

MATHEMATICS

NUMBER SENSE

	Sample Learning Targets for Essential Standards	Essential Vocabulary	
DRDP - Cog 2/ MELS	<p>Classification- Child shows an increasing ability to compare, match, and sort objects into groups according to their attributes</p> <ul style="list-style-type: none"> ● Selects objects that are similar from a collection of objects ● Sorts objects into two or more groups based on one attribute ● Sorts objects into two or more groups based on one attribute, then resorts objects into new groups. ● Sorts objects based on two or more attributes. 	<ul style="list-style-type: none"> <input type="checkbox"/> I can find objects that are the same. <input type="checkbox"/> I can sort objects into groups. <input type="checkbox"/> I can sort objects and then resort a different way. <input type="checkbox"/> I can sort objects by looking at two attributes. 	Attribute Sort
DRDP-Cog 3/ MELS Math-I1; I2; I3	<p>Number Sense of Quantity-Child shows developing understanding of number and quantity</p> <ul style="list-style-type: none"> ● Demonstrates awareness of quantity ● Uses # names, not always accurately, in situations related to number or quantity ● Identifies small quantities, without counting, up to 3 ● Counts objects using 1-1 correspondence ● Recites #'s in order ● Shows understanding that last number counted is the total number of objects in the group 	<ul style="list-style-type: none"> <input type="checkbox"/> I can count objects to 5 <input type="checkbox"/> I can count objects to 10 <input type="checkbox"/> I can count to 10 <input type="checkbox"/> I can count to 20 <input type="checkbox"/> I can solve problems with numbers 	Count # words (0-20) more/less/same How Many
DRDP-Cog 6/MELS Math III1; III2; V1	<p>Patterning- Child shows an increasing ability to recognize, reproduce, and create patterns of varying complexity</p> <ul style="list-style-type: none"> ● Notices and responds to simple repeating sequences ● Participates in some parts of simple repeating sequences in language, movement, music, everyday routines or interactions ● Matches simple sequences that are seen, heard, or experienced ● Attempts to create simple repeating patterns ● Extends a simple repeating patterns ● Creates, copy or extends complex patterns with 3 or more elements 	<ul style="list-style-type: none"> <input type="checkbox"/> I can follow daily routines <input type="checkbox"/> I can participate in stories, songs, and movement activities <input type="checkbox"/> I can recognize a pattern <input type="checkbox"/> I can extend a pattern <input type="checkbox"/> I can create a pattern 	Pattern; create; recognize; extend; first, last, middle, next

DRDP Cog 7/ MELS Math I12	<p>Shapes—Child shows an increasing knowledge of shapes and their characteristics.</p> <ul style="list-style-type: none"> • Explores shapes of objects • Manipulates objects based on shape • Matches similar shapes and distinguishes them without necessarily naming them • Identifies and/or names several shapes in the environment • Recognizes shapes as they are presented in different orientations or as parts of other objects • Describes several shapes and the differences between them 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use shapes in a variety of ways <input type="checkbox"/> I can match shapes <input type="checkbox"/> I can find/name shapes around me <input type="checkbox"/> I can tell how shapes are the same or different 	Shape names (circle, square, rectangle, triangle, oval, heart, star); same/different
---------------------------------	---	--	--

PHYSICAL DEVELOPMENT		
MOTOR		
	Sample Learning Targets for Essential Standards	Essential Vocabulary

DRDP PD-HLTH 4/ MELS Physical development, health, safety I2.	<p>Fine Motor Manipulative Skills— Child demonstrates increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks.</p> <ul style="list-style-type: none"> • Uses a variety of tools in a functional manner • Uses fine motor skills to accomplish fine motor tasks • Uses an age appropriate grip for tools-writing; cutting; eating • Can manipulate materials • Can complete fine motor tasks efficiently 	<ul style="list-style-type: none"> <input type="checkbox"/> I can use my hands to work and play <input type="checkbox"/> I can cut on a line <input type="checkbox"/> I can use crayons/pencils to write and draw <input type="checkbox"/> I can manage my clothes and materials 	Cut; draw; hold, turn; line; squeeze; snip; write; draw; stack; string; button; zip; snap
--	---	--	---

SOCIAL/EMOTIONAL DEVELOPMENT		
APPROACHES TO LEARNING		
	Sample Learning Targets for Essential Standards	Essential Vocabulary

DRDP HSS 4/ MELS Soc/emotional development and	<p>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.</p> <ul style="list-style-type: none"> • Takes action to get needs/wants met 	<ul style="list-style-type: none"> <input type="checkbox"/> I can ask an adult for help <input type="checkbox"/> I can use my words 	Emotions-sad, mad, angry, frustrated,
---	--	---	---------------------------------------

<p>approaches to learning I1; I2; II1; III6</p>	<ul style="list-style-type: none"> • Uses words to get needs/want met • Seeks adult assistance in conflict situations to resolve conflict or reduce distress • Suggests simple cooperative solutions based on own needs • Attempts to negotiate a compromise • Considers the needs/interests of others in a conflict 	<p>to solve my problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can use tools/strategies to help me calm down <input type="checkbox"/> I can take turns with toys <input type="checkbox"/> I can help others feel better when they are sad/mad 	<p>calm, happy; Share; turns; wait</p>
<p>DRDP HSS 5/ MELS Soc/ emotional development and approaches to learning II1 & 2</p>	<p>Responsible Conduct as a Group Member-Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.</p> <ul style="list-style-type: none"> • Takes action to get/wants met • Can cooperate with group expectations on own/with others • Follows simple group expectations with occasional adult reminders • Can communicate group expectations 	<ul style="list-style-type: none"> <input type="checkbox"/> I can follow directions even when it is hard <input type="checkbox"/> I can follow our daily routine <input type="checkbox"/> I can help my friends. 	<p>Rules, taking turns, routine/ritual definitions</p>
<p>DRDP ATL-REG 5/ MELS Soc/ emotional and approaches to learning I2; III2; III6</p>	<p>Self-Control of Feelings and Behavior-Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.</p> <ul style="list-style-type: none"> • Calms when comforted by an adult • Seeks a familiar adult when distressed, and responds when physically comforted by a familiar adult • Calms self when a familiar adult initiates contact, moves close, or offers a special thing • Relies on communication or guidance from a familiar adult to regulate emotional or behavioral reactions in moderately stressful situations • Demonstrates capacity to regulate emotional or behavioral reactions in some moderately stressful situations, occasionally needing adult support • Expresses strong feelings through constructive forms of communication, seeking the assistance of familiar adults when needed • Uses simple strategies (e.g., leaving a difficult situation, offering an alternative toy to a friend) to regulate own feelings or behaviors • Uses socially appropriate strategies (e.g., negotiation, compromise, verbal reminders to self) to regulate own feelings or behaviors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can calm down with help <input type="checkbox"/> I can calm down by myself <input type="checkbox"/> I can name feelings <input type="checkbox"/> I can use words to work with others 	<p>Happy, sad, frustrated, angry, calm, disappointed, anxious, scared, taking turns, compromise, cooperation</p>

<p>DRDP ATL-REG 1/ MELS Soc/ emotional and approaches to learning I2; III5; III6</p>	<p>Attention Maintenance-Child develops the capacity to pay attention to people, things, or the environment when interacting with others or exploring play materials</p> <ul style="list-style-type: none"> • Attends or responds briefly to people, things, or sounds • Shifts attention frequently from one person or thing to another • Maintains attention, on own or with adult support, during brief activities • Maintains attention, with adult support, during activities that last for extended periods of time • Maintains attention on own during activities that last for extended periods of time 	<ul style="list-style-type: none"> <input type="checkbox"/> I can watch my friends play. <input type="checkbox"/> I can play a game/activity with help from an adult. <input type="checkbox"/> I can play a game/activity by myself. <input type="checkbox"/> I can play a game/activity with my friends. <input type="checkbox"/> I can finish a game/activity without help from an adult. 	<p>Play, watch, help,</p>
<p>DRDP SED 4/ MELS Soc emotional and approaches to learning II2; III1; III2; III3; III4; III5; III6</p>	<p>Relationships and Social Interactions with Peers- Child becomes increasingly competent and cooperative in interactions with peers and develops friendships with several peers.</p> <ul style="list-style-type: none"> • Shows awareness of other people, including children • Shows interest in other children • Plays alongside other children, rarely interacting with them • Interacts in simple ways with familiar peers as they play side by side • Participates in brief episodes of cooperative play with one or two peers, especially those with whom child regularly plays • Participates in extended episodes of cooperative play (including pretend play) with one or two friends • Initiates sustained episodes of cooperative play (including pretend play), particularly with friends • Organizes or participates in planning cooperative play activities with several peers, particularly with friends 	<ul style="list-style-type: none"> <input type="checkbox"/> I can play beside friends <input type="checkbox"/> I can play with friends <input type="checkbox"/> I can plan what I want to play with friends 	<p>Friends, cooperation, plan</p>
<p>DRDP SED 5/ MELS Soc/ emotional and approaches to learning: II2; III1; III2; III3; III4; III5; III6</p>	<p>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.</p> <ul style="list-style-type: none"> • Responds to people or objects in basic ways • Explores people and objects in a variety of ways • Uses or combines objects in functional or meaningful ways • Pretends that an object represents another object or serves a different purpose • Engages in pretend play sequences • Engages in pretend play with others around a shared idea • Engages in roles in pretend-play sequences with others 	<ul style="list-style-type: none"> <input type="checkbox"/> I can pretend with toys and objects <input type="checkbox"/> I can pretend to be someone else <input type="checkbox"/> I can pretend to be someone else with friends <input type="checkbox"/> I can lead others in play <input type="checkbox"/> I can follow the lead of others in play 	<p>Objects; pretend</p>

	<ul style="list-style-type: none"> Engages in pretend play sequences with others by organizing and negotiating roles or rules around a shared elaborated idea 		
--	--	--	--

Literacy		
	Sample Learning Targets for Essential Standards	Essential Vocabulary

<p>DRDP LLD 2/ MELS Literacy: III1</p>	<p>Responsiveness to Language- Child communicates or acts in response to language and responds to increasingly complex language.</p> <ul style="list-style-type: none"> Responds to voices, sounds, gestures, or facial expressions in basic ways Responds to voices, gestures, or facial expressions in a variety of ways (e.g., eye gaze, gaze aversion, vocalization, movements) Responds to a few frequently used words or gestures in familiar situations Responds to simple comments that relate to a present situation Responds to one-step requests or questions that involve a familiar activity or routine Carries out a one-step request that relates to a new or an unfamiliar activity or situation Carries out multi-step requests that involve a new or unfamiliar activity or situation Carries out multi-step requests that involve a familiar activity or situation 	<ul style="list-style-type: none"> <input type="checkbox"/> I can follow one familiar direction <input type="checkbox"/> I can follow one unfamiliar direction <input type="checkbox"/> I can follow familiar two-and three-step directions <input type="checkbox"/> I can follow unfamiliar two-and three- step directions 	<p>Familiar; unfamiliar; directions</p>
<p>DRDP LLD 3/ MELS Literacy: II1; II2</p>	<p>Communication and Use of Language (Expressive)-Child’s communication develops from nonverbal communication to using language with increasingly complex words and sentences.</p> <ul style="list-style-type: none"> Makes sounds spontaneously Uses sounds, gestures, or facial expressions to communicate Uses a few “first words,” word-like sounds, or gestures to communicate Uses a variety of single words to communicate Uses two words together to communicate Uses short phrases or sentences of more than two words to communicate Uses short sentences that contain nouns, verbs, and other words, such as adjectives and recently encountered vocabulary, to communicate Uses phrases and sentences with a variety of word forms, including past tense, future tense, plurals, pronouns, or possessives, to communicate, sometimes with errors 	<ul style="list-style-type: none"> <input type="checkbox"/> I can say words <input type="checkbox"/> I can use full sentences <input type="checkbox"/> I can tell you a story <input type="checkbox"/> 	<p>Describe, tell me, explain, how, why, where, when, who, sentence, word</p>

	<ul style="list-style-type: none"> Combines phrases and sentences with a variety of word forms to communicate ideas or to describe people, objects, or events 		
DRDP LLD 5/ MELS Literacy: II1; II2	<p>Interest in Literacy–Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.</p> <ul style="list-style-type: none"> Attends or responds to people or things in basic ways Plays with books and responds to other literacy activities Attends briefly to a familiar adult reading books, singing songs, or saying rhymes Looks at books on own briefly, or chooses to join reading, singing, or rhyming activities led by an adult Looks at books page by page, or participates, from beginning to end, in listening to stories, singing songs, or playing rhyming games, when supported by an adult Initiates looking at and talking about books, listening to and talking about stories, singing songs, or playing rhyming games Extends literacy activities by retelling a story, drawing pictures about a story, or acting out a story Initiates literacy activities that relate to classroom experiences as well as to own experiences or interests 	<ul style="list-style-type: none"> <input type="checkbox"/> I can listen to stories, songs or rhymes <input type="checkbox"/> I can look at books on my own <input type="checkbox"/> I can retell a story <input type="checkbox"/> I can keep learning about things in the stories I hear 	Book, song, rhyme, story, retell, act out, character
DRDP LLD 8/ MELS Literacy: II1; II2	<p>Phonological Awareness–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"> Attends to sounds or elements of language Demonstrates awareness of variations in sounds Engages actively in play with sounds in words or rhymes, or sings simple songs, or repeats simple nursery rhymes Demonstrates awareness of larger units of language (e.g., words, syllables) Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects; and segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects; and segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects 	<ul style="list-style-type: none"> <input type="checkbox"/> I can repeat simple songs or nursery rhymes <input type="checkbox"/> I can clap or tap syllables in words <input type="checkbox"/> I can rhyme words <input type="checkbox"/> I can put sounds together to make a word (/c/ /a/ /t/) 	Blend, separate, word, sound, syllable
DRDP LLD 9/MELS Literacy:	<p>Letter and Word Knowledge– Child shows increasing awareness of letters in the environment</p>	<ul style="list-style-type: none"> <input type="checkbox"/> I can find my name in print 	Letter, sound; capital,

<p>IV1; IV2; IV3</p>	<p>and their relationship to sound, including understanding that letters make up words.</p> <ul style="list-style-type: none"> • Demonstrates awareness that pictures represent people or things • Demonstrates awareness of a few common simple symbols in the environment • Demonstrates awareness of a few letters in the environment • Identifies some letters by name • Identifies ten or more letters (not necessarily at the same time); and shows understanding that letters make up words • Identifies most upper- case letters; and identifies most lower- case letters; and shows understanding that a letter corresponds to a sound in words 	<ul style="list-style-type: none"> <input type="checkbox"/> I can name the letters in my name <input type="checkbox"/> I can name some capital letters <input type="checkbox"/> I can name some lowercase letters <input type="checkbox"/> I understand a letter stands for a sound 	<p>lowercase</p>
<p>DRDP LLD 10/MELS Literacy: V1</p>	<p>Emergent Writing-Child shows increasing ability to write using scribbles, marks drawings, letters, characters, or words to represent meaning</p> <ul style="list-style-type: none"> • Makes marks on paper • Makes scribble marks • Makes scribble marks or simple drawings that represent people, things, or events • Makes marks to represents own name or words • Uses letters or clearly recognizable approximations of letters to write own name • Writes several words or a few simple phrases, or clearly recognizable approximations 	<ul style="list-style-type: none"> <input type="checkbox"/> I can make marks on paper <input type="checkbox"/> I can make marks to show my ideas <input type="checkbox"/> I can copy words <input type="checkbox"/> I can write my name without help <input type="checkbox"/> I use letters and sounds to write words 	<p>Write, letters, words, copy, name</p>

LPS LIFE SKILLS		21ST CENTURY SKILLS	
<p>Shows consideration for others</p> <ul style="list-style-type: none"> <input type="checkbox"/> I respect the personal space of others. <input type="checkbox"/> I respect the property of others. <input type="checkbox"/> I use kind words with peers and adults. <p>Demonstrates organizational skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I am responsible for my own belongings. <input type="checkbox"/> I clean up after myself. 	<p>Exhibits self-control</p> <ul style="list-style-type: none"> <input type="checkbox"/> I keep my hands, feet, and objects to myself. <input type="checkbox"/> I avoid disruptive or hurtful behaviors. 	<p>COLLABORATION - Collaborates with others to achieve a common goal</p> <ul style="list-style-type: none"> <input type="checkbox"/> I share my ideas with others. <input type="checkbox"/> I work well with others. <p>CREATIVITY - Thinks and works creatively</p> <ul style="list-style-type: none"> <input type="checkbox"/> I come up with my own ideas. <input type="checkbox"/> I can share my ideas in a variety of ways (writing, art, building, 	<p>COMMUNICATION - Uses a variety of effective communication skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I use my words to ask for help. <input type="checkbox"/> I take turns speaking and listening. <p>CRITICAL THINKING - Applies critical thinking and problem-solving skills</p> <ul style="list-style-type: none"> <input type="checkbox"/> I help solve problems. <input type="checkbox"/> I persevere when faced with a challenge. <input type="checkbox"/> I use strategies I

		music/movement etc.)	have learned to help me when I am stuck.
--	--	-------------------------	--

