solutions to problems |
## Cognition, Including Math and Science continued

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<tr>
<td><strong>COG 10:</strong></td>
<td>Child develops the</td>
<td>• C4L™ Thinking Process:</td>
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<td>Documentation</td>
<td>capacity to describe and</td>
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<td>and Communication</td>
<td>record observations and</td>
<td>• C4L™ Thinking Process:</td>
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<tr>
<td>of Inquiry</td>
<td>investigations about</td>
<td>Communicating and Representing</td>
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<td>objects (living and nonliving things) and events, and to share ideas and explanations with others</td>
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- 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

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| **COG 11:** 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 practices 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 |
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| **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 | • 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) | • 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) | • 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 | • 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 | • 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 |
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| **PD-HLTH 6:**   | Child increasingly responds to and initiates personal care routines that support hygiene | • 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 |
| Personal Care Routines: Hygiene | | |
| **PD-HLTH 7:**   | Child responds to feeding and feeds self with increasing proficiency | • 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 |
| Personal Care Routines: Feeding | | |
| **PD-HLTH 8:**   | Child develops and refines ability to participate in and take responsibility for dressing self | • 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 |
| Personal Care Routines: Dressing | | |
| **PD-HLTH 9:**   | 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 |
| Active Physical Play | | |
| **PD-HLTH 10:**  | 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 |
| Nutrition | | |
## History – Social Science

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| **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 |
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| **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 practices 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. |
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<td>• Children will choose an appropriate solution and will use more than one when necessary.</td>
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## Visual and Performing Arts

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| **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: 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. |