

**Correlation of:**

**Let's Begin with the Letter People<sup>®</sup>**

**to the**

**California Department of Education  
Preschool Learning Foundations**



Waterbury, CT  
800-227-9120  
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<b>California Preschool Learning Foundations</b>	<b>Let's Begin with the Letter People Matches</b>
<b>1.0 Self-Awareness</b>	
<p>1.1 <i>At around 48 months of age</i> Describe their physical characteristics, behavior, and abilities positively.</p> <p><i>At around 60 months of age</i> Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.</p>	<p>Develops positive self-image and identifies personal characteristics; shows realistic appraisal of abilities and limitations: <b><i>Ready, Set, Go:</i></b> 92 <b><i>At Home:</i></b> 63, 66 <b><i>At School:</i></b> 147, 151, 180 <b><i>At the Park:</i></b> 16, 44, 63, 65, 72, 100 <b><i>At the Doctor's Office:</i></b> 126, 152, 180 <b><i>In the Community:</i></b> 12 <b><i>At the Zoo:</i></b> 106, 124, 152 <b><i>In the Garden:</i></b> 12, 42, 46, 70 <b><i>At the Museum:</i></b> 100</p> <p>Recognizes and accepts differences/similarities: AH 67, 73 <b><i>At the Park:</i></b> 64 <b><i>At the Museum:</i></b> 146, 147, 149, 157</p> <p>Differentiates between feelings and behaviors; is aware of own feelings: <b><i>At School:</i></b> 147, 148, 150, 164 <b><i>At the Park:</i></b> 8 <b><i>In the Garden:</i></b> 37 <b><i>At the Museum:</i></b> 134</p>
<b>2.0 Self-Regulation</b>	
<p>2.1 <i>At around 48 months of age</i> Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p> <p><i>At around 60 months of age</i> Regulate their attention, thought feelings, and impulses more contently, although adult guidance is sometimes necessary.</p>	<p>Develops strategies for regulating responses: <b><i>At Home:</i></b> 22</p> <p>Accepts consequences of actions: <b><i>At the Park:</i></b> 23,</p>
<b>3.0 Social and Emotional Understanding</b>	
<p>3.1 <i>At around 48 months of age</i> Seek to understand people's feelings and behavior, notice diversity in human characteristics, and are interested in how</p>	<p>Recognizes and accepts differences/similarities: AH 67, 73 <b><i>At the Park:</i></b> 64 <b><i>At the Museum:</i></b> 146, 147, 149, 157</p>

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<p>people are similar and different.</p> <p><i>At around 60 months of age</i> Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.</p>	<p>Shows awareness/responds to feelings of others: <i>At School:</i> 148, 150, 151, 159, 164 <i>At the Park:</i> 10, 17 <i>In the Garden:</i> 39</p>
<b>4.0 Empathy and Caring</b>	
<p>4.1 <i>At around 48 months of age</i> Demonstrate concern for the needs of others and people in distress.</p> <p><i>At around 60 months of age</i> Respond to another's distress and needs with sympathetic caring and are more likely to assist.</p>	<p>Shows awareness/responds to feelings of others: <i>At School:</i> 148, 150, 151, 159, 164 <i>At the Park:</i> 10, 17 <i>In the Garden:</i> 39</p>
<b>5.0 Initiative in Learning</b>	
<p>5.1 <i>At around 48 months of age</i> Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.</p> <p><i>At around 60 months of age</i> Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.</p>	<p>The opportunity to meet this objective is available. For example, see:</p> <p>Listens attentively for different purposes, noting details: <i>Ready, Set, Go:</i> 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 <i>At Home:</i> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <i>At School:</i> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 <i>At the Park:</i> 11, 23, 34, 39, 66, 80, 90, 97, 108 <i>At the Doctor's Office:</i> 119, 132, 164, 174, 177, 179 <i>In the Community:</i> 13, 52, 63, 68, 70, <i>At the Zoo:</i> 101, 108, 120, 134, 149, 154 <i>In the Garden:</i> 41, 47, 63, 76 <i>At the Museum:</i> 91, 93, 96, 98, 99, 100, 108</p>
<b>Social Interaction</b>	
<b>1.0 Interactions with Familiar Adults</b>	
<p>1.1 <i>At around 48 months of age</i> Interact with familiar adults comfortably and competently, especially in familiar</p>	<p><i>At Home:</i> 53, 109 <i>At School:</i> 137, 149, 165, 175, 193 <i>At the Park:</i> 17, 39, 46</p>

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<p>settings.</p> <p><i>At around 60 months of age</i> Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.</p>	
<b>2.0 Interactions with Peers</b>	
<p>2.1</p> <p><i>At around 48 months of age</i> Interact easily with peers in shared activities that occasionally become cooperative efforts.</p> <p><i>At around 60 months of age</i> More actively and intentionally cooperate with each other.</p>	<p><b>Ready, Set, Go:</b> 107, <b>At Home:</b> 8, 48 <b>At School:</b> 133, 135, 159, 175, 185, 187 <b>At the Park:</b> 81 <b>In the Community:</b> 7, 17, 21 <b>At the Zoo:</b> 107, 123, 137 <b>In the Garden:</b> 7, 67, 73</p>
<p>2.2</p> <p><i>At around 48 months of age</i> Participate in simple sequences of pretend play.*</p> <p><i>At around 60 months of age</i> Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p>	<p>Creates/re-creates stories through role-playing: <b>At Home:</b> 95, 97, 105, 107 <b>At School:</b> 125, 149, 177, 187 <b>At the Park:</b> 15, 23, 35, 45, 63, 71, 81 <b>At the Doctor's Office:</b> 123, 137, 149, 177 <b>In the Community:</b> 7, 17, 73 <b>At the Zoo:</b> 93, 135 <b>In the Garden:</b> 35, 53, 63, 79 <b>At the Museum:</b> 99, 105, 129, 155, 156, 161</p> <p>Participates in dramatic play: <b>At the Park:</b> 37, 93, 101</p>
<p>2.3</p> <p><i>At around 48 months of age</i> Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.</p> <p><i>At around 60 months of age</i> Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical</p>	<p>Practices negotiation/conflict resolution/problem solving: <b>At School:</b> 164, 186 <b>In the Community:</b> 24 <b>At the Zoo:</b> 134, 135 <b>At the Museum:</b> 134</p>

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aggression.	
<b>3.0 Group Participation</b>	
<p>3.1 <i>At around 48 months of age</i> Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</p> <p><i>At around 60 months of age</i> Participate positively and cooperatively as group members.</p>	<p>Shares, takes turns, helps others, makes friends: <b>Ready, Set, Go:</b> 67, 68 <b>At Home:</b> 10, 19, 43, 66 <b>At School:</b> 125, 174, 181, 183, 185, 186, 187, 189 <b>At the Park:</b> 51, 53 <b>At the Doctor's Office:</b> 127 <b>At the Zoo:</b> 128, 134 <b>At the Museum:</b> 126</p> <p>Works/plays cooperatively with others and independently: <b>Ready, Set, Go:</b> 107, <b>At Home:</b> 8, 48 <b>At School:</b> 133, 135, 159, 175, 185, 187 <b>At the Park:</b> 81 <b>In the Community:</b> 7, 17, 21 <b>At the Zoo:</b> 107, 123, 137 <b>In the Garden:</b> 7, 67, 73</p>
<b>4.0 Cooperation and Responsibility</b>	
<p>4.1 <i>At around 48 months of age</i> Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</p> <p><i>At around 60 months of age</i> Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</p>	<p>Works/plays cooperatively with others and independently: <b>Ready, Set, Go:</b> 107, <b>At Home:</b> 8, 48 <b>At School:</b> 133, 135, 159, 175, 185, 187 <b>At the Park:</b> 81 <b>In the Community:</b> 7, 17, 21 <b>At the Zoo:</b> 107, 123, 137 <b>In the Garden:</b> 7, 67, 73</p>
<b>Relationships</b>	
<b>1.0 Attachments to Parents</b>	
<p>1.1 <i>At around 48 months of age</i> Seek security and support from their primary family attachment figures.</p> <p><i>At around 60 months of age</i> Take greater initiative in seeking support from their primary family attachment figures.</p>	<p><b>At Home:</b> 53, 109 <b>At School:</b> 137, 149, 165, 175, 193 <b>At the Park:</b> 17, 39, 46</p>

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<p>1.2 <i>At around 48 months of age</i> Contribute to maintaining positive relationships with their primary family attachment figures.</p> <p><i>At around 60 months of age</i> Contribute to positive mutual cooperation with their primary family attachment figures.</p>	<p><b><i>At Home:</i></b> 53, 109 <b><i>At School:</i></b> 137, 149, 165, 175, 193 <b><i>At the Park:</i></b> 17, 39, 46</p>
<p>1.3 <i>At around 48 months of age</i> After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.</p> <p><i>At around 60 months of age</i> After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain wellbeing while apart from primary family attachment figures during the day.</p>	<p>The opportunity to meet this objective is available. For example, see:</p> <p>Participates in sustained and reciprocal interactions with family members, caregivers, and teachers: <b><i>At Home:</i></b> 53, 109 <b><i>At School:</i></b> 137, 149, 165, 175, 193 <b><i>At the Park:</i></b> 17, 39, 46</p>
<b>2.0 Close Relationships with Teachers and Caregivers</b>	
<p>2.1 <i>At around 48 months of age</i> Seek security and support from their primary teachers and caregivers.</p> <p><i>At around 60 months of age</i> Take greater initiative in seeking the support of their primary teachers and caregivers.</p>	<p><b><i>At Home:</i></b> 53, 109 <b><i>At School:</i></b> 137, 149, 165, 175, 193 <b><i>At the Park:</i></b> 17, 39, 46</p>
<p>2.2 <i>At around 48 months of age</i> Contribute to maintaining positive relationships with primary teachers and caregivers.</p>	<p><b><i>At Home:</i></b> 53, 109 <b><i>At School:</i></b> 137, 149, 165, 175, 193 <b><i>At the Park:</i></b> 17, 39, 46</p>

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<p><i>At around 60 months of age</i> Contribute to positive mutual cooperation with primary teachers and caregivers.</p>	
<b>3.0 Friendships</b>	
<p>3.1 <i>At around 48 months of age</i> Choose to play with one or two special peers whom they identify as friends.</p> <p><i>At around 60 months of age</i> Friendships are more reciprocal, exclusive, and enduring.</p>	<p><b><i>Ready, Set, Go:</i></b> 67, 68 <b><i>At Home:</i></b> 10, 19, 43, 66 <b><i>At School:</i></b> 125, 174, 181, 183, 185, 186, 187, 189 <b><i>At the Park:</i></b> 51, 53 <b><i>At the Doctor's Office:</i></b> 127 <b><i>At the Zoo:</i></b> 128, 134 <b><i>At the Museum:</i></b> 126</p>
<b>Language and Literacy</b>	
<b>Listening and Speaking</b>	
<b>1.0 Language Use and Conventions</b>	
<p>1.1 <i>At around 48 months of age</i> Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.</p> <p><i>At around 60 months of age</i> Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking information.</p>	<p><b><i>Ready, Set, Go:</i></b> 66, 67, 71, 75, 79, 95, 99, 103 <b><i>At Home:</i></b> 37 <b><i>At School:</i></b> 135, 148, 149, 156, 160, 164, 176, 179, 187 <b><i>At the Park:</i></b> 16, 25, 34, 44, 72 <b><i>At the Doctor's Office:</i></b> 126, 131, 152, 156, 180 <b><i>In the Community:</i></b> 42, 68 <b><i>At the Zoo:</i></b> 120, 152 <b><i>In the Garden:</i></b> 77 <b><i>At the Museum:</i></b> 96, 100</p>
<p>1.2 <i>At around 48 months of age</i> Speak clearly enough to be understood by familiar adults and children.</p> <p><i>At around 60 months of age</i> Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p>	<p>Uses appropriate language for a variety of purposes: <b><i>Ready, Set, Go:</i></b> 66, 67, 71, 75, 79, 95, 99, 103 <b><i>At Home:</i></b> 37 <b><i>At School:</i></b> 135, 148, 149, 156, 160, 164, 176, 179, 187 <b><i>At the Park:</i></b> 16, 25, 34, 44, 72 <b><i>At the Doctor's Office:</i></b> 126, 131, 152, 156, 180 <b><i>In the Community:</i></b> 42, 68 <b><i>At the Zoo:</i></b> 120, 152 <b><i>In the Garden:</i></b> 77 <b><i>At the Museum:</i></b> 96, 100</p> <p>Uses appropriate enunciation, volume, and</p>

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	rate: <i>Ready, Set, Go:</i> 66 <i>At the Park:</i> 72
<p>1.3 <i>At around 48 months of age</i> Use accepted language and style during communication with familiar adults and children.</p> <p><i>At around 60 months of age</i> Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p>	<p>The opportunity to meet this objective is available. For example, see:</p> <p>Participates in whole-class and small-group discussions/conversations with peers and adults: <i>Ready, Set, Go:</i> 106, 107 <i>At Home:</i> 10, 37, 53, 66, <i>At School:</i> 135, 146, 148, 149, 176, 187 <i>At the Park:</i> 9, 16, 20, 23, 25, 34, 37, 39, 72 <i>At the Doctor's Office:</i> 131, 152, 156, 164, 174, 180 <i>In the Community:</i> 45, 69, 73 <i>At the Zoo:</i> 120, 125, 146, 156 <i>In the Garden:</i> 36, 42, 64, 77 <i>At the Museum:</i> 147</p>
<p>1.4 <i>At around 48 months of age</i> Use language to construct short narratives that are real or fictional.</p> <p><i>At around 60 months of age</i> Use language to construct extended narratives that are real or fictional.</p>	<p><i>Ready, Set, Go:</i> 106 <i>At School:</i> 152, 184, 185 <i>At the Park:</i> 16, 44, 72, 100 <i>At the Doctor's Office:</i> 126, 131, 152 <i>In the Community:</i> 13, 68 <i>At the Zoo:</i> 124, 152 <i>In the Garden:</i> 12, 42, 70 <i>At the Museum:</i> 100</p>
<b>2.0 Vocabulary</b>	
<p>2.1 <i>At around 48 months of age</i> Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p> <p><i>At around 60 months of age</i> Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.</p>	<p><i>Ready, Set, Go:</i> 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 <i>At Home:</i> 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 <i>At School:</i> 127, 129, 131, 136, 149, 150, 151, 156 <i>At the Park:</i> 8, 19, 22, 44, 51, 93 <i>At the Doctor's Office:</i> 121 <i>In the Community:</i> 67, <i>At the Zoo:</i> 125, 146, 156, 162 <i>In the Garden:</i> 44 <i>At the Museum:</i> 158</p>
<p>2.2 <i>At around 48 months of age</i> Understand and use accepted words for</p>	<p><i>Ready, Set, Go:</i> 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 <i>At Home:</i> 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 <i>At</i></p>



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<p>categories of objects encountered and used frequently in everyday life.</p> <p><i>At around 60 months of age</i> Understand and use accepted words for categories of objects encountered in everyday life.</p>	<p><b><i>School:</i></b> 127, 129, 131, 136, 149, 150, 151, 156 <b><i>At the Park:</i></b> 8, 19, 22, 44, 51, 93 <b><i>At the Doctor's Office:</i></b> 121 <b><i>In the Community:</i></b> 67, <b><i>At the Zoo:</i></b> 125, 146, 156, 162 <b><i>In the Garden:</i></b> 44 <b><i>At the Museum:</i></b> 158</p>
<p>2.3 <i>At around 48 months of age</i> Understand and use simple words that describe the relations between objects.</p> <p><i>At around 60 months of age</i> Understand and use both simple and complex words that describe the relations between objects.</p>	<p>The opportunity to meet this objective is available. For example, see:</p> <p>Identifies and sorts words according to basic categories: <b><i>At the Park:</i></b> 13 <b><i>At the Zoo:</i></b> 136, 163 <b><i>In the Garden:</i></b> 73, 75 <b><i>At the Museum:</i></b> 107, 127</p>
<b>3.0 Grammar</b>	
<p>3.1 <i>At around 48 months of age</i> Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p> <p>Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.</p>	<p>Understands and uses sentences of increasing length and grammatical complexity (past-tense verbs, possessive nouns, plural nouns and pronouns): <b><i>Ready, Set, Go:</i></b> 80, 82 <b><i>At Home:</i></b> 66 <b><i>At the Park:</i></b> 41, 44 <b><i>In the Community:</i></b> 67, 68 <b><i>At the Zoo:</i></b> 96, 152 <b><i>In the Garden:</i></b> 12, 42</p>
<p>3.2 <i>At around 48 months of age</i> Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p> <p><i>At around 60 months of age</i> Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb</p>	<p>Understands and uses sentences of increasing length and grammatical complexity (past-tense verbs, possessive nouns, plural nouns and pronouns): <b><i>Ready, Set, Go:</i></b> 80, 82 <b><i>At Home:</i></b> 66 <b><i>At the Park:</i></b> 41, 44 <b><i>In the Community:</i></b> 67, 68 <b><i>At the Zoo:</i></b> 96, 152 <b><i>In the Garden:</i></b> 12, 42</p>

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agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.	
<b>Reading</b>	
<b>1.0 Concepts about Print</b>	
<p>1.1 <i>At around 48 months of age</i> Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p> <p><i>At around 60 months of age</i> Display appropriate book-handling behaviors and knowledge of print conventions.</p>	<p>Handles book/print materials appropriately: <b><i>At Home:</i></b> 91 <b><i>At School:</i></b> 125 <b><i>At the Park:</i></b> 99 <b><i>At the Doctor's Office:</i></b> 119, 151, 193 <b><i>In the Community:</i></b> 39, 69 <b><i>At the Zoo:</i></b> 105</p> <p>Recognizes the left-to-right/top-to-bottom directionality of print; follows print as it is read aloud: <b><i>At Home:</i></b> 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <b><i>At School:</i></b> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <b><i>At the Park:</i></b> 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 <b><i>At the Doctor's Office:</i></b> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 <b><i>In the Community:</i></b> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <b><i>At the Zoo:</i></b> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <b><i>In the Garden:</i></b> 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <b><i>At the Museum:</i></b> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p>
<p>1.2 <i>At around 48 months of age</i> Recognize print as something that can be read.</p> <p><i>At around 60 months of age</i> Understand that print is something that is read and has specific meaning.</p>	<p><b><i>At Home:</i></b> 21, 41 <b><i>In the Garden:</i></b> 45</p>
<b>2.0 Phonological Awareness</b>	

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<p>2.1 <i>At around 60 months of age</i> Orally blend and delete words and syllables without the support of pictures or objects.</p>	<p><i>At School:</i> 123, 124, 147, 157 <i>At the Park:</i> 12, 14, 22, 36, 38, 71, 108 <i>At the Doctor's Office:</i> 124, 129, 130, 131, 153, 160, 182, 186, 187 <i>In the Community:</i> 8, 23, 39, 63, 74, 77 <i>At the Zoo:</i> 91, 93, 102, 149, 153 <i>In the Garden:</i> 13, 71 <i>At the Museum:</i> 100, 123, 125, 126, 131, 136, 162</p>
<p>2.2 <i>At around 60 months of age</i> Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words with the support of pictures or objects.</p>	<p><i>At School:</i> 123, 124, 147, 157 <i>At the Park:</i> 12, 14, 22, 36, 38, 71, 108 <i>At the Doctor's Office:</i> 124, 129, 130, 131, 153, 160, 182, 186, 187 <i>In the Community:</i> 8, 23, 39, 63, 74, 77 <i>At the Zoo:</i> 91, 93, 102, 149, 153 <i>In the Garden:</i> 13, 71 <i>At the Museum:</i> 100, 123, 125, 126, 131, 136, 162</p>
<b>3.0 Alphabetic and Word/Print Recognition</b>	
<p>3.1 <i>At around 48 months of age</i> Recognize the first letter of own name.</p> <p><i>At around 60 months of age</i> Recognize own name or other common words in print.</p>	<p>Makes some sound/letter associations, especially those in own name: <i>At Home:</i> 14, 15, 53, 64, 70, 71, 72, 81, 101, 108 <i>At School:</i> 188, 189, 193 <i>At the Park:</i> 14, 67, 98 <i>At the Doctor's Office:</i> 120, 130 <i>In the Community:</i> 48, 78 <i>At the Zoo:</i> 126 <i>At the Museum:</i> 167</p>
<p>3.2 <i>At around 48 months of age</i> Match some letter names to their printed form.</p> <p><i>At around 60 months of age</i> Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</p>	<p>Identifies and names at least 10 capital letters: <i>Ready, Set, Go:</i> 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 <i>At Home:</i> 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 <i>At School:</i> 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 <i>At the Park:</i> 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 <i>At the Doctor's Office:</i> 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 <i>In the Community:</i> 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 <i>At the Zoo:</i> 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 <i>In the Garden:</i> 8, 9, 36, 37, 43, 46, 67, 76 <i>At the</i></p>

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	<p><b>Museum:</b> 91, 98, 107, 120, 125, 146, 156, 157</p> <p>Identifies and names at least 10 lowercase letters: <b>Ready, Set, Go:</b> 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 <b>At Home:</b> 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 <b>At School:</b> 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 <b>At the Park:</b> 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 <b>At the Doctor's Office:</b> 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 <b>In the Community:</b> 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 <b>At the Zoo:</b> 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 <b>In the Garden:</b> 8, 9, 36, 37, 43, 46, 67, 76 <b>At the Museum:</b> 91, 98, 107, 120, 125, 146, 156, 157</p>
<p>3.3 <i>At around 60 months of age</i> Begin to recognize that letters have sounds.</p>	<p><b>At Home:</b> 14, 15, 53, 64, 70, 71, 72, 81, 101, 108 <b>At School:</b> 188, 189, 193 <b>At the Park:</b> 14, 67, 98 <b>At the Doctor's Office:</b> 120, 130 <b>In the Community:</b> 48, 78 <b>At the Zoo:</b> 126 <b>At the Museum:</b> 167</p>
<b>4.0 Comprehension and Analysis of Age-Appropriate Text</b>	
<p>4.1 <i>At around 48 months of age</i> Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</p> <p><i>At around 60 months of age</i> Demonstrate knowledge of details in a familiar story, including characters, events, and ordering events through answering questions (particularly summarizing, predicting, and inferencing), retelling,</p>	<p>Listens/responds to questions about texts read aloud: <b>At Home:</b> 18, 22, 35, 37, 74, 75, 90 <b>At the Park:</b> 6, 22, 62, 74, 91, 95 <b>In the Community:</b> 80 <b>At the Zoo:</b> 94 <b>At the Museum:</b> 148, 150</p> <p>Makes inferences/predictions about a story: <b>At Home:</b> 34, 38, 90 <b>At School:</b> 162 <b>At the Park:</b> 8, 14, 93 <b>In the Community:</b> 38, 62 <b>At the Zoo:</b> 118, 130 <b>In the Garden:</b> 6 <b>At the Museum:</b> 118, 122</p> <p>Understands that stories have characters, setting, and plot: <b>At the Doctor's Office:</b></p>

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reenacting, or creating artwork.	155 <i>In the Garden</i> : 39, 40, 79
<p>4.2 <i>At around 48 months of age</i> Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p> <p><i>At around 60 months of age</i> Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p><i>Ready, Set, Go</i>: 92, 96 <i>At School</i>: 126, 132 <i>At the Doctor's Office</i>: 122, 127, 149</p>
<b>5.0 Literacy Interest and Response</b>	
<p>5.1 <i>At around 48 months of age</i> Demonstrate enjoyment of literacy and literacy-related activities.</p> <p><i>At around 60 months of age</i> Demonstrate with increasing independence, enjoyment of literacy and literacy-related activities.</p>	<p><i>At Home</i>: 91 <i>At School</i>: 125 <i>At the Park</i>: 73 <i>In the Community</i>: 21, 69 <i>At the Zoo</i>: 105</p>
<p>5.2 <i>At around 48 months of age</i> Engage in routines associated with literacy activities.</p> <p><i>At around 60 months of age</i> Engage in more complex routines associated with literacy activities.</p>	<p>Participates in conversations/discussions about stories; asks and answers appropriate questions about books: <i>At Home</i>: 9, 24, 93 <i>At School</i>: 126, 129, 130, 160, 174, 178 <i>At the Park</i>: 6, 23, 25, 34, 39, 74, 95 <i>At the Doctor's Office</i>: 118, 122, 162, 174, 182 <i>In the Community</i>: 18, 69 <i>At the Museum</i>: 94, 150</p>
<b>Writing</b>	
<b>1.0 Writing Strategies</b>	
<p>1.1 <i>At around 48 months of age</i> Experiment with grasp and body position using a variety of drawing and writing tools.</p> <p><i>At around 60 months of age</i> Adjust grasp and body position for</p>	<p><i>Ready, Set, Go</i>: 73, 75, 95, 101, 105, 107 <i>At Home</i>: 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 <i>At School</i>: 127, 137, 157, 159, 181, 188, 189 <i>At the Park</i>: 10, 11, 15, 23, 35, 46, 49, 50, 102 <i>In the Community</i>: 63, 71, 80 <i>At the Zoo</i>: 97, 129, 163 <i>In the Garden</i>: 7, 11, 35, 37, 39, 77 <i>At the Museum</i>: 91, 97 109, 147, 149,</p>

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increased control in drawing and writing.	154
<p>1.2 <i>At around 48 months of age</i> Write using scribbles that are different from pictures.</p> <p>Write letters or letter-like shapes to represent words or ideas.</p>	<p><b><i>At Home:</i></b> 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <b><i>At School:</i></b> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <b><i>At the Park:</i></b> 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 <b><i>At the Doctor's Office:</i></b> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 <b><i>In the Community:</i></b> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <b><i>At the Zoo:</i></b> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <b><i>In the Garden:</i></b> 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <b><i>At the Museum:</i></b> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p>
<p>1.3 <i>At around 48 months of age</i> Write marks to represent own name.</p> <p><i>At around 60 months of age</i> Write first name nearly correctly.</p>	<p><b><i>Ready, Set, Go:</i></b> 73 <b><i>At Home:</i></b> 7 <b><i>At the Zoo:</i></b> 149 <b><i>At the Museum:</i></b> 103</p>
<b>Listening</b>	
<b>1.0 Children listen with understanding.</b>	
<b>Focus: Beginning Words</b>	
<p>1.1 Beginning: Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker. Middle: Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.</p>	<p><b><i>Ready, Set, Go:</i></b> 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 <b><i>At Home:</i></b> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <b><i>At School:</i></b> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 <b><i>At the Park:</i></b> 11, 23, 34, 39, 66, 80, 90, 97, 108 <b><i>At the Doctor's Office:</i></b> 119, 132, 164, 174, 177, 179 <b><i>In the Community:</i></b> 13, 52, 63, 68, 70, <b><i>At the Zoo:</i></b> 101, 108, 120, 134, 149, 154 <b><i>In the Garden:</i></b> 41, 47, 63, 76 <b><i>At the Museum:</i></b> 91, 93, 96, 98, 99, 100, 108</p>

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<p>Later: Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.</p>	
<b>Focus: Requests and Directions</b>	
<p>1.1 Beginning: Begin to follow simple directions in English, especially when there are contextual cues. Middle: Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues. Later: Follow directions that involve a one- or two-step sequence, relying less on contextual cues.</p>	<p><i>Ready, Set, Go:</i> 66, 67, 110 <i>At Home:</i> 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 <i>At School:</i> 121, 134, 147, 179, 185 <i>At the Park:</i> 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 <i>At the Doctor's Office:</i> 135, 148, 160, 165, 183, 185, 190 <i>In the Community:</i> 7, 11, 15, 38, 43, 62, 65, 78 <i>At the Zoo:</i> 104, 127, 130, 151, 157, 161 <i>In the Garden:</i> 7, 37, 41, 46, 51, 52, 74 <i>At the Museum:</i> 97, 109, 163</p>
<b>Focus: Basic and advanced concepts</b>	
<p>1.1 Beginning: Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). Middle: Begin to demonstrate an understanding of words in English related to basic concepts. Later: Demonstrate an understanding of words in English related to more advanced concepts.</p>	<p><i>Ready, Set, Go:</i> 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 <i>At Home:</i> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <i>At School:</i> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 <i>At the Park:</i> 11, 23, 34, 39, 66, 80, 90, 97, 108 <i>At the Doctor's Office:</i> 119, 132, 164, 174, 177, 179 <i>In the Community:</i> 13, 52, 63, 68, 70, <i>At the Zoo:</i> 101, 108, 120, 134, 149, 154 <i>In the Garden:</i> 41, 47, 63, 76 <i>At the Museum:</i> 91, 93, 96, 98, 99, 100, 108</p>
<b>Speaking</b>	
<b>1.0 Children use nonverbal and verbal strategies to communicate.</b>	
<b>Focus: Communication of needs</b>	

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<p>1.1 Beginning: Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others. Middle: Combine nonverbal and some verbal communication to be understood by others (may codeswitch—that is, use the home language and English—and use telegraphic and/or formulaic speech). Later: Show increasing reliance on verbal communication in English to be understood by others.</p>	<p><i>Ready, Set, Go:</i> 66, 67, 71, 75, 79, 95, 99, 103 <i>At Home:</i> 37 <i>At School:</i> 135, 148, 149, 156, 160, 164, 176, 179, 187 <i>At the Park:</i> 16, 25, 34, 44, 72 <i>At the Doctor's Office:</i> 126, 131, 152, 156, 180 <i>In the Community:</i> 42, 68 <i>At the Zoo:</i> 120, 152 <i>In the Garden:</i> 77 <i>At the Museum:</i> 96, 100</p>
<b>Focus: Vocabulary Production</b>	
<p>1.2 Beginning: Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary). Middle: Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech). Later: Use new English vocabulary to share knowledge of concepts.</p>	<p>Builds new vocabulary: <i>Ready, Set, Go:</i> 68, 69, 70, 71, 72, 74, 94, 96, 98, 105 <i>At Home:</i> 6, 8, 12, 17, 18, 20, 22, 24, 34, 37, 39, 41, 46, 50, 51, 62, 67, 72, 76, 78, 90, 92, 94, 95, 100, 102, 105, 106 <i>At School:</i> 118, 120, 129, 130, 148, 150, 154, 162, 174, 179, 186 <i>At the Park:</i> 6, 7, 8, 10, 36, 42, 48, 62, 66, 71, 74, 75, 81, 90, 94, 108 <i>At the Doctor's Office:</i> 118, 122, 128, 134, 148, 150, 176, 181 <i>In the Community:</i> 6, 17, 21, 38, 63, 70, 90, 94 <i>At the Zoo:</i> 125, 146, 156, 162 <i>In the Garden:</i> 6, 34, 40, 46, 62, 65, 72 <i>At the Museum:</i> 92, 94, 100, 136, 146, 148</p> <p>Applies new vocabulary to everyday experiences and to instructional language of the classroom: <i>Ready, Set, Go:</i> 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 <i>At Home:</i> 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 <i>At School:</i> 127, 129, 131, 136, 149, 150, 151, 156 <i>At the Park:</i> 8, 19, 22, 44, 51, 93 <i>At the Doctor's Office:</i> 121</p>



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	<i>In the Community: 67, At the Zoo: 125, 146, 156, 162 In the Garden: 44 At the Museum: 158</i>
<b>Focus: Conversation</b>	
<p>1.3 Beginning: Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). Middle: Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English). Later: Sustain a conversation in English about a variety of topics.</p>	<p><i>Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131, 152, 156, 164, 174, 180 In the Community: 45, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 147</i></p>
<b>Focus: Utterance length and complexity</b>	
<p>1.2 Beginning: Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary). Middle: Use two- and three-word utterances in English to communicate. Later: Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p>	<p>The opportunity to meet this objective is available. For example, see: Applies new vocabulary to everyday experiences and to instructional language of the classroom: <i>Ready, Set, Go: 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 At Home: 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 At School: 127, 129, 131, 136, 149, 150, 151, 156 At the Park: 8, 19, 22, 44, 51, 93 At the Doctor's Office: 121 In the Community: 67, At the Zoo: 125, 146, 156, 162 In the Garden: 44 At the Museum: 158</i></p>
<b>Focus: Grammar</b>	
<p>1.5 Beginner: Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes</p>	<p>The opportunity to meet this objective is available. For example, see:  Understands and uses sentences of increasing length and grammatical</p>

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<p>with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). Middle: Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English. Later: Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb and object), sometimes with errors.</p>	<p>complexity (past-tense verbs, possessive nouns, plural nouns and pronouns): <b><i>Ready, Set, Go:</i></b> 80, 82 <b><i>At Home:</i></b> 66 <b><i>At the Park:</i></b> 41, 44 <b><i>In the Community:</i></b> 67, 68 <b><i>At the Zoo:</i></b> 96, 152 <b><i>In the Garden:</i></b> 12, 42</p>
<b>Focus: Inquiry</b>	
<p>1.6 Beginner: Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). Middle: Begin to use “what” and “why” questions in English, sometimes with errors. Later: Begin to use “what,” “why,” “how,” “when,” and “where,” questions in more complete forms in English., sometimes with errors.</p>	<p>Asks/answers questions: <b><i>Ready, Set, Go:</i></b> 79, 92, 107 <b><i>At Home:</i></b> 37 <b><i>At School:</i></b> 147, 149, 160, 176, 178 <b><i>At the Park:</i></b> 6 <b><i>At the Doctor's Office:</i></b> 174 <b><i>At the Museum:</i></b> 90, 91, 93, 97, 105, 106, 109, 150</p>
<b>Focus: Social Conventions</b>	
<p>2.1 Beginning: Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary). Middle: Demonstrate a beginning understanding of English social conventions.</p>	<p>The opportunity to meet this objective is available. For example, see:  Understands and uses sentences of increasing length and grammatical complexity (past-tense verbs, possessive nouns, plural nouns and pronouns): <b><i>Ready, Set, Go:</i></b> 80, 82 <b><i>At Home:</i></b> 66 <b><i>At the Park:</i></b> 41, 44 <b><i>In the Community:</i></b> 67, 68 <b><i>At the</i></b></p>

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<p>Later: Appropriately use words and tone of voice associated with social conventions in English.</p>	<p><i>Zoo: 96, 152 In the Garden: 12, 42</i></p>
<p><b>3.0 Children use language to create oral narratives about their personal experiences.</b></p>	
<p><b>Focus: Narrative Development</b></p>	
<p>3.1 Beginning: Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter). Middle: Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching). Later: Produce simple narratives in English that are real or fictional.</p>	<p><i>Ready, Set, Go: 106 At School: 152, 184, 185 At the Park: 16, 44, 72, 100 At the Doctor's Office: 126, 131, 152 In the Community: 13, 68 At the Zoo: 124, 152 In the Garden: 12, 42, 70 At the Museum: 100</i></p>
<p><b>Reading</b></p>	
<p><b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b></p>	
<p><b>Focus: Participate in read-aloud activity</b></p>	
<p>Beginning: Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language. Middle: Begin to participate in reading activities, using books written in English when the language is predictable. Later: Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and</p>	<p>Recalls/retells story events in the correct sequence: <i>Ready, Set, Go: 96 At Home: 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 At School: 119, 122, 174 At the Park: 16, 24, 45, 63, 108 At the Doctor's Office: 177, 182, 183, 187, 190 In the Community: 18, 53 At the Zoo: 102, 124 In the Garden: 50, 65, 79 At the Museum: 118</i></p> <p>Uses storybook language and dialogue in retellings and dramatic play: <i>At Home: 91, At School: 177 At the Doctor's Office: 127 In the Community: 63 At the Zoo: 137 In</i></p>

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informational books).	<i>the Garden:</i> 11  Listens attentively for different purposes, noting details: <i>Ready, Set, Go:</i> 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 <i>At Home:</i> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <i>At School:</i> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 <i>At the Park:</i> 11, 23, 34, 39, 66, 80, 90, 97, 108 <i>At the Doctor's Office:</i> 119, 132, 164, 174, 177, 179 <i>In the Community:</i> 13, 52, 63, 68, 70, <i>At the Zoo:</i> 101, 108, 120, 134, 149, 154 <i>In the Garden:</i> 41, 47, 63, 76 <i>At the Museum:</i> 91, 93, 96, 98, 99, 100, 108
<b>Focus: Interest in books and reading</b>	
1.2 Beginning: "Read" familiar books written in the home language or in English when encouraged by others and, in the home language, talk about books. Middle: Choose to "read" familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books. Later: Choose to "read" familiar books written in English with increasing independence and talk about the books in English.	<i>At Home:</i> 91 <i>At School:</i> 125 <i>At the Park:</i> 73 <i>In the Community:</i> 21, 69 <i>At the Zoo:</i> 105
<b>2.0 Children show an increasing understanding of book reading.</b>	
<b>Focus: Personal connections to the story.</b>	
2.1 Beginning: Begin to identify and relate to a story from their own life experiences in the home	<i>At Home:</i> 38, <i>At School:</i> 121, 150, 185 <i>At the Park:</i> 7, 16, 34, 41, 46, 80 <i>At the Doctor's Office:</i> 118, 175 <i>In the Community:</i> 6, 62 <i>In the Garden:</i> 34 <i>At</i>

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<p>language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). Middle: Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English. Later: Begin to engage in extended conversations in English about stories.</p>	<p><i>the Museum: 158</i></p>
<b>Focus: Story structure</b>	
<p>2.2 Beginning: Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary). Middle: Retell a story using the home language and some English when read or told a story in English. Later: Retell in English the majority of a story read or told in English.</p>	<p>Uses storybook language and dialogue in retellings and dramatic play: <i>At Home: 91, At School: 177 At the Doctor's Office: 127 In the Community: 63 At the Zoo: 137 In the Garden: 11</i></p> <p>Recalls/retells story events in the correct sequence: <i>Ready, Set, Go: 96 At Home: 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 At School: 119, 122, 174 At the Park: 16, 24, 45, 63, 108 At the Doctor's Office: 177, 182, 183, 187, 190 In the Community: 18, 53 At the Zoo: 102, 124 In the Garden: 50, 65, 79 At the Museum: 118</i></p>
<b>3.0 Children demonstrate an understanding of print conventions.</b>	
<b>Focus: Book handling</b>	
<p>3.1 Beginning: Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages). Middle: Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the</p>	<p>Recognizes the front-to-back print directionality in books: <i>At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186,</i></p>

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<p>home language. Later: Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.</p>	<p>188, 190 <i>In the Community</i>: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <i>At the Zoo</i>: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <i>In the Garden</i>: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum</i>: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p> <p>Recognizes print features such as capital letters and punctuation: <i>Ready, Set, Go</i>: 101, 102, 105 <i>At the Museum</i>: 90, 105,</p> <p>Handles book/print materials appropriately: <i>At Home</i>: 91 <i>At School</i>: 125 <i>At the Park</i>: 99 <i>At the Doctor's Office</i>: 119, 151, 193 <i>In the Community</i>: 39, 69 <i>At the Zoo</i>: 105</p> <p>Recognizes that a book has a title, author, illustrator, front cover, back cover: <i>At Home</i>: 6, 8, 10, 38, 49, 62, 74, 90 <i>At the Park</i>: 6, 42, 62 <i>At the Doctor's Office</i>: 162 <i>In the Community</i>: 62, 66 <i>At the Zoo</i>: 90, 151 <i>In the Garden</i>: 50 <i>At the Museum</i>: 92, 158</p>
<p><b>4.0 Children demonstrate awareness that print carries meaning.</b></p>	
<p><b>Focus: Environmental print</b></p>	
<p>4.1 Beginning: Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English. Middle: Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.</p>	<p><i>Ready, Set, Go</i>: 95</p>

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<p>Later: Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</p>	
<b>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</b>	
<b>Focus: Letter awareness</b>	
<p>5.1 Beginning: Interact with material representing the letters of the English alphabet. Middle: Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English). Later: Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<p><i>Ready, Set, Go:</i> 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 <i>At Home:</i> 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 <i>At School:</i> 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 <i>At the Park:</i> 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 <i>At the Doctor's Office:</i> 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 <i>In the Community:</i> 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 <i>At the Zoo:</i> 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 <i>In the Garden:</i> 8, 9, 36, 37, 43, 46, 67, 76 <i>At the Museum:</i> 91, 98, 107, 120, 125, 146, 156, 157</p>
<b>Focus: Letter recognition</b>	
<p>5.2 Beginning: Begin to recognize the first letter in their own name or the character for their own name in the home language or English. Middle: Identify some letters of the alphabet in English. Later: Identify ten or more letters of the alphabet in English.</p>	<p>Identifies own name and some high-frequency word: <i>Ready, Set, Go:</i> 93, 97 <i>At Home:</i> 7, 11, 21, 40, 73, 78, 96, 97, 108 <i>At School:</i> 124, 146, 156, 180, 192 <i>At the Park:</i> 12, 40, 68 <i>At the Doctor's Office:</i> 123, 153, 154, 155, 184 <i>In the Community:</i> 6, 7, 46, 74 <i>At the Zoo:</i> 94, 95, 98, 122, 123, 151 <i>In the Garden:</i> 11, 39, 66, 71, 79 <i>At the Museum:</i> 95, 98, 100, 126, 147, 151, 157, 158</p> <p>Identifies and names at least 10 capital letters: <i>Ready, Set, Go:</i> 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 <i>At Home:</i> 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 <i>At</i></p>

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	<p><i>School:</i> 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 <i>At the Park:</i> 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 <i>At the Doctor's Office:</i> 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 <i>In the Community:</i> 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 <i>At the Zoo:</i> 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 <i>In the Garden:</i> 8, 9, 36, 37, 43, 46, 67, 76 <i>At the Museum:</i> 91, 98, 107, 120, 125, 146, 156, 157</p> <p>Identifies and names at least 10 lowercase letters: <i>Ready, Set, Go:</i> 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 <i>At Home:</i> 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 <i>At School:</i> 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 <i>At the Park:</i> 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 <i>At the Doctor's Office:</i> 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 <i>In the Community:</i> 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 <i>At the Zoo:</i> 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 <i>In the Garden:</i> 8, 9, 36, 37, 43, 46, 67, 76 <i>At the Museum:</i> 91, 98, 107, 120, 125, 146, 156, 157</p>
<b>6.0 Children demonstrate phonological awareness.</b>	
<b>Focus: Rhyming</b>	
<p>6.1 Beginning: Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. Middle:</p>	<p>Participates in choral speaking (singing): <i>Ready, Set, Go:</i> 70, 76, 78, 80, 92, 96, 100 <i>At Home:</i> 7, 16, 21, 35, 38, 40, 44, 50, 66, 68, 70, 75, 91, 95, 96, 98, 98 <i>At School:</i> 123, 127, 148, 157, 180, 181, 192 <i>At the Park:</i> 12, 14, 35, 68, 90 <i>At the Doctor's Office:</i> 123, 125, 174, 184 <i>In the</i></p>



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<p>Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English. Later: Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p>	<p><i>Community:</i> 6, 13, 15, 50, 67 <i>At the Zoo:</i> 94, 123, 164 <i>In the Garden:</i> 6, 11, 39, 52, 66 <i>At the Museum:</i> 95, 118, 146, 151</p> <p>Recognizes/reproduces/generates spoken rhymes: <i>Ready, Set, Go:</i> 98, 105, 109, 110 <i>At Home:</i> 9, 13, 35, 39, 43 <i>At Home:</i> 95, 101 <i>At School:</i> 125, 131, 164, 174, 178, 188 <i>At the Park:</i> 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 <i>At the Doctor's Office:</i> 124, 152, 192 <i>In the Community:</i> 15, 16, 18, 52, 67 <i>At the Zoo:</i> 104, 121, 128, 132, 152, 155, 160, 165 <i>In the Garden:</i> 12, 48, 62, 76, 78 <i>At the Museum:</i> 94, 96, 104, 106, 122, 146, 158</p>
<b>Focus: Onset (initial sound)</b>	
<p>6.2 Beginner: Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English. Middle: Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support. Later: Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p>Recognizes the same sounds at the beginning/end of a series of words: <i>At Home:</i> 13, 36, 44, 64, 70, 72, 95, <i>At School:</i> 136 <i>At the Park:</i> 11, 14, 22 <i>At the Park:</i> 45, 50 <i>At the Doctor's Office:</i> 133, 179 <i>In the Community:</i> 34, 35, 37, 67, 72, 79 <i>At the Zoo:</i> 92, 95, 103, 104, 120, 127, 152, 154 <i>In the Garden:</i> 14, 36, 43, 46, 48, 62, 64, 72, 76, 78 <i>At the Museum:</i> 104, 107, 118, 122, 126, 160</p>
<b>Focus: Sound differences in the home language and English</b>	
<p>6.3 Beginner: Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.) Middle:</p>	<p><i>Ready, Set, Go:</i> 69, <i>At Home:</i> 25, <i>At School:</i> 158 <i>At the Park:</i> 14 <i>At the Doctor's Office:</i> 179 <i>In the Garden:</i> 78</p>

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<p>Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p> <p>Later: Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	
<b>Writing</b>	
<b>1.0 Children use writing to communicate their ideas.</b>	
<b>Focus: Writing as communication</b>	
<p>1.1 Beginning: Begin to understand that writing can be used to communicate.</p> <p>Middle: Begin to understand that what is said in the home language or in English can be written down and read by others.</p> <p>Later: Develop an increasing understanding that what is said in English can be written down and read by others.</p>	<p>Understands that writing communicates thoughts: <b>Ready, Set, Go:</b> 80</p> <p>Dictates words, phrases, sentences: <b>Ready, Set, Go:</b> 80, 92, 95 <b>At Home:</b> 17, 39, 41, 42 <b>At the Park:</b> 9 <b>At the Doctor's Office:</b> 158, 181 <b>In the Community:</b> 42, 65, 75 <b>At the Zoo:</b> 91, 97, 106 <b>In the Garden:</b> 35 <b>At the Museum:</b> 129</p> <p>Attends to/participates in modeled/shared writing: <b>At Home:</b> 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <b>At School:</b> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <b>At the Park:</b> 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 <b>At the Doctor's Office:</b> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 <b>In the Community:</b> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <b>At the Zoo:</b> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <b>In the Garden:</b> 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <b>At the Museum:</b> 90,</p>
<b>Focus: Writing to represent words or</b>	

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<b>ideas</b>	
<p>1.2 Beginning: Begin to demonstrate an awareness that written language can be in the home language or in English. Middle: Begin to use marks or symbols to represent spoken language in the home language or in English Later: Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p>Dictates words, phrases, sentences: <b>Ready, Set, Go:</b> 80, 92, 95 <b>At Home:</b> 17, 39, 41, 42 <b>At the Park:</b> 9 <b>At the Doctor's Office:</b> 158, 181 <b>In the Community:</b> 42, 65, 75 <b>At the Zoo:</b> 91, 97, 106 <b>In the Garden:</b> 35 <b>At the Museum:</b> 129</p> <p>Attends to/participates in modeled/shared writing: <b>At Home:</b> 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <b>At School:</b> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <b>At the Park:</b> 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 <b>At the Doctor's Office:</b> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 <b>In the Community:</b> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <b>At the Zoo:</b> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <b>In the Garden:</b> 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <b>At the Museum:</b> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p> <p>Writes letters on requests; applies print directionality: <b>At Home:</b> 77</p> <p>Uses writing for a variety of purposes during play</p> <p>Uses scribble writing; one-letter labeling: <b>At Home:</b> 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <b>At School:</b> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <b>At the Park:</b> 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49,</p>

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	<p>50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 <i>At the Doctor's Office:</i> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 <i>In the Community:</i> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 <i>At the Zoo:</i> 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p> <p>Uses letters to begin to write messages: <i>At Home:</i> 77</p> <p>Uses invented spelling: <i>At the Doctor's Office:</i> 147,</p>
<b>Focus: Writing their name</b>	
<p>1.3 Beginning: Write marks to represent their own name in a way that may resemble how it is written in the home language. Middle: Attempt to copy their own name in English or in the writing system of their home language. Later: Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p><i>Ready, Set, Go:</i> 73 <i>At Home:</i> 7 <i>At the Zoo:</i> 149 <i>At the Museum:</i> 103</p>
<b>Mathematics</b>	
<b>Number Sense</b>	
<p><b>1.0</b> <i>At around 48 months of age</i> <b>Children begin to understand numbers</b></p>	

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<p><b>and quantities in their everyday environment.</b></p> <p><i>At around 60 months of age</i> <b>Children expand their understanding of numbers and quantities in their everyday environment.</b></p>	
<p>1.1 <i>At around 48 months of age</i> Recite numbers in order to ten with increasing accuracy.</p> <p><i>At around 60 months of age</i> Recite numbers in order to twenty with increasing accuracy.</p>	<p><i>At Home: 75, 76, 77, 79, 81 At the Doctor's Office: 158, 163 At the Zoo: 91, 93, 122, 123 In the Garden: 51 At the Museum: 156</i></p>
<p>1.2 <i>At around 48 months of age</i> Begin to recognize and name a few written numerals.</p> <p>Recognize and know the name of some written numerals.</p>	<p><i>At Home: 75, 76, 77, 79, 81 At the Doctor's Office: 158, 163 At the Zoo: 91, 93, 122, 123 In the Garden: 51 At the Museum: 156</i></p>
<p>1.3 <i>At around 48 months of age</i> Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).</p> <p><i>At around 60 months of age</i> Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).</p>	<p><i>At Home: 74 At the Park: 53 In the Community: 49 At the Zoo: 147</i></p>
<p>1.4 <i>At around 48 months of age</i> Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p> <p><i>At around 60 months of age</i> Count up to ten objects, using one-to-one correspondence (one object for each</p>	<p><i>Ready, Set, Go: 68, 69, 99 At Home: 74, 76, 77, 101, 102, 104, 106, 108, 109 At School: 134, 175, 181, 191 At the Park: 15, 49, 73: In the Community: 25, 69 At the Zoo: 91, 125, 135 In the Garden: 51</i></p>

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number word) with increasing accuracy.	
<p>1.5 <i>At around 48 months of age</i> Use the number name of the last object counted to answer the question, "How many . . . ?"</p> <p><i>At around 60 months of age</i> Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p>	<b><i>At Home: 74 At the Zoo: 125</i></b>
<p>2.0 <i>At around 48 months of age</i> Children begin to understand number relationships and operations in their everyday environment.</p> <p>Children expand their understanding of number relationships and operations in their everyday environment.</p>	<b><i>At Home: 73, 101, 104 At School: 131 At the Park: 69, 73, 101 At the Doctor's Office: 126, 180 In the Community: 41 At the Zoo: 161 At the Museum: 97, 160</i></b>
<p>2.1 <i>At around 48 months of age</i> Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, "more" or "same."</p> <p><i>At around 60 months of age</i> Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").</p>	<b><i>At Home: 73, 101, 104 At School: 131 At the Park: 69, 73, 101 At the Doctor's Office: 126, 180 In the Community: 41 At the Zoo: 161 At the Museum: 97, 160</i></b>
<p>2.2 <i>At around 48 months of age</i> Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p>	<b><i>At Home: 78 In the Garden: 40, 43, 44, 47 At the Museum: 94, 96, 101, 104, 108</i></b>

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Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	
<p>2.3 <i>At around 48 months of age</i> Understand that putting two groups of objects together will make a bigger group.</p> <p><i>At around 60 months of age</i> Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</p>	<p><b><i>At Home:</i></b> 78 <b><i>In the Garden:</i></b> 40, 43, 44, 47 <b><i>At the Museum:</i></b> 94, 96, 101, 104, 108</p>
<b>Algebra and Functions (Classification and Patterning)</b>	
<p>1.0 <i>At around 48 months of age</i> <b>Children begin to sort and classify objects in their everyday environment.</b></p> <p><i>At around 60 months of age</i> <b>Children expand their understanding of sorting and classifying objects in their everyday environment.</b></p>	
<p>1.1 <i>At around 48 months of age</i> Sort and classify objects by one attribute into two or more groups, with increasing accuracy.</p> <p><i>At around 60 months of age</i> Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).</p>	<p><b><i>At Home:</i></b> 17, 20, 21, 69, 72 <b><i>At School:</i></b> 133, 134, 165, 193 <b><i>At the Park:</i></b> 19, 73, 74, 107 <b><i>At the Doctor's Office:</i></b> 129, 136, 153, 157, 181, 185 <b><i>In the Community:</i></b> 71, 75 <b><i>At the Zoo:</i></b> 96, 103, 121, 133, 136 <b><i>In the Garden:</i></b> 15, 43, 74, 75, 77 <b><i>At the Museum:</i></b> 93, 103, 135, 152</p>
<p>2.0 <i>At around 48 months of age</i> Children begin to recognize simple, repeating patterns.</p> <p><i>At around 60 months of age</i></p>	<p>Recognizes patterns in the environment: <b><i>In the Garden:</i></b> 65, 71</p> <p>Predicts what comes next when patterns are extended: <b><i>At the Park:</i></b> 94, 95, 96, 98, 99, 101, 102 <b><i>At the Doctor's Office:</i></b> 125</p>

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Children expand their understanding of simple, repeating patterns.	
<p>2.1 <i>At around 48 months of age</i> Begin to identify or recognize a simple repeating pattern.</p> <p><i>At around 60 months of age</i> Recognize and duplicate simple repeating patterns.</p>	<p><b><i>At Home:</i></b> 6, 68, 69 <b><i>At School:</i></b> 193 <b><i>At the Park:</i></b> 94, 95, 96, 98, 99, 101, 103, 104, 105, 107, 109 <b><i>At the Doctor's Office:</i></b> 125, 129, 137, 157 <b><i>In the Community:</i></b> 75, 81 <b><i>At the Zoo:</i></b> 121, 130, 160, 164 <b><i>In the Garden:</i></b> 15, 35, 44 <b><i>At the Museum:</i></b> 93, 97, 103, 133</p>
<p>2.2 <i>At around 48 months of age</i> Attempt to create a simple repeating pattern or participate in making one.</p> <p><i>At around 60 months of age</i> Begin to extend and create simple repeating patterns.</p>	<p><b><i>At Home:</i></b> 6, 68, 69 <b><i>At School:</i></b> 193 <b><i>At the Park:</i></b> 94, 95, 96, 98, 99, 101, 103, 104, 105, 107, 109 <b><i>At the Doctor's Office:</i></b> 125, 129, 137, 157 <b><i>In the Community:</i></b> 75, 81 <b><i>At the Zoo:</i></b> 121, 130, 160, 164 <b><i>In the Garden:</i></b> 15, 35, 44 <b><i>At the Museum:</i></b> 93, 97, 103, 133</p>
<b>Measurement</b>	
<p>1.0 <i>At around 48 months of age</i> Children begin to compare and order objects.</p> <p><i>At around 60 months of age</i> Children expand their understanding of comparing, ordering, and measuring objects.</p>	<p>Orders objects by size: <b><i>In the Community:</i></b> 75 <b><i>In the Garden:</i></b> 71 <b><i>At the Museum:</i></b> 164</p> <p>Makes size comparisons between objects (<i>taller than, smaller than, etc.</i>): <b><i>At Home:</i></b> 73 <b><i>At the Park:</i></b> 11 <b><i>At the Doctor's Office:</i></b> 149, 150, 156, 159, 162, 163 <b><i>In the Community:</i></b> 13, 19 <b><i>In the Garden:</i></b> 68, 74 <b><i>At the Museum:</i></b> 100</p>
<p>1.1 <i>At around 48 months of age</i> Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.</p> <p><i>At around 60 months of age</i> Compare two objects by length, weight, or capacity directly (e.g., putting objects side</p>	<p>Makes size comparisons between objects (<i>taller than, smaller than, etc.</i>): <b><i>At Home:</i></b> 73 <b><i>At the Park:</i></b> 11 <b><i>At the Doctor's Office:</i></b> 149, 150, 156, 159, 162, 163 <b><i>In the Community:</i></b> 13, 19 <b><i>In the Garden:</i></b> 68, 74 <b><i>At the Museum:</i></b> 100</p> <p>Orders objects by size: <b><i>In the Community:</i></b> 75 <b><i>In the Garden:</i></b> 71 <b><i>At the Museum:</i></b> 164</p> <p>Recognizes some attributes of length, height, weight, volume, and time: <b><i>At</i></b></p>



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by side) or indirectly (e.g., using a third object).	<i>School: 179 At the Doctor's Office: 150, 164, 178, 179, 181, 188, 190, 192 In the Community: 19 At the Zoo: 152, 159 In the Garden: 34, 66, 68 At the Museum: 125</i>
1.2 <i>At around 48 months of age</i> Order three objects by size.  <i>At around 60 months of age</i> Order four or more objects by size.	<i>the Community: 75 In the Garden: 71 At the Museum: 164</i>
1.3 <i>At around 60 months of age</i> Measure length using multiple duplicates of the same-size concrete units laid end to end.	Uses nonstandard and standard units to measure: <i>At School: 137, 153, 179 At the Doctor's Office: 127, 149, 151, 162 At the Zoo: 148, 154, 159, 161, 163 In the Garden: 74, 75 At the Museum: 93, 153</i>
<b>Geometry</b>	
<b>1.0</b> <b>Children begin to identify and use common shapes in their everyday environment.</b> <b>Children identify and use a variety of shapes in their everyday environment.</b>	
1.1 <i>At around 48 months of age</i> Identify simple two-dimensional shapes, such as a circle and square.  <i>At around 60 months of age</i> Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<i>At School: 154, 155, 156, 157, 160, 161, 175, 190 At the Park: 9, 11, 77 At the Doctor's Office: 129, 157, 177, 181, 190 In the Community: 9, 65, 67 At the Zoo: 121 In the Garden: 17, 38, 51 At the Museum: 101, 147, 151</i>
1.2 <i>At around 48 months of age</i> Use individual shapes to represent different elements of a picture or design.	<i>At School: 156, 161 In the Garden: 67</i>

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<p><i>At around 60 months of age</i> Combine different shapes to create a picture or design.</p>	
<p><b>2.0</b> <i>At around 48 months of age</i> <b>Children begin to understand positions in space.</b></p> <p><i>At around 60 months of age</i> <b>Children expand their understanding of positions in space.</b></p>	
<p>2.1 <i>At around 48 months of age</i> Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside.</p> <p><i>At around 60 months of age</i> Identify positions of objects and people in space, including in/on/under, up/ down, inside/outside, beside/between, and in front/behind.</p>	<p><b><i>Ready, Set, Go:</i></b> 100, 101, 102, 104 <b><i>At the Park:</i></b> 50, 95, 104, 110</p>
<b>Mathematical Reasoning</b>	
<p><b>1.0</b> <i>At around 48 months of age</i> <b>Children use mathematical thinking to solve problems that arise in their everyday environment.</b></p> <p><i>At around 60 months of age</i> <b>Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b></p>	
<p>1.1 <i>At around 48 months of age</i> Begin to apply simple mathematical strategies to solve problems in their environment.</p> <p><i>At around 60 months of age</i> Identify and apply a variety of</p>	<p><b><i>In the Garden:</i></b> 73</p>

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mathematical strategies to solve problems in their environment.	