

Correlation of:

Let's Begin with the Letter People[®]

to the

Common Core State Standards

for

English, Language Arts and Math

Grade K



Austin, TX
800-227-9120
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**Abrams Let's Begin with the Letter People Correlated to
Common Core State Standards for ELA and Mathematics
Kindergarten**

Common Core State Standards for ELA and Mathematics	Abrams Let's Begin with the Letter People
Reading Standards for Literature	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	<i>At Home:</i> 9, 24, 93 <i>At School:</i> 126, 129, 130, 160, 174, 178 <i>At the Park:</i> 6, 23, 25, 34, 39, 74, 95 <i>At the Doctor's Office:</i> 118, 122, 162, 174, 182 <i>In the Community:</i> 18, 69 <i>At the Museum:</i> 94, 150
2. With prompting and support, retell familiar stories, including key details.	<i>Ready, Set, Go:</i> 96 <i>At Home:</i> 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 <i>At School:</i> 119, 122, 174 <i>At the Park:</i> 16, 24, 45, 63, 108 <i>At the Doctor's Office:</i> 177, 182, 183, 187, 190 <i>In the Community:</i> 18, 53 <i>At the Zoo:</i> 102, 124 <i>In the Garden:</i> 50, 65, 79 <i>At the Museum:</i> 118
3. With prompting and support, identify characters, settings, and major events in a story.	<i>At the Doctor's Office:</i> 155 <i>In the Garden:</i> 39, 40, 79
Craft and Structure	
4. Ask and answer questions about unknown words in a text.	Children have the opportunity to meet this objective each time a story is read aloud. For example, see: <i>At Home:</i> 18, 22, 35, 37, 74, 75, 90 <i>At the Park:</i> 6, 22, 62, 74, 91, 95 <i>In the Community:</i> 80 <i>At the Zoo:</i> 94 <i>At the Museum:</i> 148, 150
5. Recognize common types of texts (e.g. storybooks, poems).	<i>At the Zoo:</i> 155 <i>At the Museum:</i> 102, 132, 161,
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<i>At Home:</i> 6, 8, 10, 38, 49, 62, 74, 90 <i>At the Park:</i> 6, 42, 62 <i>At the Doctor's Office:</i> 162 <i>In the Community:</i> 62, 66 <i>At the Zoo:</i> 90, 151 <i>In the Garden:</i> 50 <i>At the Museum:</i> 92, 158
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<i>At Home:</i> 8, 34, 100, 103, <i>At School:</i> 122, 186 <i>At the Park:</i> 6, 16, 24, 93 <i>At the Doctor's Office:</i> 175, 192, 193 <i>In the Community:</i> 36, 64, 71 <i>At the Zoo:</i> 108, 118, 130, 164 <i>In the Garden:</i> 7, 52, 65 <i>At the Museum:</i> 126, 151
8. (Not applicable to literature)	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<i>At Home:</i> 8, 9, 34, 74, 99, 105 <i>In the Community:</i> 62, <i>Ready, Set, Go:</i> 92, 96 <i>At School:</i> 126, 132 <i>At the Doctor's Office:</i> 122, 127, 149
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	<i>At Home:</i> 9, 24, 93 <i>At School:</i> 126, 129, 130, 160, 174, 178 <i>At the Park:</i> 6, 23, 25, 34, 39, 74, 95 <i>At the Doctor's Office:</i> 118, 122, 162, 174, 182 <i>In the Community:</i> 18, 69 <i>At the Museum:</i> 94, 150
Reading Standards for Informational Text	
Key Ideas and Details	
1. With prompting and support, ask and answer questions about key details in a text.	<i>At Home:</i> 9, 24, 93 <i>At School:</i> 126, 129, 130, 160, 174, 178 <i>At the Park:</i> 6, 23, 25, 34, 39, 74, 95 <i>At the Doctor's Office:</i> 118, 122, 162, 174, 182 <i>In the Community:</i> 18, 69 <i>At the Museum:</i> 94, 150

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2. With prompting and support, identify the main topic and retell key details of a text.	Ready, Set, Go: 96 At Home: 9, 12, 18, 35, 37, 90, 91, 96, 105, 106 At School: 119, 122, 174 At the Park: 16, 24, 45, 63, 108 At the Doctor's Office: 177, 182, 183, 187, 190 In the Community: 18, 53 At the Zoo: 102, 124 In the Garden: 50, 65, 79 At the Museum: 118
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Ready, Set, Go: 92, 96 At School: 126, 132 At the Doctor's Office: 122, 127, 149
Craft and Structure	
4. With prompting and support, ask and answer questions about unknown words in a text.	Children have the opportunity to meet this objective each time a story is read aloud. For example, see: At Home: 18, 22, 35, 37, 74, 75, 90 At the Park: 6, 22, 62, 74, 91, 95 In the Community: 80 At the Zoo: 94 At the Museum: 148, 150
5. Identify the front cover, back cover, and title page of a book.	At Home: 6, 8, 10, 38, 49, 62, 74, 90 At the Park: 6, 42, 62 At the Doctor's Office: 162 In the Community: 62, 66 At the Zoo: 90, 151 In the Garden: 50 At the Museum: 92, 158
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	At Home: 6, 8, 10, 38, 49, 62, 74, 90 At the Park: 6, 42, 62 At the Doctor's Office: 162 In the Community: 62, 66 At the Zoo: 90, 151 In the Garden: 50 At the Museum: 92, 158
Integration of Knowledge and Ideas	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	At Home: 8, 34, 100, 103, At School: 122, 186 At the Park: 6, 16, 24, 93 At the Doctor's Office: 175, 192, 193 In the Community: 36, 64, 71 At the Zoo: 108, 118, 130, 164 In the Garden: 7, 52, 65 At the Museum: 126, 151
8. With prompting and support, identify the reasons an author gives to support points in a text.	Children have the opportunity to meet this objective each time a story is read aloud. For example, see: Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 22, 35, 38, 41, 49, 51, 62, 67, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 11, 23, 34, 39, 66, 80, 90, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, At the Zoo: 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	At Home: 8, 9, 34, 74, 99, 105 In the Community: 62, Ready, Set, Go: 92, 96 At School: 126, 132 At the Doctor's Office: 122, 127, 149
Range of Reading and Level of Text Complexity	
10. Actively engage in group reading activities with purpose and understanding.	At Home: 9, 24, 93 At School: 126, 129, 130, 160, 174, 178 At the Park: 6, 23, 25, 34, 39, 74, 95 At the Doctor's Office: 118, 122, 162, 174, 182 In the Community: 18, 69 At the Museum:

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	94, 150
Reading Standards: Foundational Skills	
Print Concepts	
1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	<p>a) At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162</p> <p>b) Ready, Set, Go: 68 At School: 130 At the Park: 41 At the Museum: 98, : At Home: 21, In the Garden: 45,</p> <p>c) At Home: 21, 41 In the Garden: 45</p> <p>d) Ready, Set, Go: 69, 77, 82, 92, 97, 98, 107, 108, 110, 111 At Home: 8, 9, 10, 12, 14, 35, 37, 42, 43, 45, 70, 71, 97 At School: 120, 121, 127, 128, 131, 146, 153, 157, 158, 176, 177, 182, 188 At the Park: 9, 11, 13, 14, 20, 22, 36, 41, 64, 71, 76, 95, 98, 103, 107 At the Doctor's Office: 120, 127, 130, 132, 135, 148, 153, 154, 158, 159, 160, 161, 163, 176, 182, 186, 187, 192 In the Community: 8, 15, 34, 46, 47, 48, 50, 64, 72, 78 At the Zoo: 92, 98, 120, 126, 127, 132, 135, 148, 153, 160 In the Garden: 8, 9, 36, 37, 43, 46, 67, 76 At the Museum: 91, 98, 107, 120, 125, 146, 156, 157</p>
Phonological Awareness	
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with //, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	<p>a) Ready, Set, Go: 98, 105, 109, 110 At Home: 9, 13, 35, 39, 43 At Home: 95, 101 At School: 125, 131, 164, 174, 178, 188 At the Park: 11, 13, 45, 51, 63, 76, 78, 79, 90, 93, 99 At the Doctor's Office: 124, 152, 192 In the Community: 15, 16, 18, 52, 67 At the Zoo: 104, 121, 128, 132, 152, 155, 160, 165 In the Garden: 12, 48, 62, 76, 78 At the Museum: 94, 96, 104, 106, 122, 146, 158</p> <p>b) Ready, Set, Go: 94, 98 At Home: 23, 25, 52, 96 At the Park: 35</p> <p>c) At School: 123, 124, 147, 157 At the Park: 12, 14, 22, 36, 38, 71, 108 At the Doctor's Office: 124, 129, 130, 131, 153, 160, 182, 186, 187 In the Community: 8, 23, 39, 63, 74, 77 At the Zoo: 91, 93, 102, 149, 153 In the Garden: 13, 71 At the Museum: 100, 123, 125, 126, 131, 136, 162</p>
Phonics and Word Recognition	
3. Know and apply grade-level	a) Makes some sound/letter associations, especially those in

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<p>phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>own name: <i>At Home:</i> 14, 15, 53, 64, 70, 71, 72, 81, 101, 108 <i>At School:</i> 188, 189, 193 <i>At the Park:</i> 14, 67, 98 <i>At the Doctor's Office:</i> 120, 130 <i>In the Community:</i> 48, 78 <i>At the Zoo:</i> 126 <i>At the Museum:</i> 167</p> <p>b) Makes some sound/letter associations, especially those in own name: <i>At Home:</i> 14, 15, 53, 64, 70, 71, 72, 81, 101, 108 <i>At School:</i> 188, 189, 193 <i>At the Park:</i> 14, 67, 98 <i>At the Doctor's Office:</i> 120, 130 <i>In the Community:</i> 48, 78 <i>At the Zoo:</i> 126 <i>At the Museum:</i> 167</p>
Fluency	
4. Read emergent-reader texts with purpose and understanding.	<i>At the Museum:</i> 95, <i>At Home:</i> 91 <i>At School:</i> 125 <i>At the Park:</i> 73 <i>In the Community:</i> 21, 69 <i>At the Zoo:</i> 105
Writing Standards Text Types and Purposes	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).	<i>At Home:</i> 17, 39, 41, 42, 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <i>At School:</i> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <i>At the Park:</i> 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 <i>At the Doctor's Office:</i> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 181, 182, 186, 188, 190 <i>In the Community:</i> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 65, 66, 70, 74, 75, 78 <i>At the Zoo:</i> 90, 91, 94, 97, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 35, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 129, 130, 134, 146, 150, 154, 158, 159, 162 <i>Ready, Set, Go:</i> 80, 92, 95
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<i>At Home:</i> 17, 39, 41, 42, 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <i>At School:</i> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <i>At the Park:</i> 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 <i>At the Doctor's Office:</i> 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 181, 182, 186, 188, 190 <i>In the Community:</i> 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 65, 66, 70, 74, 75, 78 <i>At the Zoo:</i> 90, 91, 94, 97, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 <i>In the Garden:</i> 6, 10, 14, 18, 22, 34, 35, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 <i>At the Museum:</i> 90, 94, 98, 102, 106, 118, 122, 126, 129, 130, 134, 146, 150, 154, 158, 159, 162 <i>Ready, Set, Go:</i> 80, 92, 95
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events	<i>At Home:</i> 17, 39, 41, 42, 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 <i>At School:</i> 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 <i>At the Park:</i> 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78,

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in the order in which they occurred, and provide a reaction to what happened.	80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 181, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 65, 66, 70, 74, 75, 78 At the Zoo: 90, 91, 94, 97, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 35, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 129, 130, 134, 146, 150, 154, 158, 159, 162 Ready, Set, Go: 80, 92, 95
Production and Distribution of Writing	
4. (Begins in grade 3)	
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Children have the opportunity to meet this objective each time they participate in a writing activity. For example, see: At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	In the Garden: 37, 39 At the Museum: 106
Research to Build and Present Knowledge	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	At Home: 44, 45, 52, 53, 77, 78, 80, 90, 91, 96, 108 At School: 118, 122, 126, 130, 132, 134, 136, 149, 156, 160, 161, 175, 178, 180, 186, 190, 192 At the Park: 7, 9, 10, 17, 18, 22, 23, 34, 38, 41, 42, 46, 49, 50, 51, 62, 65, 66, 67, 70, 74, 78, 80, 90, 91, 93, 94, 98, 102, 104, 106 At the Doctor's Office: 118, 121, 122, 125, 126, 130, 134, 146, 150, 153, 158, 162, 174, 175, 178, 182, 186, 188, 190 In the Community: 10, 14, 18, 22, 34, 38, 42, 46, 50, 62, 64, 66, 70, 74, 78 At the Zoo: 90, 94, 98, 192, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 162 In the Garden: 6, 10, 14, 18, 22, 34, 38, 41, 42, 46, 50, 62, 66, 70, 74, 78 At the Museum: 90, 94, 98, 102, 106, 118, 122, 126, 130, 134, 146, 150, 154, 158, 159, 162
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	At Home: 38, At School: 121, 126, 150, 185 At the Park: 7, 16, 34, 41, 46, 80 At the Doctor's Office: 118, 122, 127, 149, 175 In the Community: 6, 62 In the Garden: 34 At the Museum: 158 Ready, Set, Go: 92, 96
9. (Begins in grade 4)	

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Range of Writing	
10. (Begins in grade 3)	
Speaking and Listening Standards	
Comprehension and Collaboration	
1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	a) Ready, Set, Go: 66, 67, 110 At Home: 7, 15, 23, 43, 48, 51, 62, 65, 79, 99, 100 At School: 121, 134, 147, 179, 185 At the Park: 15, 37, 39, 41, 46, 65, 69, 70, 95, 97, 99, 109 At the Doctor's Office: 135, 148, 160, 165, 183, 185, 190 In the Community: 7, 11, 15, 38, 43, 62, 65, 78 At the Zoo: 104, 127, 130, 151, 157, 161 In the Garden: 7, 37, 41, 46, 51, 52, 74 At the Museum: 97, 109, 163 b) Ready, Set, Go: 106, 107 At Home: 10, 37, 53, 66, At School: 135, 146, 148, 149, 176, 187 At the Park: 9, 16, 20, 23, 25, 34, 37, 39, 72 At the Doctor's Office: 131, 152, 156, 164, 174, 180 In the Community: 45, 69, 73 At the Zoo: 120, 125, 146, 156 In the Garden: 36, 42, 64, 77 At the Museum: 147
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ready, Set, Go: 67, 68, 70, 71, 76, 82, 93, 97, 102, 110 At Home: 6, 18, 22, 35, 37, 38, 41, 49, 51, 62, 67, 74, 75, 78, 80, 90, 97, 105, 106, 109 At School: 118, 121, 122, 130, 133, 146, 150, 151, 156, 162, 163, 178, 185 At the Park: 6, 11, 22, 23, 34, 39, 62, 66, 74, 80, 90, 91, 95, 97, 108 At the Doctor's Office: 119, 132, 164, 174, 177, 179 In the Community: 13, 52, 63, 68, 70, 80, At the Zoo: 94, 101, 108, 120, 134, 149, 154 In the Garden: 41, 47, 63, 76 At the Museum: 91, 93, 96, 98, 99, 100, 108, 148, 150
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ready, Set, Go: 79, 92, 107 At Home: 37 At School: 147, 149, 160, 176, 178 At the Park: 6 At the Doctor's Office: 174 At the Museum: 90, 91, 93, 97, 105, 106, 109, 150
Presentation of Knowledge and Ideas	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Ready, Set, Go: 106 At School: 152, 184, 185 At the Park: 16, 44, 72, 100 At the Doctor's Office: 126, 131, 152 In the Community: 13, 68 At the Zoo: 124, 152 In the Garden: 12, 42, 70 At the Museum: 100
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	At Home: 71, At School: 176, 187 At the Park: 15, At the Doctor's Office: 131 In the Community: 36 At the Zoo: 135 In the Garden: 47 At the Museum: 157
6. Speak audibly and express thoughts, feelings, and ideas clearly.	Ready, Set, Go: 66, 67, 71, 75, 79, 95, 99, 103 At Home: 37 At School: 135, 148, 149, 156, 160, 164, 176, 179, 187 At the Park: 16, 25, 34, 44, 72 At the Doctor's Office: 126, 131, 152, 156, 180 In the Community: 42, 68 At the Zoo: 120, 152 In the Garden: 77 At the Museum: 96, 100
Language Standards	
Conventions of Standard English	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and	f) Ready, Set, Go: 80, 82 At Home: 66 At the Park: 41, 44 In the Community: 67, 68 At the Zoo: 96, 152 In the Garden: 12, 42

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<p>lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>a) Ready, Set, Go: 101, 102, 105 At the Museum: 90, 105,</p> <p>b) Ready, Set, Go: 101, 102, 105 At the Museum: 90, 105,</p> <p>c) At Home: 12, 14, 15, 25, 53, 64, 70, 71, 72, 81, 101, 108 At School: 159, 175, 188, 189, 193 At the Park: 14, 67, 80, 98 At the Doctor's Office: 120, 125, 130 In the Community: 48, 78 At the Zoo: 126 At the Museum: 133, 155, 167</p> <p>d) At the Doctor's Office: 147</p>
Knowledge of Language	
3. (Begins in grade 2)	
Vocabulary Acquisition and Use	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>a) Ready, Set, Go: 68, 69, 70, 71, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100, 105 At Home: 6, 8, 10, 12, 17, 18, 20, 22, 24, 34, 35, 37, 39, 41, 46, 49, 50, 51, 62, 67, 68, 69, 70, 71, 72, 76, 78, 90, 92, 94, 95, 99, 100, 102, 105, 106 At School: 118, 120, 127, 129, 130, 131, 136, 148, 149, 150, 151, 154, 156, 162, 174, 179, 186 At the Park: 6, 7, 8, 10, 19, 22, 36, 42, 44, 48, 51, 62, 66, 71, 74, 75, 81, 90, 93, 94, 108 At the Doctor's Office: 118, 121, 122, 128, 134, 148, 150, 176, 181 In the Community: 6, 17, 21, 38, 63, 67, 70, 90, 94 At the Zoo: 125, 146, 156, 162 In the Garden: 6, 34, 40, 44, 46, 62, 65, 72 At the Museum: 92, 94, 100, 136, 146, 148, 158</p>
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the</p>	<p>a) At the Park: 13 At the Zoo: 136, 163 In the Garden: 73, 75 At the Museum: 107, 127</p> <p>c) Ready, Set, Go: 70, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100 At Home: 10, 12, 20, 22, 35, 49, 68, 69, 70, 71, 76, 78, 99 At School: 127, 129, 131, 136, 149, 150, 151, 156 At the Park:</p>

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<p>categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>8, 19, 22, 44, 51, 93 <i>At the Doctor's Office:</i> 121 <i>In the Community:</i> 67, <i>At the Zoo:</i> 125, 146, 156, 162 <i>In the Garden:</i> 44 <i>At the Museum:</i> 158</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Ready, Set, Go: 68, 69, 70, 71, 72, 74, 76, 78, 80, 92, 94, 96, 98, 100, 105 At Home: 6, 8, 10, 12, 17, 18, 20, 22, 24, 34, 35, 37, 39, 41, 46, 49, 50, 51, 62, 67, 68, 69, 70, 71, 72, 76, 78, 90, 92, 94, 95, 99, 100, 102, 105, 106 At School: 118, 120, 127, 129, 130, 131, 136, 148, 149, 150, 151, 154, 156, 162, 174, 179, 186 At the Park: 6, 7, 8, 10, 19, 22, 36, 42, 44, 48, 51, 62, 66, 71, 74, 75, 81, 90, 93, 94, 108 At the Doctor's Office: 118, 121, 122, 128, 134, 148, 150, 176, 181 In the Community: 6, 17, 21, 38, 63, 67, 70, 90, 94 At the Zoo: 125, 146, 156, 162 In the Garden: 6, 34, 40, 44, 46, 62, 65, 72 At the Museum: 92, 94, 100, 136, 146, 148, 158</p>
<p>Standard 10: Range, Quality, and Complexity of Student Reading</p>	
<p>Students in apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.</p>	
<p>Stories</p>	
<p>1. Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth</p>	<p>At the Museum: 105, 128</p>
<p>Dramas</p>	
<p>2. Includes staged dialogue and brief familiar scenes</p>	<p>At Home: 91, At School: 177 At the Doctor's Office: 127 In the Community: 63 At the Zoo: 137 In the Garden: 11</p>
<p>Poetry</p>	
<p>3. Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem</p>	<p>At the Zoo: 155 At the Museum: 102, 132, 161</p>
<p>Literary Nonfiction and Historical, Scientific, and Technical Texts</p>	
<p>4. Includes biographies and autobiographies; books about history, social studies, science,</p>	<p>Ready, Set, Go: 92, 96 At School: 126, 132 At the Doctor's Office: 122, 127, 149 At the Museum: 105, 128</p>

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and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics	
Mathematics	
Counting and Cardinality	
Know number names and the count sequence.	
1. Count to 100 by ones and by tens.	Ready, Set, Go: 69, 70 At Home: 6, 16, 17, 74, 80 At the Park: 15, 20, 49, 53, 63, 65, 70, 73 At the Doctor's Office: 121, 153, 163, 181, 187 In the Community: 13, 35, 50, 75 At the Zoo: 120, 121, 125, 127, 133 In the Garden: 40, 45, 51, 71 At the Museum: 100, 103, 104, 108
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Ready, Set, Go: 69, 70 At Home: 6, 16, 17, 74, 80 At the Park: 15, 20, 49, 53, 63, 65, 70, 73 At the Doctor's Office: 121, 153, 163, 181, 187 In the Community: 13, 35, 50, 75 At the Zoo: 120, 121, 125, 127, 133 In the Garden: 40, 45, 51, 71 At the Museum: 100, 103, 104, 108
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	At Home: 75, 76, 77, 79, 81 At the Doctor's Office: 158, 163 At the Zoo: 91, 93, 122, 123 In the Garden: 51 At the Museum: 156
Count to tell the number of objects.	
4. Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	a) Ready, Set, Go: 68, 69, 99 At Home: 65, 74, 75, 76, 77, 101, 102, 104, 106, 108, 109 At School: 134, 175, 181, 191 At the Park: 15, 49, 73; In the Community: 25, 69 At the Zoo: 91, 125, 135 In the Garden: 45, 51 b) Ready, Set, Go: 83 At Home: 17, 74 At School: 130 At the Doctor's Office: 180 At the Zoo: 125
5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	At Home: 65, 74, 75 At School: 131 In the Garden: 45
Compare numbers.	
6. Identify whether the number of	At Home: 73, 101, 104 At School: 131 At the Park: 69, 73, 101

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objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	<i>At the Doctor's Office:</i> 126, 180 <i>In the Community:</i> 41 <i>At the Zoo:</i> 161 <i>At the Museum:</i> 97, 160
7. Compare two numbers between 1 and 10 presented as written numerals.	The opportunity to meet this objective is available. For example, see: <i>At Home:</i> 73, 101, 104 <i>At School:</i> 131 <i>At the Park:</i> 69, 73, 101 <i>At the Doctor's Office:</i> 126, 180 <i>In the Community:</i> 41 <i>At the Zoo:</i> 161 <i>At the Museum:</i> 97, 160
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
1. Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<i>At Home:</i> 78 <i>In the Garden:</i> 40, 43, 44, 47 <i>At the Museum:</i> 94, 96, 101, 104, 108
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	<i>At Home:</i> 78 <i>In the Garden:</i> 40, 43, 44, 47 <i>At the Museum:</i> 94, 96, 101, 104, 108
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	The opportunity to meet this objective is available. For example, see: <i>At Home:</i> 78 <i>In the Garden:</i> 40, 43, 44, 47 <i>At the Museum:</i> 94, 96, 101, 104, 108
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	The opportunity to meet this objective is available. For example, see: <i>At Home:</i> 78 <i>In the Garden:</i> 40, 43, 44, 47 <i>At the Museum:</i> 94, 96, 101, 104, 108
5. Fluently add and subtract within 5.	<i>At Home:</i> 78 <i>In the Garden:</i> 40, 43, 44, 47 <i>At the Museum:</i> 94, 96, 101, 104, 108
Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	
1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and	The opportunity to meet this objective is available. For example, see: <i>At Home:</i> 78 <i>In the Garden:</i> 40, 43, 44, 47 <i>At the Museum:</i> 94,

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record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	96, 101, 104, 108
Measurement and Data	
Describe and compare measurable attributes.	
1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	At School: 179 At the Doctor's Office: 150, 164, 178, 179, 181, 188, 190, 192 In the Community: 19 At the Zoo: 152, 159 In the Garden: 34, 66, 68 At the Museum: 125
2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	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
Classify objects and count the number of objects in each category.	
3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	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, 164
Geometry	
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	
1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	Ready, Set, Go: 100, 101, 102, 104 At the Park: 50, 95, 104, 110
2. Correctly name shapes regardless of their orientations or overall size.	At School: 154, 155, 156, 157, 160, 161, 175, 190 At the Park: 9, 11, 77 At the Doctor's Office: 129, 157, 177, 181, 190 In the Community: 9, 65, 67 At the Zoo: 121 In the Garden: 17, 38, 51 At the Museum: 101, 147, 151
3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	At School: 154, 155, 156, 157, 160, 161, 175, 190 At the Park: 9, 11, 42, 43, 49, 51, 52, 77, 95 At the Doctor's Office: 129, 157, 177, 181, 190 In the Community: 9, 65, 67 At the Zoo: 121 In the Garden: 17, 38, 51 At the Museum: 101, 147, 151

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Analyze, compare, create, and compose shapes.	
4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	<i>At Home:</i> 13 <i>At School:</i> 154, 156, 160, 161 <i>At the Park:</i> 42, 43, 44, 48, 49
5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	The opportunity to meet this objective is available. For example, see: <i>At School:</i> 156, 161 <i>In the Garden:</i> 67
6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	<i>At School:</i> 156, 161 <i>In the Garden:</i> 67