

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

**Grade One  
Primer grado**

		Publisher Citations			Meets Standards		FOR IMAP/CRP USE ONLY
Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>DOMAIN</b>		<b>READING</b>					
		<b>Lectura</b>					
<b>STRAND</b>		<b>1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT</b>					
		<b>1.0 Análisis de las palabras, fluidez, y desarrollo sistemático del vocabulario</b>					
<b>SUBSTRAND</b>		<b>Concepts About Print</b>					
		<b>Conceptos sobre impresos</b>					
1	1.1	Match oral words to printed words. Hacer corresponder las palabras orales con las palabras impresas.	SE/TE: <b>1.P:</b> 14q, 15l, 34q, 48–49 <b>1.1:</b> 33b, 97b <b>1.3:</b> 95b <b>1.5:</b> 113a	SE/TE: <b>1.P:</b> 16f, 18f, 28–29, 128–129 <b>1.1:</b> 55b, 137b <b>1.3:</b> 173a <b>1.5:</b> 171b			
1	1.2	Identify the title and author of a reading selection. Identificar el título y el autor de una selección de lectura.	SE/TE: <b>1.P:</b> 14q <b>1.1:</b> 84g, 104g <b>1.2:</b> 74g	SE/TE: <b>1.1:</b> 62g, 124g <b>1.2:</b> 94g			
1	1.3	Identify letters, words, and sentences. Identificar letras, palabras y oraciones.	SE/TE: <b>1.P:</b> 16a, 14o–p <b>1.3:</b> 36a, 70a, 94a, 116a, 170a	SE/TE: <b>1.P:</b> 18a <b>1.1:</b> 66–67, 136a <b>1.2:</b> 86a <b>1.3:</b> 142a			

SUBSTRAND		Phonemic Awareness Percepción fonémica					
1	1.4	Distinguish initial, medial, and final sounds in single-syllable words. Distinguir sonidos iniciales, medios y finales en palabras de una sílaba.	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 14n, 15i, 16c, 18c <b>1.2:</b> 70n, 86c <b>1.3:</b> 16n, 74n	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 34n, 35i <b>1.3:</b> 18c, 20c <b>1.4:</b> 104n			
1	1.5	Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., <i>bit/bite</i> ). Distinguir sonidos de vocales largas y cortas en palabras de una sílaba expresadas oralmente (p. ej., <i>bit/bite</i> ).	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 14n, 15i, 16c, 18c, 30c <b>1.2:</b> 70n, 72c <b>1.3:</b> 16n	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 54n, 55i, 56c, 70c <b>1.3:</b> 20c			
1	1.6	Create and state a series of rhyming words, including consonant blends. Crear y expresar una serie de palabras con rima, incluyendo combinación de consonantes.	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 75g, 78a, 95g, 98a, 115g, 118a, 118b	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 128-129 <b>1.2:</b> 72c, 86c			
1	1.7	Add, delete, or change target sounds to change words (e.g., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ). Añadir, borrar o cambiar sonidos objetivo para cambiar palabras (p. ej., change <i>cow</i> to <i>how</i> ; <i>pan</i> to <i>an</i> ).	SE/TE: <b>1.1:</b> 36p, 38e <b>1.2:</b> 70p, 72e, 86c <b>1.3:</b> 16p, 74p, 76e <b>1.4:</b> 16p, 18e, 50p	SE/TE: <b>1.1:</b> 58p, 60e, 80p, 82e <b>1.3:</b> 18e, 42p, 44e, 74p, 76e			
1	1.8	Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/l/a/t/ = flat). Combinar de dos a cuatro fonemas para formar palabras reconocibles (p.	Instruction for this standard reflects appropriate modifications for the Spanish language.	Instruction for this standard reflects appropriate modifications for the Spanish language.			

		ej., /c/ a/ t/ = cat; /f/ V/ a/ t/ = flat).	SE/TE: <b>1.P:</b> 18c, 38c <b>1.1:</b> 36n, 58n <b>1.2:</b> 70n <b>1.3:</b> 16n, 74n, 122c	SE/TE: <b>1.P:</b> 78c, 98c <b>1.1:</b> 38c, 60c <b>1.3:</b> 18c			
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). Dividir palabras de una sílaba en sus componentes (p. ej., /c/ a/ t/ = cat; /s/ p/ V/ a/ t/ = splat; /r/ i/ ch/ = rich).	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.2:</b> 72d, 72e, 74c, 86c <b>1.3:</b> 36c, 94c	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.2:</b> 88c <b>1.3:</b> 20c, 40c, 96c			
<b>SUBSTRAND</b>		<b>Decoding and Word Recognition</b> <b>Decodificación y reconocimiento de palabras</b>					
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. Generar los sonidos de todas las letras y modelos de letras, incluyendo combinaciones de consonantes y modelos de vocales cortas y largas (es decir, fonogramas), y combinar dichos sonidos para formar palabras reconocibles.	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.1:</b> 36o–36p, 38d–38e <b>1.2:</b> 70o, 70p, 70r, 70s, 72d, 72e, 72g, 72h <b>1.3:</b> 16o, 16p, 16r, 16s, 74o, 74r, 76g, 146o–146p, 146r–146s <b>1.4:</b> 108d <b>1.5:</b> 108c, 120d, 146d–146e	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.1:</b> 58o–58p, 80o–80p <b>1.3:</b> 20d, 36d			
1	1.11	Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i> ). Leer palabras a simple vista irregulares y comunes (p. ej., <i>the, have, said, come, give, of</i> ).	<i>This standard is met throughout the program with the appropriate modifications for the Spanish language; sample lessons are given.</i> SE/TE: <b>1.P:</b> 16–17, 36–37,	<i>This standard is met throughout the program with appropriate modifications for the Spanish language; sample lessons are given.</i> SE/TE: <b>1.P:</b> 18f, 36f, 38f, 58f			

			<p>56–57  <b>1.1:</b> 18–19, 60–61  <b>1.2:</b> 18–19, 72–73, 120–121  <b>1.3:</b> 18–19, 76–77, 100–101  <b>1.4:</b> 18–19, 52–53, 82–83, 106–107  <b>1.5:</b> 18–19, 84–85</p>	<p><b>1.1:</b> 18g–18h, 82g–82h  <b>1.2:</b> 18g–18h, 44g–44h, 92g–92h  <b>1.3:</b> 18g–18h, 40c, 76g–76h  <b>1.4:</b> 18g–18h, 48c  <b>1.5:</b> 18g–18h, 48c</p>			
1	1.12	<p>Use knowledge of vowel digraphs and <i>r</i>-controlled letter-sound associations to read words.  Usar el conocimiento de dígrafos vocálicos orientados y de asociaciones de sonidos controlados por la letra <i>r</i>.</p>	<p>Instruction for this standard reflects appropriate modifications for the Spanish language.  SE/TE:  <b>1.2:</b> 72d, 72e, 72g, 72h, 92c, 92d, 92e, 92g, 92h  <b>1.3:</b> 74n, 74o</p>	<p>Instruction for this standard reflects appropriate modifications for the Spanish language.  SE/TE:  <b>1.2:</b> 74d, 86c, 94d, 112d  <b>1.3:</b> 74p</p>			
1	1.13	<p>Read compound words and contractions.  Leer palabras compuestas y contracciones.</p>	<p>SE/TE:  <b>1.3:</b> 40–41  <b>1.4:</b> 132o–132p, 132r, 132s</p>	<p>SE/TE:  <b>1.4:</b> 136d, 138, 158d</p>			
1	1.14	<p>Read inflectional forms (e.g., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) and root words (e.g., <i>look</i>, <i>looked</i>, <i>looking</i>).  Leer formas con inflexión (p. ej., <i>-s</i>, <i>-ed</i>, <i>-ing</i>) y palabras raíces (p. ej., <i>look</i>, <i>looked</i>, <i>looking</i>).</p>	<p>Instruction for this standard reflects appropriate modifications for the Spanish language.  SE/TE:  <b>1.3:</b> 100d, 100e, 100g, 100h  <b>1.5:</b> 18d, 18e, 18g, 18h, 144o, 144p, 144r, 144s</p>	<p>Instruction for this standard reflects appropriate modifications for the Spanish language.  SE/TE:  <b>1.3:</b> 116c, 118c  <b>1.5:</b> 20d, 148d</p>			

1	1.15	Read common word families (e.g., <i>-ite, -ate</i> ). Leer familias de palabras comunes (p. ej., <i>-ite, -ate</i> ).	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.4:</b> 166f <b>1.5:</b> 148f	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.4:</b> 192c <b>1.5:</b> 172c			
1	1.16	Read aloud with fluency in a manner that sounds like natural speech. Leer en voz alta con fluidez de manera que suene como un discurso natural.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>1.P:</b> 54q, 55l <b>1.1:</b> 73a, 77a, 104d, 115a <b>1.2:</b> 35a, 39a, 85a, 87b <b>1.3:</b> 35a, 76g, 115a, 117b <b>1.4:</b> 45a, 47b, 73a <b>1.5:</b> 41a, 47b, 109a, 113a	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>1.P:</b> 18f, 94q, 96f <b>1.1:</b> 16r–16s, 58r–58s, 80r–80s <b>1.2:</b> 18g–18h, 70r–70s, 72g–72h <b>1.3:</b> 16r–16s, 18g–18h, 74r–74s <b>1.4:</b> 80r–80s, 104r–104s, 132r–132s <b>1.5:</b> 82r–82s, 84g–84h, 144r–144s			
<b>SUBSTRAND</b>		<b>Vocabulary and Concept Development</b> <b>Desarrollo del vocabulario y de conceptos</b>					
1	1.17	Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys). Clasificar categorías de palabras apropiadas para el grado (p. ej., conjuntos concretos de animales, alimentos, juguetes).	SE/TE: <b>1.1:</b> 95b <b>1.2:</b> 111b <b>1.3:</b> 75a–75b <b>1.5:</b> 109b	SE/TE: <b>1.P:</b> 115b <b>1.1:</b> 115b <b>1.3:</b> 86–87, 121a–121b			

<b>STRAND</b>		<b>2.0 READING COMPREHENSION</b>				
		<b>2.0 Comprensión de lectura</b>				
<b>SUBSTRAND</b>		<b>Structural Features of Informational Materials</b>				
		<b>Características estructurales de los materiales informativos</b>				
1	2.1	Identify text that uses sequence or other logical order. Identificar el texto que usa secuencia u otro orden lógico.	SE/TE: <b>1.1:</b> 116–117 <b>1.2:</b> 61b, 91a–91b, 110 <b>1.5:</b> 72a, 172f	SE/TE: <b>1.3:</b> 17a–17b <b>1.5:</b> 51a–51b, 72		
<b>SUBSTRAND</b>		<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>				
		<b>Comprensión y análisis de textos adecuados para el grado escolar</b>				
1	2.2	Respond to <i>who, what, when, where, and how</i> questions. Responder preguntas con <i>quién, qué, cuándo, dónde y cómo</i> .	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>1.P:</b> 18–19, 30–31, 120–121 <b>1.2:</b> 60–61, 148–149, 150–151, 154–155 <b>1.4:</b> 38–39, 156–157 <b>1.5:</b> 108	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>1.P:</b> 28, 40–41, 48a, 48, 75g, 127a <b>1.1:</b> 72a, 72, <b>1.2:</b> 48–49, 110a, 164a, 164 <b>1.3:</b> 140a <b>1.4:</b> 34–35, 58–59, 144–145 <b>1.5:</b> 40a, 178–179, 186–187, 190–191		
1	2.3	Follow one-step written instructions. Seguir instrucciones escritas de un paso.	SE/TE: <b>1.1:</b> 116g, 116–117, 117a <b>1.2:</b> 16k, 144k	SE/TE: <b>1.1:</b> 120k <b>1.3:</b> 147a–147b <b>1.4:</b> 16k, 50k, 158g		
1	2.4	Use context to resolve ambiguities about word and sentence meanings. Utilizar el contexto para resolver ambigüedades sobre el significado de palabras y oraciones.	SE/TE: <b>1.2:</b> 104–105 <b>1.4:</b> 45b	SE/TE: <b>1.2:</b> 50–51 <b>1.4:</b> 125b <b>1.5:</b> 201b		
1	2.5	Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).	SE/TE: <b>1.3:</b> 26–27, 30–31, 36–37, 130–131	SE/TE: <b>1.5:</b> 92–93, 94–95, 100–101		

		Confirmar predicciones sobre lo que sucederá a continuación en un texto mediante la identificación de palabras clave (es decir, palabras guía).				
1	2.6	Relate prior knowledge to textual information. Relacionar el conocimiento previo con la información textual.	SE/TE: <b>1.P:</b> 118–119, 122–123 <b>1.1:</b> 84g, 108–109 <b>1.3:</b> 150–151, 154–155, 160–161, 170–171, 172–173	SE/TE: <b>1.1:</b> 116g, 116–117 <b>1.3:</b> 102g		
1	2.7	Retell the central ideas of simple expository or narrative passages. Relatar las ideas centrales de pasajes narrativos o expositivos simples.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>1.P:</b> 28a, 28, 68a, 68 <b>1.1:</b> 72a, 72, 81a, 86–87 <b>1.2:</b> 17a–17b, 34a, 34, 136a, 136 <b>1.3:</b> 34a, 34, 68a, 68, 114a, 114, 118f <b>1.4:</b> 44a, 44, 98a, 98 <b>1.5:</b> 40a, 40, 56–57, 63, 64–65, 68–69, 136a, 136	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>1.P:</b> 108a, 108 <b>1.1:</b> 100r–100s, 101a–101b, 110–111, 134a, 134 <b>1.2:</b> 164a, 164 <b>1.3:</b> 140a, 140 <b>1.4:</b> 156a, 156 <b>1.5:</b> 72a, 72, 108a, 108, 168a, 168		

<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b>					
<b>SUBSTRAND</b>		<b>3.0 Comentario y análisis literarios</b>					
		<b>Narrative Analysis of Grade-Level-Appropriate Text</b>					
		<b>Análisis narrativo de textos adecuados para el grado escolar</b>					
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. Identificar y describir los elementos de argumento, ambientación y personajes en una historia, así como el comienzo, desarrollo y fin de una historia.	SE/TE: <b>1.P:</b> 15a–15b, 22–23, 27, 40–41, 44–47, 55a–55b, 62–64, 106–107 <b>1.1:</b> 17a–17b, 59a–59b, 106–107, 118f <b>1.3:</b> 43a–43b, 48–49, 56–57, 60–61, 62–63, 68a, 68 <b>1.4:</b> 133a–133b <b>1.5:</b> 22–23, 28–29, 36–39, 182–183	SE/TE: <b>1.P:</b> 35m, 95a–95b, 95o, 105–107, 122–123, <b>1.2:</b> 40f, 116f <b>1.3:</b> 40f <b>1.4:</b> 140–141, 150–151 <b>1.5:</b> 46–47, 80f, 104–105, 156, 156a			
1	3.2	Describe the roles of authors and illustrators and their contributions to print materials. Describir el papel de los autores e ilustradores y sus contribuciones a los materiales impresos.	SE/TE: <b>1.1:</b> 53 <b>1.2:</b> 34–35, 71a, 84g, 84–85, 88f, 122i, 136–137 <b>1.3:</b> 72f, 115 <b>1.4:</b> 44–45, 54g, 74–77, 78f <b>1.5:</b> 40–41	SE/TE: <b>1.P:</b> 89 <b>1.1:</b> 31 <b>1.2:</b> 110–111, 142f <b>1.4:</b> 130f, 157			
1	3.3	Recollect, talk, and write about books read during the school year. Recordar, conversar y escribir acerca de libros leídos durante el año escolar.	SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> <b>1.P:</b> 28a, 28, 88a, 88 <b>1.1:</b> 34f, 52a, 52, 72a, 72, 78f <b>1.2:</b> 34a, 34, 68f, 84a, 84, 142f <b>1.3:</b> 34a, 34, 40f, 72f, 118f, 140a, 140 <b>1.4:</b> 98a, 98 <b>1.5:</b> 40a, 40, 114f	SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> <b>1.P:</b> 35, 68a, 68, 113c <b>1.1:</b> 35c, 94a, 94, 114a, 114 <b>1.2:</b> 60a, 60, 110a, 110 <b>1.3:</b> 16l, 42l, 68a, 68, 92a, 92 <b>1.4:</b> 48f, 156a, 156 <b>1.5:</b> 72a, 72, 108a, 108, 207c			

<b>DOMAIN</b>		<b>WRITING</b>				
		<b>Expresión escrita</b>				
<b>STRAND</b>		<b>1.0 WRITING STRATEGIES</b>				
		<b>1.0 Estrategias de la expresión escrita</b>				
<b>SUBSTRAND</b>		<b>Organization and Focus</b>				
		<b>Organización y enfoque</b>				
1	1.1	Select a focus when writing. Seleccionar un enfoque al escribir.	SE/TE: <b>1.1:</b> 19a, 61a <b>1.2:</b> 19a, 73a <b>1.3:</b> 19a, 101a <b>1.4:</b> 53a, 135a <b>1.5:</b> 19a	SE/TE: <b>1.1:</b> 39a, 123a <b>1.2:</b> 121a, 147a <b>1.3:</b> 45a, 123a <b>1.4:</b> 165a <b>1.5:</b> 85a		
1	1.2	Use descriptive words when writing. Utilizar palabras descriptivas al escribir.	SE/TE: <b>1.P:</b> 112–113 <b>1.1:</b> 31b <b>1.2:</b> 35d <b>1.3:</b> 115d, 117c–117d, 118–119 <b>1.4:</b> 191b–191c, 192–193	SE/TE: <b>1.1:</b> 53b <b>1.2:</b> 141b–141c <b>1.4:</b> 129b–129c, 187d <b>1.5:</b> 109d, 113b–113c		
<b>SUBSTRAND</b>		<b>Penmanship</b>				
		<b>Caligrafía</b>				
1	1.3	Print legibly and space letters, words, and sentences appropriately. Escribir con letra de imprenta de manera legible y espaciar letras, palabras y oraciones apropiadamente.	SE/TE: <b>1.1:</b> 78h, 118h <b>1.2:</b> 40h, 88h, 116h, <b>1.3:</b> 40h, 144h, 174h, <b>1.4:</b> 48h, 102h <b>1.5:</b> 80h, 114h, 172h	SE/TE: <b>1.P:</b> 55c, 109a, 115q <b>1.1:</b> 98h, 138h <b>1.2:</b> 68h, 142h, 168h <b>1.3:</b> 96h <b>1.4:</b> 78h, 130h, 192h <b>1.5:</b> 142h, 206h		
<b>STRAND</b>		<b>2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)</b>				
		<b>2.0 Aplicaciones de la expresión escrita (los géneros y sus características)</b>				
1	2.1	Write brief narratives (e.g. fictional, autobiographical) describing an experience. Escribir narrativas breves (p. ej., de ficción, autobiográficas) que describan una experiencia.	SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> <b>1.1:</b> 81c–81d, 83a–	SE/TE: <i>This standard is met throughout the program; sample lessons are given.</i> <b>1.2:</b> 91c–91d, 93a–		

			83b, 95c, 97c–97d, 98–99 <b>1.3:</b> 17c–17d, 19a–19b, 35c, 39b–39c, 40–41 <b>1.5:</b> 17c–17d, 19a–19b, 41c, 47c–47d, 48–49	93b, 111c, 115b–115c, 116–117 <b>1.4:</b> 105c–105d, 107a–107b, 125c, 129b–129c, 130–131 <b>1.5:</b> 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. Escribir breves descripciones expositivas acerca de un objeto, persona, lugar o evento real, usando detalles sensoriales.	SE/TE: <b>1.2:</b> 71c–71d, 73a, 85c, 87c–87d, 88–89 <b>1.3:</b> 99c–99d, 101a–101b, 115c, 117c–117d, 118–119 <b>1.4:</b> 81c–81d, 83a–83b, 99c, 101c–101d, 102–103a <b>1.5:</b> 117c–117d, 119a–119b, 137c, 141b–141c, 142–143	SE/TE: <b>1.1:</b> 121c–121d, 123a–123b, 135c, 137c–137d, 138–139 <b>1.2:</b> 119c–119d, 121a–121b, 137c, 141b–141c, 142–143			
<b>DOMAIN</b>		<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b> <b>Convenciones del idioma inglés oral y escrito</b>					
<b>STRAND</b>		<b>1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS</b> <b>1.0 Convenciones para el idioma inglés oral y escrito</b>					
<b>SUBSTRAND</b>		<b>Sentence Structure</b> <b>Estructura de las oraciones</b>					
1	1.1	Write and speak in complete, coherent sentences. Escribir y hablar con oraciones completas y coherentes.	SE/TE: <b>1.P:</b> 28, 37b, 92–93 <b>1.1:</b> 17e, 19c, 53e, 59e, 78–79, 118b <b>1.2:</b> 61d <b>1.3:</b> 72b, 118b, 144b <b>1.5:</b> 45d, 206–207	SE/TE: <b>1.P:</b> 90b, 112–113, 115d, 132–133 <b>1.1:</b> 31e, 33e, 39c, 73d <b>1.4:</b> 45d <b>1.5:</b> 17e			

SUBSTRAND		Grammar Gramática					
1	1.2	Identify and correctly use singular and plural nouns. Identificar y utilizar correctamente los sustantivos en singular y en plural.	SE/TE: <b>1.P:</b> 15d, 29b–29c, 32–33, 35d, 52–53 <b>1.2:</b> 17e, 19c, 35e, 40–41, 119e, 121c, 142–143, 168–169 <b>1.3:</b> 100d–100e	SE/TE: <b>1.P:</b> 35p, 49b–49c <b>1.2:</b> 39d, 137e, 141b, 145e, 147c, 165e, 166a			
1	1.3	Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i> ) and singular possessive pronouns (e.g., <i>my/mine, his/her, hers, your/s</i> ) in writing and speaking. Identificar y utilizar correctamente las contracciones (p. ej., <i>isn't, aren't, can't, won't</i> ) y los pronombres posesivos singulares (p. ej., <i>my/mine, his/her, hers, your/s</i> ) en la expresión escrita y la expresión oral.	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.3:</b> 40–41 <b>1.5:</b> 117e, 137e, 141d, 142–143	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.5:</b> 119c, 137e, 143a			
SUBSTRAND		Punctuation Puntuación					
1	1.4	Distinguish between declarative, exclamatory, and interrogative sentences. Distinguir entre oraciones declarativas, exclamativas e interrogativas.	SE/TE: <b>1.1:</b> 138–139 <b>1.5:</b> 83e, 109e, 113d, 114–115, 201d	SE/TE: <b>1.1:</b> 101e, 121e <b>1.5:</b> 51e, 53c, 73e, 79e			
1	1.5	Use a period, exclamation point, or question mark at the end of sentences. Utilizar un punto, signo de admiración o signo de interrogación al final de las oraciones.	SE/TE: <b>1.P:</b> 75d, 132–133, 133a <b>1.1:</b> 34–35, 103c, 118–119, 121e, 123c, 138–139 <b>1.4:</b> 192–193 <b>1.5:</b> 73d, 80–81, 83e, 85c, 109e, 113d, 114–115	SE/TE: <b>1.1:</b> 101e, 117e, 135e, 137e <b>1.4:</b> 157d			

1	1.6	Use knowledge of the basic rules of punctuation and capitalization when writing. Utilizar el conocimiento de las reglas básicas de puntuación y de uso de las mayúsculas al escribir.	SE/TE: <b>1.P:</b> 132–133 <b>1.1:</b> 34–35, 35a, 53d, 79a, 118–119, <b>1.2:</b> 85d, 88-89, 89a <b>1.4:</b> 157d <b>1.5:</b> 80h, 114-115, 115a	SE/TE: <b>1.1:</b> 78–79, 119a <b>1.2:</b> 168–169, 169a <b>1.3:</b> 144–145 <b>1.4:</b> 48–49, 49a,102–103, 103a, <b>1.5:</b> 114–115, 115a			
<b>SUBSTRAND</b>		<b>Capitalization Uso de mayúsculas</b>					
1	1.7	Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i> . Usar la mayúscula en la primera palabra de una oración, nombres de personas y el pronombre <i>I</i> .	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 55d, 75d, 132–133, 133a <b>1.1:</b> 17e, 34–35, 101e, 103c, 118–119 <b>1.2:</b> 43e, 45c, 68–69 <b>1.3:</b> 39b–39c <b>1.4:</b> 160–161	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 115r <b>1.1:</b> 117e <b>1.3:</b> 40–41 <b>1.4:</b> 157d <b>1.5:</b> 114–115			
<b>SUBSTRAND</b>		<b>Spelling Ortografía</b>					
1	1.8	Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. Deletrear correctamente palabras de tres y cuatro letras con vocal corta y palabras a simple vista apropiadas para el grado escolar.	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 30e, 38e <b>1.1:</b> 18f, 20c, 58q, 60d, 62c, 74f, 78d, 100q, 118d <b>1.2:</b> 72f	Instruction for this standard reflects appropriate modifications for the Spanish language. SE/TE: <b>1.P:</b> 70e <b>1.1:</b> 104c, 116f <b>1.3:</b> 42q, 44d, 46c, 70f, 72d, 100f			

<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>				
		<b>Comprensión auditiva y expresión oral</b>				
<b>STRAND</b>		<b>1.0 LISTENING and SPEAKING STRATEGIES</b>				
		<b>1.0 Estrategias de la comprensión auditiva y la expresión oral</b>				
<b>SUBSTRAND</b>		<b>Comprehension</b>				
		<b>Comprensión</b>				
1	1.1	Listen attentively. Escuchar con atención.	SE/TE: <b>1.P:</b> 15e <b>1.1:</b> 61d <b>1.2:</b> 45d <b>1.3:</b> 77d <b>1.4:</b> 165d <b>1.5:</b> 85d, 113e, 177d	SE/TE: <b>1.2:</b> 91a–91b <b>1.3:</b> 149d		
1	1.2	Ask questions for clarification and understanding. Hacer preguntas con el objeto de aclaración y comprensión.	SE/TE: <b>1.1:</b> 97f, 99b, 123d <b>1.2:</b> 67f, 69b <b>1.5:</b> 115b, 143b	SE/TE: <b>1.1:</b> 118a <b>1.3:</b> 42t, 118a		
1	1.3	Give, restate, and follow simple two-step directions. Dar, reafirmar y seguir instrucciones simples de dos pasos.	SE/TE: <b>1.P:</b> 35e, 35q <b>1.1:</b> 103d, 117f <b>1.2:</b> 73d, 103d <b>1.5:</b> 79f, 81b	SE/TE: <b>1.P:</b> 37c <b>1.1:</b> 119b <b>1.2:</b> 87f, 89b <b>1.3:</b> 166–167		
<b>SUBSTRAND</b>		<b>Organization and Delivery of Oral Communication</b>				
		<b>Organización y producción de la comunicación oral</b>				
1	1.4	Stay on the topic when speaking. Mantenerse en el tema al hablar.	SE/TE: <b>1.P:</b> 95e <b>1.2:</b> 147d <b>1.3:</b> 101d	SE/TE: <b>1.1:</b> 57b <b>1.3:</b> 72a, 119b		
1	1.5	Use descriptive words when speaking about people, places, things, and events. Utilizar palabras descriptivas al hablar sobre personas, lugares, cosas y eventos.	SE/TE: <b>1.P:</b> 95s, 115s <b>1.1:</b> 31b, 36t <b>1.2:</b> 121d <b>1.3:</b> 71f, 93b <b>1.4:</b> 45e, 53c, 53d, 77e, 83c <b>1.5:</b> 73b	SE/TE: <b>1.P:</b> 14r, 14–15, 117c <b>1.1:</b> 53b <b>1.3:</b> 45d <b>1.4:</b> 17e, 19c, 79b, 81e		

STRAND		2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)					
		2.0 Aplicaciones de la expresión oral (los géneros y sus características)					
1	2.1	Recite poems, rhymes, songs, and stories. Recitar poemas, rimas, canciones e historias.	SE/TE: <b>1.P:</b> 49 <b>1.1:</b> 16m, 32–33, 137f <b>1.2:</b> 16m, 70m, 166–167, 167f <b>1.3:</b> 153, 155, 170–171 <b>1.4:</b> 16m, 80m, 129e, 188–191, 191e <b>1.5:</b> 16m, 82m, 204–205, 205e	SE/TE: <b>1.1:</b> 58m, 100m, 139b <b>1.2:</b> 42m, 90m, 169b <b>1.3:</b> 42m, 120m <b>1.4:</b> 104m, 131b, 132m, 193b <b>1.5:</b> 144m			
1	2.2	Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions. Relatar historias utilizando la gramática básica al contar una historia y relacionando los eventos de la historia al responder a preguntas con <i>quién, qué, cuándo, dónde, por qué y cómo.</i>	SE/TE: <b>1.1:</b> 19d, 33f <b>1.2:</b> 19d, 39e	SE/TE: <b>1.1:</b> 35b <b>1.2:</b> 40a <b>1.4:</b> 129e			
1	2.3	Relate an important life event or personal experience in a simple sequence. Relatar un evento de la vida o experiencia personal importante en secuencia simple.	SE/TE: <b>1.1:</b> 77e <b>1.2:</b> 115e <b>1.3:</b> 39e, 123d <b>1.4:</b> 47f, 79b	SE/TE: <b>1.1:</b> 79b <b>1.4:</b> 77e, 101f, 103b			
1	2.4	Provide descriptions with careful attention to sensory detail. Producir descripciones prestando cuidadosa atención al detalle sensorial.	SE/TE: <b>1.1:</b> 16t <b>1.2:</b> 121d, 141e <b>1.3:</b> 45d, 143f	SE/TE: <b>1.2:</b> 143b <b>1.3:</b> 71f, 145b			

**STANDARDS MAP – Basic Program 3**  
**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
<b>CONTENT</b>		<b>HISTORY–SOCIAL SCIENCE</b>					
		<b>A Child’s Place in Time and Space</b>					
1	1	Students describe the rights and individual responsibilities of citizenship.	SE/TE: <b>1.2:</b> 88a <b>1.4:</b> 91 <b>1.5:</b> 138g	SE/TE: <b>1.2:</b> 62b			
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: <b>1.2:</b> 52–53 <b>1.4:</b> 88–89	H-SS Content Readers: - <i>¿Qué son las reglas?</i> - <i>¿Quién hace las reglas?</i> - <i>¿Cómo se hacen las reglas?</i>			
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: <b>1.2:</b> 42K, 42t, 42–43, 52–53, 61f, 69c <b>1.3:</b> 30–31 <b>1.4:</b> 152–153 <b>1.5:</b> 23-25, 26-27, 138g	SE/TE: <b>1.2:</b> 45e, 68e, 69b-69c <b>1.3:</b> 58–59, 71a			
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: <b>1.P:</b> 18g, 29d, 54r, 54-55, 78g <b>1.2:</b> 87g	SE/TE: <b>1.P:</b> 14k <b>1.4:</b> 80k			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	2.1	Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	SE/TE: <b>1.1:</b> 137g <b>1.3:</b> 95g <b>1.5:</b> 141f	SE/TE: <b>1.5:</b> 124–125, 136a, 136			
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 <b>1.3:</b> 95g  Practice Book: <b>1.2:</b> 30	H-SS Content Readers: - <i>¿Lo ves?</i> - <i>Mapas y globos terráqueos</i> - <i>Leer mapas y globos terráqueos</i>			
1	2.3	Construct a simple map, using cardinal directions and map symbols.	SE/TE: <b>1.P:</b> 78g <b>1.2:</b> 70k, 86-87, 87g	SE/TE <b>1.1:</b> 23-24, 26-27			
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: <b>1.5:</b> 124–125, 128-129, 134-135	SE/TE <b>1.5:</b> 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 <b>1.4:</b> 92–93, 94–95, 96–97	SE/TE <b>1.4:</b> 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: <b>1.4:</b> 80m	SE/TE: <b>1.4:</b> 126a			
1	3.2	Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	SE/TE: <b>1.4:</b> 104t, 104–105, 107e, 126–129	H-SS Content Readers: - <i>¡Feliz Cumpleaños, Estados Unidos!</i> - <i>El Cuatro de Julio</i> - <i>Día de la Independencia</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
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: <b>1.4:</b> 80m, 80t, 80–81, 90–91, 92–93, 96–97, 100b, 100g, 100–101, 126–129	SE/TE: <b>1.4:</b> 83e, 84e, 94–95, 99f, 102b, 103c			
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: <b>1.P:</b> 110-111 <b>1.3:</b> 16t, 16–17, 19e, 38–39, 41c <b>1.4:</b> 160b <b>1.5:</b> 170–171	SE/TE: <b>1.1:</b> 58t, 58–59 <b>1.3:</b> 16k, 73c <b>1.4:</b> 118–119, 140–141, 146–147			
1	4.1	Examine the structure of schools and communities in the past.	SE/TE: <b>1.5:</b> 126–127, 128-129, 131, 134–135, 156-157	H-SS Content Readers: - <i>Todo cambia</i> - <i>Antes y ahora</i> - <i>Las comunidades cambian</i>			
1	4.2	Study transportation methods of earlier days.	SE/TE: <b>1.5:</b> 126–127, 130–131, 134–135	SE/TE: <b>1.5:</b> 116k  H-SS Content Readers: - <i>Todo cambia</i> - <i>Antes y ahora</i> - <i>Las comunidades cambian</i>			
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: <b>1.3:</b> 26–27 <b>1.4:</b> 118–119, 156–157, 159a <b>1.5:</b> 171a	SE/TE: <b>1.5:</b> 173b-173c  H-SS Content Readers: - <i>Todo cambia</i> - <i>Antes y ahora</i> - <i>Las comunidades cambian</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
				<i>cambian</i>			
1	5	Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.	SE/TE: Human characteristics of familiar places: <b>1.P:</b> 74r, 74–75, 114r, 114–115 <b>1.2:</b> 42t, 42–43  H-SS Content Reader: <i>-Parecidos, diferentes y juntos</i>	SE/TE: <b>1.P:</b> 14r, 14-15, 133c <b>1.2:</b> 16t, 16–17  H-SS Content Reader: <i>-Somos la comunidad</i>			
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: <b>1.P:</b> 80-87, 100-107 <b>1.2:</b> 42t, 42–43, 61f, 68a, 69c, 70t, 70–71, 89c <b>1.3:</b> 95a <b>1.4:</b> 20g, 189	SE/TE: <b>1.P:</b> 50–51, 94r, 94–95, 97e, 113c <b>1.2:</b> 41c, 45e, 87h, 89b-89c  H-SS Content Readers: <i>- Todos somos de aquí</i> <i>- Parecidos, diferentes y juntos</i> <i>- Somos la comunidad</i>			
1	5.2	Understand the ways in which American Indians and immigrants have help define Californian and American culture.	SE/TE: <b>1.4:</b> 104t, 107a  H-SS Content Reader: <i>-Somos la comunidad</i>	H-SS Content Readers: <i>-Parecidos, diferentes y juntos</i>			
1	5.3	Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	SE/TE: <b>1.4:</b> 26–27, 34–35, 108–123, 123a, 125f, 131c	SE/TE: <b>1.4:</b> 47a, 104k, 104t, 129g, 160b, 189			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	6	Students understand basic economic concepts and the role of individual choice in a free-market economy.	SE/TE: 1.P: 118–119, 122-125 1.2: 30–31	SE/TE: 1.P: 118g, 118i			
1	6.1	Understand the concept of exchange and the use of money to purchase goods and services.	SE/TE: 1.P: 122-125 1.1: 55a, 57c 1.2: 64–65, 66–67, 67a,	SE/TE: 1.P: 130b 1.2: 30–31			
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.P: 118g, 122–123, 130-131 1.1: 54–55, 57c 1.2: 64–65, 67a, 74b, 74-75, 76-83, 85f, 89c 1.5: 158–159	H-SS Content Readers: -El trabajo -Cómo trabajamos -Dónde trabajamos			
<b>CONTENT</b>		<b>SCIENCE</b>					
1	1	<b>Physical Sciences</b> <u>Materials come in different forms (states), including solids, liquids, and gases.</u> As a basis for understanding this concept:	SE/TE: 1.3: 171 1.5: 110–111, 112–113				
1	1.a	<i>Students know</i> solids, liquids and gases have different properties.	SE/TE: 1.5: 112–113	SE/TE: 1.3: 171  SCI Content Readers: - Observar sólidos, líquidos y gases - Qué son los sólidos, los líquidos y los gases - Hay aire por todas partes			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	1.b	<i>Students know</i> the properties of substances can change when the substances are mixed, cooled, or heated.	SE/TE: <b>1.5:</b> 110–111  SCI Content Reader: - <i>Modificar sólidos, líquidos y gases</i>	SE/TE: <b>1.3:</b> 171  SCI Content Readers: - <i>¿Cómo cambian las cosas?</i> - <i>Cambios de forma</i>			
1	2	<b>Life Sciences</b> <u>Plants and animals meet their needs in different ways.</u> As a basis for understanding this concept:	SE/TE: <b>1.1:</b> 124–133 <b>1.2:</b> 122–135	SE/TE: <b>1.1:</b> 16t, 16-17 <b>1.2:</b> 160-161			
1	2.a	<i>Students know</i> different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	SE/TE: <b>1.1:</b> 100t, 100–101, 119c, 120t, 120–121, 128–129, 137a <b>1.2:</b> 104–105, 109a, 112–113, 132–133, 138–141, 142b <b>1.3:</b> 150-165 <b>1.4:</b> 169, 177 <b>1.5:</b> 190–191	SE/TE: <b>1.1:</b> 108-109 <b>1.2:</b> 112a, 114-115, 166-167, 167a <b>1.3:</b> 150-165 <b>1.4:</b> 16k  SCI Content Readers: - <i>Medio ambientes</i> - <i>Medio ambientes diferentes</i> - <i>Animales y plantas de un pantano</i> - <i>La vida en la bahía</i>			
1	2.b	<i>Students know</i> both plants and animals need water, animals need food, and plants need light.	SE/TE: <b>1.1:</b> 16t, 16–17, 100t, 100–101, 119c, <b>1.2:</b> 124–125 <b>1.3:</b> 78-91 <b>1.5:</b> 42-47, 98–99, 204-205	SE/TE: <b>1.P:</b> 63-64 <b>1.1:</b> 22, 120–121 <b>1.2:</b> 90t, 118t <b>1.5:</b> 42–47  SCI Content Readers: - <i>Necesidades de plantas y animales</i> - <i>Las plantas y los animales</i> - <i>Lo que necesitamos</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	2.c	<i>Students know</i> 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, 138g, 141g, 143c 1.3: 86-88, 94-95  SCI Content Readers: - <i>Las plantas y los animales viven juntos</i>	SE/TE: 1.1: 137h, 137 1.2: 100–103, 106–107 1.3: 156-159, 163-164 1.4: 178 1.5: 42, 98–99, 203  SCI Content Readers: - <i>Las plantas y los animales viven juntos</i> - <i>Las plantas y los animales conviven</i>			
1	2.d	<i>Students know</i> 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  SCI Content Reader: - <i>Las plantas y los animales conviven</i>	SCI Content Readers: - <i>Las plantas y los animales viven juntos</i>			
1	2.e	<i>Students know</i> 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  SCI Content Readers: - <i>Necesidades de plantas y animales</i> - <i>Las plantas y los animales</i>			
1	3	<b>Earth Sciences</b> <u>Weather can be observed, measured, and described.</u> As a basis for understanding this concept:	SE/TE: 1.3: 98k, 116–117, 117a, 124-139	SE/TE: 1.3: 102g  SCI Content Reader: - <i>Observar el estado del tiempo</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
1	3.a	<i>Students know</i> 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: <b>1.3:</b> 116–117, 117a, 117h	SCI Content Readers: - <i>Observar el estado del tiempo</i> - <i>¿Qué es el estado del tiempo?</i> - <i>Las estaciones</i> - <i>Las cuatro estaciones</i>			
1	3.b	<i>Students know</i> 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: <b>1.3:</b> 98t, 98–99, 101e, 106–107, 117a, 119b-119c	SE/TE: <b>1.3:</b> 115f, 152, 154, 158, 160-161, 170, 172–173  SCI Content Readers: - <i>Observar el estado del tiempo</i> - <i>¿Qué es el estado del tiempo?</i> - <i>Las estaciones</i> - <i>Las cuatro estaciones</i> - <i>Las estaciones y los cambios</i>			
1	3.c	<i>Students know</i> the sun warms the land, air, and water.	SCI Content Readers: - <i>Observar el estado del tiempo</i> - <i>¿Qué es el estado del tiempo?</i>	SE/TE: <b>1.5:</b> 204-205  SCI Content Reader: - <i>Así se forman las nubes</i>			
<b>Appendix</b>							