

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

STANDARDS MAP – Basic Programs 1 and 2 English–Language Arts Content Standards Grade One

		Publisher Citations			Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
DOMAIN		READING					
STRAND		1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT					
SUBSTRAND		Concepts About Print					
1	1.1	Match oral words to printed words.	Reading Street SE/TE: 1.R: 14q, 15l, 18a, 48–49 1.1: 33b, 97b 1.3: 95b 1.5: 113a Language Central SE / TE: 24, 106, 177	Reading Street SE/TE: 1.R: 16f, 18h, 28–29, 37b, 128–129 1.1: 55b, 137b 1.3: 173a 1.5: 171b Language Central SE / TE: 62, 131, 195a			
1	1.2	Identify the title and author of a reading selection.	Reading Street SE/TE: 1.R: 14q, 17d, 37d 1.2: 39f 1.4: 52b	Reading Street SE/TE: 1.1: 33g 1.2: 92b, 119a Language Central SE / TE: 89			
1	1.3	Identify letters, words, and sentences.	Reading Street SE/TE: 1.R: 16a, 14o–p, 15g, 15j–k, 34q, 54o, 76a 1.1: 17e, 16l, 19c, 54a, 136a 1.3: 170a 1.5: 84a	Reading Street SE/TE: 1.R: 18a, 34o, 36a, 55j, 94o, 95j, 96d 1.1: 16l, 31e, 33e, 38e 1.2: 36a 1.5: 83e, 109e, 142a, 172a			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			Language Central SE / TE: R7a, R13, R13a, R19a, 28, 34, R37a, R40, 62, 63b, 195	Language Central SE / TE: R6, 24, 25a, 31b, R31, 40, 46, 52, 145a			
SUBSTRAND		Phonemic Awareness					
1	1.4	Distinguish initial, medial, and final sounds in single-syllable words.	Reading Street SE/TE: 1.R: 14n, 16c, 50c, 56c, 70c, 76c, 96c, 114n, 116c 1.1: 16n, 58n, 100n 1.4: 134c 1.5: 82n Language Central SE / TE: R7b, 31a, 37a, 101a, 106d, 131b, 157b, 189a, 189b	Reading Street SE/TE: 1.R: 15i, 34n, 55i, 90c, 94n, 95i, 130c 1.1: 36n, 120n 1.5: 16n, 116n, 144n Language Central SE / TE: 25b, 49b, 55b, 75b, 145a, 183a, 195a			
1	1.5	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i>).	Reading Street SE/TE: 1.2: 46c, 74c, 148c 1.4: 20c, 50n 1.5: 146c, 178c Language Central SE / TE: 25a, 31a, 37a, 75a, 81a, 87a, 139a, 145a	Reading Street SE/TE: 1.2: 94c, 122c, 146a 1.4: 84c, 108c 1.5: 176c Language Central SE / TE: 49a, 55a, 69a, 151a, 157a, 188c			
1	1.6	Create and state a series of rhyming words, including consonant blends.	Reading Street SE/TE: 1.R: 75g, 78a, 95g, 98a, 128–129 1.1: 100l, 82a 1.2: 168f	Reading Street SE/TE: 1.R: 28-29, 115g, 118a 1.1: 18c, 62a			

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			Language Central SE / TE: 69a, 75a, 101a	Language Central SE / TE: 69b, 107a, 145a			
1	1.7	Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i>).	Reading Street SE/TE: 1.3: 20c, 36c, 44c, 74n, 78c, 94c, 98n, 102c, 116c, 120n, 122c, 146n 1.4: 16n, 46c, 54c, 80n, 104n, 132n, 136c, 158c 1.5: 50n, 52c, 84c, 86c, 118c, 138c Language Central SE / TE: 49a, 75a, 207b	Reading Street SE/TE: 1.3: 40c, 46c, 70c, 72c, 96c, 118c, 124c, 142c, 144c, 150c, 170c 1.4: 52c, 74c, 100c, 126c, 130c, 188c 1.5: 54c, 74c, 110c, 114c, 120c Language Central SE / TE: 24c, R31a, 81a, 144d, 177a, 207a			
1	1.8	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).	Reading Street SE/TE: 1.R: 18c, 38c, 98c 1.1: 32c, 62c, 74c, 104c, 116c 1.2: 36c 1.3: 16n 1.5: 42c Language Central SE / TE: 24, 48, 100	Reading Street SE/TE: 1.R: 58c, 78c, 118c 1.1: 40c, 54c, 136c 1.3: 18c 1.5: 48c Language Central SE / TE: 62, 107a, 188			
1	1.9	Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).	Reading Street SE/TE: 1.1: 84c, 96c, 102c, 116c 1.2: 16n, 62c, 92c, 120c, 146c 1.3: 148c 1.4: 18c, 82c	Reading Street SE/TE: 1.1: 98c, 104c, 122c, 136c 1.2: 72c, 86c, 112c, 138c, 166c 1.4: 106c 1.5: 20c			

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			1.5: 18c, 42c Language Central SE / TE: R6, R12, R24, 25a	Language Central SE / TE: R7a, 24, 118			
SUBSTRAND		Decoding and Word Recognition					
1	1.10	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 18e, 34p, 54p, 55k, 78e, 98e 1.1: 16o–16p, 36o–36p, 38f, 58o–58p, 102e–102f, 122e–122f 1.2: 16o–16p, 42o–42p, 44e–44f, 70o–70p, 72e–72f, 90o–90p, 1.3: 16o–16p, 18e–18f, 76e–76f 1.4: 16o–16p, 50o–50p, 80o–80p, 82e–82f, 104o–104p, 164e–164f 1.5: 16o–16p, 50o–50p, 146e–146f, 176e–176f Language Central SE / TE: 25a, 25b, 31a, 37a, 42, 63a, 100, 107a, 194	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 34q, 54q, 55l, 78f, 98f 1.1: 16r–16s, 36r–36s, 38g–38h, 58r–58s, 102g–102h, 122g–122h 1.2: 16r–16s, 42r–42s, 44g–44h, 70r–70s, 72g–72h, 90r–90s 1.3: 16r–16s, 18g–18h, 76g–76h 1.4: 50r–50s, 80r–80s, 82g–82h, 104r–104s 1.5: 16r–16s, 50r–50s, 82r–82s, 144r–144s, 146g–146h, 176g–176h Language Central SE / TE: 24, 49b, 62, 75b, 106, 119a, 156, 157b, 207b			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	1.11	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>).	<p>Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 16–17, 36–37, 56–57 1.1: 18–19, 60–61 1.2: 18–19, 72–73, 120–121 1.3: 18–19, 76–77, 100–101 1.4: 18–19, 52–53, 82–83, 106–107 1.5: 18–19, 84–85</p> <p>Language Central SE / TE: R13, 139a, 207a</p>	<p>Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 18h, 38f, 58h 1.1: 40f, 62h, 100l 1.2: 20f, 74f, 122h 1.3: 20f, 78h, 102h 1.4: 20h, 54h, 84f, 108f 1.5: 20h, 86h</p> <p>Language Central SE / TE: R19a, 31a, 163</p>			
1	1.12	Use knowledge of vowel digraphs and <i>r</i> -controlled letter-sound associations to read words.	<p>Reading Street SE/TE: 1.3: 76e–76f, 78f, 100e–100f, 102f, 120o–120p, 124d 1.4: 16o–16p, 20d, 50o–50p, 54d, 80o–80p, 164e–164f 1.5: 82o–82p, 144o–144p, 146e–146f</p> <p>Language Central SE / TE: 113b, 119b, 125a, 139a, 177a, 189a, 195a</p>	<p>Reading Street SE/TE: 1.3: 76g–76h, 100g–100h, 120r–120s 1.4: 16r–16s, 50r–50s, 80r–80s, 164g–164h, 166f 1.5: 144r–144s, 146g–146h</p> <p>Language Central SE / TE: R7a, R31a, 101a, 145a, 151a, 201a, 201b</p>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	1.13	Read compound words and contractions.	Reading Street 1.2: 92e–92f, 94f 1.3: 44e–44f, 46f, 122e–122f, 124f 1.4: 73b, 132o–132p, 136d Language Central SE / TE: 80c, 81b, 101b, 125b, 134, 162d, 163a	Reading Street 1.2: 92g–92h, 120a 1.3: 42j, 44g–44h, 70a, 122g–122h 1.4: 132r–132s 1.5: 169b Language Central SE / TE: R7a, R31, 124d, 130d, 130-131a, 183a			
1	1.14	Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking).	Reading Street SE/TE: 1.1: 60e–60f, 80o–80p, 82e–82f 1.2: 120e–120f 1.3: 74o–74p, 78d, 98o–98p, 102d 1.4: 52e–52f 1.5: 84e–84f, 86f Language Central SE / TE: 37b, R37b, 43a, 43b, 86, 87b, 119a, 131a, 169a, 189b	Reading Street SE/TE: 1.1: 60g–60h, 80r–80s, 82g–82h 1.2: 120g–120h, 122f 1.3: 74r–74s, 98r–98s 1.4: 52g–52h 1.5: 84g–84h Language Central SE / TE: 25a, R36, 50, 64, 110, 113a, 122, 162d, 164, 168, 172, 182, 200			
1	1.15	Read common word families (e.g., -ite, -ate).	Reading Street SE/TE: 1.1: 18f 1.2: 118p 1.3: 42p, 42n 1.4: 164f Language Central SE / TE: 75a, 81a, 87a	Reading Street SE/TE: 1.2: 42p, 70p 1.3: 42j Language Central SE / TE: 101a, 107a, 189a			

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					Y	N	
1	1.16	Read aloud with fluency in a manner that sounds like natural speech.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 54q, 55l 1.1: 73a, 77a, 104d, 115a 1.2: 35a, 39a, 85a, 87b 1.3: 35a, 115a, 117b 1.4: 45a, 47b, 99a 1.5: 41a, 47b, 109a, 113a Language Central SE / TE: R25a, 37a, 55a	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 18f, 94q, 96f 1.1: 16r–16s, 58r–58s, 80r–80s 1.2: 18g–18h, 70r–70s, 72g–72h 1.3: 16r–16s, 18g–18h, 74r–74s 1.4: 80r–80s, 104r–104s, 132r–132s 1.5: 82r–82s, 84g–84h, 144r–144s Language Central SE / TE: 37, 63a, 177a			
SUBSTRAND		Vocabulary and Concept Development					
1	1.17	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	Reading Street SE/TE: 1.R: 75n 1.1: 95b 1.2: 111b 1.3: 75a–75b 1.5: 109b Language Central SE/ TE: 115, 126, 127	Reading Street SE/TE: 1.R: 115p 1.1: 115b 1.2: 35b 1.3: 86–87, 121a–121b Language Central SE/ TE: R11, R12, 53			

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STRAND		2.0 READING COMPREHENSION					
SUBSTRAND		Structural Features of Informational Materials					
1	2.1	Identify text that uses sequence or other logical order.	Reading Street SE/TE: 1.1: 116g, 116–117 1.2: 61b, 91a–91b 1.5: 72a, 72, 172f Language Central SE / TE: R21, 83, 103, 120, 185	Reading Street SE/TE: 1.3: 17a–17b, 28–29 1.5: 51a–51b, 58–59 Language Central SE / TE: R20, R33, 184			
SUBSTRAND		Comprehension and Analysis of Grade-Level-Appropriate Text					
1	2.2	Respond to <i>who, what, when, where,</i> and <i>how</i> questions.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 18–19, 22–23, 24–25, 122–123 1.2: 60a, 60–61, 74g, 148–149, 150–151, 154–155 1.3: 66–67, 68 1.4: 38–39, 156–157, 170–171 1.5: 108a, 108 Language Central SE / TE: R9, 27, 107, 121	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 28a, 28, 40–41, 48a, 48 1.1: 72a, 72 1.2: 48–49, 110a, 110–111, 164a, 164 1.3: 143a 1.4: 34–35, 58–59, 144–145 1.5: 47a, 178–179, 186–187, 190–191 Language Central SE / TE: R7, 62, 119			

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					Y	N	
1	2.3	Follow one-step written instructions.	Reading Street SE/TE: 1.1: 116g, 116–117, 117a 1.2: 16k, 144k Language Central SE / TE: R8, 40, 185	Reading Street SE/TE: 1.1: 120k 1.3: 147a–147b, 162–163 1.4: 16k, 50k, 158g, 158–159 Language Central SE / TE: 64, 104, 142			
1	2.4	Use context to resolve ambiguities about word and sentence meanings.	Reading Street SE/TE: 1.2: 94–95, 104–105 1.4: 45b	Reading Street SE/TE: 1.2: 50–51 1.4: 125b 1.5: 201b Language Central SE / TE: R27, 37, 43, 49, 63, 75, 201b			
1	2.5	Confirm predictions about what will happen next in a text by identifying key words (i.e. signpost words)	Reading Street SE/TE: 1.3: 26–27, 30–31, 36–37, 80–81, 124–125, 128–129, 134–135, 136–137 1.4: 168–169 Language Central SE / TE: 80d, 82-83, 120-121	Reading Street SE/TE: 1.1: 46–47 1.5: 92–93, 94–95, 100–101			
1	2.6	Relate prior knowledge to textual information.	Reading Street SE/TE: 1.R: 118–119, 124–125 1.1: 20g, 84g, 104–105, 108–109 1.3: 150–151, 154–	Reading Street SE/TE: 1.R: 18g 1.1: 116g, 116–117 1.3: 102g, 102i 1.4: 86–87, 158g 1.5: 78–79, 138–139			

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			155, 160–161, 170–171, 172–173 Language Central SE / TE: R18, 63, 141	Language Central SE / TE: 26, 75, 203			
1	2.7	Retell the central ideas of simple expository or narrative passages.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 28a, 28, 68a, 68 1.1: 30a, 30, 34f, 72a, 72, 81a–81b, 86–87, 98f 1.2: 17a–17b, 34a, 34, 136a, 136 1.3: 34a, 34, 68a, 68, 114a, 114, 118f 1.4: 44a, 44, 98a, 98 1.5: 40a, 40, 54–55, 60–61, 62–63, 66–67, 136a, 136, 141e Language Central SE / TE: R31, 45	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 1.R: 108a, 108 1.1: 52a, 52, 100r–100s, 101a–101b, 110–111, 114a, 134a, 134 1.2: 70r–70s, 84a, 84, 164a, 164 1.3: 92a, 92, 140a, 140 1.4: 156a, 156 1.5: 72a, 72, 108a, 108, 168a, 168 Language Central SE / TE: 51, 65, 100			
STRAND		3.0 LITERARY RESPONSE and ANALYSIS					
SUBSTRAND		Narrative Analysis of Grade-Level-Appropriate Text					
1	3.1	Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	Reading Street SE/TE: 1.R: 15a–15b, 35a–35b, 40–41, 42–43, 55a–55b, 62–63, 68, 118f 1.1: 17a–17b, 44–45, 59a–59b, 106–107 1.3: 43a–43b, 48–49,	Reading Street SE/TE: 1.R: 24–25, 35m, 60–61, 95a–95b, 95o 1.1: 22–23, 64–65 1.2: 40f, 116f 1.3: 40f 1.4: 140–141, 150–151			

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			56–57, 60–61, 62–63, 68a, 68 1.4: 133a–133b 1.5: 20–21, 28–29, 36–37, 38–39, 182–183 Language Central SE / TE: R9, R15, R20, R21, 27, R33, 109, 165	1.5: 46–47, 80f, 104–105, 133a–133b, 156 Language Central SE / TE: 33, 39, 80d, 82–83, 120–121			
1	3.2	Describe the roles of authors and illustrators and their contributions to print materials.	Reading Street SE/TE: 1.1: 52–53 1.2: 34–35, 71a, 88f, 122i, 136–137 1.3: 72f, 115 1.4: 44–45, 54g, 78f 1.5: 40–41	Reading Street SE/TE: 1.R: 18i 1.2: 110–111, 142f 1.3: 150i 1.4: 130f, 157 Language Central SE / TE: 77, 86d, 89			
1	3.3	Recollect, talk, and write about books read during the school year.	Reading Street SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> 1.R: 15a, 28a, 28, 35a, 88a, 88 1.1: 17a, 34f, 52a, 52, 72a, 72, 78f 1.2: 34a, 34, 84a, 84, 68f, 142f 1.3: 34a, 34, 40f, 72f, 74l, 118f, 140a, 140 1.4: 98a, 98 1.5: 40a, 40, 41f, 114f, 116l	Reading Street SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> 1.R: 68a, 68, 113c 1.1: 35c, 94a, 94, 114a, 114 1.2: 43a, 60a, 60, 110a, 110 1.3: 16l, 42l, 68a, 68, 92a, 92 1.4: 48f, 156a, 156 1.5: 72a, 72, 108a, 108, 207c Language Central SE / TE: 188			

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DOMAIN		WRITING					
STRAND		1.0 WRITING STRATEGIES					
SUBSTRAND		Organization and Focus					
1	1.1	Select a focus when writing.	Reading Street SE/TE: 1.1: 19a, 61a 1.2: 19a, 73a 1.3: 19a, 77a, 101a 1.4: 53a, 135a 1.5: 19a Language Central SE / TE: 29, 85, 105, 181	Reading Street SE/TE: 1.1: 39a, 103a 1.2: 121a, 147a 1.3: 45a, 123a 1.4: 165a 1.5: 85a Language Central SE / TE: 117, 129, 143			
1	1.2	Use descriptive words when writing.	Reading Street SE/TE: 1.R: 112–113, 113a 1.1: 31b 1.2: 35d 1.3: 115d, 117c–117d, 118–119 1.4: 191b–191c, 192–193 Language Central SE / TE: 38, 88, 179	Reading Street SE/TE: 1.1: 53b 1.2: 141b–141c 1.4: 129b–129c, 187d 1.5: 109d, 113b–113c Language Central SE / TE: 95, 117, 196, 208			
SUBSTRAND		Penmanship					
1	1.3	Print legibly and space letters, words, and sentences appropriately.	Reading Street SE/TE: 1.R: 35c, 95c, 97a, 115c 1.1: 78h, 118h 1.2: 40h, 88h 1.3: 40h, 144, 174h, 1.4: 48h, 102h 1.5: 172h	Reading Street SE/TE: 1.R: 55c, 95q, 109a, 115q 1.1: 98h, 138h 1.2: 68h, 116h, 168h, 1.4: 78h, 130h, 192h 1.5: 206h Language Central SE / TE: 129, 147, 158			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
STRAND							
2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)							
1	2.1	Write brief narratives (e.g. fictional, autobiographical) describing an experience.	<p>Reading Street SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> 1.1: 81c–81d, 83a–83b, 95c, 97c–97d, 98–99 1.3: 17c–17d, 19a–19b, 35c, 39b–39c, 40–41 1.5: 17c–17d, 19a–19b, 41c, 47c–47d, 48–49</p> <p>Language Central SE / TE: 105, 111, 149, 187</p>	<p>Reading Street SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> 1.2: 91c–91d, 93a–93b, 111c, 115b–115c, 116–117 1.4: 105c–105d, 107a–107b, 125c, 129b–129c, 130–131 1.5: 145c–145d, 147a–147b, 169c, 171c–171d, 172–173</p> <p>Language Central SE / TE: 73, 143, 181</p>			
1	2.2	Write brief expository descriptions of a real object, person, place, or event, using sensory details.	<p>Reading Street SE/TE: 1.2: 71c–71d, 73a, 85c, 87c–87d, 88–89 1.3: 99c–99d, 101a–101b, 115c, 117c–117d, 118–119 1.4: 81c–81d, 83a–83b, 99c, 101c–101d, 102–103 1.5: 117c–117d, 119a–119b, 137c, 141b–141c, 142–143</p> <p>Language Central SE / TE: 88, 95, 129, 158</p>	<p>Reading Street SE/TE: 1.1: 121c–121d, 123a–123b, 135c, 137c–137d, 138–139 1.2: 119c–119d, 121a–121b, 137c, 141b–141c, 142–143</p> <p>Language Central SE / TE: 79, 102, 135, 148</p>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

		Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY	
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
DOMAIN		WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS					
STRAND		1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS					
SUBSTRAND		Sentence Structure					
1	1.1	Write and speak in complete, coherent sentences.	Reading Street SE/TE: 1.R: 28a, 28, 37b, 75d, 92–93, 117b 1.R: 57c, 75d, 117b 1.1: 17e, 19c, 53e, 59e, 118b 1.2: 61d 1.3: 72b, 118b, 144b 1.5: 40a, 40 Language Central SE / TE: 29, 103, 211	Reading Street SE/TE: 1.R: 55p, 75p, 112–113, 115d, 132–133, 133a 1.R: 90b, 115d 1.1: 31e, 33e, 39c, 73d, 78–79 1.4: 45d 1.5: 17e, 170d Language Central SE / TE: R40, 107, 132, 189			
SUBSTRAND		Grammar					
1	1.2	Identify and correctly use singular and plural nouns.	Reading Street SE/TE: 1.R: 15d, 29b–29c, 32–33, 35d, 37b, 52–53 1.2: 17e, 19c, 35e, 40–41, 119e, 121c, 142–143, 168–169 Language Central SE / TE: R10, R16, 90	Reading Street SE/TE: 1.R: 35p, 49b–49c 1.2: 39d, 137e, 141b, 145e, 147c, 165e, 166a Language Central SE / TE: 66, 72, 96			
1	1.3	Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i>) in writing and speaking.	Reading Street SE/TE: 1.2: 92e–92f 1.3: 122e–122f, 147e, 173d, 174–175 1.5: 177c, 201e	Reading Street SE/TE: 1.2: 92g–92h 1.3: 122g–122h, 149c, 169e 1.5: 205d			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

			Publisher Citations		FOR IMAP/CRP USE ONLY		
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Meets Standards Y	N	IMAP/CRP NOTES
			Language Central SE / TE: 81b,125b,134	Language Central SE / TE: 124d, 130d, 210			
SUBSTRAND		Punctuation					
1	1.4	Distinguish between declarative, exclamatory, and interrogative sentences.	Reading Street SE/TE: 1.1: 138–139 1.4: 100a 1.5: 83e, 109e, 113d, 201d Language Central SE / TE: 48c-48d, 186	Reading Street SE/TE: 1.1: 101e, 121e 1.5: 51e, 53c, 73e, 79e Language Central SE / TE: 52, 58, 76, 180, 192			
1	1.5	Use a period, exclamation point, or question mark at the end of sentences.	Reading Street SE/TE: 1.R: 75d, 132–133, 133a 1.1: 17e, 34–35, 103c, 118–119, 121e, 123c, 138–139 1.4: 160–161 1.5: 73d, 83e, 85c, 109e, 113d, 114–115 Language Central SE / TE: 52, 58, 180, 186	Reading Street SE/TE: 1.R: 115r 1.1: 101e, 117e, 135e, 137e 1.4: 157d Language Central SE / TE: R28, 28, 188d, 192, 202			
1	1.6	Use knowledge of the basic rules of punctuation and capitalization when writing.	Reading Street SE/TE: 1.1: 34–35, 35a, 78–79, 79a, 53d 1.2: 85d, 168–169, 169a 1.3: 144–145	Reading Street SE/TE: 1.1: 118–119, 119a 1.2: 40–41, 41a, 88–89, 89a 1.4: 48–49, 49a 1.5: 114–115, 115a			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			1.4: 102–103, 103a, 157d 1.5: 73d Language Central SE / TE: 52, 78, 84, 180,192	Language Central SE / TE: R28, 28, 72, 180,186, 204			
SUBSTRAND		Capitalization					
1	1.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> .	Reading Street SE/TE: 1.R: 55d, 57a, 75d, 132–133, 133a 1.1: 17e, 34–35, 101e, 103c, 118–119 1.2: 43e, 45c, 68–69 1.3: 35d, 39b–39c, 40–41 1.4: 160–161, 161a 1.5: 85c, 109e, 113d, 114–115, 172–173 Language Central SE / TE: R28, 52, 72, 84, 192	Reading Street SE/TE: 1.R: 115r 1.1: 117e 1.4: 157d 1.5: 73d, 83e 1.2: 61e, 67e, 71e 1.5: 73d, 145e Language Central SE / TE: 28, 58, 78, 200d, 204			
SUBSTRAND		Spelling					
1	1.8	Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	Reading Street SE/TE: 1.R: 30e, 38e, 90e 1.1: 18d, 20c, 32f, 34d, 58q, 60d, 62e, 74f, 78d, 100q, 102d, 118d 1.2: 16q, 18d, 36f, 40d Language Central SE / TE: 49a, 53d	Reading Street SE/TE: 1.R: 70e, 110e 1.1: 80q, 82d, 98d, 120q 1.3: 42q, 44d, 46e, 70f, 72d Language Central SE / TE: R7a, 25a, 55a, 182d			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

		Publisher Citations			Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
DOMAIN		LISTENING AND SPEAKING					
STRAND		1.0 LISTENING and SPEAKING STRATEGIES					
SUBSTRAND		Comprehension					
1	1.1	Listen attentively.	Reading Street SE/TE: 1.R: 15e, 34r 1.1: 61d, 101a–101b, 103d, 104b 1.2: 45d 1.3: 77d, 118a 1.4: 165d Language Central SE / TE: 63, 113, 183	Reading Street SE/TE: 1.R: 115e 1.1: 58t, 100m 1.2: 90t 1.3: 149d Language Central SE / TE: 25, 169, 180			
1	1.2	Ask questions for clarification and understanding.	Reading Street SE/TE: 1.1: 97f, 99b, 123d 1.2: 67f, 69b 1.5: 115b, 143b Language Central SE / TE: 53d, 76	Reading Street SE/TE: 1.1: 118a 1.3: 42t, 118a Language Central SE / TE: 30d, 68d, 200d			
1	1.3	Give, restate, and follow simple two-step directions.	Reading Street SE/TE: 1.R: 35e, 35q 1.1: 103d, 117f 1.5: 81b Language Central SE / TE: 86d, 180, 206d	Reading Street SE/TE: 1.R: 37c 1.1: 119b 1.2: 73d, 87f 89b Language Central SE / TE: 105, 143, 211			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
SUBSTRAND		Organization and Delivery of Oral Communication					
1	1.4	Stay on the topic when speaking.	Reading Street SE/TE: 1.R: 95e 1.1: 55f 1.2: 144t, 147d 1.3: 72a Language Central SE / TE: 44, 165, 187	Reading Street SE/TE: 1.1: 57b 1.3: 101d, 119b Language Central SE / TE: 132, 176, 200d			
1	1.5	Use descriptive words when speaking about people, places, things, and events.	Reading Street SE/TE: 1.R: 54r, 95s, 115s 1.1: 31b, 36t 1.2: 121d 1.3: 71f, 93b 1.4: 45e, 53c, 53d, 77e, 83c 1.5: 73b Language Central SE / TE: R8, 38, 88, 94, 115	Reading Street SE/TE: 1.R: 14r, 14–15, 97c, 117c 1.1: 53b 1.3: 45d 1.4: 17e, 19c, 79b, 81e Language Central SE / TE: R14, R34, 32, 105			
STRAND		2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)					
1	2.1	Recite poems, rhymes, songs, and stories.	Reading Street SE/TE: 1.R: 14m, 34m, 48–49, 54m 1.1: 16m, 54g, 54–55, 96g, 96–97, 137f 1.2: 16m, 70m, 167f 1.3: 16m, 74m 1.4: 16m, 80m, 129e, 191e 1.5: 16m, 82m, 205e	Reading Street SE/TE: 1.R: 94m, 114m, 128–129 1.1: 58m, 100m, 139b 1.2: 42m, 90m, 169b 1.3: 42m, 120m 1.4: 104m, 131b, 132m, 193b 1.5: 144m Language Central Transparencies 12, 13, 18			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
				Songbook: 22, 34			
1	2.2	Retell stories using basic story grammar and relating the sequence of story events by answering <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , <i>why</i> , and <i>how</i> questions.	Reading Street SE/TE: 1.1: 19d, 33f 1.2: 19d, 39e Language Central SE / TE: 109, 184	Reading Street SE/TE: 1.1: 34f, 35b 1.2: 41b 1.4: 129e Learning Central SE / TE: 82, 164, 189			
1	2.3	Relate an important life event or personal experience in a simple sequence.	Reading Street SE/TE: 1.1: 77e 1.2: 115e 1.3: 19d, 39e, 123d 1.4: 47f, 79b Language Central SE / TE: 82, 102, 120	Reading Street SE/TE: 1.1: 79b 1.2: 117b 1.3: 77d 1.4: 77e, 101f, 103b Language Central SE / TE: 107, 132, 170			
1	2.4	Provide descriptions with careful attention to sensory detail.	Reading Street SE/TE: 1.1: 16t 1.2: 121d, 141e 1.3: 45d, 143f Language Central SE / TE: 24d, 65, 159	Reading Street SE/TE: 1.2: 143b 1.3: 71f, 145b Language Central SE / TE: 88, 94			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

STANDARDS MAP – Basic Programs 1 and 2
Appendix 9-B: History–Social Science and Science Content Standards
Grade One

The following history–social science and science content standards must be addressed in the Reading/Language Arts Basic Program, Reading/Language Arts–English-Language Development Basic Program, and the Primary Language/English-Language Development Basic Program.

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
CONTENT		HISTORY–SOCIAL SCIENCE					
		A Child’s Place in Time and Space					
1	1	Students describe the rights and individual responsibilities of citizenship.	Reading Street SE/TE: 1.2: 88a 1.4: 91 1.5: 138g	Reading Street SE/TE: 1.2: 62b 1.5: 50k, 79a			
1	1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	Reading Street SE/TE: 1.2: 52–53 1.4: 88–89	Reading Street History-Social Science Content Readers: <i>Making Rules</i> <i>Who Makes the Rules?</i> <i>How Do Rules Get Made?</i>			
1	1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the “Golden Rule.”	Reading Street SE/TE: 1.2: 42k, 42t, 42–43, 52–53, 61f, 69c 1.3: 30–31 1.4: 152–153 1.5: 79a, 138g	Reading Street SE/TE: 1.2: 45e, 68e, 69b–69c, 70t 1.3: 58–59, 71a 1.4: 182–183			
1	2	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.	Reading Street SE/TE: 1.R: 18g, 29d, 54r, 54–55 1.2: 87g Language Central SE / TE: 95	Reading Street SE/TE: 1.R: 14k, 58g, 80–81 1.4: 80k			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
1	2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	Reading Street SE/TE: 1.1: 137g 1.3: 95g 1.5: 141f	Reading Street SE/TE: 1.5: 124–125, 136a, 136			
1	2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.	Reading Street SE/TE: 1.3: 95g Practice Book 1.1: 30	Reading Street History-Social Science Content Readers: <i>Find It!</i> <i>Maps and Globes</i> <i>Reading Maps and Globes</i>			
1	2.3	Construct a simple map, using cardinal directions and map symbols.	Reading Street SE/TE: 1.R: 78g 1.2: 70k, 87g	Reading Street SE/TE: 1.R: 74k			
1	2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	Reading Street SE/TE: 1.R: 62–63 1.3: 88–89, 92a, 92 1.5: 124–131	Reading Street SE/TE: 1.5: 130–131			
1	3	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.	Reading Street SE/TE: 1.4: 92–93, 94–95, 96–97 Language Central SE / TE: 150-151, 156-157	Reading Street SE/TE: 1.4: 84e, 103c, 126–129			
1	3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., “My Country ‘Tis of Thee”).	Reading Street SE/TE: 1.1: 96g, 96–97, 97a	Reading Street SE/TE: 1.4: 80m			
1	3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	Reading Street SE/TE: 1.4: 104t, 104–105, 107e, 126–129, 166g	Reading Street History-Social Science Content Readers: <i>Happy Birthday,</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			Language Central SE / TE: 156 - 159	<i>America!</i> <i>The Fourth of July</i> <i>Independence Day</i>			
1	3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	Reading Street SE/TE: 1.1: 96g, 96–97, 97a 1.4: 80m, 80t, 80–81, 90–91, 92–93, 96–97, 100b, 100g, 100–101, 126–129 Language Central SE / TE: 150 - 155	Reading Street SE/TE: 1.4: 83e, 84e, 94–95, 99f, 102b, 103c			
1	4	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	Reading Street SE/TE: 1.R: 110–111 1.1: 79c 1.2: 78–79 1.3: 16t, 16–17, 19e, 38–39, 41c 1.4: 160b 1.5: 170–171 Language Central SE / TE: 100-105, 200-205	Reading Street SE/TE: 1.R: 102–103 1.1: 58t, 58–59 1.3: 16k, 73c 1.4: 118–119, 140–141, 146–147			
1	4.1	Examine the structure of schools and communities in the past.	Reading Street SE/TE: 1.5: 126–131, 134–135, 156–157	Reading Street History-Social Science Content Readers: <i>Things Change</i> <i>Then and Now</i> <i>Changing Communities</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	4.2	Study transportation methods of earlier days.	Reading Street SE/TE: 1.1: 58t, 58–59, 68–69 1.5: 126–127, 130–131, 134–135 Language Central SE / TE: 195	Reading Street SE/TE: 1.1: 79c 1.5: 116k History-Social Science Content Readers: <i>Things Change Then and Now</i> <i>Changing Communities</i>			
1	4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	Reading Street SE/TE: 1.R: 22–23 1.3: 26–27 1.4: 118–119, 156–157, 159a 1.5: 171a	Reading Street SE/TE: 1.5: 173b–173c History-Social Science Content Readers: <i>Things Change Then and Now</i> <i>Changing Communities</i> Language Central SE / TE: 162-167			
1	5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	Reading Street SE/TE: 1.R: 73b–73c, 74r, 74–75, 114r, 114–115 1.2: 42t, 42–43 1.3: 95a History-Social Science Content Reader: <i>Alike, Different, and Together</i>	Reading Street SE/TE: 1.R: 14r, 14–15, 133c 1.2: 16t, 16–17 History-Social Science Content Reader: <i>We Are the Community</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
1	5.1	Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.	Reading Street SE/TE: 1.R: 38g, 93c 1.2: 42t, 42–43, 61f, 68a, 69c, 70t, 70–71, 74e 1.3: 95a 1.4: 20g, 180–181	Reading Street SE/TE: 1.R: 50–51, 94r, 94–95, 97e, 113c 1.2: 41c, 45e, 87h, 89b–89c 1.4: 193c History-Social Science Content Readers: <i>We All Belong Alike, Different, and Together</i> <i>We Are the Community</i>			
1	5.2	Understand the ways in which American Indians and immigrants have help define Californian and American culture.	Reading Street SE/TE: 1.4: 104t History-Social Science Content Reader: <i>We Are the Community</i>	Reading Street History-Social Science Content Reader: <i>Alike, Different, and Together</i>			
1	5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	Reading Street SE/TE: 1.4: 26–27, 34–35, 108–123a, 125f, 131c	Reading Street SE/TE: 1.4: 47a, 104k, 129g, 160b			
1	6	Students understand basic economic concepts and the role of individual choice in a free-market economy.	Reading Street SE/TE: 1.R: 118–119 1.2: 30–31	Reading Street SE/TE: 1.R: 118g, 118i			
1	6.1	Understand the concept of exchange and the use of money to purchase goods and services.	Reading Street SE/TE: 1.R: 118b 1.2: 64–65, 66–67, 67a	Reading Street SE/TE: 1.R: 130b 1.2: 30–31			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

			Publisher Citations		FOR IMAP/CRP USE ONLY		
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Meets Standards		IMAP/CRP NOTES
					Y	N	
1	6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	Reading Street SE/TE: 1.R: 46–47, 118g, 122–123, 130–131 1.1: 54–55, 57c 1.2: 64–65, 67a, 74b, 74–75, 85f, 89b–89c 1.5: 158–159	Reading Street History-Social Science Content Readers: <i>Working People at Work Where We Work</i>			
CONTENT		SCIENCE					
1	1	Physical Sciences <u>Materials come in different forms (states), including solids, liquids, and gases.</u> As a basis for understanding this concept:	Reading Street SE/TE: 1.5: 110–111, 112–113	Reading Street SE/TE 1.5: 110g			
1	1.a	<i>Students know</i> solids, liquids and gases have different properties.	Reading Street SE/TE: 1.5: 112–113	Reading Street Science Content Readers: <i>Observing Solids, Liquids, and Gases What Are Solids, Liquids, and Gases? Air Is Everywhere</i>			
1	1.b	<i>Students know</i> the properties of substances can change when the substances are mixed, cooled, or heated.	Reading Street SE/TE: 1.5: 110–111 Science Content Reader: <i>Changing Solids, Liquids, and Gases</i>	Reading Street Science Content Readers: <i>How Things Can Change Changing Shape</i>			
1	2	Life Sciences <u>Plants and animals meet their needs in different ways.</u> As a basis for understanding this concept:	Reading Street SE/TE: 1.1: 124–133 1.2: 122–135 1.3: 86–87	Reading Street SE/TE: 1.1: 16t, 16–17 1.2: 160–161			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street and Pearson California Language Central**

Grade Level(s): **1**

Check Program Type: Program 1 _____ Program 2 **X**_____

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	2.a	<i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	Reading Street SE/TE: 1.1: 100t, 100–101, 119c, 120t, 120–121, 128–129, 137a 1.2: 104–105, 109a, 112–113, 118m, 132–133, 138–141, 142b 1.3: 150–165 1.5: 190–191 Language Central SE / TE: 80 – 81, 85, 92 – 93, 130 – 131, 135	Reading Street SE/TE: 1.1: 108–109 1.2: 112a, 114–115, 122g, 167a 1.4: 16k 1.5: 54g Science Content Readers: <i>Environments</i> <i>Different Environments</i> <i>Swamp Life</i> <i>Life in the Bay</i>			
1	2.b	<i>Students know</i> both plants and animals need water, animals need food, and plants need light.	Reading Street SE/TE: 1.1: 16t, 16–17, 19e, 35c, 100t, 100–101, 119c 1.2: 124–125 1.3: 141b 1.5: 98–99 Language Central SE / TE: 24 – 25, 29	Reading Street SE/TE: 1.1: 98b, 120–121 1.2: 35b, 90t, 118t 1.5: 42–43 Science Content Readers: <i>Needs of Plants and Animals</i> <i>Plants and Animals</i> <i>What We Need</i>			
1	2.c	<i>Students know</i> animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.	Reading Street SE/TE: 1.1: 100t, 104e, 108–109, 117a 1.2: 90t, 90–91, 94g, 117c, 118t, 118–119, 121e, 126–127, 130–131, 141g, 143c 1.5: 24–25, 42–43 Science Content Reader:	Reading Street SE/TE: 1.1: 137h 1.2: 35b, 100–103, 106–107, 111b, 118m, 119b 1.5: 98–99 Science Content Readers: <i>Plants and Animals</i> <i>Living Together</i>			

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Grade Level(s): **1**

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Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), Practice Book (PB), History-Social Science Content Readers, Science Content Readers; **Language Central:** Teacher's Edition (TE), Students Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
			<i>Plants and Animals Living Together</i> Language Central SE / TE: 86 – 87, 91	<i>Animals and Plants Live Together</i>			
1	2.d	<i>Students know</i> how to infer what animals eat from the shape of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).	Reading Street SE/TE: 1.2: 94g, 111b	Reading Street Science Content Readers: <i>Plants and Animals Living Together</i> <i>Animals and Plants Live Together</i>			
1	2.e	<i>Students know</i> roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.	Reading Street SE/TE: 1.2: 36–37, 124–125	Reading Street SE/TE: 1.5: 82k Science Content Readers: <i>Needs of Plants and Animals</i> <i>Plants and Animals</i>			
1	3	Earth Sciences <u>Weather can be observed, measured, and described.</u> As a basis for understanding this concept:	Reading Street SE/TE: 1.3: 98k, 116–117, 117a	Reading Street SE/TE: 1.3: 102g Science Content Readers: <i>Observing Weather</i>			
1	3.a	<i>Students know</i> how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.	Reading Street SE/TE: 1.3: 116–117, 117a, 177h	Reading Street Science Content Readers: <i>Observing Weather</i> <i>What Is Weather?</i> <i>Seasons</i> <i>The Four Seasons</i>			

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Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
1	3.b	<i>Students know</i> that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.	Reading Street SE/TE: 1.3: 98t, 98–99, 101e, 106–107, 117a, 119b–119c, 124g, 145c	Reading Street SE/TE: 1.3: 115f, 123e, 124b, 141f, 158–159, 172–173 Science Content Readers: <i>Observing Weather</i> <i>What Is Weather?</i> <i>Seasons</i> <i>The Four Seasons</i> <i>Seasons and Change</i> Language Central SE / TE: 118-123			
1	3.c	<i>Students know</i> the sun warms the land, air, and water.	Reading Street Science Content Reader: <i>Observing Weather</i> <i>What Is Weather?</i>	Reading Street Science Content Reader: <i>How Clouds Are Made</i>			
Appendix							