

Publisher: **Pearson**

Grade Level(s): **Kindergarten**

Components: **Teacher’s Edition (TE), 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  
Kindergarten**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>DOMAIN</b>		<b>READING</b>					
<b>STRAND</b>		<b>1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT</b>					
<b>SUBSTRAND</b>		<b>Concepts About Print</b>					
K	1.1	Identify the front cover, back cover, and title page of a book.	TE: K.1: 96, 116, 164 K.4: 94 K.6: 31, 368 K.4: 302 K.6: 368	TE: K.2: 162 K.3: 94, 230 K.4: 94, 256 K.5: 302			
K	1.2	Follow words from left to right and from top to bottom on the printed page.	TE: K.1: 26, 234 K.3: 167	TE: K.3: 167 K.5: 370			
K	1.3	Understand that printed materials provide information.	TE: K.2: 230 K.3: 26, 230 K.6: 162, 230	TE: K.1: 234 K.2: 368 K.6: 300			
K	1.4	Recognize that sentences in print are made up of separate words.	TE: K.3: 162, 292, 328, 360, 404	TE: K.3: 304, 336, 387, 396 K.6: 300			
K	1.5	Distinguish letters from words.	TE: K.1: 99, 132, 167, 194 K.4: 370	TE: K.1: 255 K.2: 160, 195 K.3: 308 K.4: 12			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	1.6	Recognize and name all uppercase and lowercase letters of the alphabet.	TE: K.1: 17, 56, 124, 194, 264	TE: K.1: 64, 272 K.2: 113 K.4: 223			
<b>SUBSTRAND</b>		<b>Phonemic Awareness</b>					
K	1.7	Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 98, 184, 224, 374, 390 K.2: 96, 152, 250, 318 K.3: 84, 220, 266 K.4: 44, 132 K.5: 16 K.6: 250, 290, 302	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 154, 202, 254, 263, 272, 322, 340, 390 K.2: 44, 54, 250, 268, 319 K.3: 45, 164, 322 K.5: 18 K.6: 318			
K	1.8	Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 18, 156 K.2: 154, 166, 318, 328, 386 K.3: 112, 180, 248, 316, 384 K.4: 28, 114, 234, 270, 390 K.5: 84, 234 K.6: 44	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.2: 318 K.3: 130, 198, 232, 321 K.4: 261 K.5: 96, 154, 222 K.6: 255, 297			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	1.9	Blend vowel-consonant sounds orally to make words or syllables.	TE: K.3: 28, 222 K.4: 154 K.5: 182 K.6: 112	TE: K.2: 370 K.3: 44 K.4: 123, 329 K.6: 290			
K	1.10	Identify and produce rhyming words in response to an oral prompt.	TE: K.1: 16, 46 K.3: 184, 300 K.4: 366	TE: K.1: 55, 114, 154 K.2: 164, 290			
K	1.11	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 154, 306, 322 K.2: 164, 290 K.3: 62, 164 K.4: 191, 132, 234 K.5: 96, 252, 320 K.6: 220, 290, 302	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 306, 340 K.2: 180, 234, 268, 358 K.3: 44, 86, 121, 198 K.5: 114, 132, 182 K.6: 164, 320, 327			
K	1.12	Track auditorily each word in a sentence and each syllable in a word.	TE: K.1: 46, 55, 86, 193	TE: K.1: 64, 86, 123, 132 K.3: 180			
K	1.13	Count the number of sounds in syllables and syllables in words.	TE: K.1: 86, 114, 193, 390 K.2: 250, 318 K.3: 180	TE: K.1: 184, 263, 362 K.2: 386 K.3: 112 K.6: 250			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>SUBSTRAND</b>		<b>Decoding and Word Recognition</b>					
K	1.14	Match all consonant and short-vowel sounds to appropriate letters.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 295, 363 <b>K.2:</b> 153, 221, 291, 303 <b>K.3:</b> 45, 153, 221, 289, 301 <b>K.4:</b> 85, 293, 361 <b>K.6:</b> 54, 85	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 322, 340, 408 <b>K.2:</b> 18, 30, 98, 130, 292 <b>K.3:</b> 181, 249, 290, 302 <b>K.4:</b> 321 <b>K.6:</b> 45, 130			
K	1.15	Read simple one-syllable and high-frequency words (i.e., sight words).	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.3:</b> 28, 88, 222, 255 <b>K.2:</b> 45, 166 <b>K.3:</b> 30, 290 <b>K.4:</b> 18, 86 <b>K.5:</b> 182, 306 <b>K.6:</b> 30, 98, 112	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 89, 256 <b>K.2:</b> 46, 235, 370 <b>K.3:</b> 44, 99, 291 <b>K.4:</b> 19, 87, 329 <b>K.5:</b> 307 <b>K.6:</b> 31, 223, 290			
K	1.16	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	TE: <b>K.3:</b> 181, 317 <b>K.5:</b> 45, 391 <b>K.6:</b> 251	TE: <b>K.2:</b> 181, 251 <b>K.4:</b> 253, 391			
<b>SUBSTRAND</b>		<b>Vocabulary and Concept Development</b>					
K	1.17	Identify and sort common words in basic categories (e.g., colors, shapes, foods).	TE: <b>K.1:</b> 104, 127, 242, 267 <b>K.4:</b> 34, 102	TE: <b>K.2:</b> 156, 168, 200, 253, 255, 362, 374 <b>K.4:</b> 57, 127			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	1.18	Describe common objects and events in both general and specific language.	TE: K.1: 34, 104, 242 K.3: 329 K.4: 118 K.5: 240	TE: K.4: 25, 172 K.6: 170			
<b>STRAND</b>		<b>2.0 READING COMPREHENSION</b>					
<b>SUBSTRAND</b>		<b>Structural Features of Informational Materials</b>					
K	2.1	Locate the title, table of contents, name of author, and name of illustrator.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 116, K.2: 26, 31 K.3: 114, 123, 182 K.4: 46, 225 K.5: 26, 55, 204 K.6: 373	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 48, 157, 256, 304, 324 K.2: 39, 114, 320 K.3: 46, 250 K.4: 184, 232 K.5: 46, 116 K.6: 182, 252			
<b>SUBSTRAND</b>		<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>					
K	2.2	Use pictures and context to make predictions about story content.	TE: K.1: 26 K.2: 162 K.3: 298 K.4: 94 K.5: 164	TE: K.2: 300 K.3: 94 K.4: 232 K.5: 302 K.6: 26			
K	2.3	Connect to life experiences the information and events in texts.	TE: K.1: 305 K.2: 27, 150 K.3: 82 K.4: 290 K.6: 14	TE: K.2: 218 K.4: 82 K.5: 290 K.6: 218, 356			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	2.4	Retell familiar stories.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 38, 108 <b>K.2:</b> 242 <b>K.3:</b> 38, 106, 174, 242, 378 <b>K.4:</b> 38, 382 <b>K.5:</b> 38, 106 <b>K.6:</b> 38	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 27, 165, 373 <b>K.2:</b> 95, 231 <b>K.3:</b> 231, 367 <b>K.4:</b> 27, 95, 371 <b>K.5:</b> 95, 233, 371 <b>K.6:</b> 231, 301			
K	2.5	Ask and answer questions about essential elements of a text.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 39, 110, 318 <b>K.2:</b> 40, 243 <b>K.3:</b> 129, 175 <b>K.4:</b> 152, 244, 269 <b>K.5:</b> 52, 315, 407 <b>K.6:</b> 197, 312	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 54 <b>K.2:</b> 61, 107, 150, 197 <b>K.3:</b> 38, 61, 188, 218 <b>K.4:</b> 315, 398 <b>K.5:</b> 39, 122 <b>K.6:</b> 39, 176			
<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b>					
<b>SUBSTRAND</b>		<b>Narrative Analysis of Grade-Level-Appropriate Text</b>					
K	3.1	Distinguish fantasy from realistic text.	TE: <b>K.2:</b> 267, 356, 403 <b>K.4:</b> 398 <b>K.5:</b> 14	TE: <b>K.2:</b> 218, 368 <b>K.5:</b> 61 <b>K.6:</b> 326			
K	3.2	Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	TE: <b>K.2:</b> 42 <b>K.3:</b> 176, 314 <b>K.4:</b> 90, 229 <b>K.5:</b> 94 <b>K.6:</b> 184	TE: <b>K.3:</b> 94, 176, 197, 323, 336 <b>K.6:</b> 26, 184			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	3.3	Identify characters, settings, and important events.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 63, 131, 292 <b>K.2:</b> 82, 129 <b>K.3:</b> 82, 120, 256 <b>K.4:</b> 220, 269, 407 <b>K.6:</b> 129, 218, 335	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 96, 316 <b>K.2:</b> 106, 120 <b>K.3:</b> 392 <b>K.4:</b> 232, 244 <b>K.5:</b> 260 <b>K.6:</b> 242, 312			
<b>DOMAIN</b>		<b>WRITING</b>					
<b>STRAND</b>		<b>1.0 WRITING STRATEGIES</b>					
<b>SUBSTRAND</b>		<b>Organization and Focus</b>					
K	1.1	Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.2:</b> 115, 262, 321 <b>K.3:</b> 192, 251 <b>K.4:</b> 100, 255, 323 <b>K.5:</b> 47, 56, 117, 393 <b>K.6:</b> 321, 330	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: <b>K.1:</b> 170, 196, 257, 266, 325, 378 <b>K.2:</b> 47, 183, 184, 306, 330 <b>K.3:</b> 47, 134 <b>K.5:</b> 47, 255			
K	1.2	Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	TE: <b>K.2:</b> 328 <b>K.3:</b> 326 <b>K.4:</b> 124 <b>K.5:</b> 262 <b>K.6:</b> 54	TE: <b>K.2:</b> 122 <b>K.3:</b> 115 <b>K.4:</b> 400 <b>K.5:</b> 126 <b>K.6:</b> 122			
K	1.3	Write by moving from left to right and from top to bottom.	TE: <b>K.1:</b> 33, 66, 126, 158, 204, 240 <b>K.2:</b> 237 <b>K.5:</b> 21	TE: <b>K.1:</b> 58, 158, 204, 325 <b>K.2:</b> 32 <b>K.6:</b> 363			

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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
<b>Substrand: Penmanship</b>							
K	1.4	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 91, 299 K.2: 157 K.3: 89, 225 K.4: 21 K.5: 227 K.6: 157	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.2: 101 K.3: 190, 258 K.4: 33 K.5: 101, 239 K.6: 169, 237			
<b>DOMAIN</b>		<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
<b>STRAND</b>		<b>1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS</b>					
<b>SUBSTRAND</b>		<b>Sentence Structure</b>					
K	1.1	Recognize and use complete, coherent sentences when speaking.	TE: K.3: 173, 323, 362 K.4: 25, 37 K.5: 51 K.6: 325	TE: K.2: 119, 299 K.3: 25 K.5: 369 K.6: 105			
<b>SUBSTRAND</b>		<b>Spelling</b>					
K	1.2	Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.2: 122, 190, 260 K.3: 54, 258 K.4: 124 K.5: 330 K.6: 122, 328	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.2: 54, 328, 396 K.2: 56, 262 K.3: 192 K.4: 126 K.6: 330, 398			



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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>					
<b>STRAND</b>		<b>1.0 LISTENING and SPEAKING STRATEGIES</b>					
<b>SUBSTRAND</b>		<b>Comprehension</b>					
K	1.1	Understand and follow one- and two-step oral directions.	TE: K.1: 50 K.2: 90, 116	TE: K.4: 22, 48			
K	1.2	Share information and ideas, speaking audibly in complete, coherent sentences.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 230, 300, 326 K.2: 119, 158, 184, 322 K.3: 48, 90, 116, 226, 252, 320 K.4: 90, 118 K.5: 160, 186, 324 K.6: 390	TE: K.1: 258 K.2: 93, 128 K.3: 25, 362 K.5: 366			
<b>STRAND</b>		<b>2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)</b>					
K	2.1	Describe people, places, things (e.g., size, color, shape), locations, and actions.	TE: K.1: 104, 230, 242, 243, 298 K.2: 158 K.3: 48, 116 K.4: 118 K.5: 256, 298, 324 K.6: 364, 390	TE: K.1: 258 K.2: 200, 253, 296 K.3: 90, 322			
K	2.2	Recite short poems, rhymes, and songs.	TE: K.3: 158, 184 K.4: 250, 319 K.5: 251, 389 K.6: 23, 48	TE: K.1: 28, 160 K.4: 394			
K	2.3	Relate an experience or creative story in a logical sequence.	TE: K.3: 90 K.4: 186	TE: K.3: 116 K.4: 160			

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

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

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>CONTENT</b>		<b>HISTORY–SOCIAL SCIENCE Learning and Working Now and Long Ago</b>					
K	1	Students understand that being a good citizen involves acting in certain ways.	TE: K.1: 231 K.4: 274	TE: K.3: 91 K.4: 49 K.5: 367			
K	1.1	Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	TE: K.1: 161, 289 K.4: 229, 257  History-Social Science Content Readers: <i>Rules</i> <i>Why We Have Rules</i> <i>Rules Make Life Work</i>	TE: K.1: 23, 301 K.4: 103, 229			
K	1.2	Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	TE: K.3: 174, 177, 363	TE: K.3: 159, 163, 174, 363, 383			
K	1.3	Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the character's actions.	TE: K.3: 363 K.4: 103	TE: K.3: 201, 383			
K	2	Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.	TE: K.3: 159 K.4: 412  History-Social Science Content Readers: <i>Look, a Flag</i> <i>Symbols</i> <i>Symbols of Our Land</i>	TE: K.2: 49 K.4: 404			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	3	Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.	TE: K.1: 243, 268, 344 K.3: 175 K.5: 103  History-Social Science Content Readers: <i>Jobs, Jobs, Jobs</i> <i>Who Does This Job?</i> <i>Jobs In My Community</i>	TE: K.1: 231, 259, 276 K.3: 176, 202 K.6: 227			
K	4	Students compare and contrast the locations of people, places, and environments and describe their characteristics.	TE: K.1: 60 K.4: 325 K.5: 404	TE: K.3: 23 K.4: 325, 341  History-Social Science Content Readers: <i>It Is My Birthday!</i> <i>Happy Birthday To Me!</i> <i>Birthday Celebrations</i>			
K	4.1	Determine the relative locations of objects using the terms near/far; left/right; and behind/in front.	TE: K.3: 134 K.5: 204	TE: K.1: 45 K.4: 367, 412			
K	4.2	Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	TE: K.2: 194 K.5: 136, 404	TE: K.3: 35 K.5: 266			
K	4.3	Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).	TE: K.3: 202 K.4: 404, 412 K.5: 23	TE: K.2: 126 K.3: 202 K.4: 229, 289  History-Social Science Content Readers: <i>Who Is My Neighbor?</i> <i>My Neighborhood</i> <i>Neighbors Near and Far</i>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	4.4	Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	TE: K.1: 60 K.5: 204, 342	TE: K.1: 60 K.4: 202, 241, 361, 379 K.5: 204			
K	4.5	Demonstrate familiarity with the school's layout, environs, and the jobs people do there.	TE: K.3: 202 K.4: 161	TE: K.1: 60 K.4: 367			
K	5	Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 12, 36, 129, 150, 314, 328 K.2: 216, 310, 354 K.3: 50, 118, 195, 240, 322, 390 K.4: 80, 104, 368, 405 K.5: 104, 326 K.6: 36, 92, 265, 366	<i>This standard is met throughout the program; sample lessons are given.</i>  TE: K.1: 52, 82, 94, 269 K.2: 59, 118, 148, 298, 324, 332, K.3: 59, 127, 172, 186, 216, 296, 399 K.4: 50, 312, 335 K.5: 129, 267			
K	6	Students understand that history relates to events, people, and places of other times.	TE: K.3: 159, 177, 185	TE: K.3: 179, 194			
K	6.1	Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	TE: K.3: 159, 171, 194	History-Social Science Content Readers: <i>George Washington</i> <i>George Washington: Our First President</i> <i>George Washington: Father of Our Country</i>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	6.2	Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	TE: K.3: 177–178	TE: K.3: 200  History-Social Science Content Reader: <i>George Washington</i>			
K	6.3	Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	TE: K.3: 194, 311, 321, 330 K.6: 111	TE: K.3: 185, 307, 330			
<b>CONTENT</b>		<b>SCIENCE</b>					
K	1	<b>Physical Sciences</b> <u>Properties of materials can be observed, measured, and predicted.</u> As a basis for understanding this concept:	TE: K.1: 105 K.3: 103 K.5: 79	TE: K.1: 128 K.5: 128 K.6: 58  Science Content Reader: <i>Objects All Around</i>			
K	1.a	<i>Students know</i> objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).	TE: K.1: 105, 128 K.3: 103 K.4: 66 K.5: 128 K.6: 58  Science Content Reader: <i>Objects All Around</i>	TE: K.1: 369 K.2: 332 K.4: 172, 274  Science Content Reader: <i>Objects All Around</i>			
K	1.b	<i>Students know</i> water can be a liquid or a solid and can be made to change back and forth from one form to the other.	TE: K.3: 66 K.4: 128  Science Content Reader: <i>Water</i>	TE: K.2: 272 K.4: 311			

Publisher: **Pearson**

Grade Level(s): **Kindergarten**

Components: **Teacher's Edition (TE), 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
K	1.c	<i>Students know</i> water left in an open container evaporates (goes into the air) but water in a closed container does not.	TE: <b>K.4:</b> 128				
K	2	<b>Life Sciences</b> <i>Different types of plants and animals inhabit the Earth. As a basis for understanding this concept:</i>	TE: <b>K.2:</b> 35, 91, 171  Science Content Reader: <i>Learning About Plants and Animals</i>	TE: <b>K.2:</b> 35, 194, 383			
K	2.a	<i>Students know</i> how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	TE: <b>K.2:</b> 35, 39–40, 384 <b>K.3:</b> 239, 253, 270	TE: <b>K.2:</b> 35, 384 <b>K.3:</b> 253, 262 <b>K.4:</b> 204  Science Content Reader: <i>Learning About Plants and Animals</i>			
K	2.b	<i>Students know</i> stories sometimes give plants and animals attributes they do not really have.	TE: <b>K.2:</b> 255, 264, 309 <b>K.4:</b> 119, 266	TE: <b>K.1:</b> 313 <b>K.3:</b> 117  Science Content Reader: <i>Learning About Plants and Animals</i>			
K	2.c	<i>Students know</i> how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	TE: <b>K.2:</b> 42, 66, 134 <b>K.3:</b> 126, 375 <b>K.6:</b> 408  Science Content Reader: <i>Plant and Animal Parts</i>	TE: <b>K.2:</b> 11, 58, 134, 202, 381, 383			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **Kindergarten**

Check Program Type: Program 1  Program 2

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

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
K	3	<b>Earth Sciences</b> Earth is composed of land, air, and water. As a basis for understanding this concept:	TE: <b>K.2:</b> 194 <b>K.3:</b> 58  Science Content Reader: <i>Our Land, Air, and Water</i>	TE: <b>K.4:</b> 395 <b>K.5:</b> 299  Science Content Reader: <i>Earth's Resources</i>			
K	3.a	<i>Students know</i> characteristics of mountains, rivers, ocean, valleys, deserts, and local landforms.	TE: <b>K.3:</b> 58 <b>K.5:</b> 266, 299, 379  Science Content Reader: <i>Our Land, Air, and Water</i>	TE: <b>K.4:</b> 251 <b>K.5:</b> 136, 395			
K	3.b	<i>Students know</i> changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.	TE: <b>K.2:</b> 227, 297, 309, 323 <b>K.4:</b> 196, 342  Science Content Reader: <i>Weather</i>	TE: <b>K.1:</b> 136, 332 <b>K.3:</b> 49 <b>K.4:</b> 299			
K	3.c	<i>Students know</i> how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.	TE: <b>K.6:</b> 202  Science Content Reader: <i>Earth's Resources</i>	TE: <b>K.6:</b> 194			
<b>Appendix</b>							