

**STANDARDS MAP – Basic Program 3  
English–Language Arts Content Standards  
Estándares de contenido académico de Lengua y literatura en inglés**

**Kindergarten  
Jardín de la infancia**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>DOMAIN</b>		<b>READING</b>					
		<b>Lectura</b>					
<b>STRAND</b>		<b>1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT</b>					
		<b>1.0 Análisis de las palabras, fluidez, y desarrollo sistemático del vocabulario</b>					
<b>SUBSTRAND</b>		<b>Concepts About Print</b>					
		<b>Conceptos sobre impresos</b>					
K	1.1	Identify the front cover, back cover, and title page of a book. Identificar la portada, la contraportada y la página de título de un libro.	TE: K.1: 92, 112, 160 K.4: 94 K.6: 31, 368 K.4: 300 K.6: 368	TE: K.2: 164 K.3: 94, 230 K.4: 94, 254 K.5: 300			
K	1.2	Follow words from left to right and from top to bottom on the printed page. Seguir palabras de izquierda a derecha y de arriba a abajo en la página impresa.	TE: K.1: 26, 234 K.3: 167	TE: K.3: 167 K.5: 368			
K	1.3	Understand that printed materials provide information. Comprender que los materiales impresos aportan información.	TE: K.2: 232 K.3: 26, 230 K.6: 162, 230	TE: K.1: 230 K.2: 370 K.6: 300			
K	1.4	Recognize that sentences in print are made up of separate words. Reconocer que las oraciones en un impreso están constituidas por palabras separadas.	TE: K.3: 162, 294, 330, 362, 406	TE: K.3: 306, 338, 389, 398 K.6: 300			

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			Primary Citations	Supporting Citations	Y	N	
K	1.5	Distinguish letters from words. Distinguir letras de palabras.	TE: K.1: 95, 128, 163, 190 K.4: 368	TE: K.1: 249 K.2: 162, 197 K.3: 310 K.4: 12			
K	1.6	Recognize and name all uppercase and lowercase letters of the alphabet. Reconocer y nombrar todas las letras mayúsculas y minúsculas del alfabeto.	TE: K.1: 17, 52, 120, 190, 258	TE: K.1: 604, 266 K.2: 115 K.4: 223			
<b>SUBSTRAND</b>		<b>Phonemic Awareness Percepción fonémica</b>					
K	1.7	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/). Rastrear (moverse secuencialmente de sonido en sonido) y representar el número, semejanza/diferencia y orden de dos y tres fonemas aislados (p. ej., /f, s, th/, /j, d, j/).	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 94, 180, 220, 368, 384 K.2: 96, 154, 252, 320 K.3: 84, 220, 268 K.4: 44, 132 K.5: 16 K.6: 250, 290, 302	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 150, 198, 248, 257, 266, 316, 334, 384 K.2: 44, 54, 252, 270, 321 K.3: 45, 164, 324 K.5: 18 K.6: 318			
K	1.8	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). Rastrear (moverse secuencialmente de sonido en sonido) y representar los cambios en palabras y sílabas simples con dos o tres sonidos a medida que se añade, sustituye, omite, desplaza y repite un sonido (p.	<i>This standard is met throughout the program; with appropriate modifications for the Spanish language, sample lessons are given.</i>  TE: K.1: 18, 152 K.2: 156, 168, 320, 330, 388 K.3: 112, 180, 250, 318, 386 K.4: 28, 114, 234, 268, 388	<i>This standard is met throughout the program; with appropriate modifications for the Spanish language, sample lessons are given.</i>  TE: K.2: 320 K.3: 130, 198, 232, 323 K.4: 259 K.5: 96, 154, 222 K.6: 255, 297			

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		ej., vocal-consonante, consonante-vocal o consonante-vocal-consonante).	<b>K.5:</b> 84, 234, 307 <b>K.6:</b> 44				
K	1.9	Blend vowel-consonant sounds orally to make words or syllables. Combinar sonidos de vocal-consonante oralmente para construir palabras o sílabas.	<i>Instruction for this standard reflects an appropriate modification for the Spanish language.</i> TE: <b>K.3:</b> 28, 222 <b>K.4:</b> 154 <b>K.5:</b> 182 <b>K.6:</b> 112	<i>Instruction for this standard reflects an appropriate modification for the Spanish language.</i> TE: <b>K.2:</b> 372 <b>K.3:</b> 44 <b>K.4:</b> 123, 327 <b>K.6:</b> 290			
K	1.10	Identify and produce rhyming words in response to an oral prompt. Identificar y producir palabras que rimen como respuesta a una orden oral.	TE: <b>K.1:</b> 16, 42 <b>K.3:</b> 184, 302 <b>K.4:</b> 364	TE: <b>K.1:</b> 51, 110, 150 <b>K.2:</b> 166, 292			
K	1.11	Distinguish orally stated one-syllable words and separate into beginning or ending sounds. Distinguir palabras de una sílaba expresadas oralmente y separarlas en sonidos iniciales o finales.	<i>This standard is met throughout the program; sample lessons are given.</i> TE: <b>K.1:</b> 150, 300, 316 <b>K.2:</b> 166, 292 <b>K.3:</b> 62, 164 <b>K.4:</b> 191, 132, 234 <b>K.5:</b> 96, 250, 318 <b>K.6:</b> 220, 290, 302	<i>This standard is met throughout the program; sample lessons are given.</i> TE: <b>K.1:</b> 300, 334 <b>K.2:</b> 182, 236, 270, 360 <b>K.3:</b> 44, 86, 121, 198 <b>K.5:</b> 114, 132, 182 <b>K.6:</b> 164, 320, 327			
K	1.12	Track auditorily each word in a sentence and each syllable in a word. Rastrear auditivamente cada palabra en una oración y cada sílaba en una palabra.	TE: <b>K.1:</b> 42, 51, 82, 189	TE: <b>K.1:</b> 60, 82, 119, 128 <b>K.3:</b> 180			
K	1.13	Count the number of sounds in syllables and syllables in words. Contar el número de sonidos en sílabas y de sílabas en palabras.	TE: <b>K.1:</b> 82, 110, 189, 384 <b>K.2:</b> 252, 320 <b>K.3:</b> 180	TE: <b>K.1:</b> 180, 257, 356 <b>K.2:</b> 388 <b>K.3:</b> 112 <b>K.6:</b> 250			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>SUBSTRAND</b>		<b>Decoding and Word Recognition</b>					
		<b>Decodificación y reconocimiento de palabras</b>					
K	1.14	Match all consonant and short-vowel sounds to appropriate letters. Hacer corresponder todas las consonantes y sonidos de vocal corta con las letras apropiadas.	<i>This standard is met throughout the program; with appropriate modifications for the Spanish language, sample lessons are given.</i>  TE: <b>K.1:</b> 289, 357 <b>K.2:</b> 155, 223, 293, 305 <b>K.3:</b> 45, 153, 221, 291, 303 <b>K.4:</b> 85, 291, 359 <b>K.6:</b> 54, 85	<i>This standard is met throughout the program; with appropriate modifications for the Spanish language, sample lessons are given.</i>  TE: <b>K.1:</b> 316, 334, 402 <b>K.2:</b> 18, 30, 98, 132, 294 <b>K.3:</b> 181, 251, 292, 304 <b>K.4:</b> 319 <b>K.6:</b> 45, 130			
K	1.15	Read simple one-syllable and high-frequency words (i.e., sight words). Leer palabras sencillas de una sílaba y de alta frecuencia (es decir, palabras a simple vista).	<i>This standard is met throughout the program; with appropriate modifications for the Spanish language, sample lessons are given.</i>  TE: <b>K.3:</b> 29, 89, 223, 256 <b>K.2:</b> 46, 169 <b>K.3:</b> 31, 293 <b>K.4:</b> 19, 87 <b>K.5:</b> 183, 305 <b>K.6:</b> 31, 99, 113	<i>This standard is met throughout the program; with appropriate modifications for the Spanish language, sample lessons are given.</i>  TE: <b>K.1:</b> 86, 251 <b>K.2:</b> 47, 238, 373 <b>K.3:</b> 45, 100, 294 <b>K.4:</b> 20, 88, 328 <b>K.5:</b> 306 <b>K.6:</b> 32, 224, 291			
K	1.16	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle). Comprender que así como las letras de las palabras cambian, también lo hacen los sonidos (es decir, el principio alfabético).	TE: <b>K.3:</b> 181, 319 <b>K.5:</b> 45, 387 <b>K.6:</b> 251	TE: <b>K.2:</b> 183, 253 <b>K.4:</b> 251, 389			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>SUBSTRAND</b>		<b>Vocabulary and Concept Development</b> <b>Desarrollo del vocabulario y de conceptos</b>					
K	1.17	Identify and sort common words in basic categories (e.g., colors, shapes, foods). Identificar y ordenar palabras comunes en categorías básicas (p. ej., colores, formas, alimentos).	TE: K.1: 100, 123, 238, 261 K.4: 34, 102	TE: K.2: 158, 170, 202, 255, 257, 364, 376 K.4: 57, 127			
K	1.18	Describe common objects and events in both general and specific language. Describir objetos y eventos comunes tanto en lenguaje general como específico.	TE: K.1: 34, 100, 238 K.3: 331 K.4: 118 K.5: 240	TE: K.4: 25, 172 K.6: 170			
<b>STRAND</b>		<b>2.0 READING COMPREHENSION</b> <b>2.0 Comprensión de lectura</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Informational Materials</b> <b>Características estructurales de los materiales informativos</b>					
K	2.1	Locate the title, table of contents, name of author, and name of illustrator. Localizar el título, el índice de contenidos, el nombre del autor y el nombre del ilustrador.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 112 K.2: 26, 31 K.3: 114, 123, 182 K.4: 46, 225 K.5: 26, 55, 204 K.6: 373	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 44, 153, 250, 298, 318 K.2: 39, 116, 322 K.3: 46, 252 K.4: 184, 232 K.5: 46, 116 K.6: 182, 252			
<b>SUBSTRAND</b>		<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b> <b>Comprensión y análisis de textos adecuados para el grado escolar</b>					
K	2.2	Use pictures and context to make predictions about story content. Utilizar los dibujos y el contexto para hacer predicciones sobre el contenido de la historia.	TE: K.1: 26 K.2: 164 K.3: 300 K.4: 94 K.5: 164	TE: K.2: 302 K.3: 94 K.4: 232 K.5: 300 K.6: 26			

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K	2.3	Connect to life experiences the information and events in texts. Relacionar la información y los eventos en los textos con experiencias de la vida.	TE: K.1: 299 K.2: 27, 152 K.3: 82 K.4: 288 K.6: 14	TE: K.2: 220 K.4: 82 K.5: 288 K.6: 218, 356			
K	2.4	Retell familiar stories. Relatar historias familiares.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 38, 104 K.2: 242 K.3: 38, 106, 174, 242, 380 K.4: 38, 380 K.5: 38, 106 K.6: 38	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 27, 161, 367 K.2: 95, 233 K.3: 233, 369 K.4: 27, 95, 369 K.5: 95, 233, 369 K.6: 231, 301			
K	2.5	Ask and answer questions about essential elements of a text. Elaborar y responder preguntas sobre elementos esenciales de un texto.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 39, 106, 312 K.2: 40, 245 K.3: 129, 175 K.4: 152, 244, 267 K.5: 52, 313, 403 K.6: 197, 312	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 50 K.2: 61, 107, 152, 199 K.3: 38, 61, 188, 218 K.4: 313, 396 K.5: 39, 122 K.6: 39, 176			
<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b>					
		<b>3.0 Comentario y análisis literarios</b>					
<b>SUBSTRAND</b>		<b>Narrative Analysis of Grade-Level-Appropriate Text</b>					
		<b>Análisis narrativo de textos adecuados para el grado escolar</b>					
K	3.1	Distinguish fantasy from realistic text. Distinguir un texto de ficción de uno de no ficción.	TE: K.2: 269, 358, 405 K.4: 396 K.5: 14	TE: K.2: 220, 370 K.5: 61 K.6: 326			

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K	3.2	Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). Identificar tipos de materiales impresos cotidianos (p. ej., libros de cuentos, poemas, periódicos, letreros, rótulos).	TE: K.2: 42 K.3: 176, 316 K.4: 90, 229 K.5: 94 K.6: 184	TE: K.3: 94, 176, 197, 325, 338 K.6: 26, 184			
K	3.3	Identify characters, settings, and important events. Identificar personajes, ambientaciones y eventos importantes.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 59, 127, 286 K.2: 82, 131 K.3: 82, 120, 258 K.4: 220, 267, 405 K.6: 129, 218, 335	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 92, 310 K.2: 106, 122 K.3: 394 K.4: 232, 244 K.5: 258 K.6: 242, 312			
<b>DOMAIN</b>		<b>WRITING</b>					
		<b>Expresión escrita</b>					
<b>STRAND</b>		<b>1.0 WRITING STRATEGIES</b>					
		<b>1.0 Estrategias de la expresión escrita</b>					
<b>SUBSTRAND</b>		<b>Organization and Focus</b>					
		<b>Organización y enfoque</b>					
K	1.1	Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. Utilizar letras y palabras deletreadas fonéticamente para escribir acerca de experiencias, cuentos, personas, objetos o eventos.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.2: 117, 264, 323 K.3: 192, 253 K.4: 100, 253, 321 K.5: 47, 56, 117, 389 K.6: 321, 330	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 166, 192, 251, 260, 319, 372 K.2: 47, 185, 186, 308, 332 K.3: 47, 134 K.5: 47, 253			

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K	1.2	Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle). Escribir palabras con consonante-vocal-consonante (es decir, demostrar el principio alfabético).	<i>Instruction for this standard reflects an appropriate modification for the Spanish language.</i> TE: <b>K.2:</b> 330 <b>K.3:</b> 328 <b>K.4:</b> 124 <b>K.5:</b> 260 <b>K.6:</b> 54	<i>Instruction for this standard reflects an appropriate modification for the Spanish language.</i> TE: <b>K.2:</b> 124 <b>K.3:</b> 115 <b>K.4:</b> 398 <b>K.5:</b> 126 <b>K.6:</b> 122			
K	1.3	Write by moving from left to right and from top to bottom. Escribir con movimiento de izquierda a derecha y de arriba a abajo.	TE: <b>K.1:</b> 33, 62, 122, 154, 200, 236 <b>K.2:</b> 239 <b>K.5:</b> 21	TE: <b>K.1:</b> 58, 158, 204, 325 <b>K.2:</b> 32 <b>K.6:</b> 363			
<b>SUBSTRAND</b>		<b>Penmanship Caligrafía</b>					
K	1.4	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters. Escribir letras mayúsculas y minúsculas del alfabeto independientemente, prestando atención a la forma y espaciado adecuado de las letras.	<i>This standard is met throughout the program; sample lessons are given.</i> TE: <b>K.1:</b> 87, 293 <b>K.2:</b> 159 <b>K.3:</b> 89, 225 <b>K.4:</b> 21 <b>K.5:</b> 227 <b>K.6:</b> 157	<i>This standard is met throughout the program; sample lessons are given.</i> TE: <b>K.2:</b> 101 <b>K.3:</b> 190, 260 <b>K.4:</b> 33 <b>K.5:</b> 101, 239 <b>K.6:</b> 169, 237			
<b>DOMAIN</b>		<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS Convenciones del idioma inglés oral y escrito</b>					
<b>STRAND</b>		<b>1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS 1.0 Convenciones para el idioma inglés oral y escrito</b>					
<b>SUBSTRAND</b>		<b>Sentence Structure Estructura de las oraciones</b>					
K	1.1	Recognize and use complete, coherent sentences when speaking. Reconocer y utilizar oraciones	TE: <b>K.3:</b> 173, 323, 362 <b>K.4:</b> 25, 37 <b>K.5:</b> 51	TE: <b>K.2:</b> 121, 301 <b>K.3:</b> 25 <b>K.5:</b> 367			

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		completas y coherentes al hablar.	<b>K.6:</b> 325	<b>K.6:</b> 105			
<b>SUBSTRAND</b>		<b>Spelling Ortografía</b>					
K	1.2	Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. Deletrear independientemente mediante el uso del conocimiento prefonético, los sonidos del alfabeto y el conocimiento de los nombres de las letras.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.2:</b> 124, 192, 262 <b>K.3:</b> 54, 258 <b>K.4:</b> 124 <b>K.5:</b> 328 <b>K.6:</b> 122, 328	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.2:</b> 54, 330, 398 <b>K.2:</b> 56, 264 <b>K.3:</b> 192 <b>K.4:</b> 126 <b>K.6:</b> 330, 398			
<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>					
<b>STRAND</b>		<b>Comprensión auditiva y expresión oral</b>					
<b>STRAND</b>		<b>1.0 LISTENING and SPEAKING STRATEGIES</b>					
<b>STRAND</b>		<b>1.0 Estrategias de la comprensión auditiva y la expresión oral</b>					
<b>SUBSTRAND</b>		<b>Comprehension Comprensión</b>					
K	1.1	Understand and follow one- and two-step oral directions. Comprender y seguir instrucciones orales de uno y dos pasos.	TE: <b>K.1:</b> 46 <b>K.2:</b> 90, 118	TE: <b>K.4:</b> 22, 48			
K	1.2	Share information and ideas, speaking audibly in complete, coherent sentences. Compartir información e ideas, hablando de manera audible con oraciones completas y coherentes.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 226, 294, 320 <b>K.2:</b> 121, 160, 186, 324 <b>K.3:</b> 48, 90, 116, 226, 254, 322 <b>K.4:</b> 90, 118 <b>K.5:</b> 160, 186, 322 <b>K.6:</b> 390	TE: <b>K.1:</b> 252 <b>K.2:</b> 93, 130 <b>K.3:</b> 25, 364 <b>K.5:</b> 364			

Publisher: **Pearson**

Program Title **Pearson Calle de la Lectura para California**

Grade Level(s): **Kindergarten**

Components: **Teacher’s Edition (TE), History-Social Science Content Readers, Science Content Readers**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>STRAND</b>		<b>2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)</b>					
		<b>2.0 Aplicaciones de la expresión oral (los géneros y sus características)</b>					
K	2.1	Describe people, places, things (e.g., size, color, shape), locations, and actions. Describir personas, lugares, cosas (p. ej., tamaño, color, forma), lugares y acciones.	TE: K.1: 100, 226, 238, 239, 292 K.2: 160 K.3: 48, 116 K.4: 118 K.5: 254, 296, 322 K.6: 364, 390	TE: K.1: 252 K.2: 202, 255, 298 K.3: 90, 324			
K	2.2	Recite short poems, rhymes, and songs. Recitar poemas cortos, rimas y canciones.	TE: K.3: 158, 184 K.4: 250, 317 K.5: 251, 387 K.6: 23, 48	TE: K.1: 28, 156 K.4: 392			
K	2.3	Relate an experience or creative story in a logical sequence. Relatar una experiencia o historia creativa en una secuencia lógica.	TE: K.3: 90 K.4: 186	TE: K.3: 116 K.4: 160			

**STANDARDS MAP – Basic Programs 1, 2, and 3**  
**Appendix 9-B: History–Social Science and Science Content Standards**  
**Kindergarten**

*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
<b>CONTENT</b>		<b>HISTORY–SOCIAL SCIENCE</b>					
		<b>Learning and Working Now and Long Ago</b>					
K	1	Students understand that being a good citizen involves acting in certain ways.	TE: K.1: 227, 330 K.4: 272	TE: K.3: 91 K.4: 39-43, 49 K.5: 365			
K	1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	TE: K.1: 157, 283 K.4: 229, 255  History-Social Science Content Readers: - Reglas - ¿Por qué hay reglas? - Las reglas nos ayudan	TE: K.1: 23, 295 K.4: 103, 229  Consequences of breaking the rules: K. 3: 107-111			
K	1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	TE: K.3: 159, 163, 174, 177, 365	TE: K.3: 159, 174, 365, 385			
K	1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the character’s actions.	TE: K.3: 365 K.4: 103	TE: K.3: 201, 243-248, 385			
K	2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	TE: K.3: 159 K.4: 410 History-Social Science Content Readers: - ¡Mira, una bandera! - Símbolos - Símbolos de nuestro país	TE: K.2: 49 K.4: 402			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	TE: K.1: 239, 262, 338 K.3: 175 K.5: 103  History-Social Science Content Readers: - <i>¡Trabajos!</i> - <i>¿Quién hace esto?</i> - <i>Trabajos de mi comunidad</i>	TE: K.3: 107-111, 176, 202 K.5: 381, 385 K.6: 107, 110, 227			
K	4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.	TE: K.1: 56 K.4: 323 K.5: 400	TE: K.3: 23 K.4: 323, 339 K.5: 245-249  History-Social Science Content Readers: - <i>¡Es mi cumpleaños!</i> - <i>¡Feliz cumpleaños para mí!</i> - <i>Cumpleaños</i>			
K	4.1	Determine the relative locations of objects using the terms near/far; left/right; and behind/in front.	TE: K.3: 134 K.5: 204	TE: K.1: 107 K.4: 177-180, 365, 410			
K	4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	TE: K.2: 196 K.5: 136, 400	TE: K.3: 35 K.5: 264			
K	4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).	TE: K.3: 202 K.4: 402, 410 K.5: 23, 264	TE: K.3: 202 K.5: 264  History-Social Science Content Readers: - <i>¿Quiénes son mis vecinos?</i> - <i>Mi vecindario</i> - <i>Vecinos cercanos y lejanos</i>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	TE: K.1: 56 K.5: 204, 340	TE: K.1: 56 K.4: 241, 377 K.5: 204			
K	4.5	Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.	TE: K.1: 375 K.3: 202 K.4: 161	TE: K.1: 56,107-109 K.4: 365 K.5: 103, 383-385			
K	5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 146, 308, 322 K.2: 310, 332 K.3: 50, 195, 392 K.4: 80, 103, 366, 403 K.5: 104, 324 K.6: 36, 265, 366	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 48, 78, 90, 263 K.2: 59, 120, 150, 298, 324 K.3: 59, 127, 172, 186, 216, 298, 401 K.4: 50, 310, 333 K.5: 129, 265			
K	6	Students understand that history relates to events, people, and places of other times.	TE: K.3: 159, 177, 185	TE: K.3: 179, 194, 202			
K	6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	TE: K.3: 159, 171	TE: K.3: 194  History-Social Science Content Readers: - <i>George Washington</i> - <i>George Washington: Nuestro primer presidente</i> - <i>George Washington: Padre de nuestro país</i>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	TE: <b>K.3:</b> 177–178	TE: <b>K.3:</b> 200  History-Social Science Content Reader: - <i>George Washington</i>			
K	6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	TE: <b>K.3:</b> 94, 194, 313, 323, 332	TE: <b>K.3:</b> 185, 309, 332			
<b>CONTENT</b>		<b>SCIENCE</b>					
K	1	<b>Physical Sciences</b> <u>Properties of materials can be observed, measured, and predicted.</u> As a basis for understanding this concept:	TE: <b>K.1:</b> 101 <b>K.5:</b> 79	TE: <b>K.5:</b> 128 <b>K.6:</b> 58  Science Content Reader: - <i>Objetos a nuestro alrededor</i>			
K	1.a	<i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).	TE: <b>K.1:</b> 101 <b>K.5:</b> 128 <b>K.6:</b> 58  Science Content Reader: - <i>Objetos a nuestro alrededor</i>	TE: <b>K.2:</b> 332  Science Content Reader: - <i>Objetos a nuestro alrededor</i>			
K	1.b	<i>Students know</i> water can be a liquid or a solid and can be made to change back and forth from one form to the other.	TE: <b>K.3:</b> 66 <b>K.4:</b> 128  Science Content Reader: - <i>El agua</i>	TE: <b>K.4:</b> 309			
K	1.c	<i>Students know</i> water left in an open container evaporates (goes into the air) but water in a closed container does not.	TE: <b>K.4:</b> 128  Science Content Reader: - <i>El agua</i>	TE: <b>K.4:</b> 149			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	2	<b>Life Sciences</b> <u>Different types of plants and animals inhabit the Earth.</u> As a basis for understanding this concept:	TE: K.2: 35, 39-40,173  Science Content Reader: - <i>Aprendamos sobre plantas y animales</i> <i>Animals</i>	TE: K.2: 35, 196, 381-385			
K	2.a	<i>Students know</i> how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	TE: K.2: 35, 39–40, 91, 177-181, 313-317 K.3: 128, 136, 239, 255 K.4: 66 K.6: 381-384	TE: K.2: 35  Science Content Reader: - <i>Aprendamos sobre plantas y animales</i>			
K	2.b	<i>Students know</i> stories sometimes give plants and animals attributes they do not really have.	TE: K.2: 107-113, 245-248, 281-285, 309 K.4: 119, 264	TE: K.1: 307  Science Content Reader: - <i>Aprendamos sobre plantas y animales</i>			
K	2.c	<i>Students know</i> how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	TE: K.2: 42, 66, 136 K.3: 126, 128, 136, 377 K.6: 408  Science Content Reader: - <i>Partes de plantas y animales</i>	TE: K.2: 11, 58, 204			
K	3	<b>Earth Sciences</b> <u>Earth is composed of land, air, and water.</u> As a basis for understanding this concept:	TE: K.2: 196 K.3: 58 K.5: 297  Science Content Reader: - <i>Tierra, agua y aire</i>	TE: K.4: 393  Science Content Reader: - <i>Recursos de la Tierra</i>			
K	3.a	<i>Students know</i> characteristics of mountains, rivers, ocean, valleys, deserts, and local landforms.	TE: K.3: 58 K.4: 196 K.5: 297, 377  Science Content Reader: - <i>Tierra, agua y aire</i>	TE: K.4: 245-249 K.5: 136			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	3.b	<i>Students know</i> changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.	TE: <b>K.2:</b> 229, 297, 309, 323 <b>K.4:</b> 177-180, 340  Science Content Reader: - <i>El estado del tiempo</i>	TE: <b>K.1:</b> 132 <b>K.3:</b> 49 <b>K.4:</b> 297			
K	3.c	<i>Students know</i> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.	TE: <b>K.6:</b> 202  Science Content Reader: - <i>Recursos de la Tierra</i>	TE: <b>K.6:</b> 194			
Appendix							