Publisher: Pearson
Grade Level(s): 1
Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

Program Title: Pearson California Reading Street
Check Program Type: Program 1 __X___   Program 2 _____

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

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
DOMAIN		**READING**					
STRAND		**1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT**					
SUBSTRAND		**Concepts About Print**					
1	1.1	Match oral words to printed words.	SE/TE: **1.R:** 14q, 15l, 18a, 48–49 **1.1:** 33b, 97b **1.3:** 95b **1.5:** 113a	SE/TE: **1.R:** 16f, 18h, 28–29, 37b, 128–129 **1.1:** 55b, 137b **1.3:** 173a **1.5:** 171b			
1	1.2	Identify the title and author of a reading selection.	SE/TE: **1.R:** 14q ,17d, 37d **1.2:** 39f **1.4:** 52b	SE/TE: **1.1:** 33g **1.2:** 92b, 119a			
1	1.3	Identify letters, words, and sentences.	SE/TE: **1.R:** 16a, 14o–p, 15g, 15j–k, 34q, 54o, 76a **1.1:** 17e, 16l, 19c, 54a, 136a, **1.3:** 170a **1.5:** 84a	SE/TE: **1.R:** 18a, 34o, 36a, 55j, 94o, 95j, 96d **1.1:** 16l, 31e, 33e, 38e **1.2:** 36a **1.5:** 83e, 109e, 142a, 172a			
SUBSTRAND		**Phonemic Awareness**					
1	1.4	Distinguish initial, medial, and final sounds in single-syllable words.	SE/TE: **1.R:** 14n, 16c, 50c, 56c, 70c, 76c, 96c, 114n, 116c **1.1:** 16n, 58n, 100n **1.4:** 134c **1.5:** 82n	SE/TE: **1.R:** 15i, 34n, 55i, 90c, 94n, 95i, 130c **1.1:** 36n, 120n **1.5:** 16n, 116n, 144n			

Publisher: Pearson

Program Title: Pearson California Reading Street

Grade Level(s): 1

Check Program Type: Program 1 __X___   Program 2 _____

Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); 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
1	1.5	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*).	SE/TE: **1.2:** 46c, 74c, 148c **1.4:** 20c, 50n **1.5:** 146c, 178c	SE/TE: **1.2:** 94c, 122c, 146a **1.4:** 84c, 108c **1.5:** 176c			
1	1.6	Create and state a series of rhyming words, including consonant blends.	SE/TE: **1.R:** 75g, 78a, 95g, 98a, 128–129 **1.1:** 100l, 82a **1.2:** 168f	SE/TE: **1.R:** 28-29, 115g, 118a **1.1:** 18c, 62a			
1	1.7	Add, delete, or change target sounds to change words (e.g., change *cow* to *how*; *pan* to *an*).	SE/TE: **1.3:** 20c, 36c, 44c, 74n, 78c, 94c, 98n, 102c, 116c, 120n, 122c, 146n **1.4:** 16n, 46c, 54c, 80n, 104n, 132n, 136c, 158c **1.5:** 50n, 52c, 84c, 86c, 118c, 138c	SE/TE: **1.3:** 40c, 46c, 70c, 72c, 96c, 118c, 124c, 142c, 144c, 150c, 170c **1.4:** 52c, 74c, 100c, 126c, 130c, 188c **1.5:** 54c, 74c, 110c, 114c,120c			
1	1.8	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat).	SE/TE: **1.R:** 18c, 38c, 98c **1.1:** 32c, 62c, 74c, 104c, 116c **1.2:** 36c **1.3:** 16n **1.5:** 42c	SE/TE: **1.R:** 58c, 78c, 118c **1.1:** 40c, 54c, 136c **1.3:** 18c **1.5:** 48c			
1	1.9	Segment single syllable words into their components (e.g., /c/a/t/ = cat; /s/p/l/a/t/ = splat; /r/i/ch/ = rich).	SE/TE: **1.1:** 84c, 96c, 102c, 116c **1.2:** 16n, 62c, 92c, 120c, 146c **1.3:** 148c **1.4:** 18c, 82c **1.5:** 18c, 42c	SE/TE: **1.1:** 98c, 104c, 122c, 136c **1.2:** 72c, 86c, 112c, 138c, 166c **1.4:** 106c **1.5:** 20c			

Publisher: Pearson
Grade Level(s): 1
Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

Program Title: Pearson California Reading Street
Check Program Type: Program 1 __X___   Program 2 _____

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
SUBSTRAND		**Decoding and Word Recognition**					
1	1.10	Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 18e, 34p, 54p, 55k, 78e, 98e **1.1:** 16o–16p, 36o–36p, 38f, 58o–58p, 102e–102f, 122e–122f **1.2:** 16o–16p, 42o–42p, 44e–44f, 70o–70p, 72e–72f, 90o–90p, **1.3:** 16o–16p, 18e–18f, 76e–76f **1.4:** 16o-16p, 50o–50p, 80o–80p, 82e–82f, 104o–104p, 164e-164f **1.5:** 16o–16p, 50o–50p, 146e–146f,176e–176f	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 34q, 54q, 55l, 78f, 98f **1.1:** 16r–16s, 36r–36s, 38g–38h, 58r–58s, 102g–102h, 122g–122h **1.2:** 16r–16s, 42r–42s, 44g–44h, 70r–70s, 72g–72h, 90r–90s **1.3:** 16r–16s, 18g–18h, 76g–76h **1.4:** 50r–50s, 80r–80s, 82g–82h, 104r–104s **1.5:** 16r–16s, 50r–50s, 82r–82s, 144r–144s,146g–146h, 176g–176h			
1	1.11	Read common, irregular sight words (e.g., *the, have, said, come, give, of*).	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 16–17, 36–37, 56–57 **1.1:** 18–19, 60–61 **1.2:** 18–19, 72–73, 120–121 **1.3:** 18–19, 76–77, 100–101 **1.4:** 18–19, 52–53,	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 18h, 38f, 58h **1.1:** 40f, 62h, 100l **1.2:** 20f, 74f, 122h **1.3:** 20f, 78h, 102h **1.4:** 20h, 54h, 84f, 108f **1.5:** 20h, 86h			

| Grade | Standard # | Standard | Publisher Citations | | Meets Standards | | FOR IMAP/CRP USE ONLY |
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			82–83, 106–107 **1.5:** 18–19, 84–85				
1	1.12	Use knowledge of vowel digraphs and *r*-controlled letter-sound associations to read words.	SE/TE: **1.3:** 76e–76f, 78f, 100e–100f, 102f, 120o–120p, 124d **1.4:** 16o–16p, 20d, 50o–50p, 54d, 80o–80p, 164e–164f **1.5:** 82o–82p, 144o–144p, 146e–146f	SE/TE: **1.3:** 76g–76h, 100g–100h, 120r–120s **1.4:** 16r–16s, 50r–50s, 80r–80s, 164g–164h, 166f **1.5:** 144r–144s, 146g–146h			
1	1.13	Read compound words and contractions.	**1.2:** 92e–92f, 94f **1.3:** 44e-44f, 46f, 122e–122f, 124f **1.4:** 73b, 132o–132p, 136d	**1.2:** 92g–92h, 120a **1.3:** 42j, 44g–44h, 70a, 122g–122h **1.4:** 132r–132s **1.5:** 169b			
1	1.14	Read inflectional forms (e.g., -*s*, -*ed*, -*ing*) and root words (e.g., *look, looked, looking*).	SE/TE: **1.1:** 60e–60f, 80o–80p, 82e–80f **1.2:** 120e–120f **1.3:** 74o–74p, 78d, 98o–98p, 102d **1.4:** 52e–52f **1.5:** 84e–84f, 86f	SE/TE: **1.1:** 60g–60h, 80r–80s, 82g–82h **1.2:** 120g–120h, 122f **1.3:** 74r–74s, 98r–98s **1.4:** 52g–52h **1.5:** 84g–84h			
1	1.15	Read common word families (e.g., -*ite*, -*ate*).	SE/TE: **1.1:** 18f **1.2:** 118p **1.3:** 42p, 42n **1.4:** 164f	SE/TE: **1.2:** 42p, 70p **1.3:** 42j			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	1.16	Read aloud with fluency in a manner that sounds like natural speech.	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 54q, 55l **1.1:** 73a, 77a, 104d, 115a **1.2:** 35a, 39a, 85a, 87b **1.3:** 35a, 115a, 117b **1.4:** 45a, 47b, 99a **1.5:** 41a, 47b, 109a, 113a	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 18f, 94q, 96f **1.1:** 16r–16s, 58r–58s, 80r–80s **1.2:** 18g–18h, 70r–70s, 72g–72h **1.3:** 16r–16s, 18g–18h, 74r–74s **1.4:** 80r–80s, 104r–104s, 132r–132s **1.5:** 82r–82s, 84g–84h, 144r–144s			
SUBSTRAND		**Vocabulary and Concept Development**					
1	1.17	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	SE/TE: **1.R:** 75n **1.1:** 95b **1.2:** 111b **1.3:** 75a–75b **1.5:** 109b	SE/TE: **1.R:** 115p **1.1:** 115b **1.2:** 35b **1.3:** 86–87, 121a–121b			
STRAND		**2.0 READING COMPREHENSION**					
SUBSTRAND		**Structural Features of Informational Materials**					
1	2.1	Identify text that uses sequence or other logical order.	SE/TE: **1.1:** 116g, 116–117 **1.2:** 61b, 91a–91b **1.5:** 72a, 72, 172f	SE/TE: **1.3:** 17a–17b, 28–29 **1.5:** 51a–51b, 58–59			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
SUBSTRAND		**Comprehension and Analysis of Grade-Level-Appropriate Text**					
1	2.2	Respond to *who, what, when, where,* and *how* questions.	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 18–19, 22–23, 24–25, 122–123 **1.2:** 60a, 60–61, 74g, 148–149, 150–151,154–155 **1.3:** 66–67, 68 **1.4:** 38–39, 156–157, 170–171 **1.5:** 108a, 108	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 28a, 28, 40–41, 48a, 48 **1.1:** 72a, 72 **1.2:** 48–49, 110a, 110–111, 164a, 164 **1.3:** 143a **1.4:** 34–35, 58–59, 144–145 **1.5:** 47a, 178–179, 186–187, 190–191			
1	2.3	Follow one-step written instructions.	SE/TE: **1.1:** 116g, 116–117, 117a **1.2:** 16k, 144k	SE/TE: **1.1:** 120k **1.3:** 147a–147b, 162–163 **1.4:** 16k, 50k, 158g, 158–159			
1	2.4	Use context to resolve ambiguities about word and sentence meanings.	SE/TE: **1.2:** 94–95, 104–105 **1.4:** 45b	SE/TE: **1.2:** 50–51 **1.4:** 125b **1.5:** 201b			
1	2.5	Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	SE/TE: **1.3:** 26–27, 30–31, 36–37, 80–81, 124–125, 128–129, 134–135, 136–137 **1.4:** 168–169	SE/TE: **1.1:** 46–47 **1.5:** 92–93, 94–95, 100–101			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	2.6	Relate prior knowledge to textual information.	SE/TE: **1.R:** 118–119, 124–125 **1.1:** 20g, 84g, 104–105, 108–109 **1.3:** 150–151, 154–155, 160–161, 170–171, 172–173	SE/TE: **1.R:** 18g **1.1:** 116g, 116–117 **1.3:** 102g, 102i **1.4:** 86–87, 158g **1.5:** 78–79, 138–139			
1	2.7	Retell the central ideas of simple expository or narrative passages.	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 28a, 28, 68a, 68 **1.1:** 30a, 30, 34f, 72a, 72, 81a–81b, 86–87, 98f **1.2:** 17a–17b, 34a, 34, 136a, 136 **1.3:** 34a, 34, 68a, 68, 114a, 114, 118f **1.4:** 44a, 44, 98a, 98 **1.5:** 40a, 40, 54–55, 60–61, 62–63, 66–67, 136a, 136, 141e	*This standard is met throughout the program; sample lessons are given.* SE/TE: **1.R:** 108a, 108 **1.1:** 52a, 52, 100r–100s, 101a–101b, 110–111, 114a, 134a, 134 **1.2:** 70r–70s, 84a, 84, 164a, 164 **1.3:** 92a, 92, 140a, 140 **1.4:** 156a, 156 **1.5:** 72a, 72, 108a, 108, 168a, 168			
STRAND		**3.0 LITERARY RESPONSE and ANALYSIS**					
SUBSTRAND		**Narrative Analysis of Grade-Level-Appropriate Text**					
1	3.1	Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.	SE/TE: **1.R:** 15a–15b, 35a–35b, 40–41, 42–43, 55a–55b, 62–63, 68, 118f **1.1:** 17a–17b, 44–45, 59a–59b, 106–107 **1.3:** 43a–43b, 48–49, 56–57, 60–61, 62–63, 68a, 68 **1.4:** 133a–133b	SE/TE: **1.R:** 24–25, 35m, 60–61, 95a–95b, 95o **1.1:** 22–23, 64–65 **1.2:** 40f, 116f **1.3:** 40f **1.4:** 140–141, 150–151 **1.5:** 46–47, 80f, 104–105, 133a–133b, 156			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			1.5: 20–21, 28–29, 36–37, 38–39,182–183				
1	3.2	Describe the roles of authors and illustrators and their contributions to print materials.	SE/TE: **1.1:** 52–53 **1.2:** 34–35, 71a, 88f, 122i,136–137 **1.3:** 72f, 115 **1.4:** 44–45, 54g, 78f **1.5:** 40–41	SE/TE: **1.R:** 18i **1.2:** 110–111, 142f **1.3:** 150i **1.4:** 130f, 157			
1	3.3	Recollect, talk, and write about books read during the school year.	SE/TE: *This standard is met throughout the program; sample lessons are given.* **1.R:** 15a, 28a, 28, 35a, 88a, 88 **1.1:** 17a, 34f, 52a, 52, 72a, 72, 78f **1.2:** 34a, 34, 84a, 84, 68f, 142f **1.3:** 34a, 34, 40f, 72f, 74l, 118f, 140a, 140 **1.4:** 98a, 98 **1.5:** 40a, 40, 41f, 114f, 116l	SE/TE: *This standard is met throughout the program; sample lessons are given.* **1.R:** 68a, 68,113c **1.1:** 35c, 94a, 94, 114a, 114 **1.2:** 43a, 60a, 60, 110a, 110 **1.3:** 16l, 42l, 68a, 68, 92a, 92 **1.4:** 48f, 156a, 156 **1.5:** 72a, 72, 108a, 108, 207c			
DOMAIN		**WRITING**					
STRAND		**1.0 WRITING STRATEGIES**					
SUBSTRAND		**Organization and Focus**					
1	1.1	Select a focus when writing.	SE/TE: **1.1:** 19a, 61a **1.2:** 19a, 73a **1.3:** 19a, 77a, 101a **1.4:** 53a, 135a **1.5:** 19a	SE/TE: **1.1:** 39a, 103a **1.2:** 121a, 147a **1.3:** 45a, 123a **1.4:** 165a **1.5:** 85a			

Publisher: **Pearson**
Grade Level(s): **1**
Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

Program Title: **Pearson California Reading Street**
Check Program Type: Program 1 __X___   Program 2 _____

Grade	Standard #	Standard	Publisher Citations — Primary Citations	Publisher Citations — Supporting Citations	Meets Standards Y	Meets Standards N	FOR IMAP/CRP USE ONLY — IMAP/CRP NOTES
1	1.2	Use descriptive words when writing.	SE/TE: **1.R:** 112–113, 113a **1.1:** 31b **1.2:** 35d **1.3:** 115d, 117c–117d, 118–119 **1.4:** 191b–191c, 192–193	SE/TE: **1.1:** 53b **1.2:** 141b–141c **1.4:** 129b–129c, 187d **1.5:** 109d, 113b–113c			
SUBSTRAND		**Penmanship**					
1	1.3	Print legibly and space letters, words, and sentences appropriately.	SE/TE: **1.R:** 35c, 95c, 97a, 115c **1.1:** 78h,118h **1.2:** 40h, 88h **1.3:** 40h, 144, 174h, **1.4:** 48h, 102h **1.5:** 172h	SE/TE: **1.R:** 55c, 95q, 109a, 115q **1.1:** 98h, 138h **1.2:** 68h, 116h,168h, **1.4:** 78h,130h,192h **1.5:** 206h			
STRAND		**2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)**					
1	2.1	Write brief narratives (e.g. fictional, autobiographical) describing an experience.	SE/TE: *This standard is met throughout the program; sample lessons are given.* **1.1:** 81c–81d, 83a–83b, 95c, 97c–97d, 98–99 **1.3:** 17c–17d, 19a–19b, 35c, 39b–39c, 40–41 **1.5:** 17c–17d, 19a–19b, 41c, 47c–47d, 48–49	SE/TE: *This standard is met throughout the program; sample lessons are given.* **1.2:** 91c–91d, 93a–93b, 111c, 115b–115c, 116–117 **1.4:** 105c–105d, 107a–107b, 125c, 129b–129c, 130–131 **1.5:** 145c–145d, 147a–147b, 169c, 171c–171d, 172–173			
1	2.2	Write brief expository descriptions of a real object, person, place, or event, using sensory details.	SE/TE: **1.2:** 71c–71d, 73a, 85c, 87c–87d, 88–89 **1.3:** 99c–99d, 101a–	SE/TE: **1.1:** 121c–121d, 123a–123b, 135c, 137c–137d, 138–139			

Program Title: **Pearson California Reading Street**
Check Program Type: Program 1 __X___   Program 2 _____

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			101b, 115c, 117c–117d, 118–119 **1.4:** 81c–81d, 83a–83b, 99c, 101c–101d, 102–103 **1.5:** 117c–117d, 119a–119b, 137c, 141b–141c, 142–143	**1.2:** 119c–119d, 121a–121b, 137c, 141b–141c, 142–143			
DOMAIN		**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS**					
STRAND		**1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS**					
SUBSTRAND		**Sentence Structure**					
1	1.1	Write and speak in complete, coherent sentences.	SE/TE: **1.R:** 28a, 28, 37b, 75d, 92–93, 117b **1.R:** 57c, 75d, 117b **1.1:** 17e, 19c, 53e, 59e, 118b **1.2:** 61d **1.3:** 72b, 118b, 144b **1.5:** 40a, 40	SE/TE: **1.R:** 55p, 75p, 112–113, 115d, 132–133, 133a **1.R:** 90b, 115d **1.1:** 31e, 33e, 39c, 73d, 78–79 **1.4:** 45d **1.5:** 17e, 170d			
SUBSTRAND		**Grammar**					
1	1.2	Identify and correctly use singular and plural nouns.	SE/TE: **1.R:** 15d, 29b–29c, 32–33, 35d, 37b, 52–53 **1.2:** 17e, 19c, 35e, 40–41, 119e, 121c, 142–143, 168–169	SE/TE: **1.R:** 35p, 49b–49c **1.2:** 39d, 137e, 141b, 145e, 147c, 165e, 166a			
1	1.3	Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't*) and singular possessive pronouns (e.g., *my/mine, his/her, hers, your/s*) in writing and speaking.	SE/TE: **1.2:** 92e–92f **1.3:** 122e–122f, 147e, 173d, 174–175 **1.5:** 177c, 201e	SE/TE: **1.2:** 92g–92h **1.3:** 122g–122h, 149c, 169e **1.5:** 205d			

Publisher: Pearson
Grade Level(s): 1
Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

Program Title: Pearson California Reading Street
Check Program Type: Program 1 __X___ Program 2 _____

Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			Publisher Citations		**Meets Standards**		**FOR IMAP/CRP USE ONLY**
SUBSTRAND		**Punctuation**					
1	1.4	Distinguish between declarative, exclamatory, and interrogative sentences.	SE/TE: **1.1:** 138–139 **1.4:** 100a **1.5:** 83e, 109e, 113d, 201d	SE/TE: **1.1:** 101e, 121e **1.5:** 51e, 53c, 73e, 79e			
1	1.5	Use a period, exclamation point, or question mark at the end of sentences.	SE/TE: **1.R:** 75d, 132–133, 133a **1.1:** 17e, 34–35, 103c, 118–119, 121e, 123c, 138–139 **1.4:** 160–161 **1.5:** 73d, 83e, 85c, 109e, 113d, 114–115	SE/TE: **1.R:** 115r **1.1:** 101e, 117e, 135e, 137e **1.4:** 157d			
1	1.6	Use knowledge of the basic rules of punctuation and capitalization when writing.	SE/TE: **1.1:** 34–35, 35a, 78–79, 79a, 53d **1.2:** 85d, 168–169, 169a **1.3:** 144–145 **1.4:** 102–103, 103a, 157d **1.5:** 73d	SE/TE: **1.1:** 118–119, 119a **1.2:** 40–41, 41a, 88–89, 89a **1.4:** 48–49, 49a **1.5:** 114–115, 115a			
SUBSTRAND		**Capitalization**					
1	1.7	Capitalize the first word of a sentence, names of people, and the pronoun *I*.	SE/TE: **1.R:** 55d, 57a, 75d, 132–133, 133a **1.1:** 17e, 34–35, 101e, 103c, 118–119 **1.2:** 43e, 45c, 68–69 **1.3:** 35d, 39b–39c, 40–41 **1.4:** 160–161, 161a **1.5:** 85c, 109e, 113d, 114–115, 172–173	SE/TE: **1.R:** 115r **1.1:** 117e **1.4:** 157d **1.5:** 73d, 83e **1.2:** 61e, 67e, 71e **1.5:** 73d, 145e			

2008 Reading/Language Arts Primary Adoption – Basic Programs 1 and 2 - California Department of Education, September 2007

Page 11

Publisher: Pearson
Grade Level(s): 1
Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

Program Title: Pearson California Reading Street
Check Program Type: Program 1 __X___   Program 2 _____

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	**Supporting Citations**	**Y**	**N**	**IMAP/CRP NOTES**
SUBSTRAND		**Spelling**					
1	1.8	Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly.	SE/TE: **1.R:** 30e, 38e, 90e **1.1:** 18d, 20c, 32f, 34d, 58q, 60d, 62e, 74f, 78d, 100q, 102d, 118d **1.2:** 16q, 18d, 36f, 40d	SE/TE: **1.R:** 70e, 110e **1.1:** 80q, 82d, 98d, 120q **1.3:** 42q, 44d, 46e, 70f, 72d			
DOMAIN		**LISTENING AND SPEAKING**					
STRAND		**1.0 LISTENING and SPEAKING STRATEGIES**					
SUBSTRAND		**Comprehension**					
1	1.1	Listen attentively.	SE/TE: **1.R:** 15e, 34r **1.1:** 61d, 101a–101b, 103d, 104b **1.2:** 45d **1.3:** 77d, 118a **1.4:** 165d	SE/TE: **1.R:** 115e **1.1:** 58t, 100m **1.2:** 90t **1.3:** 149d			
1	1.2	Ask questions for clarification and understanding.	SE/TE: **1.1:** 97f, 99b, 123d **1.2:** 67f, 69b **1.5:** 115b, 143b	SE/TE: **1.1:** 118a **1.3:** 42t, 118a			
1	1.3	Give, restate, and follow simple two-step directions.	SE/TE: **1.R:** 35e, 35q **1.1:** 103d, 117f **1.5:** 81b	SE/TE: **1.R:** 37c **1.1:** 119b **1.2:** 73d, 87f, 89b			
SUBSTRAND		**Organization and Delivery of Oral Communication**					
1	1.4	Stay on the topic when speaking.	SE/TE: **1.R:** 95e **1.1:** 55f **1.2:** 144t, 147d **1.3:** 72a	SE/TE: **1.1:** 57b **1.3:** 101d, 119b			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	1.5	Use descriptive words when speaking about people, places, things, and events.	SE/TE: **1.R:** 54r, 95s, 115s **1.1:** 31b, 36t **1.2:** 121d **1.3:** 71f , 93b **1.4:** 45e, 53c, 53d, 77e, 83c **1.5:** 73b	SE/TE: **1.R:** 14r, 14–15, 97c, 117c **1.1:** 53b **1.3:** 45d **1.4:** 17e, 19c, 79b, 81e			
STRAND		**2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)**					
1	2.1	Recite poems, rhymes, songs, and stories.	SE/TE: **1.R:** 14m, 34m, 48–49, 54m **1.1:** 16m, 54g, 54–55, 96g, 96–97, 137f **1.2:** 16m, 70m,167f **1.3:** 16m, 74m **1.4:** 16m, 80m, 129e, 191e **1.5:** 16m, 82m, 205e	SE/TE: **1.R:** 94m, 114m, 128–129 **1.1:** 58m, 100m,139b **1.2:** 42m, 90m,169b **1.3:** 42m, 120m **1.4:** 104m, 131b, 132m, 193b **1.5:** 144m			
1	2.2	Retell stories using basic story grammar and relating the sequence of story events by answering *who, what, when, where, why,* and *how* questions.	SE/TE: **1.1:** 19d, 33f **1.2:** 19d, 39e	SE/TE: **1.1:** 34f, 35b **1.2:** 41b **1.4:** 129e			
1	2.3	Relate an important life event or personal experience in a simple sequence.	SE/TE: **1.1:** 77e **1.2:** 115e **1.3:** 19d, 39e, 123d **1.4:** 47f, 79b	SE/TE: **1.1:** 79b **1.2:** 117b **1.3:** 77d **1.4:** 77e, 101f, 103b			
1	2.4	Provide descriptions with careful attention to sensory detail.	SE/TE: **1.1:** 16t **1.2:** 121d, 141e **1.3:** 45d, 143f	SE/TE: **1.2:** 143b **1.3:** 71f, 145b			

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

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

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
CONTENT		**HISTORY–SOCIAL SCIENCE** **A Child's Place in Time and Space**					
1	1	Students describe the rights and individual responsibilities of citizenship.	SE/TE: **1.2:** 88a **1.4:** 91 **1.5:** 138g	SE/TE: **1.2:** 62b **1.5:** 50k, 79a			
1	1.1	Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community.	SE/TE: **1.2:** 52–53 **1.4:** 88–89	History-Social Science Content Readers: *Making Rules* *Who Makes the Rules?* *How Do Rules Get Made?*			
1	1.2	Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	SE/TE: **1.2:** 42k, 42t, 42–43, 52–53, 61f, 69c **1.3:** 30–31 **1.4:** 152–153 **1.5:** 79a, 138g	SE/TE: **1.2:** 45e, 68e, 69b–69c, 70t **1.3:** 58–59, 71a **1.4:** 182–183			
1	2	Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.	SE/TE: **1.R:** 18g, 29d, 54r, 54–55 **1.2:** 87g	SE/TE: **1.R:** 14k, 58g, 80–81 **1.4:** 80k			
1	2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	SE/TE: **1.1:** 137g **1.3:** 95g **1.5:** 141f	SE/TE: **1.5:** 124–125, 136a, 136			

Publisher: Pearson
Grade Level(s): 1
Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

Program Title: Pearson California Reading Street
Check Program Type: Program 1 __X___   Program 2 _____

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	2.2	Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location.	SE/TE: **1.3:** 95g Practice Book **1.1:** 30	History-Social Science Content Readers: *Find It!* *Maps and Globes* *Reading Maps and Globes*			
1	2.3	Construct a simple map, using cardinal directions and map symbols.	SE/TE: **1.R:** 78g **1.2:** 70k, 87g	SE/TE: **1.R:** 74k			
1	2.4	Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	SE/TE: **1.R:** 62–63 **1.3:** 88–89, 92a, 92 **1.5:** 124–131	SE/TE: **1.5:** 130–131			
1	3	Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.	SE/TE: **1.4:** 92–93, 94–95, 96–97	SE/TE: **1.4:** 84e, 103c, 126–129			
1	3.1	Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "My Country 'Tis of Thee").	SE/TE: **1.1:** 96g, 96–97, 97a	SE/TE: **1.4:** 80m			
1	3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	SE/TE: **1.4:** 104t, 104–105, 107e, 126–129, 166g	History-Social Science Content Readers: *Happy Birthday, America!* *The Fourth of July Independence Day*			
1	3.3	Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	SE/TE: **1.1:** 96g, 96–97, 97a **1.4:** 80m, 80t, 80–81, 90–91, 92–93, 96–97, 100b, 100g, 100–101, 126–129	SE/TE: **1.4:** 83e, 84e, 94–95, 99f, 102b, 103c			

Publisher: Pearson **Program Title: Pearson California Reading Street**

Grade Level(s): 1 **Check Program Type:** Program 1 __X___ Program 2 _____

Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); 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
1	4	Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.	SE/TE: **1.R:** 110–111 **1.1:** 79c **1.2:** 78–79 **1.3:** 16t, 16–17, 19e, 38–39, 41c **1.4:** 160b **1.5:** 170–171	SE/TE: **1.R:** 102–103 **1.1:** 58t, 58–59 **1.3:** 16k, 73c **1.4:** 118–119, 140–141, 146–147			
1	4.1	Examine the structure of schools and communities in the past.	SE/TE: **1.5:** 126–131, 134–135, 156–157	History-Social Science Content Readers: *Things Change* *Then and Now* *Changing Communities*			
1	4.2	Study transportation methods of earlier days.	SE/TE: **1.1:** 58t, 58–59, 68–69 **1.5:** 126–127, 130–131, 134–135	SE/TE: **1.1:** 79c **1.5:** 116k History-Social Science Content Readers: *Things Change* *Then and Now* *Changing Communities*			
1	4.3	Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	SE/TE: **1.R:** 22–23 **1.3:** 26–27 **1.4:** 118–119, 156–157, 159a **1.5:** 171a	SE/TE: **1.5:** 173b–173c History-Social Science Content Readers: *Things Change* *Then and Now* *Changing Communities*			
1	5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	SE/TE: **1.R:** 73b–73c, 74r, 74–75, 114r, 114–115 **1.2:** 42t, 42–43 **1.3:** 95a History-Social Science	SE/TE: **1.R:** 14r, 14–15, 133c **1.2:** 16t, 16–17 History-Social Science Content Reader: *We Are the Community*			

Publisher: Pearson

Program Title: Pearson California Reading Street

Grade Level(s): 1

Check Program Type: Program 1 __X___   Program 2 _____

Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

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

Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			Publisher Citations		**Meets Standards**		**FOR IMAP/CRP USE ONLY**
1	6.2	Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.	SE/TE: **1.R:** 46–47, 118g, 122–123, 130–131 **1.1:** 54–55, 57c **1.2:** 64–65, 67a, 74b, 74–75, 85f, 89b–89c **1.5:** 158–159	History-Social Science Content Readers: *Working* *People at Work* *Where We Work*			
CONTENT		**SCIENCE**					
1	1	**Physical Sciences** Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:	SE/TE: **1.5:** 110–111, 112–113	SE/TE: **1.5:** 110g			
1	1.a	*Students know* solids, liquids and gases have different properties.	SE/TE: **1.5:** 112–113	Science Content Readers: *Observing Solids, Liquids, and Gases* *What Are Solids, Liquids, and Gases?* *Air Is Everywhere*			
1	1.b	*Students know* the properties of substances can change when the substances are mixed, cooled, or heated.	SE/TE: **1.5:** 110–111 Science Content Reader: *Changing Solids, Liquids, and Gases*	Science Content Readers: *How Things Can Change* *Changing Shape*			
1	2	**Life Sciences** Plants and animals meet their needs in different ways. As a basis for understanding this concept:	SE/TE: **1.1:** 124–133 **1.2:** 122–135 **1.3:** 86–87	SE/TE: **1.1:** 16t, 16–17 **1.2:** 160–161			
1	2.a	*Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	SE/TE: **1.1:** 100t, 100–101, 119c, 120t, 120–121, 128–129, 137a	SE/TE: **1.1:** 108–109 **1.2:** 112a, 114–115, 122g, 167a			

Publisher: Pearson

Grade Level(s): 1

Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); History-Social Science Content Readers; Science Content Readers

Program Title: Pearson California Reading Street

Check Program Type: Program 1 __X___   Program 2 _____

Grade	Standard #	Standard	Publisher Citations — Primary Citations	Publisher Citations — Supporting Citations	Meets Standards Y	Meets Standards N	FOR IMAP/CRP USE ONLY — IMAP/CRP NOTES
			1.2: 104–105, 109a, 112–113, 118m, 132–133, 138–141, 142b **1.3:** 150–165 **1.5:** 190–191	**1.4:** 16k **1.5:** 54g Science Content Readers: *Environments* *Different Environments* *Swamp Life* *Life in the Bay*			
1	2.b	*Students know* both plants and animals need water, animals need food, and plants need light.	SE/TE: **1.1:** 16t, 16–17, 19e, 35c, 100t, 100–101, 119c **1.2:** 124–125 **1.3:** 141b **1.5:** 98–99	SE/TE: **1.1:** 98b, 120–121 **1.2:** 35b, 90t, 118t **1.5:** 42–43 Science Content Readers: *Needs of Plants and Animals* *Plants and Animals* *What We Need*			
1	2.c	*Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.	SE/TE: **1.1:** 100t, 104e, 108–109, 117a **1.2:** 90t, 90–91, 94g, 117c, 118t, 118–119, 121e, 126–127, 130–131, 141g, 143c **1.5:** 24–25, 42–43 Science Content Reader: *Plants and Animals Living Together*	SE/TE: **1.1:** 137h **1.2:** 35b, 100–103, 106–107, 111b, 118m, 119b **1.5:** 98–99 Science Content Readers: *Plants and Animals Living Together* *Animals and Plants Live Together*			
1	2.d	*Students know* how to infer what animals eat from the shape of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).	SE/TE: **1.2:** 94g, 111b	Science Content Readers: *Plants and Animals Living Together* *Animals and Plants Live Together*			

Publisher: Pearson   **Program Title: Pearson California Reading Street**

Grade Level(s): 1   **Check Program Type:** Program 1 __X___   Program 2 _____

Components: Teacher's Editions (TE); Student Edition (SE); Practice Book (PB); 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
1	2.e	*Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.	SE/TE: **1.2:** 36–37, 124–125	SE/TE: **1.5:** 82k Science Content Readers: *Needs of Plants and Animals* *Plants and Animals*			
1	3	**Earth Sciences** <u>Weather can be observed, measured, and described.</u> As a basis for understanding this concept:	SE/TE: **1.3:** 98k, 116–117, 117a	SE/TE: **1.3:** 102g Science Content Readers: *Observing Weather*			
1	3.a	*Students know* how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.	SE/TE: **1.3:** 116–117, 117a, 177h	Science Content Readers: *Observing Weather* *What Is Weather?* *Seasons* *The Four Seasons*			
1	3.b	*Students know* that the weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.	SE/TE: **1.3:** 98t, 98–99, 101e, 106–107, 117a, 119b–119c, 124g, 145c	SE/TE: **1.3:** 115f, 123e, 124b, 141f, 158–159, 172–173 Science Content Readers: *Observing Weather* *What Is Weather?* *Seasons* *The Four Seasons* *Seasons and Change*			

| | | | Publisher Citations | | Meets Standards | | FOR IMAP/CRP USE ONLY |
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	3.c	*Students know* the sun warms the land, air, and water.	Science Content Reader: *Observing Weather* *What Is Weather?*	Science Content Reader: *How Clouds Are Made*			

Appendix