

Publisher: **Pearson**

Grade Level(s): **3**

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Program Title: **Pearson California Reading Street**

Check Program Type: Program 1 Program 2

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

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
DOMAIN		READING					
STRAND		1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT					
SUBSTRAND		Decoding and Word Recognition					
3	1.1	Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words.	SE/TE: 3.1: 56n 3.3: 370c, 366n 3.5: 216n, 248c 3.6: 386n	SE/TE: 3.2: 204d, 222d 3.5: 244n 3.6: 362q, 384d, 385p			
3	1.2	Decode regular multisyllabic words.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 164c 3.2: 174n, 204c, 214c 3.3: 378c, 392c 3.4: 56c, 134c 3.5: 168c, 220c 3.6: 376c, 418c	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 29c, 78c, 106c 3.2: 199j, 225j, 226q 3.3: 338n, 370a 3.4: 78q, 129j 3.5: 186c, 242c 3.6: 314d, 331k, 413k			
3	1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 41a, 69b, 76a, 81a, 123a 3.2: 187b, 194a, 199a, 253a	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 153b 3.2: 220a, 300a 3.3: 349a, 410a 3.4: 51p, 65b, 145a, 157b			

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		(continued)	3.3: 325b, 403a, 429b 3.4: 39b, 145a, 150a, 3.5: 184a, 231a 3.6: 375b	3.5: 177b, 203b, 243b 3.6: 323b			
SUBSTRAND		Vocabulary and Concept Development					
3	1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	SE/TE: 3.1: 27c, 55n, 109c, 139n 3.2: 175c, 199n, 255c 3.3: 313c, 337n 3.4: 79c, 101n 3.5: 190n, 191c, 194c, 215o, 217c, 232c 3.6: 333c, 361n, 415c	SE/TE: 3.1: 42a, 164a 3.2: 199o, 270a, 280a 3.5: 165c, 190q, 191b, 194d, 214d, 215k 3.6: 361o			
3	1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>).	SE/TE: 3.2: 225n, 286e, 309a	SE/TE: 3.2: 309b 3.6: 387b			
3	1.6	Use sentence and word context to find the meaning of unknown words.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 201c, 227b, 283c 3.4: 27c 3.5: 245c	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 52a, 136a 3.2: 175b, 201b 3.3: 367b 3.4: 46a, 126a			
3	1.7	Use a dictionary to learn the meaning and other features of unknown words.	SE/TE: 3.1: 83c 3.4: 53c, 131c 3.6: 363c	SE/TE: 3.2: 199f, 199s 3.4: 51g, 51t 3.5: 300–301			
3	1.8	Use knowledge of prefixes (e.g., <i>un-, re-, pre-, bi-, mis-, dis-</i>) and suffixes (e.g., <i>-er, -est, -ful</i>) to determine the meaning of words.	SE/TE: 3.1: 82n, 171a 3.3: 338n, 388n, 389c, 392c, 342c 3.4: 78q, 82d, 103c, 116c 3.5: 271c, 274c	SE/TE: 3.1: 86c, 112c, 144c 3.3: 341c, 342a, 365o, 391c, 415o 3.4: 81c, 101k, 129j 3.5: 270q			

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STRAND		2.0 READING COMPREHENSION					
SUBSTRAND		Structural Features of Informational Materials					
3	2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	SE/TE: 3.1: 55f, 107g, 136e 3.2: 253s, 302e 3.3: 445f 3.4: 31c, 53c, 57c, 83c, 131c 3.5: 195c, 221c 3.6: 412–413	SE/TE: 3.1: 55f, 55r, 78e, 107t 3.2: 224–225, 252–253 3.3: 358e, 387t, 414–415, 445f 3.6: 363c			
SUBSTRAND		Comprehension and Analysis of Grade-Level-Appropriate Text					
3	2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 32–33, 116–117 3.2: 295a 3.3: 432–433 3.4: 32–33, 36–37 3.5: 206–207, 208–209, 222–223 3.6: 374–375	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 132–133, 153g 3.2: 205a, 221d, 281h 3.3: 325a, 357d, 386e, 386–387 3.4: 39g, 46–47, 57c, 74e, 157h			
3	2.3	Demonstrate comprehension by identifying answers in the text.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 69a 3.2: 247a, 299a 3.4: 86–87, 149a 3.5: 183b, 243–235 3.6: 358–359	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 77d, 164e 3.2: 187g, 269f 3.3: 358–359, 429g 3.4: 39g, 115g 3.5: 226–227 3.6: 367c			

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			Primary Citations	Supporting Citations	Y	N	
3	2.4	Recall major points in the text and make and modify predictions about forthcoming information.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 62–63, 72–73 3.2: 206–207, 212–213, 266–267 3.4: 126e 3.5: 170–171, 180–181, 186e 3.6: 344–345, 348–349</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 61c, 70d, 136–137 3.2: 296d 3.3: 412b 3.4: 46b, 51a, 126b 3.5: 167c, 214e 3.6: 337c</p>			
3	2.5	Distinguish the main idea and supporting details in expository text.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.2: 178e, 204e, 220, 230e, 248, 274–275 3.6: 322–323</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.2: 213a, 240d, 304–305 3.3: 429a 3.5: 203a, 210–211 3.6: 324d</p>			
3	2.6	Extract appropriate and significant information from the text, including problems and solutions.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 36–37, 40–41, 77d, 161a 3.2: 193b, 247a 3.3: 331b 3.4: 88–89, 149a 3.5: 215a 3.6: 350–351</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 49a, 52–53 3.2: 292–293 3.3: 355b, 383b, 429a 3.4: 136–137 3.5: 177a, 183b 3.6: 327a</p>			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	SE/TE: 3.1: 118–119, 124d	SE/TE: 3.1: 139o, 124–125			
STRAND		3.0 LITERARY RESPONSE and ANALYSIS					
SUBSTRAND		Structural Features of Literature					
3	3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	SE/TE: 3.1: 29b, 168–169 3.2: 179b, 205b 3.3: 349b, 387n, 393b, 421b 3.4: 51n, 55b, 133b 3.5: 177c 3.6: 335b	SE/TE: 3.1: 48–49, 78e, 143b 3.2: 231b, 239a, 246–247, 287b 3.3: 371b 3.4: 29b, 114–115 3.5: 195b 3.6: 315b			
SUBSTRAND		Narrative Analysis of Grade-Level-Appropriate Text					
3	3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	SE/TE: 3.1: 61c, 76 3.3: 349b, 362–363, 364–365, 365m 3.4: 48–49, 51n, 135b, 145b, 157n	SE/TE: 3.1: 61c, 76 3.3: 358–359, 360–361 3.4: 51a, 48–49, 146d			
3	3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 38–39, 154–155 3.2: 225m, 277a 3.3: 325c 3.4: 129m 3.5: 232–233	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 42d, 163d 3.2: 214–215, 239a 3.3: 328–329 3.4: 151d 3.5: 168e 3.6: 346–347			

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			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	3.4	Determine the underlying theme or author’s message in fiction and nonfiction text.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 199m 3.4: 89b, 138–139, 150 3.5: 168e, 184, 231b, 296–297 3.6: 352–353, 385n	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 74–75 3.4: 40–41, 122–123, 145b 3.6: 330–331			
3	3.5	Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	SE/TE: 3.1: 168–169 3.2: 239c, 305m 3.3: 387n 3.4: 158–159 3.5: 242–243, 243n, 304–305	SE/TE: 3.1: 170–171 3.3: 386–387 3.4: 101e, 101r, 158–159, 160–161 3.5: 243n, 306–307			
3	3.6	Identify the speaker or narrator in a selection.	SE/TE: 3.1: 69c 3.4: 38–39 3.5: 203c	SE/TE: 3.4: 39c, 88–89, 89b			

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Grade	Standard #	Standard	Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
DOMAIN		WRITING					
STRAND		1.0 WRITING STRATEGIES					
SUBSTRAND		Organization and Focus					
3	1.1	Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	SE/TE: 3.4: 65d, 73a 3.6: 357b a. 3.6: CR31, CR43 b. 3.2: 301b 3.4: 65e, 77b PB: 189	SE/TE: 3.4: 55b, 77c, 77p a. 3.1: 135 3.2: 301b 3.4: 65d, 73a 3.6: 357b b. 3.4: 65d, 73a 3.6: 357b			
SUBSTRAND		Penmanship					
3	1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 281d, 305c 3.3: 337c, 365c, 387d 3.4: 51d 3.5: 215d	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 81c, 139c, 167c 3.2: 199c, 225c, 253c 3.4: 157d 3.5: 243d 3.6: 383			
SUBSTRAND		Research					
3	1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 199f, 199s, 281g, 281t 3.3: 365f, 365s 3.4: 51g, 51t Research Transparencies: 9, 10, 23, 24	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 107g, 107t 3.5: 302–303 Research Transparency: 12			

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SUBSTRAND		Evaluation and Revision					
3	1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 55q, 107r 3.2: 199q, 253b 3.3: 387r, 415q 3.4: 51q, 101b 3.5: 243r 3.6: 361q	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 139b 3.2: 225b, 281c 3.3: 387c, 441b 3.4: 51r, 101q 3.5: 269p 3.6: 331c			
STRAND		2.0 WRITING APPLICATIONS (GENRES and THEIR CHARACTERISTICS)					
3	2.1	Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 41c, 51a, 95d, 163a 3.2: 221a, 239d, 249a, 253b, 257b, 269c, 281c 3.3: 325d, 333a, 337b, 403c, 411a, 415b 3.4: 39d, 45a, 151a 3.5: 177d, 185a, 203d 3.6: 357a	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 105b, 107q, 153d 3.2: 221, 229b, 249, 249b, 333 3.3: 411, 349c 3.4: 45, 51c 3.5: 185a, 193b, 213a, 265a 3.6: 439a			
3	2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	SE/TE: 3.1: 135a 3.2: 281c, 295d, 301a 3.4: 50–51, 151b, 157c	SE/TE: 3.1: 111b, 123c 3.2: 281c, 301, 301b, 305b 3.4: 128–129 3.5: 188–189, 268–269			

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3	2.3	Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.3: 349d, 357a, 365b, 377c, 385a, 387c, 429d, 437a, 441b 3.4: 125a 3.5: 231c, 241a 3.6: 383a</p> <p>a. 3.3: 349d, 357a, 365b, 377c, 377d, 385a, 387c, 429d, 437a, 441b, 445c 3.4: 115d, 129b 3.5: 231c, 243c 3.6: 375d, 383a, 383b</p> <p>b. 3.3: 357b, 387c, 429d, 441b 3.6: 357b, 365b, 375e, 383a, 383b</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 166–167 3.3: 357, 377c, 377c, 377d, 385, 437, 445c 3.4: 125 3.6: 375d, 383</p> <p>a. 3.3: 357a, 357b, 377c, 377d, 385, 385a, 387c, 429d, 437, 437a, 441b, 3.5: 241</p> <p>b. 3.1: 166–167 3.3: 349d, 357, 377c, 437 3.6: 375d</p>			
DOMAIN		WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS					
STRAND		1.0 WRITTEN and ORAL ENGLISH LANGUAGE CONVENTIONS					
SUBSTRAND		Sentence Structure					
3	1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 29d, 55d, 95f, 107e, 111d, 123e, 139d 3.2: 188a</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 70a, 81b, 85d, 105c, 124a, 135b 135c, 139p 3.2: 214a 3.4: 97b</p>			

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SUBSTRAND		Grammar			Y	N	
3	1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.2: 226q 3.3: 365p, 369d, 377e, 387e 3.4: 29d, 39f, 45c, 51e, 55d, 65f, 77d, 81d, 89e, 97c, 101d 3.5: 167d, 177f, 189d, 193d, 203f, 215e</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.2: 230d, 250d, 253k 3.3: 378a, 387q, 403e 3.4: 45, 45b, 51q 3.5: 178a, 204a 213b, 213c</p>			
3	1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.3: 369d, 377e, 387e, 391d, 403e, 411c, 415d 3.5: 232a</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.2: 378a 3.3: 404a, 415e, 415r 3.4: 133d, 145e, 157e</p>			
3	1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 59d, 69f 3.3: 315d, 325f, 337d, 341d</p>	<p><i>This standard is met throughout the program; sample lessons are given.</i></p> <p>SE/TE: 3.1: 55b, 81p 3.3: 326a, 333c, 337e, 337p, 385c 3.4: 146a</p>			

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SUBSTRAND		Punctuation					
3	1.5	Punctuate dates, city and state, and titles of books correctly.	SE/TE: 3.3: 365b 3.6: 335d, 361d, 389d, 413e, CR56	SE/TE: 3.6: 347f, 348a, 411c			
3	1.6	Use commas in dates, locations, and addresses and for items in a series.	SE/TE: 3.3: 365b 3.6: 389d, 401e, 411b, 411c, 413e	SE/TE: 3.3: 365b 3.6: 401e, 411c, 413q, 439b			
SUBSTRAND		Capitalization					
3	1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	SE/TE: 3.6: 323f, 331e, 331q, 348a	SE/TE: 3.6: 313d, 348a, 385q, CR20			
SUBSTRAND		Spelling					
3	1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., <i>hair-hare</i>).	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 60d, 81k 3.2: 226q, 230d, 250d, 254q, 281l, 296c 3.3: 312q, 316d, 337k 3.4: 129d 3.5: 190n, 190q, 194c, 215l, 232c	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 78d, 81k, 81o, 96c 3.2: 226q, 230c, 258d, 280d 3.3: 312n, 315c, 316a, 316c 3.4: 30a, 125, 129p 3.5: 194d, 214d, 215k, 215q			
3	1.9	Arrange words in alphabetic order.	SE/TE: 3.1: 81f, 81s 3.6: 385g, 385t	SE/TE: 3.6: 447a			

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DOMAIN		LISTENING AND SPEAKING					
STRAND		1.0 LISTENING and SPEAKING STRATEGIES					
SUBSTRAND		Comprehension					
3	1.1	Retell, paraphrase, and explain what has been said by a speaker.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 254r, 282r 3.3: 388r 3.4: 26r, 52r, 130r 3.5: 164r, 190r	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 26r, 108r 3.2: 174r, 200r, 226r 3.4: 30b, 78r, 102r 3.5: 216r 3.6: 312r			
3	1.2	Connect and relate prior experiences, insights, and ideas to those of a speaker.	SE/TE: 3.2: 200l, 204a, 226l, 282l 3.3: 337u 3.4: 51f, 51s	SE/TE: 3.1: 26l, 78a 3.2: 174l, 230a 3.3: 312r 3.4: 30a 3.6: 336a			
3	1.3	Respond to questions with appropriate elaboration.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 26r, 108r 3.2: 226r, 254r 3.3: 388r, 416r 3.4: 78r, 102r 3.5: 164r, 216r 3.6: 362r, 414r	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 82l, 144a 3.2: 199j, 250b 3.3: 316b, 342b 3.4: 30b, 157k 3.5: 194b, 274b 3.6: 314b, 336b			
3	1.4	Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).	SE/TE: 3.2: 305m 3.3: 387f 3.4: 101e, 101r 3.5: 304–305	SE/TE: 3.1: 170–171 3.3: 387f 3.4: 101e, 101r, 160–161			

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Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY IMAP/CRP NOTES
			Primary Citations	Supporting Citations	Y	N	
SUBSTRAND							
Organization and Delivery of Oral Communication							
3	1.5	Organize ideas chronologically or around major points of information.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 199e, 253e 3.3: 416r 3.4: 51f, 51s, 51v, 101u, 115c, 161h 3.5: 189u 3.6: 361t, 361u	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 225r 3.4: 45c, 77u, 129u			
3	1.6	Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	SE/TE 3.2: 225e, 225r, 281s 3.4: 129e, 129r	SE/TE 3.1: 167e 3.2: 225e, 225r, 281s 3.4: 129r			
3	1.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 30b, 139i 3.2: 214b, 253r, 286b 3.3: 326b, 333c, 415i 3.4: 77e, 98b, 102m, 129r, 157f 3.5: 178b, 189e, 204b, 243j, 269e	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 108m 3.2: 188b, 200r, 226m, 253e 3.3: 338r, 365h 3.4: 51i, 73c, 129h, 241c, 265c 3.6: 358d			
3	1.8	Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 281f, 281s 3.3: 337e, 415e, 415r 3.4: 157f, 161e	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 281f, 281s 3.3: 337e, 415e 415r 3.4: 157f, 161e			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	1.9	Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 168–169 3.3: 325b, 332a, 349a, 387f, 387s, 403a, 442–443 3.4: 101e, 101r, 158–159 3.5: 243f, 243s, 304–305 3.6: 323b, 444–445	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 306–307 3.3: 442–443 3.5: 243s, 304–305			
SUBSTRAND		Analysis and Evaluation of Oral and Media Communications					
3	1.10	Compare ideas and points of view expressed in broadcast and print media.	SE/TE: 3.2: 253r 3.3: 441e, 441f, 445e	Research Transparency: 8,13			
3	1.11	Distinguish between the speaker’s opinions and verifiable facts.	SE/TE: 3.2: 305e 3.4: 51f, 51s, 110–111, 124	SE/TE: 3.3: 338r 3.4: 45c, 116d 3.5: 211a 3.6: 331f, 331s			
STRAND		2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)					
3	2.1	Make brief narrative presentations: a. Provide a context for an incident that is the subject of the presentation. b. Provide insight into why the selected incident is memorable. c. Include well-chosen details to develop character, setting, and plot.	SE/TE: 3.1: 171e 3.2: 281f, 281s 3.4: 129e, 129r 3.5: 307e 3.6: 411c, 413f, 413s	SE/TE: 3.1: 167e, 171e 3.2: 281f, 281s 3.4: 129e, 129r 3.5: 303e, 307e			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	2.2	Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.1: 55s, 170–171 3.2: 308–309, 309e 3.3: 365e, 365r, 415e, 444–445 3.5: 215s, 306–307 3.6: 447e	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: 3.2: 225e 3.3: 357c, 411c 3.4: 160–161 3.6: 443e, 446–447			
3	2.3	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	SE/TE: 3.2: 305e, 309e 3.3: 415e, 415r 3.5: 189r, 215s 3.6: 385f, 385s	SE/TE: 3.2: 301c 3.3: 411c 3.6: 383c			

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Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

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Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

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

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 Continuity and Change					
3	1	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.	SE/TE: 3.2: 225f 3.5: 188-189, 215g, 215t Research Transparencies 4, 17, 22, 26, 27	History-Social Science Content Readers: <i>Thomas Jefferson</i> <i>From Sea to Shining Sea</i> <i>Why We Live Where We Live</i> <i>The Places We Live</i> <i>Land and Water</i> Research Transparencies: 7, 13, 23			
3	1.1	Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, ocean, lakes).	SE/TE: 3.2: 225f 3.5: 215g, 215t, 243g, 243t 3.6: 361f, 361s Practice Book: 92	Research Transparencies: 7, 22, 23, 27			
3	1.2	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	SE/TE: 3.2: 225s 3.3: 432–433 3.4: 74e, 76–77	History-Social Science Content Readers: <i>Why We Live Where We Live</i> <i>The Places We Live</i> <i>Land and Water</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i> <i>From Sea to Shining Sea</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	2	Students describe the American Indian nations in their local region long ago and in the recent past.	SE/TE: 3.3: 346–347, 430b, 438b	History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>			
3	2.1	Describe national identifies, religious beliefs, customs, and various folklore traditions.	SE/TE: 3.1: 78e 3.3: 343a, 346–347, 362–363, 365u 3.4: 46e, 152e, 156–157 3.5: 190m	SE/TE: 3.3: 349f, 358–359, 394–395, 441g, 445h 3.4: 46–47 History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>			
3	2.2	Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	SE/TE: 3.3: 346–347, 396–397 3.5: 186e, 188–189	History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>			
3	2.3	Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	SE/TE: 3.1: 138–139 3.5: 190m, 194b	History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>			
3	2.4	Discuss the interactions of new settlers with the already established Indians of the region.	SE/TE: 3.1: 120–121 3.5: 188–189	History-Social Science Content Readers: <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
	3	Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	SE/TE: 3.6: 331g, 331t History-Social Science Content Reader: <i>Regions and Resources</i>	History-Social Science Content Readers: <i>From Sea to Shining Sea</i> <i>Where Does That Come From?</i>			
3	3.1	Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	SE/TE: 3.5: 188–189, 189u, 214e, 268–269 3.6: 330e, 330–331, 331a, 331v History-Social Science Content Reader: <i>Exploring a New World</i>	SE/TE: 3.5: 214–215, 215a History-Social Science Content Readers: <i>Adventure in the Americas</i> <i>A Whole New World</i> <i>Exploring a New World</i> <i>Adventure in the Americas</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i> <i>From Sea to Shining Sea</i>			
3	3.2	Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	SE/TE: 3.5: 206-207 3.6: 331g, 331t	History-Social Science Content Readers: <i>Where Does That Come From?</i> <i>Regions and Resources</i> <i>From Sea to Shining Sea</i>			
3	3.3	Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	SE/TE: 3.2: 252–253 3.6: 331t	SE/TE: 3.6: 363c History-Social Science Content Readers: <i>Thomas Jefferson</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i> <i>From Sea to Shining Sea</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	4	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	SE/TE: 3.6: 310m, 314b, 361u	History-Social Science Content Readers: <i>What it Means to Be a Citizen</i> <i>A Citizen of the United States</i> <i>We Are Part of This Place</i>			
3	4.1	Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.	SE/TE: 3.6: 358e, 360–361, 406–407, 413v	History-Social Science Content Readers: <i>What it Means to Be a Citizen</i> <i>A Citizen of the United States</i> <i>We Are Part of This Place</i>			
3	4.2	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.	SE/TE: 3.1: 102–103, 107v 3.6: 367a, 384–385 History-Social Science Content Readers: <i>What it Means to Be a Citizen</i> <i>We Are Part of This Place</i>	History-Social Science Content Readers: <i>A Citizen of the United States</i> <i>What it Means to Be a Citizen</i> <i>We Are Part of This Place</i>			
3	4.3	Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	SE/TE: 3.6: 310r, 358e, 360–361, 367a	SE/TE: 3.6: 311c History-Social Science Content Reader: <i>Thomas Jefferson</i> Research Transparency 27			
3	4.4	Understand the three branches of government, with an emphasis on local government.	SE/TE: 3.6: 314b	SE/TE: 3.6: 310m			

Publisher: **Pearson**

Grade Level(s): **3**

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

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
3	4.5	Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	SE/TE: 3.1: 120–121 3.5: 190m, 194b 3.6: 358–359	History-Social Science Content Readers: <i>From Sea to Shining Sea</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i> <i>Exploring a New World</i> <i>A Whole New World</i> <i>American Indians Today</i> <i>Old and New in American Indian Life</i> <i>American Indian Lives and Traditions</i>			
3	4.6	Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	SE/TE: 3.1: 118–119 3.2: 281g, 281t 3.6: 440–441	SE/TE: 3.6: 442–443, 447h History-Social Science Content Reader: <i>Thomas Jefferson</i>			
3	5	Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	SE/TE: 3.1: 108m, 153, 157	History-Social Science Content Readers: <i>What Is My Economy Like?</i> <i>Save It or Spend It?</i> <i>Do I Really Need It?</i>			
3	5.1	Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	SE/TE: 3.1: 118–119, 124–125 3.5: 249a 3.6: 415c	History-Social Science Content Readers: <i>From Sea to Shining Sea</i> <i>Where Does That Come From?</i> <i>Regions and Resources</i>			
3	5.2	Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	SE/TE: 3.1: 118–119, 130–131, 139u	SE/TE: 3.1: 78–79, 108m, 112b			
3	5.3	Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	SE/TE: 3.1: 66–67, 81u, 154–155, 156–157, 158–159, 160 3.2: 262–263, 276–277 3.4: 88–89, 90–91	History-Social Science Content Readers: <i>What is My Economy Like?</i> <i>Save It or Spend It?</i> <i>Do I Really Need It?</i>			

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Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	5.4	Discuss the relationship of students' work in school and their personal human capital.	SE/TE: 3.2: 222e, 224–225 3.4: 126e	SE/TE: 3.2: 214–215, 222e, 224–225			
CONTENT		SCIENCE					
3	1	Physical Sciences <u>Energy and matter have multiple forms and can be changed from one form to another.</u> As a basis for understanding this concept:	SE/TE: 3.3: 424–425, 428–429, 432–433	Science Content Readers: <i>Energy</i> <i>Forms of Energy</i> <i>Putting Energy to Work</i> <i>Matter</i> <i>Properties of Matter</i>			
3	1.a	<i>Students know</i> energy comes from the Sun to Earth in the form of light.	SE/TE: 3.2: 196–197 3.3: 424–425	Science Content Readers: <i>Energy</i> <i>Forms of Energy</i> <i>Putting Energy to Work</i> <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	1.b	<i>Students know</i> sources of stored energy take many forms, such as food, fuel, and batteries.	SE/TE: 3.1: 31a, 38–39, 40–41 Science Content Readers: <i>Forms of Energy</i> <i>Putting Energy to Work</i>	Science Content Readers: <i>Energy</i> <i>Properties of Matter</i> <i>Forms of Energy</i>			
3	1.c	<i>Students know</i> machines and living things convert stored energy to motion and heat.	SE/TE: 3.1: 36–37, 38–39 3.2: 196–197	Science Content Readers: <i>Energy</i> <i>Forms of Energy</i>			
3	1.d	<i>Students know</i> energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.	SE/TE: 3.1: 52–53, 54–55 3.3: 414–415, 434–435	Science Content Readers: <i>Energy</i> <i>Forms of Energy</i>			
3	1.e	<i>Students know</i> matter has three forms: solid, liquid, and gas.	SE/TE: 3.3: 400–401, 424–425, 440–441 3.4: 107a 3.6: 419a	Science Content Readers: <i>Matter</i> <i>Properties of Matter</i> <i>Everyday Reactions</i>			

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Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	1.f	<i>Students know</i> evaporation and melting are changes that occur when the objects are heated.	SE/TE: 3.3: 424–425, 440–441 3.6: 419a	Science Content Readers: <i>Matter</i> <i>Properties of Matter</i> <i>Everyday Reactions</i>			
3	1.g	<i>Students know</i> that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials.	SE/TE: 3.6: 419a	Science Content Readers: <i>Matter</i> <i>Properties of Matter</i> <i>Everyday Reactions</i>			
3	1.h	<i>Students know</i> all matter is made of small particles called atoms, too small to see with the naked eye.	SE/TE: 3.4: 98e, 98–99	Science Content Readers: <i>Matter</i> <i>Properties of Matter</i> <i>Everyday Reactions</i>			
3	1.i	<i>Students know</i> people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements.	SE/TE: 3.4: 98e, 98–99	Science Content Readers: <i>Matter</i> <i>Properties of Matter</i>			
3	2	<u>Light has a source and travels in a direction.</u> As a basis for understanding this concept:	SE/TE: 3.2: 253f, 253s 3.3: 374–375, 376–377	Science Content Readers: <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	2.a	Students know sunlight can be blocked to create shadows.	SE/TE: 3.2: 253f, 253s 3.3: CR52 Science Content Reader: <i>The Sun and the Seasons</i>	Science Content Readers: <i>Wonders in the Sky</i> <i>Patterns in the Sky</i> <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	2.b	<i>Students know</i> light is reflected from mirrors and other surfaces.	SE/TE: 3.2: 253f, 253s 3.3: 386b, CR40 Science Content Readers: <i>Light</i> <i>What is Light Like?</i>	3.3: 438b, Science Content Readers: <i>Capturing Color</i> <i>Light</i> <i>What Is Light Like?</i>			

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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
3	2.c	<i>Students know</i> the color of light striking an object affects the way the object is seen.	SE/TE: 3.3: 376–377, 378b	Science Content Readers: <i>Light</i> <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	2.d	<i>Students know</i> an object is seen when light traveling from the object enters the eye.	SE/TE: 3.2: 253f, 253s 3.3: 378b, 386b Science Content Reader: <i>Light</i>	Science Content Readers: <i>What Is Light Like?</i> <i>Capturing Color</i>			
3	3	Life Sciences <u>Adaptations in physical structure or behavior may improve an organism’s chance for survival.</u> As a basis for understanding this concept:	SE/TE: 3.2: 182–183, 302–303, 304–305	Science Content Readers: <i>Living in Different Environments</i> <i>Surviving in Different Environments</i> <i>Exoskeleton</i> <i>Living Things in a World of Change</i> <i>Living Things Change</i>			
3	3.a	<i>Students know</i> plants and animals have structures that serve different functions in growth, survival, and reproduction.	SE/TE: 3.2: 182–183, 184–185, 188–189, 196–197, 198–199, 199u, 259a, 287a, 302–303, 309h 3.3: 313c, 317a 3.4: 130r, 157h 3.6: 337a, 391a	SE/TE: 3.2: 305g 3.3: 313c, 412e, 412–413 3.4: 145f, 151d Science Content Readers: <i>Living in Different Environments</i> <i>Surviving in Different Environments</i> <i>Living Things in a World of Change</i> <i>Living Things Change</i>			

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Program Title: **Pearson California Reading Street**

Grade Level(s): **3**

Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	3.b	<i>Students know</i> examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.	SE/TE: 3.2: 179a 3.3: 317a, 393a, 415f, 415s 3.4: 52–53, 64–65, 73–73a, 77u, 138–139, 152–153 3.6: 337a, 391a, 412–413	SE/TE: 3.2: 182–183, 231a Science Content Readers: <i>Living in Different Environments</i> <i>Surviving in Different Environments</i> <i>Exoskeleton</i>			
3	3.c	<i>Students know</i> living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.	SE/TE: 3.2: 302–303 3.3: 334e, 336–337, 415u	Science Content Readers: <i>Living Things in a World of Change</i> <i>Living Things Change</i> <i>Fertile Floods</i>			
3	3.d	<i>Students know</i> when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.	SE/TE: 3.2: 292–293, 304–305 3.3: 400–401 3.4: 83a	Science Content Readers: <i>Living Things in a World of Change</i> <i>Living Things Change</i> <i>Fertile Floods</i>			
3	3.e	<i>Students know</i> that some kinds of organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.	SE/TE: 3.2: 304–305 3.4: 83a	Science Content Readers: <i>Living Things in a World of Change</i> <i>Living Things Change</i> <i>Fertile Floods</i>			
3	4	Earth Sciences <u>Objects in the sky move in regular and predictable patterns.</u> As a basis for understanding this concept:	SE/TE: 3.3: 387g, 387v	Science Content Readers: <i>Comets and Asteroids</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i>			
3	4.a	<i>Students know</i> the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons.	SE/TE: 3.3: 380–381, 382–383	Science Content Readers: <i>The Sun and the Seasons</i> <i>Wonders in the Sky</i> <i>Patterns in the Sky</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i>			

Publisher: **Pearson**

Program Title: **Pearson California Reading Street**

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Check Program Type: Program 1 Program 2

Components: **Teacher’s Edition (TE), Student Edition (SE), Practice Book (PB) History-Social Science Content Readers, Science Content Readers, Research Transparencies**

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
3	4.b	<i>Students know</i> the way in which the Moon’s appearance changes during the four-week lunar cycle.	SE/TE: 3.3: 386–387, 387g, 387h, 387t	SE/TE: 3.3: 387a, 387v Science Content Readers: <i>The Sun and the Seasons</i> <i>Wonders in the Sky</i> <i>Patterns in the Sky</i> Research Transparency 13			
3	4.c	<i>Students know</i> telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye.	SE/TE: 3.3: 366r, 376–377, 377f, 387v	Science Content Readers: <i>Comets and Asteroids</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i>			
3	4.d	<i>Students know</i> that Earth is one of several planets that orbit the Sun and that the Moon orbits Earth.	SE/TE: 3.3: 386–387, 387a, 387g, 387v	Science Content Readers: <i>The Sun and the Seasons</i> <i>Comets and Asteroids</i> <i>The Solar System and Beyond</i> <i>Objects in Space</i>			
3	4.e	<i>Students know</i> the position of the Sun in the sky changes during the course of the day and from season to season.	SE/TE: 3.1: 90–91 3.3: 374–375	Science Content Readers: <i>The Sun and the Seasons</i> <i>Wonders in the Sky</i> <i>Patterns in the Sky</i>			
Appendix							