

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher’s Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

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

		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		Decoding and Word Recognition					
3	1.1	Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.	Reading Street SE/TE: 3.1: 56n 3.3: 370c, 366n 3.5: 216n, 248c 3.6: 386n Language Central SE/TE: 101a–102b, 121b, 171a–171b	Reading Street SE/TE: 3.2: 204d, 222d 3.5: 244n 3.6: 362q, 384d, 385p Language Central SE/TE: 36, 45a, 89a			
3	1.2	Decode regular multisyllabic words.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 164c 3.2: 174n, 204c, 214c 3.3: 378c, 392c 3.4: 56c, 134c 3.5: 168c, 220c 3.6: 376c, 418c Language Central SE/TE: 57a–57b, 63a–63b, 153a–153b, 191a–191b	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 29c, 78c, 106c 3.2: 199j, 225j, 226q 3.3: 338n, 370a 3.4: 78q, 129j 3.5: 186c, 242c 3.6: 314d, 331k, 413k Language Central SE/TE: 55c, 88, 120, 152, 190d			

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			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
3	1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 41a, 69b, 76a, 81a, 123a 3.2: 187b, 194a, 199a, 253a 3.3: 325b, 403a, 429b 3.4: 39b, 145a, 150a, 3.5: 184a, 231a 3.6: 375b Language Central SE/TE: 25b, 43b, 25b, 43b, 63, 133, 153	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 153b 3.2: 220a, 300a 3.3: 349a, 410a 3.4: 51p, 65b, 145a, 157b 3.5: 177b, 203b, 243b 3.6: 323b Language Central SE/TE: 29, 61, 125, 137, 157			
SUBSTRAND		Vocabulary and Concept Development					
3	1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	Reading Street SE/TE: 3.1: 27c, 55n, 109c, 139n 3.2: 175c, 199n, 255c 3.3: 313c, 337n 3.4: 79c, 101n 3.5: 190n, 191c, 194c, 215o, 217c, 232c 3.6: 333c, 361n, 415c Language Central SE/TE: 159a–159b	Reading Street SE/TE: 3.1: 42a, 164a 3.2: 199o, 270a, 280a 3.5: 165c, 190q, 191b, 194d, 214d, 215k 3.6: 361o Language Central SE/TE: 24d, 30d, 43a			
3	1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>).	Reading Street SE/TE: 3.2: 225n, 286e, 309a	Reading Street SE/TE: 3.2: 309b 3.6: 387b Language Central SE/TE: 82, 83			

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Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY			
			Primary Citations	Supporting Citations	Meets Standards	Y	N	IMAP/CRP NOTES
3	1.6	Use sentence and word context to find the meaning of unknown words.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 201c, 227b, 283c 3.4: 27c 3.5: 245c Language Central SE/TE: 166, 167, 172, 173	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 52a, 136a 3.2: 175b, 201b 3.3: 367b 3.4: 46a, 126a Language Central SE/TE: 63, 101, 127, 145, 185				
3	1.7	Use a dictionary to learn the meaning and other features of unknown words.	Reading Street SE/TE: 3.1: 83c 3.4: 53c, 131c 3.6: 363c	Reading Street SE/TE: 3.1: 199f, 199s 3.4: 51g, 51t 3.5: 300–301 Language Central SE/TE: 37, 121, 110, 133, 203b				
3	1.8	Use knowledge of prefixes (e.g., <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i>) and suffixes (e.g., <i>-er</i> , <i>-est</i> , <i>-ful</i>) to determine the meaning of words.	Reading Street SE/TE: 3.1: 82n, 171a 3.3: 338n, 388n, 389c, 392c, 342c 3.4: 78q, 82d, 103c, 116c 3.5: 271c, 274c Language Central SE/TE: 37a–37b, 95a–95b, 107a–107b, 133a–133b, 139a–139b	Reading Street SE/TE: 3.1: 86c, 112c, 144c 3.3: 341c, 342a, 365o, 391c, 415o 3.4: 81c, 101k, 129j 3.5: 270q Language Central SE/TE: 36d, 94d, 95b, 106c, 112d, 114, 132c, 174				

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
STRAND		2.0 READING COMPREHENSION					
SUBSTRAND		Structural Features of Informational Materials					
3	2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	Reading Street SE/TE: 3.1: 55f, 107g, 136e 3.2: 253s, 302e 3.3: 445f 3.4: 31c, 53c, 57c, 83c, 131c 3.5: 195c, 221c 3.6: 412–413 Language Central SE/TE: 59	Reading Street SE/TE: 3.1: 55f, 55r, 78e, 107t 3.2: 224–225, 252–253 3.3: 358e, 387t, 414–415, 445f 3.6: 363c Language Central SE/TE: 27, 69a			
SUBSTRAND		Comprehension and Analysis of Grade-Level-Appropriate Text					
3	2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 32–33, 116–117 3.2: 295a 3.3: 432–433 3.4: 32–33, 36–37 3.5: 206–207, 208–209, 222–223 3.6: 374–375 Language Central SE/TE: 61, 71, 95, 152	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 132–133, 153g 3.2: 205a, 221d, 281h 3.3: 325a, 357d, 386e, 386–387 3.4: 39g, 46–47, 57c, 74e, 157h Language Central SE/TE: 44, 56, 58, 97			
3	2.3	Demonstrate comprehension by identifying answers in the text.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 69a	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 77d, 164e			

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Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
			3.2: 247a, 299a 3.4: 86–87, 149a 3.5: 183b, 243–235 3.6: 358–359 Language Central SE/TE: 25, 57, 91, 133, 187	3.2: 187g, 269f 3.3: 358–359, 429g 3.4: 39g, 115g 3.5: 226–227 3.6: 367c Language Central SE/TE: 63, 123, 205			
3	2.4	Recall major points in the text and make and modify predictions about forthcoming information.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 62–63, 72–73 3.2: 206–207, 212–213, 266–267 3.4: 126e 3.5: 170–171, 180–181, 186e 3.6: 344–345, 348–349 Language Central SE/TE: 58, 64, 65, 71, 75	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 61c, 70d, 136–137 3.2: 296d 3.3: 412b 3.4: 46b, 51a, 126b 3.5: 167c, 214e 3.6: 337c Language Central SE/TE: 109			
3	2.5	Distinguish the main idea and supporting details in expository text.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 178e, 204e, 220, 230e, 248, 274–275 3.6: 322–323 Language Central SE/TE: 58, 59, 64, 65, 187	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 213a, 240d, 304–305 3.3: 429a 3.5: 203a, 210–211 3.6: 324d Language Central SE/TE: 62d, 68d, 113, 140, 184d			

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			Primary Citations	Supporting Citations	Y	N	
3	2.6	Extract appropriate and significant information from the text, including problems and solutions.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 36–37, 40–41, 77d, 161a 3.2: 193b, 247a 3.3: 331b 3.4: 88–89, 149a 3.5: 215a 3.6: 350–351 Language Central SE/TE: 62–63, 74–75, 79	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 49a, 52–53 3.2: 292–293 3.3: 355b, 383b, 429a 3.4: 136–137 3.5: 177a, 183b 3.6: 327a Language Central SE/TE: 65, 67, 68–69			
3	2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	Reading Street SE/TE: 3.1: 118–119, 124d	Reading Street SE/TE: 3.1: 139o, 124–125 Language Central SE/TE: 42d, 44			
STRAND		3.0 LITERARY RESPONSE and ANALYSIS					
SUBSTRAND		Structural Features of Literature					
3	3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	Reading Street SE/TE: 3.1: 29b, 168–169 3.2: 179b, 205b 3.3: 349b, 387n, 393b, 421b 3.4: 51n, 55b, 133b 3.5: 177c 3.6: 335b Language Central SE/TE: 25b, 49b, 89b, 127b, 191b	Reading Street SE/TE: 3.1: 48–49, 78e, 143b 3.2: 231b, 239a, 246–247, 287b 3.3: 371b 3.4: 29b, 114–115 3.5: 195b 3.6: 315b Language Central SE/TE: 29, 67, 73, 99, 111 Transparency 24			

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SUBSTRAND		Narrative Analysis of Grade-Level-Appropriate Text					
3	3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	Reading Street SE/TE: 3.1: 61c, 76 3.3: 349b, 362–363, 364–365, 365m 3.4: 48–49, 51n, 135b, 145b, 157n Language Central SE/TE: 31b, 95, 145b, 147	Reading Street SE/TE: 3.1: 61c, 76 3.3: 358–359, 360–361 3.4: 51a, 48–49, 146d Language Central Transparencies 14, 16, 27			
3	3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 38–39, 154–155 3.2: 225m, 277a 3.3: 325c 3.4: 129m 3.5: 232–233 Language Central SE/TE: 27, 51, 155, 205	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 42d, 163d 3.2: 214–215, 239a 3.3: 328–329 3.4: 151d 3.5: 168e 3.6: 346–347 Language Central SE/TE: 147			
3	3.4	Determine the underlying theme or author's message in fiction and nonfiction text.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 199m 3.4: 89b, 138–139, 150 3.5: 168e, 184, 231b, 296–297 3.6: 352–353, 385n Language Central SE/TE: 147, 155, 205, 211	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 74–75 3.4: 40–41, 122–123, 145b 3.6: 330–331 Language Central SE/TE: 91, 167, 179			

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3	3.5	Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	Reading Street SE/TE: 3.1: 168–169 3.2: 239c, 305m 3.3: 387n 3.4: 158–159 3.5: 242–243, 243n, 304–305 Language Central SE/TE: 63a	Reading Street SE/TE: 3.1: 170–171 3.3: 386–387 3.4: 101e, 101r, 158–159, 160–161 3.5: 243n, 306–307 Language Central SE/TE: 25b, 49a, 80d Newcomer Student Edition: 18			
3	3.6	Identify the speaker or narrator in a selection.	Reading Street SE/TE: 3.1: 69c 3.4: 38–39 3.5: 203c Language Central SE/TE: 179	Reading Street SE/TE: 3.4: 39c, 88–89, 89b			
DOMAIN		WRITING					
STRAND		1.0 WRITING STRATEGIES					
SUBSTRAND		Organization and Focus					
3	1.1	Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	Reading Street SE/TE: 3.4: 65d, 73a 3.6: 357b a. 3.6: CR31, CR43 b. 3.2: 301b 3.4: 65e, 77b PB: 189 Language Central SE/TE: 61, 85, 131, 163, 192	Reading Street SE/TE: 3.4: 55b, 77c, 77p a. 3.1: 135 3.2: 301b 3.4: 65d, 73a 3.6: 357b b. 3.4: 65d, 73a 3.6: 357b Language Central SE/TE: 31, 64, 91			

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SUBSTRAND		Penmanship					
3	1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 281d, 305c 3.3: 337c, 365c, 387d 3.4: 51d 3.5: 215d	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 81c, 139c, 167c 3.2: 199c, 225c, 253c 3.4: 157d 3.5: 243d 3.6: 383			
SUBSTRAND		Research					
3	1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 199f, 199s, 281g, 281t 3.3: 365f, 365s 3.4: 51g, 51t Research Transparencies: 9, 10, 23, 24	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 107g, 107t 3.5: 302–303 Research Transparency: 12 Language Central SE/TE: 61, 69, 73, 137, 144c, 169, 181			
SUBSTRAND		Evaluation and Revision					
3	1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 55q, 107r 3.2: 199q, 253b 3.3: 387r, 415q 3.4: 51q, 101b 3.5: 243r 3.6: 361q	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 139b 3.2: 225b, 281c 3.3: 387c, 441b 3.4: 51r, 101q 3.5: 269p 3.6: 331c			

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STRAND 2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)								
3	2.1	Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 41c, 51a, 95d, 163a 3.2: 221a, 239d, 249a, 253b, 257b, 269c, 281c 3.3: 325d, 333a, 337b, 403c, 411a, 415b 3.4: 39d, 45a, 151a 3.5: 177d, 185a, 203d 3.6: 357a Language Central SE/TE: 67, 73, 111, 149	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 105b, 107q, 153d 3.2: 221, 229b, 249, 249b, 333 3.3: 411, 349c 3.4: 45, 51c 3.5: 185a, 193b, 213a, 265a 3.6: 439a Language Central SE/TE: 79, 99, 205				
3	2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	Reading Street SE/TE: 3.1: 135a 3.2: 281c, 295d, 301a 3.4: 50–51, 151b, 157c Language Central SE/TE: 26, 38, 50, 178, 204	Reading Street SE/TE: 3.1: 111b, 123c 3.2: 281c, 301, 301b, 305b 3.4: 128–129 3.5: 188–189, 268–269 Language Central SE/TE: 27, 32, 40, 50, 114				
3	2.3	Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.3: 349d, 357a, 365b, 377c, 385a, 387c, 429d, 437a, 441b 3.4: 125a	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 166–167 3.3: 357, 377c, 377c, 377d, 385, 437, 445c				

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			3.5: 231c, 241a 3.6: 383a a. 3.3: 349d, 357a, 365b, 377c, 377d, 385a, 387c, 429d, 437a, 441b, 445c 3.4: 115d, 129b 3.5: 231c, 243c 3.6: 375d, 383a, 383b b. 3.3: 357b, 387c, 429d, 441b 3.6: 357b, 365b, 375e, 383a, 383b Language Central SE/TE: 95b, 101b, 169, 201, 206	3.4: 125 3.6: 375d, 383 a. 3.3: 357a, 357b, 377c, 377d, 385, 385a, 387c, 429d, 437, 437a, 441b, 3.5: 241 b. 3.1: 166–167 3.3: 349d, 357, 377c, 437 3.6: 375d Language Central SE/TE: 43, 113b Transparency 12			
DOMAIN		WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS					
STRAND		1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS					
SUBSTRAND		Sentence Structure					
3	1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 29d, 55d, 95f, 107e, 111d, 123e, 139d 3.2: 188a Language Central SE/TE: 40, 46, 70	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 70a, 81b, 85d, 105c, 124a, 135b 135c, 139p 3.2: 214a 3.4: 97b Language Central SE/TE: 28, 41, 64			

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SUBSTRAND		Grammar			Y	N	
3	1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 226q 3.3: 365p, 369d, 377e, 387e 3.4: 29d, 39f, 45c, 51e, 55d, 65f, 77d, 81d, 89e, 97c, 101d 3.5: 167d, 177f, 189d, 193d, 203f, 215e Language Central SE/TE: 69a–69b, 104, 124, 156	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 230d, 250d, 253k 3.3: 378a, 387q, 403e 3.4: 45, 45b, 51q 3.5: 178a, 204a 213b, 213c Language Central SE/TE: 50, 68c, 68d, 92, 116, 136			
3	1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.3: 369d, 377e, 387e, 391d, 403e, 411c, 415d 3.5: 232a Language Central SE/TE: 37a–37b, 110, 116, 146, 210	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 378a 3.3: 404a, 415e, 415r 3.4: 133d, 145e, 157e Language Central SE/TE: 68c, 208d			
3	1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 59d, 69f	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 55b, 81p			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

			Publisher Citations		Meets Standards FOR IMAP/CRP USE ONLY		
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			3.3: 315d, 325f, 337d, 341d Language Central SE/TE: 28, 34, 92, 98, 104	3.3: 326a, 333c, 337e, 337p, 385c 3.4: 146a Language Central SE/TE: 53, 60, 72			
SUBSTRAND		Punctuation					
3	1.5	Punctuate dates, city and state, and titles of books correctly.	Reading Street SE/TE: 3.3: 365b 3.6: 335d, 361d, 389d, 413e, CR56 Language Central SE/TE: 206	Reading Street SE/TE: 3.6: 347f, 348a, 411c			
3	1.6	Use commas in dates, locations, and addresses and for items in a series.	Reading Street SE/TE: 3.3: 365b 3.6: 389d, 401e, 411b, 411c, 413e Language Central SE/TE: 206	Reading Street SE/TE: 3.3: 365b 3.6: 401e, 411c, 413q, 439b			
SUBSTRAND		Capitalization					
3	1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	Reading Street SE/TE: 3.6: 323f, 331e, 331q, 348a Language Central SE/TE: 188, 194	Reading Street SE/TE: 3.6: 313d, 348a, 385q, CR20 Language Central SE/TE: 127, 158, 159			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher’s Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

				Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY	
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES		
SUBSTRAND		Spelling							
3	1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 60d, 81k 3.2: 226q, 230d, 250d, 254q, 281l, 296c 3.3: 312q, 316d, 337k 3.4: 129d 3.5: 190n, 190q, 194c, 215l, 232c Language Central SE/TE: 31a–31b, 66, 69a–69b, 75a–75b, 89a–89b, 142, 159a–159b	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 78d, 81k, 81o, 96c 3.2: 226q, 230c, 258d, 280d 3.3: 312n, 315c, 316a, 316c 3.4: 30a, 125, 129p 3.5: 194d, 214d, 215k, 215q Language Central SE/TE: 2, 25b, 43a					
3	1.9	Arrange words in alphabetic order.	Reading Street SE/TE: 3.1: 81f, 81s 3.6: 385g, 385t	Reading Street SE/TE: 3.6: 447a					
DOMAIN		LISTENING AND SPEAKING							
STRAND		1.0 LISTENING and SPEAKING STRATEGIES							
SUBSTRAND		Comprehension							
3	1.1	Retell, paraphrase, and explain what has been said by a speaker.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 254r, 282r 3.3: 388r 3.4: 26r, 52r, 130r 3.5: 164r, 190r Language Central SE/TE: 166, 172	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 26r, 108r 3.2: 174r, 200r, 226r 3.4: 30b, 78r, 102r 3.5: 216r 3.6: 312r					

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	1.2	Connect and relate prior experiences, insights, and ideas to those of a speaker.	Reading Street SE/TE: 3.2: 200l, 204a, 226l, 282l 3.3: 337u 3.4: 51f, 51s Language Central SE/TE: 62, 89, 144, 177	Reading Street SE/TE: 3.1: 26l, 78a 3.2: 174l, 230a 3.3: 312r 3.4: 30a 3.6: 336a Language Central SE/TE: 121, 127, 134			
3	1.3	Respond to questions with appropriate elaboration.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 26r, 108r 3.2: 226r, 254r 3.3: 388r, 416r 3.4: 78r, 102r 3.5: 164r, 216r 3.6: 362r, 414r Language Central SE/TE: 25, 37, 57, 177, 209	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 82l, 144a 3.2: 199j, 250b 3.3: 316b, 342b 3.4: 30b, 157k 3.5: 194b, 274b 3.6: 314b, 336b Language Central SE/TE: 69, 75, 81			
3	1.4	Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	Reading Street SE/TE: 3.2: 305m 3.3: 387f 3.4: 101e, 101r 3.5: 304–305 Language Central SE/TE: 63a	Reading Street SE/TE: 3.1: 170–171 3.3: 387f 3.4: 101e, 101r, 160–161 Language Central SE/TE: 48d, 49b, 101a Transparency 24 Newcomer Student Edition: 18			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, 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							
3	1.5	Organize ideas chronologically or around major points of information.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 199e, 253e 3.3: 416r 3.4: 51f, 51s, 51v, 101u, 115c, 161h 3.5: 189u 3.6: 361t, 361u Language Central SE/TE: 32, 38, 45, 61, 75	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 225r 3.4: 45c, 77u, 129u Language Central SE/TE: 47, 89, 113, 139			
3	1.6	Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	Reading Street SE/TE 3.2: 225e, 225r, 281s 3.4: 129e, 129r Language Central SE/TE: 32, 65, 147	Reading Street SE/TE 3.1: 167e 3.2: 225e, 225r, 281s 3.4: 129r Language Central SE/TE: 33, 39, 155			
3	1.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 30b, 139i 3.2: 214b, 253r, 286b 3.3: 326b, 333c, 415i 3.4: 77e, 98b, 102m, 129r, 157f 3.5: 178b, 189e, 204b, 243j, 269e	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 108m 3.2: 188b, 200r, 226m, 253e 3.3: 338r, 365h 3.4: 51i, 73c, 129h, 241c, 265c 3.6: 358d			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
			Language Central SE/TE: 26, 58, 61, 65, 82	Language Central SE/TE: 31, 85, 105, 122, 160			IMAP/CRP NOTES
3	1.8	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, s).	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 281f, 281s 3.3: 337e, 415e, 415r 3.4: 157f, 161e	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 281f, 281s 3.3: 337e, 415e 415r 3.4: 157f, 161e Language Central SE/TE: 113			
3	1.9	Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 168–169 3.3: 325b, 332a, 349a, 387f, 387s, 403a, 442–443 3.4: 101e, 101r, 158–159 3.5: 243f, 243s, 304–305 3.6: 323b, 444–445	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 306–307 3.3: 442–443 3.5: 243s, 304–305 Language Central SE/TE: 163 Transparency 24 Standard is supported throughout the Songbook, including the following examples: 6, 26, 50			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

			Publisher Citations		Meets Standards FOR IMAP/CRP USE ONLY		
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
SUBSTRAND		Analysis and Evaluation of Oral and Media Communications					
3	1.10	Compare ideas and points of view expressed in broadcast and print media.	Reading Street SE/TE: 3.2: 253r 3.3: 441e, 441f, 445e	Reading Street Research Transparency: 8,13			
3	1.11	Distinguish between the speaker's opinions and verifiable facts.	Reading Street SE/TE: 3.2: 305e 3.4: 51f, 51s, 110–111, 124 Language Central SE/TE: 141	Reading Street SE/TE: 3.3: 338r 3.4: 45c, 116d 3.5: 211a 3.6: 331f, 331s			
STRAND		2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)					
3	2.1	Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.	Reading Street SE/TE: 3.1: 171e 3.2: 281f, 281s 3.4: 129e, 129r 3.5: 307e 3.6: 411c, 413f, 413s Language Central SE/TE: 51	Reading Street SE/TE: 3.1: 167e, 171e 3.2: 281f, 281s 3.4: 129e, 129r 3.5: 303e, 307e Language Central SE/TE: 146, 147, 155			
3	2.2	Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 55s, 170–171 3.2: 308–309, 309e 3.3: 365e, 365r, 415e, 444–445 3.5: 215s, 306–307 3.6: 447e	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 225e 3.3: 357c, 411c 3.4: 160–161 3.6: 443e, 446–447 Language Central Transparency 24			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
3	2.3	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	Reading Street SE/TE: 3.2: 305e, 309e 3.3: 415e, 415r 3.5: 189r, 215s 3.6: 385f, 385s Language Central SE/TE: 26, 62, 89, 154, 186	Reading Street SE/TE: 3.2: 301c 3.3: 411c 3.6: 383c Language Central SE/TE: 31, 45, 61			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher’s Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

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

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					
		Continuity and Change					
3	1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	Reading Street SE/TE: 3.2: 225f 3.5: 188-189, 215g, 215t Research Transparencies 4, 17, 22, 26, 27 Language Central SE/TE: 129	Reading Street History-Social Science Content Readers: <i>Thomas Jefferson</i> <i>From Sea to Shining Sea</i> <i>Why We Live Where We Live</i> <i>The Places We Live</i> <i>Land and Water</i> Research Transparencies: 7, 13, 23			
3	1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, ocean, lakes).	Reading Street SE/TE: 3.2: 225f 3.5: 215g, 215t, 243g, 243t 3.6: 361f, 361s Practice Book: 92	Reading Street Research Transparencies: 7, 22, 23, 27			
3	1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	Reading Street SE/TE: 3.2: 225s 3.3: 432–433 3.4: 74e, 76–77	Reading Street History-Social Science Content Readers: <i>Why We Live Where We Live</i> <i>The Places We Live</i> <i>Land and Water</i> <i>Where Does That Come From?</i>			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY IMAP/CRP NOTES
			Primary Citations	Supporting Citations	Y	N	
				<i>Regions and Resources From Sea to Shining Sea</i>			
3	2	Students describe the American Indian nations in their local region long ago and in the recent past.	Reading Street SE/TE: 3.3: 346–347, 430b, 438b Language Central SE/TE: 158–159	Reading Street History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i> Language Central SE/TE: 162			
3	2.1	Describe national identifies, religious beliefs, customs, and various folklore traditions.	Reading Street SE/TE: 3.1: 78e 3.3: 343a, 346–347, 362–363, 365u 3.4: 46e, 152e, 156–157 3.5: 190m Language Central SE/TE: 158–159	Reading Street SE/TE: 3.3: 349f, 358–359, 394–395, 441g, 445h 3.4: 46–47 History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i> Language Central SE/TE: 162			
3	2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	Reading Street SE/TE: 3.3: 346–347, 396–397 3.5: 186e, 188–189 Language Central SE/TE: 158–159	Reading Street History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i> Language Central SE/TE: 160			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY			
			Primary Citations	Supporting Citations	Meets Standards	Y	N	IMAP/CRP NOTES
3	2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	Reading Street SE/TE: 3.1: 138–139 3.5: 190m, 194b	Reading Street History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>				
3	2.4	Discuss the interactions of new settlers with the already established Indians of the region.	Reading Street SE/TE: 3.1: 120–121 3.5: 188–189	Reading Street History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>				
	3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	Reading Street SE/TE: 3.6: 331g, 331t History-Social Science Content Reader: <i>Regions and Resources</i>	Reading Street History-Social Science Content Readers: <i>From Sea to Shining Sea</i> <i>Where Does That Come From?</i>				
3	3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	Reading Street SE/TE: 3.5: 188–189, 189u, 214e, 268–269 3.6: 330e, 330–331, 331a, 331v History-Social Science Content Reader: <i>Exploring a New World</i>	Reading Street SE/TE: 3.5: 214–215, 215a History-Social Science Content Readers: <i>Adventure in the Americas</i> <i>A Whole New World</i> <i>Exploring a New World</i> <i>Adventure in the Americas</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i> <i>From Sea to Shining Sea</i>				

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher’s Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	Reading Street SE/TE: 3.5: 206-207 3.6: 331g, 331t	Reading Street History-Social Science Content Readers: <i>Where Does That Come From?</i> <i>Regions and Resources From Sea to Shining Sea</i>			
3	3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	Reading Street SE/TE: 3.2: 252–253 3.6: 331t	Reading Street SE/TE: 3.6: 363c History-Social Science Content Readers: <i>Thomas Jefferson Where Does That Come From?</i> <i>Regions and Resources From Sea to Shining Sea</i>			
3	4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	Reading Street SE/TE: 3.6: 310m, 314b, 361u Language Central SE/TE: 190–191, 195, 196–197, 202–203, 207	Reading Street History-Social Science Content Readers: <i>What it Means to Be a Citizen</i> <i>A Citizen of the United States</i> <i>We Are Part of This Place</i> Language Central SE/TE: 205			
3	4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	Reading Street SE/TE: 3.6: 358e, 360–361, 406–407, 413v Language Central SE/TE: 190–191, 195, 196–197, 202–203, 207	Reading Street History-Social Science Content Readers: <i>What it Means to Be a Citizen</i> <i>A Citizen of the United States</i> <i>We Are Part of This Place</i>			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, 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: 192, 205			
3	4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	Reading Street SE/TE: 3.1: 102–103, 107v 3.6: 367a, 384–385 History-Social Science Content Readers: <i>What it Means to Be a Citizen</i> <i>We Are Part of This Place</i> Language Central SE/TE: 190–191, 195, 196–197, 202–203	Reading Street History-Social Science Content Readers: <i>A Citizen of the United States</i> <i>What it Means to Be a Citizen</i> <i>We Are Part of This Place</i> Language Central SE/TE: 205			
3	4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	Reading Street SE/TE: 3.6: 310r, 358e, 360–361, 367a Language Central SE/TE: 184–185, 189, 190–191, 195	Reading Street SE/TE: 3.6: 311c History-Social Science Content Reader: <i>Thomas Jefferson</i> Research Transparency 27 Language Central SE/TE: 185b, 187, 188, 192			
3	4.4	Understand the three branches of government, with an emphasis on local government.	Reading Street SE/TE: 3.6: 314b	Reading Street SE/TE: 3.6: 310m Language Central SE/TE: 138–139			

Publisher: **Pearson**

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

Grade Level(s): **3**

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, Research Transparencies; **Language Central:** Teacher's Edition (TE), Student Edition (SE), Songbook, Newcomer Student Edition, Transparencies

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY				
			Primary Citations	Supporting Citations	Meets Standards	Y	N	IMAP/CRP NOTES	
3	4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	Reading Street SE/TE: 3.1: 120–121 3.5: 190m, 194b 3.6: 358–359	Reading Street History-Social Science Content Readers: <i>From Sea to Shining Sea</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i> <i>Exploring a New World</i> <i>A Whole New World</i> <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>					
3	4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	Reading Street SE/TE: 3.1: 118–119 3.2: 281g, 281t 3.6: 440–441 Language Central SE/TE: 196–197, 208–209, 210, 211	Reading Street SE/TE: 3.6: 442–443, 447h History-Social Science Content Reader: <i>Thomas Jefferson</i> Language Central SE/TE: 212, 213					
3	5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	Reading Street SE/TE: 3.1: 108m, 153, 157 Language Central SE/TE: 48–49	Reading Street History-Social Science Content Readers: <i>What Is My Economy Like?</i> <i>Save It or Spend It?</i> <i>Do I Really Need It?</i>					
3	5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	Reading Street SE/TE: 3.1: 118–119, 124–125 3.5: 249a 3.6: 415c Language Central SE/TE: 30-35, 112-115	Reading Street History-Social Science Content Readers: <i>From Sea to Shining Sea</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i>					

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Grade Level(s): **3**

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Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY IMAP/CRP NOTES
			Primary Citations	Supporting Citations	Y	N	
				Language Central SE/TE: 32, 42-43, 48-49			
3	5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	Reading Street SE/TE: 3.1: 118-119, 130-131, 139u Language Central SE/TE: 30-31, 152-153, 170-171	Reading Street SE/TE: 3.1: 78-79, 108m, 112b Language Central SE/TE: 35, 132-133			
3	5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	Reading Street SE/TE: 3.1: 66-67, 81u, 154-155, 156-157, 158-159, 160 3.2: 262-263, 276-277 3.4: 88-89, 90-91 Language Central SE/TE: 30-31, 48-49	Reading Street History-Social Science Content Readers: <i>What is My Economy Like?</i> <i>Save It or Spend It?</i> <i>Do I Really Need It?</i> Language Central SE/TE: 31b, 35			
3	5.4	Discuss the relationship of students’ “work” in school and their personal human capital.	Reading Street SE/TE: 3.2: 222e, 224-225 3.4: 126e	Reading Street SE/TE: 3.2: 214-215, 222e, 224-225			
CONTENT		SCIENCE					
3	1	Physical Sciences <u>Energy and matter have multiple forms and can be changed from one form to another.</u> As a basis for understanding this concept:	Reading Street SE/TE: 3.3: 424-425, 428-429, 432-433	Reading Street Science Content Readers: <i>Energy</i> <i>Forms of Energy</i> <i>Putting Energy to Work</i> <i>Matter</i> <i>Properties of Matter</i>			

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Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
3	1.a	<i>Students know</i> energy comes from the Sun to Earth in the form of light.	Reading Street SE/TE: 3.2: 196–197 3.3: 424–425	Reading Street Science Content Readers: <i>Energy</i> <i>Forms of Energy</i> <i>Putting Energy to Work</i> <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	1.b	<i>Students know</i> sources of stored energy take many forms, such as food, fuel, and batteries.	Reading Street SE/TE: 3.1: 31a, 38–39, 40–41 Science Content Readers: <i>Forms of Energy</i> <i>Putting Energy to Work</i>	Reading Street Science Content Readers: <i>Energy</i> <i>Properties of Matter</i> <i>Forms of Energy</i>			
3	1.c	<i>Students know</i> machines and living things convert stored energy to motion and heat.	Reading Street SE/TE: 3.1: 36–37, 38–39 3.2: 196–197	Reading Street Science Content Readers: <i>Energy</i> <i>Forms of Energy</i>			
3	1.d	<i>Students know</i> energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.	Reading Street SE/TE: 3.1: 52–53, 54–55 3.3: 414–415, 434–435	Reading Street Science Content Readers: <i>Energy</i> <i>Forms of Energy</i>			
3	1.e	<i>Students know</i> matter has three forms: solid, liquid, and gas.	Reading Street SE/TE: 3.3: 400–401, 424–425, 440–441 3.4: 107a 3.6: 419a	Reading Street Science Content Readers: <i>Matter</i> <i>Properties of Matter</i> <i>Everyday Reactions</i>			
3	1.f	<i>Students know</i> evaporation and melting are changes that occur when the objects are heated.	Reading Street SE/TE: 3.3: 424–425, 440–441 3.6: 419a	Reading Street Science Content Readers: <i>Matter</i> <i>Properties of Matter</i> <i>Everyday Reactions</i>			
3	1.g	<i>Students know</i> that when two or more substances are combined, a new substance may be formed with properties that are different from	Reading Street SE/TE: 3.6: 419a	Reading Street Science Content Readers: <i>Matter</i>			

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			Primary Citations	Supporting Citations	Y	N	
		those of the original materials.		<i>Properties of Matter</i> <i>Everyday Reactions</i>			
3	1.h	<i>Students know</i> all matter is made of small particles called atoms, too small to see with the naked eye.	Reading Street SE/TE: 3.4: 98e, 98–99	Reading Street Science Content Readers: <i>Matter</i> <i>Properties of Matter</i> <i>Everyday Reactions</i>			
3	1.i	<i>Students know</i> people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.	Reading Street SE/TE: 3.4: 98e, 98–99	Reading Street Science Content Readers: <i>Matter</i> <i>Properties of Matter</i>			
3	2	<u>Light has a source and travels in a direction.</u> As a basis for understanding this concept:	Reading Street SE/TE: 3.2: 253f, 253s 3.3: 374–375, 376–377	Reading Street Science Content Readers: <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	2.a	<i>Students know</i> sunlight can be blocked to create shadows.	Reading Street SE/TE: 3.2: 253f, 253s 3.3: CR52 Science Content Reader: <i>The Sun and the Seasons</i>	Reading Street Science Content Readers: <i>Wonders in the Sky</i> <i>Patterns in the Sky</i> <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	2.b	<i>Students know</i> light is reflected from mirrors and other surfaces.	Reading Street SE/TE: 3.2: 253f, 253s 3.3: 386b, CR40 Science Content Readers: <i>Light</i> <i>What is Light Like?</i>	Reading Street 3.3: 438b, Science Content Readers: <i>Capturing Color</i> <i>Light</i> <i>What Is Light Like?</i>			

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			Primary Citations	Supporting Citations	Y	N	
3	2.c	<i>Students know</i> the color of light striking an object affects the way the object is seen.	Reading Street SE/TE: 3.3: 376–377, 378b	Reading Street Science Content Readers: <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			IMAP/CRP NOTES
3	2.d	<i>Students know</i> an object is seen when light traveling from the object enters the eye.	Reading Street SE/TE: 3.2: 253f, 253s 3.3: 378b, 386b Science Content Reader: <i>Light</i>	Reading Street Science Content Readers: <i>What Is Light Like?</i> <i>Capturing Color</i>			IMAP/CRP NOTES
3	3	Life Sciences <u>Adaptations in physical structure or behavior may improve an organism’s chance for survival.</u> As a basis for understanding this concept:	Reading Street SE/TE: 3.2: 182–183, 302–303, 304–305 Language Central SE/TE: 80–81, 85	Reading Street Science Content Readers: <i>Living in Different Environments</i> <i>Surviving in Different Environments</i> <i>Exoskeleton</i> <i>Living Things in a World of Change</i> <i>Living Things Change</i> Language Central SE/TE: 83			IMAP/CRP NOTES
3	3.a	<i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction.	Reading Street SE/TE: 3.2: 182–183, 184–185, 188–189, 196–197, 198–199, 199u, 259a, 287a, 302–303, 309h 3.3: 313c, 317a 3.4: 130r, 157h 3.6: 337a, 391a Language Central SE/TE: 56–57, 80–81, 144–145	Reading Street SE/TE: 3.2: 305g 3.3: 313c, 412e, 412–413 3.4: 145f, 151d Science Content Readers: <i>Living in Different Environments</i> <i>Surviving in Different Environments</i> <i>Living Things in a World of Change</i> <i>Living Things Change</i>			IMAP/CRP NOTES

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			Primary Citations	Supporting Citations	Y	N	
				Language Central SE/TE: 57b, 62, 83, 91			
3	3.b	<i>Students know</i> examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.	Reading Street SE/TE: 3.2: 179a 3.3: 317a, 393a, 415f, 415s 3.4: 52–53, 64–65, 73–73a, 77u, 138–139, 152–153 3.6: 337a, 391a, 412–413 Language Central SE/TE: 80–81, 85, 94–95, 126–127	Reading Street SE/TE: 3.2: 182–183, 231a Science Content Readers: <i>Living in Different Environments</i> <i>Surviving in Different Environments</i> <i>Exoskeleton</i> Language Central SE/TE: 82, 83			
3	3.c	<i>Students know</i> living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.	Reading Street SE/TE: 3.2: 302–303 3.3: 334e, 336–337, 415u Language Central SE/TE: 88-89	Reading Street Science Content Readers: <i>Living Things in a World of Change</i> <i>Living Things Change</i> <i>Fertile Floods</i>			
3	3.d	<i>Students know</i> when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.	Reading Street SE/TE: 3.2: 292–293, 304–305 3.3: 400–401 3.4: 83a Language Central SE/TE: 108-109	Reading Street Science Content Readers: <i>Living Things in a World of Change</i> <i>Living Things Change</i> <i>Fertile Floods</i> Language Central SE/TE: 114, Transparency 20			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	3.e	<i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.	Reading Street SE/TE: 3.2: 304–305 3.4: 83a	Reading Street Science Content Readers: <i>Living Things in a World of Change</i> <i>Living Things Change</i> <i>Fertile Floods</i>			
3	4	Earth Sciences <u>Objects in the sky move in regular and predictable patterns.</u> As a basis for understanding this concept:	Reading Street SE/TE: 3.3: 387g, 387v	Reading Street Science Content Readers: <i>Comets and Asteroids</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i>			
3	4.a	<i>Students know</i> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.	Reading Street SE/TE: 3.3: 380–381, 382–383	Reading Street Science Content Readers: <i>The Sun and the Seasons</i> <i>Wonders in the Sky</i> <i>Patterns in the Sky</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i> Language Central SE/TE: 103			
3	4.b	<i>Students know</i> the way in which the Moon's appearance changes during the four-week lunar cycle.	Reading Street SE/TE: 3.3: 386–387, 387g, 387h, 387t	Reading Street SE/TE: 3.3: 387a, 387v Science Content Readers: <i>The Sun and the Seasons</i> <i>Wonders in the Sky</i> <i>Patterns in the Sky</i> Research Transparency 13			

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			Primary Citations	Supporting Citations	Meets Standards	Y	N	IMAP/CRP NOTES
3	4.c	<i>Students know</i> telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.	Reading Street SE/TE: 3.3: 366r, 376–377, 377f, 387v Language Central SE/TE: 104	Reading Street Science Content Readers: <i>Comets and Asteroids</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i>				
3	4.d	<i>Students know</i> that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.	Reading Street SE/TE: 3.3: 386–387, 387a, 387g, 387v	Reading Street Science Content Readers: <i>The Sun and the Seasons</i> <i>Comets and Asteroids</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i>				
3	4.e	<i>Students know</i> the position of the Sun in the sky changes during the course of the day and from season to season.	Reading Street SE/TE: 3.1: 90–91 3.3: 374–375	Reading Street Science Content Readers: <i>The Sun and the Seasons</i> <i>Wonders in the Sky</i> <i>Patterns in the Sky</i>				
Appendix								