

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student Edition (SE), Songbook, Transparencies

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

		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					
2	1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<p>Reading Street <i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 2.1: 24o–24p, 52o–52p, 78o–78p 2.2: 164o–164p, 166c, 218o–218p, 274o–274p 2.3: 304o–304p, 332o–332p, 390o–390p 2.4: 56n–56o, 82n–82o, 86c, 114n–114o, 144n–144o, 148c, 164c 2.5: 194c, 292n, 296c</p> <p>Language Central SE/TE: 55a–55b, 67a–67b, 79a–79b, 125b, 131b, 143a, 163b, 175b</p>	<p>Reading Street <i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 2.1: 24r–24s, 52r–52s, 78r–78s, 124c 2.2: 164r–164s, 218r–218s, 220c, 274r–274s 2.3: 304r–304s, 332r–332s 2.4: 56q–56r, 82q–82r, 86a, 106c, 114q–114r, 118c 2.5: 292q–292r</p> <p>Language Central SE/TE: 54, 61, 194</p>			
2	1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = <i>su/per</i> ; vowel-consonant/consonant-vowel = <i>sup/per</i>).	<p>Reading Street SE/TE: 2.1: 46c, 2.2: 218o, 220c, 274o 2.3: 304o, 390o</p>	<p>Reading Street SE/TE: 2.2: 164o, 166c, 276c 2.3: 332o 2.4: 24q–24r, 76c</p>			

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			2.4: 24n–24o, 28c 2.5: 202n 2.6: 386c Language Central TE: 46, 86, 104, 119, 130, 150, 194,	2.6: 382n–382o Language Central SE/TE: 99, 111, 151			
2	1.3	Decode two-syllable nonsense words and regular multisyllable words.	Reading Street SE/TE: 2.2: 218o–218p, 220c, 274o–274p, 276c 2.3: 304o–304p, 332o– 332p, 362c, 383c 2.4: 24n–24o 2.5: 174n–174o 2.6: 352n–352o, 356c, 382n–382o, 410n– 410o, 444n–444o Language Central SE/TE: 54-55, 60, 66, 72, 78, 150, 188, 189a, 194, 207	Reading Street SE/TE: 2.2: 218r–218s 2.3: 306c 2.4: 24q–24r 2.5: 202n–202o 2.6: 352q–352r, 382q– 382r Language Central SE/TE: 22, 73, 162, 163			
2	1.4	Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>).	Reading Street SE/TE: 2.3: 355a, CR26 2.5: 290g	Reading Street SE/TE: 2.3: 358g 2.6: 327d, 349d Language Central SE/TE: 64, 186			
2	1.5	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies</i> , <i>wife/wives</i>).	Reading Street SE/TE: 2.2: 244k, 244o–244p, 246a, 246c, 271d	Reading Street SE/TE: 2.2: 244r–244s, 272– 273, 294c			

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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: Regular: 70, 73a, 73b, 76	Language Central SE/TE: 41a, 47b			
2	1.6	Read aloud fluently and accurately and with appropriate intonation and expression.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 45a, 50e, 70f, 75a, 154f, 159a 2.2: 183b, 211b, 212f, 215b, 293b 2.3: 440f, 445a 2.4: 164f 2.5: 194f, 199a, 252f, 257a 2.6: 344f, 349a, 379b, 465b, 466f, 471a Language Central SE/TE: 23b, 35b, 39,105b, 183, 183b, 185, 187	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 24r, 97b, 98f 2.2: 164r–164s, 293b 2.3: 382b, 387b 2.4: 169a 2.5: 202q–202r, 232q–232r, 260q–260r, 289a 2.6: 324q–324r, 352q–352r, 410q–410r Language Central SE/TE: 41b, 163b, 175b			
SUBSTRAND		Vocabulary and Concept Development					
2	1.7	Understand and explain common antonyms and synonyms.	Reading Street SE/TE: 2.1: 99a, 104g, 154g, 154 2.3: 327a, 330g, 383g, 385a, 441a 2.4: 57c, 58–59 2.6: 383c, 384–385	Reading Street SE/TE: 2.1: 155a, 156a, 160g 2.3: 328a, 386a, 388g, 446g 2.4: 77a, 80g 2.6: 403a, 408g Language Central SE/TE: 169			

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Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
2	1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	Reading Street SE/TE: 2.3: 360o–360p, 407a, 412g 2.5: 293c, 294–295 2.6: 445c, 446–447 Language Central SE/TE: 99a	Reading Street SE/TE: 2.3: CR50 2.5: 315a, 320g Language Central SE/TE: 99b			
2	1.9	Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i>).	Reading Street SE/TE: 2.4: 25c, 26–27, 47a 2.5: 174n–174o, 175c, 176–177, 202n–202o, 230g, 233c, 234–235 2.6: 411c, 412–413, 439a Language Central SE/TE: 41a, 151a, 152, 157a, 189a, 195b, 201a–201b, 207a	Reading Street SE/TE: 2.5: 195a, 200g, 230c, 252c 2.6: 410n–410o, 442g, 444n Language Central SE/TE: 157b, 195a, 200			
2	1.10	Identify simple multiple-meaning words.	Reading Street SE/TE: 2.1: 71a, 76g 2.4: 115c, 116–117, 142g, 145c, 146–147	Reading Street SE/TE: 2.1: 72a 2.4: 137a, CR50 Language Central SE/TE: 157			

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			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
STRAND		2.0 READING COMPREHENSION					
SUBSTRAND		Structural Features of Informational Materials					
2	2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.	Reading Street SE/TE: 2.1: 58–59, 69a, 129f, 131c 2.4: 108–109, 110–111 Language Central SE/TE: 163	Reading Street SE/TE: 2.1: 156e, 158–159 2.2: 186e			
SUBSTRAND		Comprehension and Analysis of Grade-Level-Appropriate Text					
2	2.2	State the purpose in reading (i.e., tell what information is sought).	Reading Street SE/TE: 2.1: 156e 2.5: 265c 2.6: 415c Language Central SE/TE: 185, 196,	Reading Street SE/TE: 2.2: 186e 2.4: CR27 2.5: 297c Language Central SE/TE: 37			
2	2.3	Use knowledge of the author's purpose(s) to comprehend informational text.	Reading Street SE/TE: 2.2: 193a–193b, 202–203, 210–211, 219a–219b, 224–225, 230–231, 236g, 236 2.5: 190–191, 264e, 264–265, 296e, 296–297 Language Central SE/TE: 63, 69, 171	Reading Street SE/TE: 2.2: 215a 2.5: 263a, 295a 2.6: 375a Language Central SE/TE: 177			
2	2.4	Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i>).	Reading Street SE/TE: 2.1: 156–157 2.2: 174–175	Reading Street SE/TE: 2.2: 170–171, 182–183, 186–187			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			2.3: 336–337, 348–349, 352–353, 387a 2.4: 48–49, 62–63, 72–73, 74–75, 76g, 76, 78–79, 79a 2.5: 193a, 266–267 2.6: 360–361 Language Central SE/TE: 68, 88-89,	2.4: 68–69, 164g, 164 2.5: 318–319 Language Central SE/TE: 100			
2	2.5	Restate facts and details in the text to clarify and organize ideas.	Reading Street SE/TE: 2.1: 53a, 66–67 2.2: 212g, 212, 236g, 236 2.4: 59a, 60e, 60–61, 70–71, 76g, 76–77 2.6: 376g, 376, 386e, 386–387 Language Central SE/TE: 30, 37,43, 81, 153, 175, 185, 189, 203	Reading Street SE/TE: 2.1: 107a, 120–121 2.4: 140–141, 148e, 148–149, 158–159, 164g, 164 2.5: 178e, 178–179, 206e, 206–207 Language Central SE/TE: 25, 49, 121, 209			
2	2.6	Recognize cause-and-effect relationships in a text.	Reading Street SE/TE: 2.3: 361a–361b, 368–369, 378–379, 383g, 432–433 2.4: 168–169 2.6: 413a, 414e, 414–415, 420–421, 470–471 Language Central SE/TE: 151, 170, 100, 101, 112, 143	Reading Street SE/TE: 2.3: 415a–415b, 434–435, 440g, 440 2.6: 426–427, 430–431, 432–433 Language Central SE/TE: 99, 113			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
2	2.7	Interpret information from diagrams, charts, and graphs.	Reading Street SE/TE: 2.4: 79g, 86e, 86–87, 100–101, 106g, 106 2.5: 229g, 289f Language Central SE/TE: 127, 133, 169, 172	Reading Street SE/TE: 2.4: 81c, 111f, 113c 2.5: 231c, 291c Language Central SE/TE: 102, 113, 158, 159, 160			
2	2.8	Follow two-step written instructions.	Reading Street SE/TE: 2.1: 52k 2.2: 192j 2.5: 205a, 206e, 206–207 2.6: 324k Language Central SE/TE: 159	Reading Street SE/TE: 2.1: 78j 2.2: 218k 2.5: 212–213, 254–257, 258f 2.6: 352j Language Central SE/TE: 107			
STRAND		3.0 LITERARY RESPONSE and ANALYSIS					
SUBSTRAND		Narrative Analysis of Grade-Level-Appropriate Text					
2	3.1	Compare and contrast plots, settings, and characters presented by different authors.	Reading Street SE/TE: 2.1: 45b, 104f 2.2: 272f 2.3: 324–325, 325b, 382c 2.6: 465c	Reading Street SE/TE: 2.3: 318–319, 412f 2.5: 320f 2.6: 340–341, 408f			
2	3.2	Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	Reading Street SE/TE: 2.3: 330f 2.4: 44c	Reading Street SE/TE: 2.5: 251b			

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2	3.3	Compare and contrast different versions of the same stories that reflect different cultures.	Reading Street SE/TE: 2.2: 275a–275b, 282–283, 292–293	Reading Street SE/TE: 2.2: 294e, 300e, 300f			
2	3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.	Reading Street SE/TE: 2.1: 48e 2.2: 216f 2.4: 80f 2.5: 230f 2.6: 378e, 378	Reading Street SE/TE: 2.1: 50f 2.3: 386e, 388f 2.6: 380f Language Central The Songbook supports this standard, including pages 12, 20, 24, 34 Transparency: 18			
DOMAIN		WRITING					
STRAND		1.0 WRITING STRATEGIES					
SUBSTRAND		Organization and Focus					
2	1.1	Group related ideas and maintain a consistent focus.	Reading Street SE/TE: 2.1: 123c-123d 2.2: 215c–215d 2.3: 355c 2.4: 165c, 169b–169c, 170–171 2.5: 195b–195c, 199b–199c, 230–231 2.6: 441c–441d Language Central SE/TE: 71, 76, 173, 184, 191	Reading Street SE/TE: 2.5: 200–201 2.2: 267c, 271b 2.3: 357c–357d 2.6: 349b–349c Language Central SE/TE: 27, 33, 103, 199			

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SUBSTRAND		Penmanship					
2	1.2	Create readable documents with legible handwriting.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 75c, 129c 2.2: 215d, 241c 2.3: 329d, 387d 2.4: 53d, 79d, 169c 2.5: 199c, 229d, 319c 2.6: 349c, 407c, 471c Language Central SE/TE: 93, 97	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 49d, 103c, 159c 2.2: 189c, 271c, 299c 2.3: 357d, 411c, 445c 2.4: 111c, 141c 2.5: 257c, 289c 2.6: 379d, 441d			
SUBSTRAND		Research					
2	1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	Reading Street SE/TE: 2.2: 189f, 191c, 271f, 273c, 299f, 301c 2.3: 329g, 331c 2.4: 53g, 55c, 169f, 171c 2.5: 199f, 203c, 204–205, 259c, 257f, 321c 2.6: 440e	Reading Street SE/TE: 2.1: 126e, 126–127, 128–129 2.2: 295a 2.5: 201c, 257f, 319f Language Central SE/TE: 157b			
SUBSTRAND		Evaluation and Revision					
2	1.4	Revise original drafts to improve sequence and provide more descriptive detail.	Reading Street SE/TE: 2.1: 103b, 129b 2.2: 237c, 241b–241c 2.3: 329c, 445b 2.5: 229c–229d 2.6: 441c–441d, 471b–471c	Reading Street SE/TE: 2.3: 411b 2.4: 79c 2.5: 227c Language Central SE/TE: 167, 173, 179			

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STRAND							
2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)							
2	2.1	Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: a. 2.1: 79c–79d, 97d–97e, 99b–99c, 103b–103c, 104–105 2.4: 147b–147c, 163c–163d, 165b, 169b–169c, 170–171 2.5: 205b–205c, 225c–225d, 227b–227c, 229c–229d, 230–231 b. 2.3: 305c–305d, 325c–325d, 327b, 329c–329d 2.4: 27b–27c, 44d–44e, 47b, 53c–53d, 54–55 2.5: 236b–236c, 283d–283e, 285b, 290–291 Language Central SE/TE: 75, 103, 210-211	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: a. 2.5: 251c–251d, 253b 2.6: 413b–413c, 437c–437d, 439b, 441c–441d, 442–443 b. 2.3: 391c–391d, 405d–405e, 407b, 411b–411c 2.5: 235b–235c 2.6: 343c–343d, 345b, 349b–349c, 350–351			
2	2.2	Write a friendly letter complete with the date, salutation, body, closing, and signature.	Reading Street SE/TE: 2.1: 133c–133d, 153c–153d, 155b–155c, 159b, 160–161, 161a 2.3: 333c–333d, 353c–353d, 355b, 357c–357d, 358–359	Reading Street SE/TE: 2.3: 332k 2.5: CR18–CR19, CR30–CR31, CR42–CR43, CR54–CR55, CR66–CR67			

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DOMAIN		WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS					
STRAND		1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS					
SUBSTRAND		Sentence Structure					
2	1.1	Distinguish between complete and incomplete sentences.	Reading Street SE/TE: 2.1: 25e, 45e, 69e, 71d, 97f Language Central SE/TE: 26, 32, 38	Reading Street SE/TE: 2.1: 47c–47d, 49e, 53e, 71c, 76–77, 99d, 103d, 104–105 Language Central SE/TE: 27, 36			
2	1.2	Recognize and use the correct word order in written sentences.	Reading Street SE/TE: 2.1: 47d, 50–51, 53e, 97f 2.2: 299b 2.6: 403c, 407b Language Central SE/TE: 32, 62, 36, 38	Reading Street SE/TE: 2.1: 25e, 45e, 103d, 104–105 2.6: 408–409 Language Central SE/TE: 65, 32, 132			
SUBSTRAND		Grammar					
2	1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	Reading Street SE/TE: 2.2: 165e, 183f, 219e, 235e 2.2: 190–191, 242–243 2.3: 305e, 327d, 355d, 358–359, 382f, 387c, 388–389, 389a, 415e 2.4: 27d, 105e, 117d, 142–143, 147d 2.5: 177d, 200–201, 235d, 290–291	Reading Street SE/TE: 2.2: 185d, 189d, 193e 2.3: 325e, 329e, 333e, 353e, 357e, 383f, 385d 2.4: 107d, 111d, 135f 2.5: 193e, 230–231 Language Central SE/TE: 38, 41a, 73b			

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			Language Central SE/TE: 24, 42, 44, 58, 62, 64, 76, 80, 82, 154, 160, 164, 166, 172, 176				
SUBSTRAND		Punctuation					
2	1.4	Use commas in the greeting and closure of a letter and with dates and items in a series.	Reading Street SE/TE: 2.6: 382k, 385d, 407d, 408–409 Language Central SE/TE: 198	Reading Street SE/TE: 2.6: 401e, 403d, CR44			
2	1.5	Use quotation marks correctly.	Reading Street SE/TE: 2.5: 285c, 289b–289c, 290–291 2.6: 355d, 377d Language Central SE/TE: 192	Reading Street SE/TE: 2.6: 375e, 379e, 380– 381			
SUBSTRAND		Capitalization					
2	1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	Reading Street SE/TE: 2.1: 47c, 47d, 50–51 2.2: 193e, 213d, 215e 2.6: 327d, 343e, 349d, 350–351 Language Central SE/TE: 58, 64, 186	Reading Street SE/TE: 2.1: 49e 2.2: 211f 2.6: 345d, CR20 Language Central SE/TE: 76			

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SUBSTRAND		Spelling					
2	1.7	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 46d, 70d, 154d 2.2: 166–167, 167a, 184d, 212d 2.3: 326d, 328d, 354d 2.4: 45d, 76d, 136d 2.6: 344d, 438d, 466d Language Central SE/TE: 58, 178	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 98d, 124d, 26–27 2.2: 236d, 266d, 294d 2.3: 330c, 406d, 440d 2.4: 106d, 164d 2.5: 194d, 226d, 252d 2.6: 376d			
2	1.8	Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	Reading Street SE/TE: 2.1: 26d, 50d, 52q, 54d, 76d, 78q, 80d, 104d 2.2: 164q, 166d, 184d, 190d, 274q, 276d, 300d 2.3: 332q, 334d, 358d Language Central SE/TE: 23a, 55a-55b, 67a-67b, 189b, 207b	Reading Street SE/TE: 2.1: 24g 2.2: 218q, 220d, 236d, 242d 2.3: 304q, 306d, 326d, 328d, 330d Language Central SE/TE: 29a, 87a, 93a			
DOMAIN		LISTENING AND SPEAKING					
STRAND		1.0 LISTENING and SPEAKING STRATEGIES					
SUBSTRAND		Comprehension					
2	1.1	Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).	Reading Street SE/TE: 2.1: 49f, 51b 2.6: 377e	Reading Street SE/TE: 2.2: 166b 2.6: 355e, 357f			

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Grade Level(s): **2**

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

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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: 88, 94, 100	Language Central SE/TE: 106, 112, 120			
2	1.2	Ask for clarification and explanation of stories and ideas.	Reading Street SE/TE: 2.1: 136–137, 144–145, 152–153 2.2: 185e, 191b, 301b 2.5: 284g, 284, 285e Language Central SE/TE: 95, 131, 144	Reading Street SE/TE: 2.2: 189e 2.5: 266–267, 272–273, 278–279, 289e, 291b			
2	1.3	Paraphrase information that has been shared orally by others.	Reading Street SE/TE: 2.2: 273b 2.6: 415a Language Central SE/TE: 47, 95	Reading Street SE/TE: 2.2: 271e 2.3: 387f, 389b 2.6: 443b, 449a			
2	1.4	Give and follow three- and four-step oral directions.	Reading Street SE/TE: 2.2: 185e, 191b, 299e Language Central SE/TE: 24, 134	Reading Street SE/TE: 2.2: 189e, 295e, 301b Language Central SE/TE: 23			
SUBSTRAND		Organization and Delivery of Oral Communication					
2	1.5	Organize presentations to maintain a clear focus.	Reading Street SE/TE: 2.4: 137e, 143b 2.5: 227e Language Central SE/TE: 94, 123, 147	Reading Street SE/TE: 2.4: 141e 2.5: 229f, 231b Language Central SE/TE: 101			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher’s Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher’s Edition (TE) Student 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
2	1.6	Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	Reading Street SE/TE: 2.1: 47e, 71e 2.4: 77e, 107e, 113b 2.6: 345e, 349e Language Central SE/TE: 80, 129, 166, 183,	Reading Street SE/TE: 2.4: 79f, 81b, 111e 2.5: 195e, 199e, 201b Language Central SE/TE: 77, 88, 93, 93b, 175			
2	1.7	Recount experiences in a logical sequence.	Reading Street SE/TE: 2.2: 215f, 217b 2.4: 165e Language Central SE/TE: 56-57, 62, 74-75, 87,158	Reading Street SE/TE: 2.4: 169e, 171b Language Central SE/TE: 99, 106, 193			
2	1.8	Retell stories, including characters, setting, and plot.	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 99e, 103e, 105b, 154g–154 2.2: 266g, 266 2.3: 326g, 326, 383g, 383 2.4: 45g, 45, 136g, 136–137 2.5: 226g, 226, 284g, 284, 315e, 321b 2.6: 344g, 344, 466g, 466 Language Central SE/TE: 25, 37, 164, 165	Reading Street <i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 2.1: 125e, 131b 2.2: 294g, 294 2.3: 354g, 354 2.5: 252g, 252, 314g, 314, 319e 2.6: 402g, 402 Language Central SE/TE: 107			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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
2	1.9	Report on a topic with supportive facts and details.	Reading Street SE/TE: 2.4: 141e, 164g, 164 2.5: 194g, 194–195 2.6: 403e, 467e, 473b Language Central SE/TE: 39, 184, 193, 205, 210-211	Reading Street SE/TE: 2.6: 407e, 441f, 471e Language Central SE/TE: 27, 33, 127, 187			
STRAND		2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)					
2	2.1	Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting).	Reading Street SE/TE: 2.1: 99e, 103e, 131b 2.2: 215f 2.3: 326g, 326 2.4: 165e, 169e Language Central SE/TE: a. 56-57, 104, 139, 159 b. 30, 107, 139	Reading Street SE/TE: 2.1: 105b, 125e 2.2: 217b 2.4: 107e, 171b Language Central SE/TE: 25, 37, 165			
2	2.2	Report on a topic with facts and details, drawing from several sources of information.	Reading Street SE/TE: 2.4: 57a, 75f, 77f, 79h, 81d–81e 2.6: 403e, 467e, 471e, 473b	Reading Street SE/TE: 2.1: 52t, 52–53, 69f, 71f, 75g, 77d–77e 2.6: 407e, 441f, 443c Language Central SE/TE: 54c			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher’s Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher’s Edition (TE) Student Edition (SE), Songbook, Transparencies

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

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						
		People Who Make a Difference						
2	1	Students differentiate between things that happened long ago and things that happened yesterday.	Reading Street SE/TE: 2.2: 214–215 2.3: 426–427 2.4: 36–37, 48–49, 50–51, 53a, 130–131 Language Central SE/TE: 200-205	Reading Street SE/TE: 2.1: 140–141 2.3: 322–323 2.5:184–185 History–Social Science Content Readers: <i>Meet Our Families</i> <i>Family Histories</i> <i>Remembering Our Pasts</i> Language Central SE/TE: 182-187				
2	1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	Reading Street History–Social Science Content Readers: <i>Meet Our Families</i> <i>Family Histories</i> <i>Remembering Our Pasts</i>	Reading Street SE/TE: 2.4: 29a–29b, 53a Language Central SE/TE: 118-123, 194-199, 206-211				
2	1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	Reading Street SE/TE: 2.3: 328e History–Social Science	Reading Street SE/TE: 2.6: 329a–329b, 334–335, 394–395, 409d–409e, 456–457				

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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
			Content Readers: <i>Meet Our Families</i> <i>Family Histories</i> <i>Remembering Our Pasts</i>	Language Central SE/TE: 118-123, 194-199 206-211			
2	1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).	Reading Street SE/TE: 2.2: 208–209, 215g, 217c	Reading Street SE/TE: 2.4: 119a			
2	2	Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.	Reading Street SE/TE: 2.1: 100–101, 102– 103, 103f, 105c 2.6: 351c, 370–371:	Reading Street SE/TE: 2.1: 66–67 2.2: 206–207 2.3: 396–397			
2	2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	Reading Street SE/TE: 2.1: 159f	Reading Street SE/TE: 2.1: 161c Language Central SE/TE: 22-23			
2	2.2	Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	Reading Street SE/TE: 2.1: 102–103, 103f	Reading Street SE/TE: 2.1: 66–67, 104g 2.6: 349f			
2	2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	Reading Street SE/TE: 2.1: 103f	Reading Street SE/TE: 2.1: 105c			
2	2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.	Reading Street SE/TE: 2.1: 36–37, 51d, 51e– 51f, 158–159 2.3: 436–437	Reading Street SE/TE: 2.1: 24t, 24–25, 30–31 2.4: 72–73			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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
			2.4: 72–73, 126–127	History–Social Science Content Readers: <i>Our Communities</i> <i>Communities All Over</i> <i>Communities: Alike and Different</i> Language Central SE/TE: 22-27, 66-71			
2	3	Students explain governmental institutions and practices in the United States and other countries.	Reading Street SE/TE: 2.3: 334e–334f 2.5: 196–197, 207a–207b, 212–213, 214–215, 216–217, 218–219	Reading Street SE/TE: 2.6: 364–365, 366–367, 368–369, 381e, CR33 History–Social Science Content Readers: <i>It Is the Law</i> <i>Making a Law</i> <i>Law Making in the United States</i> Language Central SE/TE: 188-193			
2	3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.	Reading Street SE/TE: 2.3: 350–351 2.5: 207a–207b, 216–217, 218–219, 246–247 History–Social Science Content Reader: <i>It Is the Law</i>	Reading Street SE/TE: 2.3: 356–357 History–Social Science Content Readers: <i>Making a Law</i> <i>Law Making in the United States</i>			
2	3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts,	Reading Street SE/TE: 2.2: 192t, 192–193, 194e–194f, 217d	Reading Street SE/TE: 2.1: 54e 2.3: 356e–357			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher’s Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher’s Edition (TE) Student 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
		treaties, diplomacy, and military force.	2.5: 201e, 218–219, 231e, CR33 2.6: 360–361, 372–373	2.6: 368–369 History–Social Science Content Readers: <i>It Is the Law</i> <i>Making a Law</i> <i>Law Making in the United States</i> Language Central SE/TE: 168			
2	4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	Reading Street SE/TE: 2.2: 220e–220f, 224–225, 226–227, 230–231, 232–233, 235a, 243d–243e	Reading Street SE/TE: 2.2: 218t, 218–219 History–Social Science Content Readers: <i>Who Does It? Who Buys It?</i> <i>Buyers Need Sellers, Sellers Need Buyers</i> <i>The Consumer-Producer Connection</i>			
2	4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	Reading Street SE/TE: 2.2: 219a–219b, 226–227, 228–229, 230–231, 243d–243e 2.4: 76b, 98–99 2.6: 434–435	Reading Street SE/TE: 2.2: 238e 2.4: 102–103 History–Social Science Content Readers: <i>Who Does It? Who Buys It?</i> <i>Buyers Need Sellers, Sellers Need Buyers</i> <i>The Consumer-Producer Connection</i>			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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: 200-205			
2	4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	Reading Street SE/TE: 2.2: 218t, 218–219, 219a–219b, 220e–220f, 224–225, 226–227, 238–239, 240–241, CR45	Reading Street SE/TE: 2.2: 243d–243e 2.5: 288–289, 310–311 History–Social Science Content Readers: <i>Who Does It? Who Buys It?</i> <i>Buyers Need Sellers, Sellers Need Buyers</i> <i>The Consumer-Producer Connection</i>			
2	4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).	Reading Street SE/TE: 2.2: 224–235, 235a	Reading Street SE/TE: 2.4: 102–103			
2	5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	Reading Street SE/TE: 2.1: 74–75 2.2: 186–187, 192k, 196–211, 211d–211e, 213b, 214–215, 215a, 215c, 217d–217e 2.3: 416e–416f, 418–439, 439a 2.5: 259e 2.6: 340–341, 372–373 Language Central SE/TE: 28-33	Reading Street SE/TE: 2.2: 194e–194f 2.3: 306e–306f 2.4: 149a 2.5: 280–281 2.6: 378e, 378–379 History–Social Science Content Readers: <i>Abraham Lincoln</i> <i>Abraham Lincoln: Our Sixteenth President</i> <i>Abraham Lincoln: Great Man, Great Words</i>			

Publisher: **Pearson**

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

Grade Level(s): **2**

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Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student Edition (SE), Songbook, Transparencies

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY IMAP/CRP NOTES
			Primary Citations	Supporting Citations	Y	N	
CONTENT		SCIENCE					
2	1	Physical Sciences <u>The motion of objects can be observed and measured.</u> As a basis for understanding this concept:	Reading Street Science Content Readers: <i>Forces and Motion Learning About Forces and Motion</i>	Reading Street SE/TE: 2.5: 248–249			
2	1.a	<i>Students know</i> the position of an object can be described by locating it in relation to another object or to the background.	Reading Street SE/TE: 2.1: 60–61	Reading Street Science Content Readers: <i>Forces and Motion Learning About Forces and Motion</i>			
2	1.b	<i>Students know</i> an object's motion can be described by recording the change in position of the object over time.	Reading Street Science Content Readers: <i>Forces and Motion Learning About Forces and Motion</i>	Reading Street SE/TE: 2.5: 248–249			
2	1.c	<i>Students know</i> the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.	Reading Street SE/TE: 2.1: 112–113, 114–115, 138–139 2.2: 280–281, 298–299 2.4: 144k, 168–169 2.5: 248–249	Reading Street SE/TE: 2.3: 408–409 Science Content Readers: <i>Forces and Motion Learning About Forces and Motion</i>			
2	1.d	<i>Students know</i> tools and machines are used to apply pushes and pulls (forces) to make things move.	Reading Street SE/TE: 2.1: 58–59, 64–65, 114–115 Science Content Reader: <i>Forces and Motion</i>	Reading Street SE/TE: 2.1: 54e–54f, 62–63, 2.3: 328–329, 408–409 Science Content Reader: <i>Learning About Forces and Motion</i>			

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Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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
2	1.e	<i>Students know</i> objects fall to the ground unless something holds them up.	Reading Street SE/TE: 2.1: 54e–54f 2.4: 79a	Reading Street SE/TE: 2.1: 72–73 Science Content Readers: <i>Forces and Motion</i> <i>Learning About Forces and Motion</i>			
2	1.f	<i>Students know</i> magnets can be used to make some objects move without being touched.	Reading Street SE/TE: 2.1: 126e, 126–127, 128–129, 130g	Reading Street Science Content Readers: <i>Forces and Motion</i> <i>Learning About Forces and Motion</i> <i>Magnet Fun</i>			
2	1.g	<i>Students know</i> sound is made by vibrating objects and can be described by its pitch and volume.	Reading Street Science Content Readers: <i>Sound</i> <i>Sound All Around</i> <i>How Sound Travels</i>	Reading Street SE/TE: 2.4: 152–153 Language Central SE/TE 72-77			
2	2	Life Sciences <u>Plants and animals have predictable life cycles.</u> As a basis for understanding this concept:	Reading Street SE/TE: 2.1: 107a–107b, 134e–134f 2.2: 260–261 2.3: 442–443 2.4: 61a, 64–65, 68–69, 74–75, 81d–81e, CR33	Reading Street Science Content Readers: <i>Plants and Animals in Their Environment</i> <i>Discovering Plants, Animals, and Their Environments</i> <i>Animal Eggs</i>			
2	2.a	<i>Students know</i> that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.	Reading Street SE/TE: 2.1: 107a–107b, 134e–134f 2.2: 268–269, 270–271 2.4: 66–67, 68–69, 81d, 108–109	Reading Street Science Content Readers: <i>Plants and Animals in Their Environment</i> <i>Discovering Plants, Animals, and Their</i>			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

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Language Central: Teacher's Edition (TE) Student 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: 34-39	<i>Environments</i> <i>Animal Eggs</i> Language Central SE/TE: 130-135			
2	2.b	<i>Students know</i> the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.	Reading Street Science Content Reader: <i>All Animals Have Life Cycles</i> SE/TE: 2.1: 134e–134f 2.2: 260–261 2.5: 232k	Reading Street Science Content Readers: <i>Animal Life Cycles</i> <i>Animal Eggs</i> Language Central SE/TE: 46-51			
2	2.c	<i>Students know</i> many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.	Reading Street SE/TE: 2.1: 160g 2.2: 185a, 191e, 296–297 2.4: 66–67, 68–69 Language Central SE/TE: 34-39, 130-135	Reading Street Science Content Readers: <i>Plants and Animals in Their Environment</i> <i>Discovering Plants, Animals, and Their Environments</i> <i>Animal Eggs</i>			
2	2.d	<i>Students know</i> there is variation among individuals of one kind within a population.	Reading Street SE/TE: 2.1: 160g 2.2: 268–269, 270–271	Reading Street Science Content Readers: <i>Plants and Animals in Their Environment</i> <i>Discovering Plants, Animals, and Their Environments</i> <i>Animal Eggs</i>			

Publisher: **Pearson**

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

Grade Level(s): **2**

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Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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
2	2.e	Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.	Reading Street SE/TE: 2.2: 228–229 2.3: 432–433, 444–445 2.4: 57a, 66–67, 70–71, 78–79, 79a, 81d–81e, CR33 Science Content Reader: <i>All About Plants</i> Language Central SE/TE: 66-71, 124-129	Reading Street SE/TE: 2.3: 428–429 2.4: 64–65 Science Content Readers: <i>Plants Growing and Changing</i> <i>Desert Plants</i> <i>Many Leaves</i>			
2	2.f	<i>Students know</i> flowers and fruits are associated with reproduction in plants.	Reading Street SE/TE: 2.4: 61a–61b, 64–65, 68–69, 70–71, 81d Language Central SE/TE: 66-71, 124-129	Reading Street Science Content Readers: <i>All About Plants</i> <i>Plants Growing and Changing</i> <i>Desert Plants</i>			
2	3	Earth Sciences <u>Earth is made of materials that have distinct properties and provide resources for human activities.</u> As a basis for understanding this concept:	Reading Street SE/TE: 2.1: 80e 2.2: 174–175 2.4: 90–91, 92–93, 94–95, 96–97, 100–101, 102–103, 104–105	Reading Street Science Content Readers: <i>Rocks and Soil</i> <i>Rocks and Soil Around Us</i>			
2	3.a	<i>Students know</i> how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.	Reading Street SE/TE: 2.4: 92–93, 94–95 Science Content Reader: <i>Rocks and Soil</i>	Reading Street Science Content Readers: <i>Rocks and Soil Around Us</i> <i>Crystals and Gems</i>			

Publisher: **Pearson**

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

Grade Level(s): **2**

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

Components: **Reading Street:** Teacher's Edition (TE), Student Edition (SE), History-Social Science Content Readers, Science Content Readers;

Language Central: Teacher's Edition (TE) Student 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
2	3.b	<i>Students know</i> smaller rocks come from the breakage and weathering of larger rocks.	Reading Street SE/TE: 2.1: 99a 2.4: 92–93, 94–95	Reading Street Science Content Readers: <i>Rocks and Soil</i> <i>Rocks and Soil Around Us</i>			
2	3.c	<i>Students know</i> that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.	Reading Street SE/TE: 2.1: 99a 2.3: 432–433 2.4: 74–75, 90–91, 92–93, 94–95, 96–97, 100–101, 102–105, 113e, CR45	Reading Street Science Content Readers: <i>Rocks and Soil</i> <i>Rocks and Soil Around Us</i>			
2	3.d	<i>Students know</i> that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.	Reading Street SE/TE: 2.4: 96–97 Science Content Reader: <i>Fossils and Dinosaurs</i>	Reading Street Science Content Readers: <i>Learning About Fossils and Dinosaurs</i> <i>Tyrannosaurus rex</i>			
2	3.e	<i>Students know</i> rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.	Reading Street Science Content Reader: <i>Rocks and Soil</i> SE/TE: 2.3: 376–377, 432–433 2.4: 64–65, 72–73, 74–75, 81e, 90–91, 98–99, 104–105, 113e 2.5: CR16 2.6: 426–427	Reading Street SE/TE: 2.1: 80e 2.4: 78–79 Science Content Reader: <i>Rocks and Soil Around Us</i>			
Appendix							