

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

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		Decoding and Word Recognition					
2	1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	<i>This standard is met throughout the program; sample lessons are given.</i> 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	<i>This standard is met throughout the program; sample lessons are given.</i> 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			
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>).	SE/TE: 2.1: 46c, 2.2: 218o, 220c, 274o 2.3: 304o, 390o 2.4: 24n–24o, 28c 2.5: 202n 2.6: 386c	SE/TE: 2.2: 164o, 166c, 276c 2.3: 332o 2.4: 24q–24r, 76c: 2.6: 382n–382o			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **2**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), 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	
2	1.3	Decode two-syllable nonsense words and regular multisyllable words.	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	SE/TE: 2.2: 218r–218s 2.3: 306c 2.4: 24q–24r 2.5: 202n–202o 2.6: 352q–352r, 382q–382r			
2	1.4	Recognize common abbreviations (e.g., <i>Jan.</i> , <i>Sun.</i> , <i>Mr.</i> , <i>St.</i>).	SE/TE: 2.3: 355a, CR26 2.5: 290g	SE/TE: 2.3: 358g 2.6: 327d, 349d			
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>).	SE/TE: 2.2: 244k, 244o–244p, 246a, 246c, 271d	SE/TE: 2.2: 244r–244s, 272–273, 294c			
2	1.6	Read aloud fluently and accurately and with appropriate intonation and expression.	<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	<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			

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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
SUBSTRAND		Vocabulary and Concept Development					
2	1.7	Understand and explain common antonyms and synonyms.	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	SE/TE: 2.1: 155a, 156a, 160g 2.3: 328a, 386a, 388g, 446g 2.4: 77a, 80g 2.6: 403a, 408g			
2	1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	SE/TE: 2.3: 360o–360p, 407a, 412g 2.5: 293c, 294–295 2.6: 445c, 446–447	SE/TE: 2.3: CR50 2.5: 315a, 320g			
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>).	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	SE/TE: 2.5: 195a, 200g, 230c, 252c 2.6: 410n–410o, 442g, 444n			
2	1.10	Identify simple multiple-meaning words.	SE/TE: 2.1: 71a, 76g 2.4: 115c, 116–117, 142g, 145c, 146–147	SE/TE: 2.1: 72a 2.4: 137a, CR50			
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.	SE/TE: 2.1: 58–59, 69a, 129f, 131c 2.4: 108–109, 110–111	SE/TE: 2.1: 156e, 158–159 2.2: 186e			

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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
SUBSTRAND		Comprehension and Analysis of Grade-Level-Appropriate Text					
2	2.2	State the purpose in reading (i.e., tell what information is sought).	SE/TE: 2.1: 156e 2.5: 265c 2.6: 415c	SE/TE: 2.2: 186e 2.4: CR27 2.5: 297c			
2	2.3	Use knowledge of the author’s purpose(s) to comprehend informational text.	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	SE/TE: 2.2: 215a 2.5: 263a, 295a 2.6: 375a			
2	2.4	Ask clarifying questions about essential textual elements of exposition (e.g., <i>why</i> , <i>what if</i> , <i>how</i>).	SE/TE: 2.1: 156–157 2.2: 174–175 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	SE/TE: 2.2: 170–171, 182–183, 186–187 2.4: 68–69, 164g, 164 2.5: 318–319			
2	2.5	Restate facts and details in the text to clarify and organize ideas.	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	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			
2	2.6	Recognize cause-and-effect relationships in a text.	SE/TE: 2.3: 361a–361b, 368–369, 378–379, 383g, 432–433 2.4: 168–169	SE/TE: 2.3: 415a–415b, 434–435, 440g, 440 2.6: 426–427, 430–431, 432–433			

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Check Program Type: Program 1 Program 2

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			2.6: 413a, 414e, 414–415, 420–421, 470–471				
2	2.7	Interpret information from diagrams, charts, and graphs.	SE/TE: 2.4: 79g, 86e, 86–87, 100–101, 106g, 106 2.5: 229g, 289f	SE/TE: 2.4: 81c, 111f, 113c 2.5: 231c, 291c			
2	2.8	Follow two-step written instructions.	SE/TE: 2.1: 52k 2.2: 192j 2.5: 205a, 206e, 206–207 2.6: 324k	SE/TE: 2.1: 78j 2.2: 218k 2.5: 212–213, 254–257, 258f 2.6: 352j			
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.	SE/TE: 2.1: 45b, 104f 2.2: 272f 2.3: 324–325, 325b, 382c 2.6: 465c	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.	SE/TE: 2.3: 330f 2.4: 44c	SE/TE: 2.5: 251b			
2	3.3	Compare and contrast different versions of the same stories that reflect different cultures.	SE/TE: 2.2: 275a–275b, 282–283, 292–293	SE/TE: 2.2: 294e, 300e, 300f			
2	3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.	SE/TE: 2.1: 48e 2.2: 216f 2.4: 80f 2.5: 230f 2.6: 378e, 378	SE/TE: 2.1: 50f 2.3: 386e, 388f 2.6: 380f			

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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
DOMAIN		WRITING					
STRAND		1.0 WRITING STRATEGIES					
SUBSTRAND		Organization and Focus					
2	1.1	Group related ideas and maintain a consistent focus.	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	SE/TE: 2.5: 200-201 2.2: 267c, 271b 2.3: 357c-357d 2.6: 349b-349c			
SUBSTRAND		Penmanship					
2	1.2	Create readable documents with legible handwriting.	<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	<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).	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	SE/TE: 2.1: 126e, 126-127, 128-129 2.2: 295a 2.5: 201c, 257f, 319f			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
SUBSTRAND		Evaluation and Revision					
2	1.4	Revise original drafts to improve sequence and provide more descriptive detail.	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	SE/TE: 2.3: 411b 2.4: 79c 2.5: 227c			
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.	<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	<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.	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	SE/TE: 2.3: 332k 2.5: CR18–CR19, CR30–CR31, CR42–CR43, CR54–CR55, CR66–CR67			

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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
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.	SE/TE: 2.1: 25e, 45e, 69e, 71d, 97f	SE/TE: 2.1: 47c–47d, 49e, 53e, 71c, 76–77, 99d, 103d, 104–105			
2	1.2	Recognize and use the correct word order in written sentences.	SE/TE: 2.1: 47d, 50–51, 53e, 97f 2.2: 299b 2.6: 403c, 407b	SE/TE: 2.1: 25e, 45e, 103d, 104–105 2.6: 408–409			
SUBSTRAND		Grammar					
2	1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	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	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			
SUBSTRAND		Punctuation					
2	1.4	Use commas in the greeting and closure of a letter and with dates and items in a series.	SE/TE: 2.6: 382k, 385d, 407d, 408–409	SE/TE: 2.6: 401e, 403d, CR44			
2	1.5	Use quotation marks correctly.	SE/TE: 2.5: 285c, 289b–289c, 290–291 2.6: 355d, 377d	SE/TE: 2.6: 375e, 379e, 380–381			

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Program Title: **Pearson California Reading Street**

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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
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.	SE/TE: 2.1: 47c, 47d, 50–51 2.2: 193e, 213d, 215e 2.6: 327d, 343e, 349d, 350–351	SE/TE: 2.1: 49e 2.2: 211f 2.6: 345d, CR20			
SUBSTRAND		Spelling					
2	1.7	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>).	<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	<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.	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	SE/TE: 2.1: 24g 2.2: 218q, 220d, 236d, 242d 2.3: 304q, 306d, 326d, 328d, 330d			
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).	SE/TE: 2.1: 49f, 51b 2.6: 377e	SE/TE: 2.2: 166b 2.6: 355e, 357f			
2	1.2	Ask for clarification and explanation of stories and ideas.	SE/TE: 2.1: 136–137, 144–145, 152–153 2.2: 185e, 191b, 301b	SE/TE: 2.2: 189e 2.5: 266–267, 272–273, 278–279, 289e,			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
			2.5: 284g, 284, 285e	291b			
2	1.3	Paraphrase information that has been shared orally by others.	SE/TE: 2.2: 273b 2.6: 415a	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.	SE/TE: 2.2: 185e, 191b, 299e	SE/TE: 2.2: 189e, 295e, 301b			
SUBSTRAND		Organization and Delivery of Oral Communication					
2	1.5	Organize presentations to maintain a clear focus.	SE/TE: 2.4: 137e, 143b 2.5: 227e	SE/TE: 2.4: 141e 2.5: 229f, 231b			
2	1.6	Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).	SE/TE: 2.1: 47e, 71e 2.4: 77e, 107e, 113b 2.6: 345e, 349e	SE/TE: 2.4: 79f, 81b, 111e 2.5: 195e, 199e, 201b			
2	1.7	Recount experiences in a logical sequence.	SE/TE: 2.2: 215f, 217b 2.4: 165e	SE/TE: 2.4: 169e, 171b			
2	1.8	Retell stories, including characters, setting, and plot.	<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,	<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			

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			Primary Citations	Supporting Citations	Y	N	
			466				
2	1.9	Report on a topic with supportive facts and details.	SE/TE: 2.4: 141e, 164g, 164 2.5: 194g, 194–195 2.6: 403e, 467e, 473b	SE/TE: 2.6: 407e, 441f, 471e			
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).	SE/TE: 2.1: 99e, 103e, 131b 2.2: 215f 2.3: 326g, 326 2.4: 165e, 169e	SE/TE: 2.1: 105b, 125e 2.2: 217b 2.4: 107e, 171b			
2	2.2	Report on a topic with facts and details, drawing from several sources of information.	SE/TE: 2.4: 57a, 75f, 77f, 79h, 81d–81e 2.6: 403e, 467e, 471e, 473b	SE/TE: 2.1: 52t, 52–53, 69f, 71f, 75g, 77d–77e 2.6: 407e, 441f, 443c			

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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.	SE/TE: 2.2: 214–215 2.3: 426–427 2.4: 36–37, 48–49, 50–51, 53a, 130–131	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>			
2	1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	History–Social Science Content Readers: <i>Meet Our Families</i> <i>Family Histories</i> <i>Remembering Our Pasts</i>	SE/TE: 2.4: 29a–29b, 53a			
2	1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	SE/TE: 2.3: 328e History–Social Science Content Readers: <i>Meet Our Families</i> <i>Family Histories</i> <i>Remembering Our Pasts</i>	SE/TE: 2.6: 329a–329b, 334–335, 394–395, 409d–409e, 456–457			

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Grade Level(s): **2**

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

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Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	
2	1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).	SE/TE: 2.2: 208–209, 215g, 217c	SE/TE: 2.4: 119a			
2	2	Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.	SE/TE: 2.1: 100–101, 102–103, 103f, 105c 2.6: 351c, 370–371	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).	SE/TE: 2.1: 159f	SE/TE: 2.1: 161c			
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.	SE/TE: 2.1: 102–103, 103f	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.	SE/TE: 2.1: 103f	SE/TE: 2.1: 105c			
2	2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.	SE/TE: 2.1: 36–37, 51d, 51e–51f, 158–159 2.3: 436–437 2.4: 72–73, 126–127	SE/TE: 2.1: 24t, 24–25, 30–31 2.4: 72–73 History–Social Science Content Readers: <i>Our Communities</i> <i>Communities All Over</i> <i>Communities: Alike and Different</i>			
2	3	Students explain governmental institutions and practices in the United States and other countries.	SE/TE: 2.3: 334e–334f 2.5: 196–197, 207a–207b, 212–213, 214–215, 216–217, 218–219	SE/TE: 2.6: 364–365, 366–367, 368–369, 381e, CR33 History–Social Science			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **2**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), 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
				Content Readers: <i>It Is the Law</i> <i>Making a Law</i> <i>Law Making in the United States</i>			
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.	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>	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, treaties, diplomacy, and military force.	SE/TE: 2.2: 192t, 192–193, 194e–194f, 217d 2.5: 201e, 218–219, 231e, CR33 2.6: 360–361, 372–373	SE/TE: 2.1: 54e 2.3: 356e–357 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>			
2	4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	SE/TE: 2.2: 220e–220f, 224–225, 226–227, 230–231, 232–233, 235a, 243d–243e	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	SE/TE: 2.2: 219a–219b, 226–227, 228–229, 230–231, 243d–243e	SE/TE: 2.2: 238e 2.4: 102–103			

Publisher: **Pearson**

Grade Level(s): **2**

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

Program Title: **Pearson California Reading Street**

Check Program Type: Program 1 Program 2

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
		land and water resources.	2.4: 76b, 98–99 2.6: 434–435	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	4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	SE/TE: 2.2: 218t, 218–219, 219a–219b, 220e–220f, 224–225, 226–227, 238–239, 240–241, CR45	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).	SE/TE: 2.2: 224–235, 235a	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).	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	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</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **2**

Check Program Type: Program 1 Program 2

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

			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
				<i>Words</i>			
CONTENT		SCIENCE					
2	1	Physical Sciences <u>The motion of objects can be observed and measured.</u> As a basis for understanding this concept:	Science Content Readers: <i>Forces and Motion Learning About Forces and Motion</i>	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.	SE/TE: 2.1: 60–61	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.	Science Content Readers: <i>Forces and Motion Learning About Forces and Motion</i>	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.	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	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.	SE/TE: 2.1: 58–59, 64–65, 114–115 Science Content Reader: <i>Forces and Motion</i>	SE/TE: 2.1: 54e–54f, 62–63, 2.3: 328–329, 408–409 Science Content Reader: <i>Learning About Forces and Motion</i>			
2	1.e	<i>Students know</i> objects fall to the ground unless something holds them up.	SE/TE: 2.1: 54e–54f 2.4: 79a	SE/TE: 2.1: 72–73 Science Content Readers: <i>Forces and Motion</i>			

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Check Program Type: Program 1 Program 2

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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
				<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.	SE/TE: 2.1: 126e, 126–127, 128–129, 130g	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.	Science Content Readers: <i>Sound</i> <i>Sound All Around</i> <i>How Sound Travels</i>	SE/TE: 2.4: 152–153			
2	2	Life Sciences <u>Plants and animals have predictable life cycles.</u> As a basis for understanding this concept:	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	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.	SE/TE: 2.1: 107a–107b, 134e–134f 2.2: 268–269, 270–271 2.4: 66–67, 68–69, 81d, 108–109	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.b	<i>Students know</i> the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.	Science Content Reader: <i>All Animals Have Life Cycles</i> SE/TE: 2.1: 134e–134f 2.2: 260–261 2.5: 232k	Science Content Readers: <i>Animal Life Cycles</i> <i>Animal Eggs</i>			

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Grade Level(s): **2**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), 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	
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.	SE/TE: 2.1: 160g 2.2: 185a, 191e, 296–297 2.4: 66–67, 68–69	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.	SE/TE: 2.1: 160g 2.2: 268–269, 270–271	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.e	Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.	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>	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.	SE/TE: 2.4: 61a–61b, 64–65, 68–69, 70–71, 81d	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:	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	Science Content Readers: <i>Rocks and Soil</i> <i>Rocks and Soil Around Us</i>			

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Grade Level(s): **2**

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

			Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
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.	SE/TE: 2.4: 92–93, 94–95 Science Content Reader: <i>Rocks and Soil</i>	Science Content Readers: <i>Rocks and Soil Around Us</i> <i>Crystals and Gems</i>			
2	3.b	<i>Students know</i> smaller rocks come from the breakage and weathering of larger rocks.	SE/TE: 2.1: 99a 2.4: 92–93, 94–95	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.	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	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.	SE/TE: 2.4: 96–97 Science Content Reader: <i>Fossils and Dinosaurs</i>	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.	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	SE/TE: 2.1: 80e 2.4: 78–79 Science Content Reader: <i>Rocks and Soil Around Us</i>			
Appendix							