

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

**to the**

**California Department of Education  
Desired Results Developmental Profile—  
Preschool (DRDP-PS)**



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**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Developmental Domain: SSD—Self and Social Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Measure 1: Identity of self</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Child shows increasing awareness of own physical characteristics, preferences, and experiences as separate from those of others.</p> <p>Exploring: Shows recognition of self as individual, recognizing own name and names of familiar people.</p> <p>Developing: Describes self or others based on obvious physical characteristics.</p> <p>Building: Describes self and others in terms of preferences.</p> <p>Integrating: Accurately compares self to others and displays a growing awareness of own thoughts and feelings.</p> | <p>Develops positive self-image and identifies personal characteristics; shows realistic appraisal of abilities and limitations: <b>Ready, Set, Go:</b> 92 <b>At Home:</b> 63, 66 <b>At School:</b> 147, 151, 180 <b>At the Park:</b> 16, 44, 63, 65, 72, 100 <b>At the Doctor's Office:</b> 126, 152, 180 <b>In the Community:</b> 12 <b>At the Zoo:</b> 106, 124, 152 <b>In the Garden:</b> 12, 42, 46, 70 <b>At the Museum:</b> 100</p> <p>Recognizes and accepts differences/similarities: <b>At Home:</b> 67, 73 <b>At the Park:</b> 64 <b>At the Museum:</b> 146, 147, 149, 157</p> |
| <b>Measure 2: Recognition of own skills and accomplishments</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Child evaluates and takes pleasure in own ability to perform skillfully.</p> <p>Exploring: Shows interest and/or pleasure when someone reacts to something he or she has done.</p> <p>Developing: Characterizes self positively in terms of specific activity that he or she is doing or has just finished.</p> <p>Building: Characterizes positively own skills involved in doing a task.</p> <p>Integrating: Characterizes self positively in terms of generalized ability or skills.</p>                                         | <p>Develops positive self-image and identifies personal characteristics; shows realistic appraisal of abilities and limitations: <b>Ready, Set, Go:</b> 92 <b>At Home:</b> 63, 66 <b>At School:</b> 147, 151, 180 <b>At the Park:</b> 16, 44, 63, 65, 72, 100 <b>At the Doctor's Office:</b> 126, 152, 180 <b>In the Community:</b> 12 <b>At the Zoo:</b> 106, 124, 152 <b>In the Garden:</b> 12, 42, 46, 70 <b>At the Museum:</b> 100</p>                                                                                                                                                |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Let's Begin with the Letter People®                                                                                                                                              |
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| <b>Measure 3: Expressions of empathy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                  |
| <p>Child shows awareness of other's feelings and responds to expressions of feelings in ways that are increasingly appropriate to the other's needs.</p> <p>Exploring: Shows awareness when others are unhappy or upset</p> <p>Developing: Offers simple assistance when he or she thinks it is needed—even if not really needed</p> <p>Building: Accurately labels others' feelings and may offer assistance.</p> <p>Integrating: Uses words or actions to demonstrate concern for what others are feeling</p>                                                                                                                                                            | <p>Shows awareness/responds to feelings of others: <b>At School:</b> 148, 150, 151, 159, 164 <b>At the Park:</b> 10, 17 <b>In the Garden:</b> 39</p>                             |
| <b>Measure 4: Impulse control</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                  |
| <p>Child develops strategies for regulating responses in increasingly socially appropriate ways.</p> <p>Exploring: Accepts active adult guidance and support to stop self from acting impulsively on desires or needs.</p> <p>Developing: Sometimes follows simple social rules and routines to refrain from acting impulsively but often needs adult guidance and support.</p> <p>Building: Tries to refrain from acting impulsively by using simple strategies such as distracting self, verbal reminders to self, or asking for adult help.</p> <p>Integrating: Consistently uses a variety of socially acceptable strategies to stop self from acting impulsively.</p> | <p>Develops strategies for regulating responses: <b>At Home:</b> 22</p> <p>Understands rules and responsibilities to family, peers, and school class: <b>At the Park:</b> 39</p> |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                        |
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| <b>Measure 5: Taking turns</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                            |
| <p>Child develops increased understanding of taking turns and begins to propose strategies for taking turns.</p> <p>Exploring: Needs adult prompting or support to wait for turn.</p> <p>Developing: Uses adult-structured procedures for taking turns, including rules and cues.</p> <p>Building: Demonstrates knowledge of rules and procedures for taking turns and abides by them most of the time.</p> <p>Integrating: Routinely proposes taking turns as a solution to conflicts over materials and equipment.</p>                                                           | <p>Shares, takes turns, helps others, makes friends: <b>Ready, Set, Go:</b> 67, 68<br/><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<br/><b>At the Museum:</b> 126</p> |
| <b>Measure 6: Awareness of diversity in self and others</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                            |
| <p>Child acknowledges and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community.</p> <p>Exploring: Shows awareness of physical differences in others.</p> <p>Developing: Identifies physical differences and similarities between self and others.</p> <p>Building: Expresses awareness of differences and similarities between self and others, such as language, culture, or special needs.</p> <p>Integrating: Demonstrates an understanding of inclusion or fairness through actions or words.</p> | <p>Recognizes and accepts differences/similarities: AH 67, 73 <b>At the Park:</b> 64 <b>At the Museum:</b> 146, 147, 149, 157</p>                                                                                                                                                                          |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Measure 7: Relationships with adults</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Child interacts with adult in ways that become increasingly cooperative, including sharing, joint planning, and problem solving.</p> <p>Exploring: Seeks interaction with familiar adult for company, help, or comfort.</p> <p>Developing: Attempts to establish a relationship with an adult by cooperating and interacting.</p> <p>Building: Seeks to share experience, engage in cooperative activity, or get information from adults.</p> <p>Integrating: Works cooperatively with an adult to plan and organize activities and to solve problems.</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> <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>                                                                                                                    |
| <b>Measure 8: Cooperative play with peers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Child interacts with peers through play that becomes increasingly cooperative and oriented towards a shared purpose.</p> <p>Exploring: Interacts with other children side by side as they play with similar materials.</p> <p>Developing: Engages with another child or children in play involving a common idea or purpose.</p> <p>Building: Shows preference for particular playmates, but plays cooperatively with a variety of children.</p> <p>Integrating: Leads or participates in planning cooperative play with other children.</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> |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Measure 9: Socio-dramatic play</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child learns to play with others using organized role-playing and symbolic play.</p> <p>Exploring: Engages in brief pretend play on own.</p> <p>Developing: Communicates about pretend play with a peer.</p> <p>Building: Takes a role in a play situation with other children, but without planning the role or the pretend play.</p> <p>Integrating: Takes a role in a play situation with other children where they have agreed on roles and how they will pretend play.</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>Develops imagination and creativity through self expression: <b>At the Park:</b> 81 <b>At the Doctor's Office:</b> 132 <b>In the Community:</b> 48, 80 <b>At the Zoo:</b> 91, 165,</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>Measure 10: Friendships with peers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child forms increasingly closer relationships with certain peers, sharing experiences and activities</p> <p>Exploring: Child positively interacts with many peers.</p> <p>Developing: Identifies another child as a friend or seeks a particular child with whom to play.</p> <p>Building: Engages in social games and pretend play with a particular child.</p> <p>Integrating: Prefers to play with a particular child who also expresses preference for him or her.</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                |
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| <b>Measure 11: Conflict negotiation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                    |
| <p>Child learns how to understand the needs of other children and to negotiate constructively within the constraints of social rules and values.</p> <p>Exploring: Asserts self using facial expression, words, or actions in conflict situations, but needs an adult to suggest resolutions</p> <p>Developing: Starts to use appropriate words and actions to express own desires and, sometimes, seeks adult help to resolve a conflict when needed.</p> <p>Building: Expresses own needs and desires about a conflict and suggests simple solutions based mainly on own needs.</p> <p>Integrating: Considers the needs or interests of another child when there is a conflict and accepts or suggests some mutually acceptable solutions.</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>                                                                                                                     |
| <b>Measure 12: Shared use of space and materials</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                    |
| <p>Child develops the ability to share with others and initiates sharing of space and objects.</p> <p>Exploring: Tries to keep control over space and materials he or she is using.</p> <p>Developing: Maintains control of materials or space that he or she cares about, but allows others to use the rest.</p> <p>Building: With adult prompting, shares with another child material or space he or she is using or wants to use.</p> <p>Integrating: Without adult prompting, invites others to share materials or space he or she is using.</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> |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Developmental Domain: LLD—Language and Literacy Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Measure 13: Comprehension of meaning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Child receives, understands, and responds to oral language that uses increasingly complex words, phrases, and ideas.</p> <p>Exploring: Shows understanding of the meaning of simple words, phrases, stories, and songs.</p> <p>Developing: Shows understanding of more complex words and phrases* in conversations, stories, and learning activities.</p> <p>Building: Shows understanding of language that refers to imaginary, past, or future events.</p> <p>Integrating: Shows understanding of language that describes how and why things happen.</p> <p><i>*Includes categories, basic grammatical units, and words that describe relations between objects.</i></p> | <p>Listens to English with increasing understanding: <b>Ready, Set, Go:</b> 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 <b>At Home:</b> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <b>At School:</b> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 <b>At the Park:</b> 11, 23, 34, 39, 66, 80, 90, 97, 108 <b>At the Doctor's Office:</b> 119, 132, 164, 174, 177, 179 <b>In the Community:</b> 13, 52, 63, 68, 70, <b>At the Zoo:</b> 101, 108, 120, 134, 149, 154 <b>In the Garden:</b> 41, 47, 63, 76 <b>At the Museum:</b> 91, 93, 96, 98, 99, 100, 108</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>Listens attentively for different purposes, noting details: <b>Ready, Set, Go:</b> 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 <b>At Home:</b> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <b>At School:</b> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 <b>At the Park:</b> 11, 23, 34, 39, 66, 80, 90, 97, 108 <b>At the Doctor's Office:</b> 119, 132, 164, 174, 177, 179 <b>In the Community:</b> 13, 52, 63, 68, 70, <b>At the Zoo:</b> 101, 108, 120, 134, 149, 154 <b>In the Garden:</b> 41, 47, 63, 76 <b>At the Museum:</b> 91, 93, 96, 98, 99, 100, 108</p> <p>Understands and uses words for attributes and abstract concepts: <b>At Home:</b> 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 <b>At School:</b> 118, 120, 129, 130, 148, 150, 154, 162, 174, 179, 186 <b>At the Park:</b> 6, 7, 8, 10, 36, 42, 48, 62, 66, 71, 74, 75, 81, 90, 94, 108 <b>At the Doctor's Office:</b> 118, 122, 128, 134, 148, 150, 176, 181 <b>In the Community:</b> 6, 17, 21, 38, 63, 70, 90, 94 <b>At the Zoo:</b> 125, 146, 156, 162 <b>In the Garden:</b> 6, 34, 40, 46, 62, 65, 72 <b>At the Museum:</b> 92, 94, 100, 136, 146, 148</p> <p>Understands and uses increasingly complex and varied vocabulary: <b>Ready, Set, Go:</b> 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 <b>At Home:</b> 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 <b>At School:</b> 127, 129, 131, 136, 149, 150, 151, 156 <b>At the Park:</b> 8, 19, 22, 44, 51, 93 <b>At the Doctor's Office:</b> 121 <b>In the Community:</b> 67, <b>At the Zoo:</b> 125, 146, 156, 162 <b>In the Garden:</b> 44 <b>At the Museum:</b> 158</p> |



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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Measure 14: Following increasingly complex instructions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child understands and responds to increasingly complex directions and requests.</p> <p>Exploring: Shows understanding of one- and two-step instructions and requests about familiar routines.</p> <p>Developing: Shows understanding of one- and two-step instructions and requests about unfamiliar routines or unrelated events.</p> <p>Building: Shows understanding of three-step instructions and requests that are part of a familiar routine.</p> <p>Integrating: Shows understanding of three-step instructions and requests that are about a new or unfamiliar situation.</p> | <p>Follows simple directions of up to three steps: <b>Ready, Set, Go:</b> 66, 67, 110 <b>At Home:</b> 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 <b>At School:</b> 121, 134, 147, 179, 185 <b>At the Park:</b> 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 <b>At the Doctor's Office:</b> 135, 148, 160, 165, 183, 185, 190 <b>In the Community:</b> 7, 11, 15, 38, 43, 62, 65, 78 <b>At the Zoo:</b> 104, 127, 130, 151, 157, 161 <b>In the Garden:</b> 7, 37, 41, 46, 51, 52, 74 <b>At the Museum:</b> 97, 109, 163</p>                                                                                                                                                                                                                   |
| <b>Measure 15: Expression of self through language</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child uses language to communicate with increasingly complex words and sentences.</p> <p>Exploring: Produces phrases and simple sentences that communicate basic ideas and needs.</p> <p>Developing: Uses three- to five-word sentences that contain nouns, verbs, and recently learned vocabulary.</p> <p>Building: Uses words that are relatively precise and makes longer sentences by connecting shorter sentences.</p> <p>Integrating: Uses more complex language or vocabulary to describe events that are imaginary, to explain, or to predict.</p>                             | <p>Uses appropriate language for a variety of purposes: <b>Ready, Set, Go:</b> 66, 67, 71, 75, 79, 95, 99, 103 <b>At Home:</b> 37 <b>At School:</b> 135, 148, 149, 156, 160, 164, 176, 179, 187 <b>At the Park:</b> 16, 25, 34, 44, 72 <b>At the Doctor's Office:</b> 126, 131, 152, 156, 180 <b>In the Community:</b> 42, 68 <b>At the Zoo:</b> 120, 152 <b>In the Garden:</b> 77 <b>At the Museum:</b> 96, 100</p> <p>Understands and uses sentences of increasing length and grammatical complexity (past-tense verbs, possessive nouns, plural nouns and pronouns): <b>Ready, Set, Go:</b> 80, 82 <b>At Home:</b> 66 <b>At the Park:</b> 41, 44 <b>In the Community:</b> 67, 68 <b>At the Zoo:</b> 96, 152 <b>In the Garden:</b> 12, 42</p> |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Measure 16: Language in conversation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Child engages in increasingly extended conversations following the appropriate social use of language.</p> <p>Exploring: Communicates with others, using language for basic purposes, such as requesting, rejecting, and describing; speaks clearly enough to be understood by familiar adults and children.</p> <p>Developing: Has short conversations.</p> <p>Building: Has extended conversations about real or imaginary experiences.</p> <p>Integrating: Has extended conversations that build on emotions, ideas, and information shared with the other person.</p> | <p>Participates in whole-class and small-group discussions/ conversations with peers and adults: <b>Ready, Set, Go:</b> 106, 107 <b>At Home:</b> 10, 37, 53, 66, <b>At School:</b> 135, 146, 148, 149, 176, 187 <b>At the Park:</b> 9, 16, 20, 23, 25, 34, 37, 39, 72 <b>At the Doctor's Office:</b> 131, 152, 156, 164, 174, 180 <b>In the Community:</b> 45, 69, 73 <b>At the Zoo:</b> 120, 125, 146, 156 <b>In the Garden:</b> 36, 42, 64, 77 <b>At the Museum:</b> 147</p> <p>Participates in sustained and reciprocal interactions with family members, caregivers, and teachers: <b>At Home:</b> 53, 109 <b>At School:</b> 137, 149, 165, 175, 193 <b>At the Park:</b> 17, 39, 46</p> |
| <b>Measure 17: Interest in literacy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Child shows interest in books, songs, rhymes, stories, writing, and other literacy activities.</p> <p>Exploring: Participates in group literacy activities.</p> <p>Developing: Actively engages in literacy activities.</p> <p>Building: Seeks a variety of literacy activities.</p> <p>Integrating: Initiates literacy activities.</p>                                                                                                                                                                                                                                   | <p>Demonstrates an interest in books/reading: <b>At Home:</b> 91 <b>At School:</b> 125 <b>At the Park:</b> 73 <b>In the Community:</b> 21, 69 <b>At the Zoo:</b> 105</p> <p>Attempts to read independently: <b>At the Museum:</b> 95,</p> <p>Participates in conversations/discussions about stories; asks and answers appropriate questions about books: <b>At Home:</b> 9, 24, 93 <b>At School:</b> 126, 129, 130, 160, 174, 178 <b>At the Park:</b> 6, 23, 25, 34, 39, 74, 95 <b>At the Doctor's Office:</b> 118, 122, 162, 174, 182 <b>In the Community:</b> 18, 69 <b>At the Museum:</b> 94, 150</p>                                                                                   |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
California Department of Education Desired Results Developmental Profile—Preschool (DRDP-PS)**

| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>Measure 18: Comprehension of age-appropriate text presented by adults</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>Child understands and responds to details and ideas from age-appropriate text presented by adults.</p> <p>Exploring: Reacts to familiar books by commenting, asking, or responding to questions about characters, objects, or events.</p> <p>Developing: Shows knowledge of main characters, events, or information (e.g., who, what, where) in a familiar story or informational text</p> <p>Building: Shows increased knowledge and understanding of details and sequencing in fictional and non-fictional text.</p> <p>Integrating: Demonstrates understanding of text (information or story facts) by describing, predicting, summarizing, or comparing and contrasting.</p> | <p>Asks and answers appropriate questions about books: <b><i>At Home:</i></b> 18, 22, 35, 37, 74, 75, 90; <b><i>At the Park:</i></b> 6,22, 62, 74, 91, 95; <b><i>In the Community:</i></b> 80; <b><i>At the Zoo:</i></b> 94; <b><i>At the Museum:</i></b> 148, 150</p> <p>Makes inferences/predictions about a story: <b><i>At Home:</i></b> 34, 38, 90; <b><i>At School:</i></b> 162; <b><i>At the Park:</i></b> 8, 14, 93; <b><i>In the Community:</i></b> 38, 62; <b><i>At the Zoo:</i></b> 118, 130; <b><i>In the Garden:</i></b> 6; <b><i>At the Museum:</i></b> 118, 122</p> <p>Understands that stories have characters, setting, and plot: <b><i>At the Doctor's Office:</i></b> 155; <b><i>In the Garden:</i></b> 39, 40, 79</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Measure 19: Concepts about print</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Child shows an increasing understanding of the conventions and physical organization of print material and that print carries meaning.</p> <p>Exploring: Shows understanding of the way books are handled and organized.</p> <p>Developing: Shows understanding that print carries meaning.</p> <p>Building: Shows understanding of that print is organized into units, such as words, and knows some vocabulary that describes print.</p> <p>Integrating: Shows understanding that print is organized into units (such as letters and words) and knows some vocabulary that describes print.</p> | <p>Understands that print represents oral language and can be read: <b>Ready, Set, Go:</b> 68 <b>At School:</b> 130 <b>At the Park:</b> 41 <b>At the Museum:</b> 98,</p> <p>Understands that print carries the message in a book: <b>Ready, Set, Go:</b> 75, 102 <b>At School:</b> 130, 134,</p> <p>Understands that a printed word represents the same spoken word every time: <b>At Home:</b> 21, <b>In the Garden:</b> 45,</p> <p>Recognizes environmental print: <b>Ready, Set, Go:</b> 95</p> <p>Recognizes a word as a unit of print; identifies spaces between words: <b>At Home:</b> 21, 41 <b>In the Garden:</b> 45</p> <p>Recognizes the left-to-right/top-to-bottom directionality of print; follows print as it is read aloud: <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>Recognizes the front-to-back print directionality in books: <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>Recognizes print features such as capital letters and punctuation: <b>Ready, Set, Go:</b> 101, 102, 105 <b>At the Museum:</b> 90, 105,</p> <p>Handles book/print materials appropriately: <b>At Home:</b> 91 <b>At School:</b> 125 <b>At the Park:</b> 99 <b>At the Doctor's Office:</b> 119, 151, 193 <b>In the Community:</b> 39, 69 <b>At the Zoo:</b> 105</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
California Department of Education Desired Results Developmental Profile—Preschool (DRDP-PS)**

| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Measure 20: Phonological awareness</b></p> <p>Child shows awareness of the sounds that make up language, including the segmentation of sounds in words, and recognition of word rhyming and alliteration.</p> <p>Exploring: Engages in play with sounds in words and songs.</p> <p>Developing: Begins to show awareness of word sound units, such as syllables.</p> <p>Building: Blends and segments compound words and syllables without support of pictures or objects.</p> <p>Integrating: Blends and segments parts of words (i.e., onsets, rimes, and phonemes), with support of pictures or objects).</p> | <p>Hears and identifies environmental sounds: <b>Ready, Set, Go:</b> 73: IS: 45 <b>In the Garden:</b> 63</p> <p>Hears and identifies individual sounds in spoken language: <b>Ready, Set, Go:</b> 69, 72 <b>At the Doctor's Office:</b> 154 <b>In the Community:</b> 11, 16, 18 <b>At the Zoo:</b> 126 <b>In the Garden:</b> 64, 72 <b>At the Museum:</b> 102, 121, 133, 156</p> <p>Plays with/manipulates sounds: <b>Ready, Set, Go:</b> 69, <b>At Home:</b> 25, <b>At School:</b> 158 <b>At the Park:</b> 14 <b>At the Doctor's Office:</b> 179 <b>In the Garden:</b> 78</p> <p>Understands the concept of "word" in spoken language: <b>At Home:</b> 44,</p> <p>Hears, identifies, and segments individual sounds in spoken sentences: <b>Ready, Set, Go:</b> 94, 98 <b>At Home:</b> 23, 25, 52, 96 <b>At the Park:</b> 35</p> <p>Hears, identifies, segments, and blends onsets-rimes in spoken words: <b>At School:</b> 123, 124, 147, 157 <b>At the Park:</b> 12, 14, 22, 36, 38, 71, 108 <b>At the Doctor's Office:</b> 124, 129, 130, 131, 153, 160, 182, 186, 187 <b>In the Community:</b> 8, 23, 39, 63, 74, 77 <b>At the Zoo:</b> 91, 93, 102, 149, 153 <b>In the Garden:</b> 13, 71 <b>At the Museum:</b> 100, 123, 125, 126, 131, 136, 162</p> <p>Recognizes/reproduces/generates spoken rhymes: <b>Ready, Set, Go:</b> 98, 105, 109, 110 <b>At Home:</b> 9, 13, 35, 39, 43 <b>At Home:</b> 95, 101 <b>At School:</b> 125, 131, 164, 174, 178, 188 <b>At the Park:</b> 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 <b>At the Doctor's Office:</b> 124, 152, 192 <b>In the Community:</b> 15, 16, 18, 52, 67 <b>At the Zoo:</b> 104, 121, 128, 132, 152, 155, 160, 165 <b>In the Garden:</b> 12, 48, 62, 76, 78 <b>At the Museum:</b> 94, 96, 104, 106, 122, 146, 158</p> <p>Recognizes the same sounds at the beginning/end of a series of words (alliterations): <b>At Home:</b> 13, 36, 44, 64, 70, 72, 95, <b>At School:</b> 136 <b>At the Park:</b> 11, 14, 22 <b>At the Park:</b> 45, 50 <b>At the Doctor's Office:</b> 133, 179 <b>In the Community:</b> 34, 35, 37, 67, 72, 79 <b>At the Zoo:</b> 92, 95, 103, 104, 120, 127, 152, 154 <b>In the Garden:</b> 14, 36, 43, 46, 48, 62, 64, 72, 76, 78 <b>At the Museum:</b> 104, 107, 118, 122, 126, 160</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Measure 21: Letter and word knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Child shows increasing awareness of symbols and letters, that letters make up words, and eventually that letters have sounds.</p> <p>Exploring: Recognizes simple symbols (numbers, letters, logos) in the environment.</p> <p>Developing: Knows some letters by sight and by name or recognizes own name in print.</p> <p>Building: Knows ten or more letters by sight and by name.</p> <p>Integrating: Knows most of the letters by sight and by name; recognizes some familiar whole, written words; and understands that letters make up words and have corresponding sounds.</p> | <p>Identifies and names at least 10 capital 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>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>Distinguishes between letters and numerals: <b>At Home:</b> 79 <b>At the Museum:</b> 94, 155</p> <p>Recognizes beginning letter in words: <b>Ready, Set, Go:</b> 82, 93 <b>At Home:</b> 43, 98, 101 <b>At School:</b> 128, 131, 188 <b>At the Park:</b> 14 <b>At the Doctor's Office:</b> 177 <b>At the Zoo:</b> 136 <b>In the Garden:</b> 73</p> <p>Demonstrates progress in knowledge of English alphabet: <b>Ready, Set, Go:</b> 70, 74, 76, 78, 80, 96</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Measure 22: Emergent writing</b></p> <p>Child shows increasing ability to write using scribbles, symbols, letters, and words to represent meaning.</p> <p>Exploring: Makes scribble-pictures of people, things, or events.</p> <p>Developing: Makes scribbles as pretend writing and attributes meaning to writing.</p> <p>Building: Writes letters or letter-like shapes.</p> <p>Integrating: Writes own name and simple words with most letters correct.</p> | <p>Understands that writing communicates thoughts: <b>Ready, Set, Go:</b> 80</p> <p>Writes own name: <b>Ready, Set, Go:</b> 73 <b>At Home:</b> 7 <b>At the Zoo:</b> 149 <b>At the Museum:</b> 103</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 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, 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>Uses letters to begin to write messages: <b>At Home:</b> 77</p> |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Let's Begin with the Letter People®                                                                                                                                                                                           |
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| <b>Developmental Domain: ELD—English Language Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                               |
| <b>Measure 23: Comprehension of English (receptive English)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                               |
| <p>Child is progressing toward fluency in understanding English.</p> <p>Exploring: Shows little understanding of English; begins to attend to interactions and activities conducted in English, when supported by home language and visual cues, such as body language or behaviors of others.</p> <p>Developing: Demonstrates understanding of a few English words (e.g., common nouns and verbs) and phrases (e.g., frequently used directions); more frequently attends to and participates in group activities conducted in English, with less home language support or other cues.</p> <p>Building: Often demonstrates understanding of basic vocabulary and concepts in English; actively engages in group and individual activities conducted in English, may occasionally be supported by home language or other cues.</p> <p>Integrating: Demonstrates understanding of vocabulary and concepts in English for both instructional and social situations, including complex words and phrases; actively engages in group and individual activities conducted in English, without the support of home language or other cues.</p> | <p>Demonstrates a beginning understanding of English: <b>Ready, Set, Go:</b> 80, 82 <b>At Home:</b> 66 <b>At the Park:</b> 41, 44 <b>In the Community:</b> 67, 68 <b>At the Zoo:</b> 96, 152 <b>In the Garden:</b> 12, 42</p> |



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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Measure 24: Self-expression in English (expressive English)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Child is progressing toward fluency in speaking English.</p> <p>Exploring: Communicates mostly or exclusively in home language or nonverbally.</p> <p>Developing: Uses single words or short memorized sequences of sounds in English to communicate about routines and needs; mixes English with the home language.</p> <p>Building: Communicates in English, using phrases and incomplete sentences in which words or parts of words are omitted; may mix English with the home language.</p> <p>Integrating: Communicates in English with mostly complete sentences about a variety of topics and concepts, including some abstract ideas; may make grammatical errors; may occasionally mix English with the home language.</p> | <p>Begin to converse with others using English vocabulary; sustain a conversation in English about a variety of topics: <b>Ready, Set, Go:</b> 106, 107 <b>At Home:</b> 10, 37, 53, 66 <b>At School:</b> 135, 146, 148, 149, 176, 187 <b>At the Park:</b> 9, 16, 20, 23, 25, 34, 37, 39, 72 <b>At the Doctor's Office:</b> 131, 152, 156, 164, 174, 180 <b>In the Community:</b> 45, 69, 73 <b>At the Zoo:</b> 120, 125, 146, 156 <b>In the Garden:</b> 36, 42, 64, 77 <b>At the Museum:</b> 147</p> <p>Use two- and three-word utterances in English to communicate; Increase utterance length in English by adding appropriate possessive pronouns, conjunctions, or other elements: <b>Ready, Set, Go:</b> 70, 72, 74, 76, 78, 80, 82, 92, 94, 96, 98, 100 <b>At Home:</b> 10, 12, 20, 22, 35, 49, 66, 68, 69, 70, 71, 76, 78, 99 <b>At School:</b> 127, 129, 131, 136, 149, 150, 151, 156 <b>At the Park:</b> 8, 19, 22, 41, 44, 51, 93 <b>At the Doctor's Office:</b> 121 <b>In the Community:</b> 67, 68 <b>At the Zoo:</b> 96, 125, 146, 152, 156, 162 <b>In the Garden:</b> 12, 42, 44 <b>At the Museum:</b> 158</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
California Department of Education Desired Results Developmental Profile—Preschool (DRDP-PS)**

| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                           |
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| <b>Measure 25: Understanding and response to English literacy activities</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Child shows an increasing understanding and response to books, stories, poems, and songs presented in English.</p> <p>Exploring: Demonstrates interest in literacy activities presented in English; shows interest in simple activities when supported by the home language and contextual cues.</p> <p>Developing: Demonstrates some understanding of what is being communicated during literacy activities in English; may respond using gestures or home language.</p> <p>Building: Communicates parts of a book, story, song, or poem told or read in English through actions and words/simple phrases in English; may mix English with home language.</p> <p>Integrating: Communicates content of a book, story, song, or poem using more elaborated English phrases; may occasionally mix English with home language.</p> | <p>Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in home language and in English: <b>At Home:</b> 38 <b>At School:</b> 121, 150, 185 <b>At the Park:</b> 7, 16, 34, 41, 44, 46, 80 <b>At the Doctor's Office:</b> 118, 175 <b>In the Community:</b> 6, 62 <b>At the Zoo:</b> 96, 125, 146, 152, 156, 162 <b>In the Garden:</b> 34 <b>At the Museum:</b> 158</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
California Department of Education Desired Results Developmental Profile—Preschool (DRDP-PS)**

| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Measure 26: Symbol, letter, and print knowledge in English</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child shows an increasing understanding of the conventions and physical organization of print material in English and that print in English carries meaning.</p> <p>Exploring: Demonstrates awareness that symbols carry meaning; may demonstrate awareness that print in the home language carries meaning.</p> <p>Developing: Demonstrates awareness that print in English carries meaning.</p> <p>Building: Knows that English print consists of letters; knows the names of a few English letters; is able to identify or write a few letters in English.</p> <p>Integrating: Knows that English words consist of letters that have names and sounds; recognizes or writes letters (10 or more) and familiar words in English.</p> | <p>Begin to recognize that symbols in the environment carry a consistent meaning in the home language or in English; Begin to demonstrate an understanding of words in the home language and in English that are related to basic concepts: <b>Ready, Set, Go:</b> 67, 68, 70, 71, 76, 82, 93, 95, 97, 102, 110 <b>At Home:</b> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <b>At School:</b> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185, <b>At the Park:</b> 11, 23, 34, 39, 66, 80, 90, 97, 108 <b>At the Doctor's Office:</b> 119, 132, 164, 174, 177, 179 <b>In the Community:</b> 13, 52, 63, 68, 70 <b>At the Zoo:</b> 101, 108, 120, 134, 149, 154 <b>In the Garden:</b> 41, 47, 63, 76 <b>At the Museum:</b> 91, 93, 96, 98, 99, 100, 108</p> |
| <b>Developmental Domain: COG—Cognitive Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Measure 27: Cause and effect</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child shows increasing understanding of cause and effect relations.</p> <p>Exploring: Tries out actions to see what will happen.</p> <p>Developing: Anticipates that a routine action will have a specific result.</p> <p>Building: Shows understanding of familiar cause and effect through language or action.</p> <p>Integrating: Explains or predicts the result of a familiar action—will not always be accurate, but will be reasonable.</p>                                                                                                                                                                                                                                                                                     | <p>Identifies causes and possible solutions to issues such as pollution and endangered animals: <b>In the Community:</b> 11 <b>In the Garden:</b> 22, 24</p> <p>Recognizes simple cause/effect relationships in stories: <b>In the Community:</b> 50,</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>Predicts what comes next when patterns are extended: <b>At the Park:</b> 94, 95, 96, 98, 99, 101, 102 <b>At the Doctor's Office:</b> 125</p>                                                                                                                                  |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
California Department of Education Desired Results Developmental Profile—Preschool (DRDP-PS)**

| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Measure 28: Problem solving</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Child shows increasing ability to reason logically or use strategies to solve challenging problems.</p> <p>Exploring: Tries to solve simple problems, including using trial and error.</p> <p>Developing: Tries a strategy he or she saw someone else use to help solve a problem.</p> <p>Building: Uses familiar objects or actions in a deliberate way to solve problems.</p> <p>Integrating: Tries out a set of actions to develop a strategy for solving problems.</p>                                                  | <p>Shows increasing ability to reason logically/solve problems: <b><i>In the Garden:</i></b> 73</p> <p>Conducts safe, simple investigations to test observations/draw conclusions/form generalizations: <b><i>At Home:</i></b> 7, 23, 49, 51, 79, 94 <b><i>At School:</i></b> 129, 135, 153 <b><i>At the Park:</i></b> 9 <b><i>At the Doctor's Office:</i></b> 119 <b><i>In the Community:</i></b> 20 <b><i>At the Zoo:</i></b> 100, 109, 156 <b><i>In the Garden:</i></b> 7, 42, 45, 49, 65, 67 <b><i>At the Museum:</i></b> 153</p> |
| <b>Measure 29: Memory and knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Child stores, retrieves, and uses information about familiar and unfamiliar events, past experiences, people, and things.</p> <p>Exploring: Remembers a few key features of familiar objects and routines.</p> <p>Developing: Communicates memories about an unfamiliar event that happened earlier that day.</p> <p>Building: Communicates memories about an unfamiliar event that happened on a previous day.</p> <p>Integrating: Communicates memories about a sequence of related events that happened in the past.</p> | <p>Recalls/retells story events in the correct sequence: <b><i>Ready, Set, Go:</i></b> 96 <b><i>At Home:</i></b> 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 <b><i>At School:</i></b> 119, 122, 174 <b><i>At the Park:</i></b> 16, 24, 45, 63, 108 <b><i>At the Doctor's Office:</i></b> 177, 182, 183, 187, 190 <b><i>In the Community:</i></b> 18, 53 <b><i>At the Zoo:</i></b> 102, 124 <b><i>In the Garden:</i></b> 50, 65, 79 <b><i>At the Museum:</i></b> 118</p>                                                                   |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Measure 30: Curiosity and initiative</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Child pursues knowledge or understanding of new materials or activities.</p> <p>Exploring: Shows interest in new materials or activities by intently watching others and/or handling the materials.</p> <p>Developing: Actively engages with new materials or activities by asking questions and performing simple investigations.</p> <p>Building: Uses a variety of strategies to learn more about objects or activities of interest.</p> <p>Integrating: Puts materials or objects together in new and inventive ways to learn what will result or to create something.</p> | <p>Asks/answers questions: <b>Ready, Set, Go:</b> 79, 92, 107 <b>At Home:</b> 37 <b>At School:</b> 147, 149, 160, 176, 178 <b>At the Park:</b> 6 <b>At the Doctor's Office:</b> 174 <b>At the Museum:</b> 90, 91, 93, 97, 105, 106, 109, 150</p> <p>Conducts safe, simple investigations to test observations/draw conclusions/form generalizations: <b>At Home:</b> 7, 23, 49, 51, 79, 94 <b>At School:</b> 129, 135, 153 <b>At the Park:</b> 9 <b>At the Doctor's Office:</b> 119 <b>In the Community:</b> 20 <b>At the Zoo:</b> 100, 109, 156 <b>In the Garden:</b> 7, 42, 45, 49, 65, 67 <b>At the Museum:</b> 153</p>            |
| <b>Measure 31: Engagement and persistence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>Child persists in understanding and mastering a self-selected activity, even if challenging or difficult.</p> <p>Exploring: Continues self-selected activities on own for a while, but may be distracted and lose interest without adult encouragement.</p> <p>Developing: Continues self-selected activities on own even in a distracting environment.</p> <p>Building: Usually works through difficulties encountered in activities.</p> <p>Integrating: Returns to challenging or multi-step activities.</p>                                                                | <p>Persists in understanding/mastering a self-selected activity for about 20 minutes: <b>Ready, Set, Go:</b> 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 <b>At Home:</b> 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 <b>At School:</b> 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 <b>At the Park:</b> 11, 23, 34, 39, 66, 80, 90, 97, 108 <b>At the Doctor's Office:</b> 119, 132, 164, 174, 177, 179 <b>In the Community:</b> 13, 52, 63, 68, 70, <b>At the Zoo:</b> 101, 108, 120, 134, 149, 154 <b>In the Garden:</b> 41, 47, 63, 76 <b>At the Museum:</b> 91, 93, 96, 98, 99, 100, 108</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Developmental Domain: MATH—Mathematical Development</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Measure 32: Number sense of quantity and counting</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child uses number names to represent quantities and counts increasingly larger sets of objects.</p> <p>Exploring: Recites some number names not necessarily in order; identifies, without counting, the number of objects in a collection of up to three objects.</p> <p>Developing: Recognizes and knows the name of some numerals; correctly recites numbers in order one through ten.</p> <p>Building: Counts at least five objects correctly, without counting an object more than once.</p> <p>Integrating: Counts at least ten objects correctly; recites numbers in correct order up to twenty; demonstrates understanding that the number name of last object counted is the total number of objects.</p> | <p>Recognizes/names numerals 0-10: <b>At Home:</b> 75, 76, 77, 79, 81 <b>At the Doctor's Office:</b> 158, 163 <b>At the Zoo:</b> 91, 93, 122, 123 <b>In the Garden:</b> 51 <b>At the Museum:</b> 156</p> <p>Uses one-to-one correspondence: <b>Ready, Set, Go:</b> 68, 69, 99 <b>At Home:</b> 74, 76, 77, 101, 102, 104, 106, 108, 109 <b>At School:</b> 134, 175, 181, 191 <b>At the Park:</b> 15, 49, 73: <b>In the Community:</b> 25, 69 <b>At the Zoo:</b> 91, 125, 135 <b>In the Garden:</b> 51</p> <p>Understands that the order of the counting sequence is always the same and that items can be counted in any order: <b>Ready, Set, Go:</b> 83 <b>At Home:</b> 17 <b>At School:</b> 130 <b>At the Doctor's Office:</b> 180</p> <p>Rote counts by ones to 10 or higher: <b>Ready, Set, Go:</b> 69, 70 <b>At Home:</b> 6, 16, 17, 74, 80 <b>At the Park:</b> 15, 20, 49, 53, 63, 65, 70, 73 <b>At the Doctor's Office:</b> 121, 153, 163, 181, 187 <b>In the Community:</b> 13, 35, 50, 75 <b>At the Zoo:</b> 120, 121, 125, 127, 133 <b>In the Garden:</b> 40, 45, 51, 71 <b>At the Museum:</b> 100, 103, 104, 108</p> |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>Measure 33: Number sense of mathematical operations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Child shows increasing ability to add and subtract small quantities of objects.</p> <p>Exploring: Demonstrates that items can be grouped and compared by quantity; communicates that result is “more” when objects from two groups are put together.</p> <p>Developing: Correctly identifies the larger of two groups without counting; adds or takes away objects from a group and communicates that the result is more or fewer.</p> <p>Building: Compares by matching or counting two small groups of objects and identifies which has more, fewer, or whether they are the same; identifies the number of objects in a small group after one object is added or taken away.</p> <p>Integrating: Solves simple addition and subtraction problems with a small number of objects.</p> | <p>Understands/solves simple addition and subtraction problems: <b>At Home: 78 In the Garden: 40, 43, 44, 47 At the Museum: 94, 96, 101, 104, 108</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Measure 34: Classification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Child shows increasing ability to compare, match, and sort objects into groups according to some common attribute.</p> <p>Exploring: Recognizes when two things are the same.</p> <p>Developing: Sorts some objects from a group of objects.</p> <p>Building: Sorts objects varying by one attribute (such as color, size, shape), into two to three different groups.</p> <p>Integrating: Sorts objects varying by two or more attributes into two or more different groups.</p>                                                                                                                                                                                                                                                                                                       | <p>Matches and sorts objects according to attributes: <b>At Home: 17, 20, 21, 69, 72 At School: 133, 134, 165, 193 At the Park: 19, 73, 74, 107 At the Doctor's Office: 129, 136, 153, 157, 181, 185 In the Community: 71, 75 At the Zoo: 96, 103, 121, 133, 136 In the Garden: 15, 43, 74, 75, 77 At the Museum: 93, 103, 135, 152</b></p> <p>Compares objects to identify similarities and differences: <b>Ready, Set, Go: 70 At the Park: 62, 69, 77 At the Zoo: 162 In the Garden: 15</b></p> <p>Makes size comparisons between objects (<i>taller than, smaller than, etc.</i>): <b>At Home: 73 At the Park: 11 At the Doctor's Office: 149, 150, 156, 159, 162, 163 In the Community: 13, 19 In the Garden: 68, 74 At the Museum: 100</b></p> <p>Orders objects by size: <b>In the Community: 75 In the Garden: 71 At the Museum: 164</b></p> |

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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Measure 35: Measurement</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Child shows increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties.</p> <p>Exploring: Shows understanding or uses words that describe some measurable property such as size, length, weight, or capacity (big or little).</p> <p>Developing: Shows understanding or uses words that compare size, length, weight, or capacity of objects (bigger or smaller).</p> <p>Building: Orders objects by one measurable property (e.g., size, length, weight, or capacity).</p> <p>Integrating: Tries to measure using tools (standard or nonstandard).</p> | <p>Recognizes some attributes of length, height, weight, volume, and time: <b>At School:</b> 179 <b>At the Doctor's Office:</b> 150, 164, 178, 179, 181, 188, 190, 192 <b>In the Community:</b> 19 <b>At the Zoo:</b> 152, 159 <b>In the Garden:</b> 34, 66, 68 <b>At the Museum:</b> 125</p> <p>Makes size comparisons between objects (<i>taller than, smaller than, etc.</i>): <b>At Home:</b> 73 <b>At the Park:</b> 11 <b>At the Doctor's Office:</b> 149, 150, 156, 159, 162, 163 <b>In the Community:</b> 13, 19 <b>In the Garden:</b> 68, 74 <b>At the Museum:</b> 100</p> <p>Uses nonstandard and standard units to measure: <b>At School:</b> 137, 153, 179 <b>At the Doctor's Office:</b> 127, 149, 151, 162 <b>At the Zoo:</b> 148, 154, 159, 161, 163 <b>In the Garden:</b> 74, 75 <b>At the Museum:</b> 93, 153</p>                                                                                                                                                                                  |
| <b>Measure 36: Shapes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p>Child shows increasing knowledge of shapes and their characteristics.</p> <p>Exploring: Recognizes differences among shapes without naming them.</p> <p>Developing: Correctly names or identifies circles, squares, and triangles.</p> <p>Building: Recognizes shapes when they are presented in new orientation or as parts of other objects.</p> <p>Integrating: Describes characteristics and differences of several shapes.</p>                                                                                                                                                                                         | <p>Identifies 2-D shapes (circle, triangle, rectangle): <b>At School:</b> 154, 155, 156, 157, 160, 161, 175, 190 <b>At the Park:</b> 9, 11, 77 <b>At the Doctor's Office:</b> 129, 157, 177, 181, 190 <b>In the Community:</b> 9, 65, 67 <b>At the Zoo:</b> 121 <b>In the Garden:</b> 17, 38, 51 <b>At the Museum:</b> 101, 147, 151</p> <p>Identifies 3-D shapes (sphere, cylinder, rectangular prism, cube): <b>At the Park:</b> 42, 43, 49, 51, 52, 77, 95 <b>At the Museum:</b> 151</p> <p>Describes attributes of shapes: <b>At Home:</b> 13 <b>At School:</b> 154, 156, 160, 161 <b>At the Park:</b> 42, 43, 44, 48, 49</p> <p>Puts together shapes to create designs/puzzles of increasing complexity: <b>At School:</b> 156, 161 <b>In the Garden:</b> 67</p> <p>Uses positional words (<i>on, under, inside, etc.</i>): <b>Ready, Set, Go:</b> 100, 101, 102, 104 <b>At the Park:</b> 50, 95, 104, 110</p> <p>Recognizes when a shape's position or orientation has changed: <b>In the Garden:</b> 17</p> |



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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                              | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Measure 37: Patterning</b>                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child shows increasing ability to recognize, reproduce, and create patterns of varying complexity.</p> <p>Exploring: Identifies simple patterns created by self or others.*</p> <p>Developing: Copies simple patterns.</p> <p>Building: Creates or extends simple patterns.</p> <p>Integrating: Creates or extends complex patterns (more than two repeating elements).</p>                                       | <p>Reproduces/extends/creates simple patterns: <b>At Home:</b> 6, 68, 69 <b>At School:</b> 193 <b>At the Park:</b> 94, 95, 96, 98, 99, 101, 103, 104, 105, 107, 109 <b>At the Doctor's Office:</b> 125, 129, 137, 157 <b>In the Community:</b> 75, 81 <b>At the Zoo:</b> 121, 130, 160, 164 <b>In the Garden:</b> 15, 35, 44 <b>At the Museum:</b> 93, 97, 103, 133</p>                                                                                                                                                                                                                                                                                                         |
| <b>Developmental Domain: PD—Physical Development</b>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Measure 38: Gross motor movement</b>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child refines the ability to move in a coordinated way using large muscles (arms and legs).</p> <p>Exploring: Makes basic movements with confidence and ease.</p> <p>Developing: Uses movement skills to go smoothly up, down, and through a variety of spaces.</p> <p>Building: Uses complex movement skills in active play.</p> <p>Integrating: Participates in extended or integrated physical activities.</p> | <p>Participates in group movement games: <b>Ready, Set, Go:</b> 66, 104 <b>At Home:</b> 7, 8, 9, 51, 69, 81, 91, 99, 101, 106 <b>At School:</b> 127, 146, 185 <b>At the Park:</b> 11, 36, 37, 41, 43, 45, 51, 97, 98, 109 <b>At the Doctor's Office:</b> 124, 152, 153, 159, 164, 179 <b>In the Community:</b> 63, 65 <b>At the Zoo:</b> 101, 120, 160, 164 <b>In the Garden:</b> 9, 64 <b>At the Museum:</b> 97, 102</p> <p>Throws, catches, kicks, balances, and coordinates hands, arms, legs: <b>At School:</b> 155, 179, 184 <b>At the Park:</b> 11, 41, 51, 97, 109, 153, 159 <b>At the Doctor's Office:</b> 187 <b>In the Community:</b> 65 <b>At the Museum:</b> 97</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Measure 39: Balance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Child refines the ability to balance self in space.</p> <p>Exploring: Shows a developing sense of balance and the ability to carry an object while moving.</p> <p>Developing: Balances without support.</p> <p>Building: Maintains balance while moving.</p> <p>Integrating: Coordinates multiple movements involving balance.</p>                                                                                                                                                                                                                                                                                                            | <p>Throws, catches, kicks, balances, and coordinates hands, arms, legs: <b>At School:</b> 155, 179, 184 <b>At the Park:</b> 11, 41, 51, 97, 109, 153, 159 <b>At the Doctor's Office:</b> 187 <b>In the Community:</b> 65 <b>At the Museum:</b> 97</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Measure 40: Fine motor skills</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Child refines the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities.</p> <p>Exploring: Manipulates large objects using both hands in the same way to accomplish a simple task.</p> <p>Developing: Uses fingers and both hands, with each hand doing something different, to smoothly accomplish simple tasks.</p> <p>Building: Uses fingers to manipulate smaller objects or objects requiring precise eye-hand coordination.</p> <p>Integrating: Shows increasing refinement and detail in fine motor movements requiring finger strength and control.</p> | <p>Buttons and zips: <b>At Home:</b> 39 <b>At School:</b> 181 <b>At the Zoo:</b> 137</p> <p>Manipulates small objects: <b>Ready, Set, Go:</b> 77 <b>At Home:</b> 107, 111 <b>At School:</b> 181, 184 <b>At the Park:</b> 11, 17, 23, 53, 67, 91, 95 <b>At the Doctor's Office:</b> 133, 135, 149, 155, 158, 159, 161, 183, 189, 191 <b>In the Community:</b> 9, 49, 77 <b>At the Zoo:</b> 91, 99, 127, 133, 163 <b>In the Garden:</b> 7, 15, 37, 51, 69 <b>At the Museum:</b> 91, 97, 109, 147</p> <p>Shows increasing control of pencil grip: <b>At Home:</b> 13 <b>In the Community:</b> 11 <b>At the Zoo:</b> 129 <b>In the Garden:</b> 35,</p> <p>Uses writing tools, scissors, clay paintbrushes, paper punch, stapler, and computers with increasing ease: <b>Ready, Set, Go:</b> 73, 75, 95, 101, 105, 107 <b>At Home:</b> 7, 9, 10, 13, 17, 39, 43, 45, 67, 69, 101, 102 <b>At School:</b> 127, 137, 157, 159, 181, 188, 189 <b>At the Park:</b> 10, 11, 15, 23, 35, 46, 49, 50, 102 <b>In the Community:</b> 63, 71, 80 <b>At the Zoo:</b> 97, 129, 163 <b>In the Garden:</b> 7, 11, 35, 37, 39, 77 <b>At the Museum:</b> 91, 97, 109, 147, 149, 154</p> <p>Develops hand-eye coordination: <b>Ready, Set, Go:</b> 73, 75, 95, 101, 107 <b>At Home:</b> 104 <b>At the Park:</b> 10, 11, 15, 23, 35, 46, 49, 50, 102 <b>In the Community:</b> 63, 71, 80 <b>At the Zoo:</b> 97, 129, 163 <b>In the Garden:</b> 7, 11, 35, 37, 39</p> |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
California Department of Education Desired Results Developmental Profile—Preschool (DRDP-PS)**

| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                         |
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| <b>Developmental Domain: HLTH—Health</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                             |
| <b>Measure 41: Personal care routines</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                             |
| <p>Child shows increasing independence in performing personal care routines that support healthy growth and help prevent the spread of infection.</p> <p>Exploring: Participates in own personal cleanliness, with help or supervision from adult.</p> <p>Developing: Follows through on personal cleanliness, with some reminders.</p> <p>Building: Takes care of personal cleanliness on his own.</p> <p>Integrating: Shows an understanding of why personal cleanliness is important.</p>                                     | <p>Engages in personal hygiene: <b>At Home:</b> 93, 94, 100, 101, 105 <b>At School:</b> 162 <b>In the Community:</b> 35 <b>In the Garden:</b> 53</p> <p>Identifies some foods as healthful and some as not: <b>At Home:</b> 69, 100 <b>At School:</b> 129 <b>At the Park:</b> 70 <b>At the Doctor's Office:</b> 118, 120, 121, 128, 137</p> |
| <b>Measure 42: Healthy lifestyle</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                             |
| <p>Child shows increasing independence in making healthy life choices.</p> <p>Exploring: Follows guidance given by adults about rest, health, food choices, and physical activity.</p> <p>Developing: Begins to communicate about and take care of own health needs (food and rest), with occasional reminders from an adult.</p> <p>Building: Independently takes care of some basic needs like rest, healthy food choices, and physical activity.</p> <p>Integrating: Communicates to others about making healthy choices.</p> | <p>Identifies some foods as healthful and some as not: <b>At Home:</b> 69, 100 <b>At School:</b> 129 <b>At the Park:</b> 70 <b>At the Doctor's Office:</b> 118, 120, 121, 128, 137</p>                                                                                                                                                      |

**Abrams Learning Trends: Let's Begin with the Letter People correlated to the  
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| DRDP-PS                                                                                                                                                                                                                                                                                                                                                                                                       | Let's Begin with the Letter People®                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measure 43: Personal safety</b>                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p>Child shows increasing awareness of safety practices that minimize risk and support healthy growth.</p> <p>Exploring: Cooperates when requested to follow simple safety rules.</p> <p>Developing: Usually follows simple safety rules on her own.</p> <p>Building: Applies known safety rules in a variety of situations.</p> <p>Integrating: Communicates an understanding of safety rules to others.</p> | <p>Follows healthy/safety rules (street/fire/water safety, poison symbol, stranger danger, help from parent/trusted adult): <b>Ready, Set, Go:</b> 105<br/> <b>At Home:</b> 24, 52, 93 <b>At School:</b> 130, 136, 162, 190 <b>At the Park:</b> 9, 52, 106 <b>At the Doctor's Office:</b> 124 <b>In the Community:</b> 34, 36, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 51 <b>At the Museum:</b> 128</p> |