

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

**Grade Two  
Segundo 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 Lectura</b>					
<b>STRAND</b>		<b>1.0 WORD ANALYSIS, FLUENCY, and SYSTEMATIC VOCABULARY DEVELOPMENT 1.0 Análisis de las palabras, fluidez y desarrollo sistemático del vocabulario</b>					
<b>SUBSTRAND</b>		<b>Decoding and Word Recognition Decodificación y reconocimiento de palabras</b>					
2	1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. Reconocer y utilizar el conocimiento sobre modelos ortográficos (p. ej., diptongos, ortografía especial de vocales) al leer.	<i>This standard is met throughout the program with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>2.1:</b> 24o–24p, 48c, 52n, 52o-52p, 78n, 106n, 132n <b>2.2:</b> 164n, 236c <b>2.4:</b> 78c, 114n-114o <b>2.5:</b> 174n-174o, 178c	<i>This standard is met throughout the program with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>2.1:</b> 46c, 54c, 78o-78p, 106o-106p, 132o-132p <b>2.2:</b> 164o–164p <b>2.4:</b> 118c, 138c <b>2.5:</b> 200c, 196c			
2	1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel= <i>su/per</i> , vowel-consonant/consonant-vowel= <i>sup/per</i> ). Aplicar el conocimiento de las reglas básicas de división en sílabas al leer (p. ej., vowel-consonant-vowel=	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 24o–24p, 48c, 52n,	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 46c, 54c, 78o-78p,			

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		<i>su/per</i> ; vowel-consonant/consonant-vowel= <i>sup/per</i> ).	52o-52p, 78n, 106n, 132n <b>2.5:</b> 202n-202o, 206c, 232n-232o, 236c, 284c, <b>2.6:</b> 382n-382o, 386c,	106o-106p, 132o-132p <b>2.5:</b> 260n-260o, 286c <b>2.6:</b> 402c, 404c, 410n-410o, 414c, 440d			
2	1.3	Decode two-syllable nonsense words and regular multisyllable words. Decodificar palabras sin sentido de dos sílabas y palabras normales de varias sílabas.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 24o–24p, 48c, 52n, 52o-52p, 78n, 106n, 132n <b>2.2:</b> 244n, 244o-244p <b>2.3:</b> 332n, 332o-332p, 360n	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 46c, 54c, 78o-78p, 106o-106p, 132o-132p <b>2.2:</b> 274n, 274o-274p <b>2.3:</b> 292n-292o, 292p			
2	1.4	Recognize common abbreviations (e.g., <i>Jan., Sun., Mr., St.</i> ). Reconocer abreviaturas comunes (p. ej., <i>Jan., Sun., Mr., St.</i> ).	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.4:</b> 444n-444o, 444p	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.6:</b> 448c, 468c			
2	1.5	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., <i>fly/flies, wife/wives</i> ). Identificar y usar correctamente plurales regulares (p. ej., -s, -es, -ies) y plurales irregulares (p. ej., <i>fly/flies, wife/ wives</i> ).	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.2:</b> 218n, 218o-218p	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.2:</b> 220c			

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2	1.6	Read aloud fluently and accurately and with appropriate intonation and expression. Leer en voz alta con fluidez y exactitud y con la entonación y expresión adecuadas.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>2.1:</b> 45a, 50e, 70f, 75a, 154f, 159a <b>2.2:</b> 183b, 211b, 212f, 215b, 293b <b>2.3:</b> 440f, 445a <b>2.4:</b> 164f <b>2.5:</b> 194f, 199a, 252f, 257a <b>2.6:</b> 344f, 349a, 379b, 465b, 466f, 471a	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>2.1:</b> 24r, 97b, 98f <b>2.2:</b> 164r–164s, 293b <b>2.3:</b> 382b, 387b <b>2.4:</b> 169a <b>2.5:</b> 202q–202r, 232q–232r, 260q–260r, 289a <b>2.6:</b> 324q–324r, 352q–352r, 410q–410r			
<b>SUBSTRAND</b>		<b>Vocabulary and Concept Development</b> <b>Desarrollo del vocabulario y de conceptos</b>					
2	1.7	Understand and explain common antonyms and synonyms. Comprender y explicar antónimos y sinónimos comunes.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 99a, 104g, 154g <b>2.3:</b> 327a, 330g, 383g, 385a, 441a <b>2.4:</b> 57c, 58–59 <b>2.6:</b> 383c, 384–385	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 154, 155a, 156a, 160g <b>2.3:</b> 328a, 386a, 388g, 446g <b>2.4:</b> 77a, 80g <b>2.6:</b> 403a, 408g			
2	1.8	Use knowledge of individual words in unknown compound words to predict their meaning. Usar el conocimiento de palabras individuales en palabras compuestas individuales para predecir su significado.	SE/TE: <b>2.3:</b> 412g <b>2.5:</b> 294-295 <b>2.6:</b> 446-447	SE/TE: <b>2.3:</b> 360o-360p, 407a, RA50 <b>2.5:</b> 293c, 315a, 320g <b>2.6:</b> 445c			

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2	1.9	Know the meaning of simple prefixes and suffixes (e.g., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ). Conocer el significado de prefijos y sufijos simples (p. ej., <i>over-</i> , <i>un-</i> , <i>-ing</i> , <i>-ly</i> ).	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.4:</b> 26–27 <b>2.5:</b> 175c, 176–177, 233c, 234–235 <b>2.6:</b> 412–413, 439d	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.4:</b> 25c, 47a <b>2.5:</b> 174n, 174o, 195a, 200g, 202n-202o, 230c, 230g, 252c <b>2.6:</b> 410n–410o, 411c, 442g, 444n			
2	1.10	Identify simple multiple-meaning words. Identificar palabras sencillas de significado múltiple.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 71a, 76g <b>2.4:</b> 116–117, 146–147	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.1:</b> 72a <b>2.4:</b> 115c, 137a, 142g, 145c, RA50			
<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>					
2	2.1	Use titles, tables of contents, and chapter headings to locate information in expository text. Usar títulos, tablas de contenidos y encabezamientos de capítulos para localizar la información en textos expositivos.	SE/TE: <b>2.1:</b> 131c, 58–59, 69a, 129f, 131c	SE/TE: <b>2.1:</b> 156e, 158–159 <b>2.2:</b> 186e <b>2.4:</b> 108–109, 110–111			

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<b>SUBSTRAND</b>		<b>Comprehension and Analysis of Grade-Level-Appropriate Text Comprensión y análisis de textos adecuados para el grado escolar</b>					
2	2.2	State the purpose in reading (i.e., tell what information is sought). Establecer el propósito en la lectura (es decir, decir la información que se busca).	SE/TE: 2.1: 156e 2.5: 296-297 2.6: 415c	SE/TE: 2.2: 186e 2.4: RA27 2.5: 265c, 297c			
2	2.3	Use knowledge of the author’s purpose(s) to comprehend informational text. Usar el conocimiento del propósito o los propósitos del autor para comprender el texto informativo.	SE/TE: 2.2: 193a–193b, 219a–219b, 236g, 236 2.5: 264–265, 296–297	SE/TE: 2.2: 215a 2.5: 263a, 264e, 295a, 296e 2.6: 375a			
2	2.4	Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, what if, how</i> ). Hacer preguntas aclaratorias sobre elementos esenciales del texto expositivo (p. ej., <i>por qué, qué pasa si, cómo</i> ).	SE/TE: 2.2: 174-175 2.3: 336–337, 348–349, 352–353 2.4: 76, 164, 78–79, 79a 2.5: 193a, 266–267 2.6: 360–361	SE/TE: 2.2: 186–187 2.3: 387a 2.4: 68–69, 74-75 2.5: 318–319			
2	2.5	Restate facts and details in the text to clarify and organize ideas. Volver a enunciar los hechos y detalles del texto para aclarar y organizar ideas.	SE/TE: 2.1: 53a, 66–67 2.2: 212, 236 2.4: 60-61, 70–71, 164 2.6: 376g, 376, 386e, 386–387	SE/TE: 2.1: 107a, 120–121 2.2: 212g, 236g 2.4: 140–141, 148e, 148–149, 158–159 2.5: 178e, 178–179, 206e, 206–207			
2	2.6	Recognize cause-and-effect relationships in a text. Reconocer las relaciones de causa y efecto en un texto.	SE/TE: 2.3: 361a–361b, 383, 432–433, 440 2.6: 414–415, 438g, 438	SE/TE: 2.3: 368–369, 378–379, 383g, 415a–415b, 440g 2.6: 413a, 414e, 426–427			
2	2.7	Interpret information from diagrams, charts, and graphs. Interpretar información a partir de diagramas, tablas y gráficos.	SE/TE: 2.4: 86–87, 106g 2.5: 229g, 289f	SE/TE: 2.4: 79g, 81c, 86e, 101, 106, 111f, 113c 2.5: 231c, 291c			

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2	2.8	Follow two-step written instructions. Seguir instrucciones escritas de dos pasos.	SE/TE: 2.1: 52k 2.2: 192j 2.5: 206–207, 212–213 2.6: 352j	SE/TE: 2.1: 78j 2.5: 205a, 206e, 254–257, 258f			
<b>STRAND</b>		<b>3.0 LITERARY RESPONSE and ANALYSIS</b>					
		<b>3.0 Comentario y análisis literarios</b>					
<b>SUBSTRAND</b>		<b>Narrative Analysis of Grade-Level-Appropriate Text</b>					
		<b>Análisis narrativo de textos adecuados para el grado escolar</b>					
2	3.1	Compare and contrast plots, settings, and characters presented by different authors. Comparar y contrastar argumentos, ambientaciones y personajes presentados por autores diferentes.	SE/TE: 2.1: 104f 2.2: 272f 2.3: 382c 2.6: 328-329, 465c	SE/TE: 2.3: 412f 2.5: 318–319 2.6: 326, 340–341, 408f			
2	3.2	Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. Generar finales alternativos para los argumentos e identificar el motivo o los motivos para estas alternativas y el impacto de cada una.	SE/TE: 2.3: 330f 2.4: 44c	SE/TE: 2.5: 251b			
2	3.3	Compare and contrast different versions of the same stories that reflect different cultures. Comparar y contrastar diferentes versiones de los mismos relatos que reflejen diferentes culturas.	SE/TE: 2.2: 275a–275b	SE/TE: 2.2: 294e, 300e, 300f			
2	3.4	Identify the use of rhythm, rhyme, and alliteration in poetry. Identificar el uso de ritmo, rima y aliteración en la poesía.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: 2.4: 44c, 78-79, 80f 2.5: 230f	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: 2.1: 48-49 2.6: 78, 380f			

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<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>					
2	1.1	Group related ideas and maintain a consistent focus. Agrupar ideas relacionadas y mantener un enfoque coherente.	SE/TE: <b>2.2:</b> 215c–215d <b>2.3:</b> 355c <b>2.4:</b> 170–171 <b>2.5:</b> 200-201, 230–231 <b>2.6:</b> 441c–441d	SE/TE: <b>2.2:</b> 267c, 271b <b>2.3:</b> 357c <b>2.5:</b> 195b–195c, 199b–199c, <b>2.6:</b> 350			
<b>SUBSTRAND</b>		<b>Penmanship</b>					
		<b>Caligrafía</b>					
2	1.2	Create readable documents with legible handwriting. Crear documentos que se puedan leer con escritura manuscrita legible.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>2.1:</b> 75c <b>2.2:</b> 215d <b>2.3:</b> 387d <b>2.4:</b> 79d, 169c <b>2.5:</b> 199c, 229d <b>2.6:</b> 407c, 471c	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>2.1:</b> 103c, 159c <b>2.2:</b> 189c, 271c, 299c <b>2.3:</b> 357d, 411c, 445c <b>2.4:</b> 111c <b>2.5:</b> 257c <b>2.6:</b> 379d, 441d			
<b>SUBSTRAND</b>		<b>Research</b>					
		<b>Investigación</b>					
2	1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). Comprender los propósitos de varios materiales de referencia (p. ej., diccionario, diccionario de sinónimos, atlas).	SE/TE: P ● 13-14 <b>2.1:</b> 126–127, 128–129 <b>2.2:</b> 189f, 191c, 271f, 273c, 299f, 301c <b>2.3:</b> 329g, 331c <b>2.5:</b> 204–205, 259c, 257f <b>2.6:</b> 440e	SE/TE: <b>2.2:</b> 295a <b>2.5:</b> 199f, 203c, 201c, 257f, 319f			

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<b>SUBSTRAND</b>		<b>Evaluation and Revision</b> <b>Evaluación y revisión</b>					
2	1.4	Revise original drafts to improve sequence and provide more descriptive detail. Revisar los borradores originales para mejorar la secuencia y brindar más detalle descriptivo.	SE/TE: <b>2.1:</b> 103b <b>2.3:</b> 445b <b>2.5:</b> 229c–229d <b>2.6:</b> 441c–441d	SE/TE: <b>2.3:</b> 411b <b>2.4:</b> 79c <b>2.5:</b> 227c <b>2.6:</b> 471b–471c			
<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>					
2	2.1	Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. Escribir textos narrativos breves basados en sus experiencias: a. Moverse a través de una secuencia lógica de eventos. b. Describir la ambientación, los personajes, los objetos y los eventos en detalle.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>a.</b> <b>2.1:</b> 104–105, 79c–79d, 97d–97e, 99b–99c, 103b–103c <b>2.4:</b> 170–171 <b>2.5:</b> 205b–205c, 225c–225d, 227b–227c, 229c–229d, 230–231 <b>2.6:</b> 442–443  <b>b.</b> <b>2.3:</b> 330–330 <b>2.5:</b> 236b–236c, 283d–283e, 285b	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>a.</b> <b>2.5:</b> 251c–251d, 253b <b>2.6:</b> 413b–413c, 437c–437d, 439b, 441c–441d, 442–443 <b>b.</b> <b>2.3:</b> 391c–391d, 405d–405e, 407b, 411b–411c <b>2.5:</b> 235b–235c, 290–291 <b>2.6:</b> 350–351			
2	2.2	Write a friendly letter complete with the date, salutation, body, closing, and signature. Escribir una carta amistosa completa con fecha, saludo, cuerpo, conclusión y firma.	SE/TE: <b>2.1:</b> 160–161, 133c–133d, 153c–153d, 155b–155c, 159b, , 161a <b>2.3:</b> 358–359, 333c–333d, 353c–353d, ,	SE/TE: <b>2.3:</b> 332k, 355b, 357c–357d <b>2.5:</b> RA18–RA19, RA30–RA31, RA42–RA43, RA54–RA55, RA66–RA67			

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<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>					
2	1.1	Distinguish between complete and incomplete sentences. Distinguir entre oraciones completas e incompletas.	SE/TE: <b>2.1:</b> 50-51, 69e, 71d, 97f, 104–105	SE/TE: <b>2.1:</b> 53e, 71c, 76–77, 99d, 103d,			
2	1.2	Recognize and use the correct word order in written sentences. Reconocer y utilizar el orden correcto de las palabras en oraciones escritas.	SE/TE: <b>2.1:</b> 50–51, 53e, 97f, 104-105 <b>2.2:</b> 299b <b>2.6:</b> 408–409	SE/TE: <b>2.1:</b> 103d, 104–105 <b>2.6:</b> 403c, 407b			
<b>SUBSTRAND</b>		<b>Grammar</b>					
		<b>Gramática</b>					
2	1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. Identificar y utilizar correctamente las diferentes partes del habla, incluyendo sustantivos y verbos, en forma escrita como en forma oral.	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.2:</b> 165e, 183f, 190–191, 242–243 <b>2.3:</b> 330-331, 355d, 358–359, 382f, 387c, 388–389, 389a, 415e <b>2.4:</b> 105e, 171 <b>2.5:</b> 177d, 200–201, 230–231, 235d, 290–291	<i>Instruction for this standard reflects appropriate modifications for the Spanish language.</i>  SE/TE: <b>2.2:</b> 185d, 189d, 193e <b>2.3:</b> 333e, 353e, 357e, 383f, 385d <b>2.4:</b> 107d, 111d <b>2.5:</b> 193e,			
<b>SUBSTRAND</b>		<b>Punctuation</b>					
		<b>Puntuación</b>					

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2	1.4	Use commas in the greeting and closure of a letter and with dates and items in a series. Usar las comas en el saludo y la conclusión de una carta y con las fechas y los elementos en serie.	SE/TE: <b>2.6:</b> 382k, 385d, 407d, 408–409	SE/TE: <b>2.6:</b> 401e, 403d, RA44			
2	1.5	Use quotation marks correctly. Usar las comillas correctamente.	SE/TE: <b>2.5:</b> 285c, 289b–289c, 290–291 <b>2.6:</b> 355d, 377d, 380–381	SE/TE: <b>2.6:</b> 375e, 379e,			
<b>SUBSTRAND</b>		<b>Capitalization Uso de mayúsculas</b>					
2	1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. Usar las mayúsculas en los nombres propios, palabras al comienzo de oraciones y saludos, los meses y los días de la semana, y los títulos e iniciales de las personas.	SE/TE: <b>2.1:</b> 50–51 <b>2.2:</b> 193e, 213d, 215e, 216–217 <b>2.6:</b> 350–351	SE/TE: <b>2.6:</b> RA20			
<b>SUBSTRAND</b>		<b>Spelling Ortografía</b>					
2	1.7	Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i> ). Deletrear correctamente palabras irregulares usadas frecuentemente (p. ej., <i>was, were, says, said, who, what, why</i> ).	<i>This standard is met throughout the program with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>2.1:</b> 70d, 154d <b>2.2:</b> 218q, 226d <b>2.3:</b> 415e, 439e, 441d, 445d, 447	<i>This standard is met throughout the program with appropriate modifications for the Spanish language; sample lessons are given.</i>  SE/TE: <b>2.1:</b> 26–27 <b>2.2:</b> 266d, 294d <b>2.3:</b> 406d, 440d			

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			<b>2.4:</b> 45d, 76d, 136d <b>2.6:</b> 438d, 466d	<b>2.4:</b> 106d <b>2.5:</b> 194d, 226d, 252d <b>2.6:</b> 376d			
2	1.8	Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. Deletrear correctamente modelos básicos de vocal corta, vocal larga, controlados por la <i>-r</i> y con combinación de consonantes.	SE/TE: <b>2.2:</b> 244n, 244o-244p <b>2.3:</b> 332n, 332o-332p, 360n, 390o-390p, 392c-392d <b>2.4:</b> 78c, 114n-114o <b>2.5:</b> 174n-174o, 178c	SE/TE: <b>2.3:</b> 292n-292p <b>2.4:</b> 118c, 138c <b>2.5:</b> 200c, 196c			
<b>DOMAIN</b>		<b>LISTENING AND SPEAKING</b>					
<b>STRAND</b>		<b>1.0 LISTENING and SPEAKING STRATEGIES</b>					
<b>SUBSTRAND</b>		<b>1.0 Estrategias de la comprensión auditiva y la expresión oral</b>					
<b>SUBSTRAND</b>		<b>Comprehension</b>					
<b>SUBSTRAND</b>		<b>Comprensión</b>					
2	1.1	Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). Determinar el propósito o propósitos de la comprensión auditiva (p. ej., obtener información, resolver problemas, disfrutar).	SE/TE: <b>2.1:</b> 49f, 51b <b>2.6:</b> 377e	SE/TE: <b>2.2:</b> 166b <b>2.6:</b> 355e, 357f			
2	1.2	Ask for clarification and explanation of stories and ideas. Pedir aclaración y explicación de relatos e ideas.	SE/TE: <b>2.1:</b> 144-145, 152-153 <b>2.2:</b> 185e, 191b, 301b <b>2.5:</b> 284g, 284, 285e	SE/TE: <b>2.2:</b> 189e <b>2.5:</b> 266-267, 273, 278-279, 289e, 291b			
2	1.3	Paraphrase information that has been shared orally by others. Parafrasear información que se ha compartido oralmente por otros.	SE/TE: <b>2.2:</b> 273b <b>2.6:</b> 415a	SE/TE: <b>2.2:</b> 271e <b>2.3:</b> 387f, 389b <b>2.6:</b> 443b, 449a			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
2	1.4	Give and follow three- and four-step oral directions. Dar y seguir instrucciones orales de tres y cuatro pasos.	SE/TE: <b>2.2:</b> 185e, 191b, 299e	SE/TE: <b>2.2:</b> 189e, 295e, 301b			
<b>SUBSTRAND</b>		<b>Organization and Delivery of Oral Communication Organización y producción de la comunicación oral</b>					
2	1.5	Organize presentations to maintain a clear focus. Organizar presentaciones para mantener un enfoque claro.	SE/TE: <b>2.5:</b> 227e, 103e, 107e	SE/TE: <b>2.5:</b> 229f, 231b			
2	1.6	Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). Hablar claramente y a un ritmo apropiado para el tipo de comunicación (p. ej., discusión informal, informe a la clase).	SE/TE: <b>2.1:</b> 47e, 71e <b>2.4:</b> 77e, 107e, 113b <b>2.6:</b> 345e, 349e	SE/TE: <b>2.4:</b> 79f, 81b, 111e <b>2.5:</b> 195e, 199e, 201b			
2	1.7	Recount experiences in a logical sequence. Relatar experiencias con una secuencia lógica.	SE/TE: <b>2.1:</b> 103e <b>2.2:</b> 215f, 217b <b>2.4:</b> 107e	SE/TE: <b>2.4:</b> 165e			
2	1.8	Retell stories, including characters, setting, and plot. Narrar historias, incluyendo personajes, ambientación y argumento.	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>2.1:</b> 99e, 103e, 105b, 154g–154h <b>2.2:</b> 266g, 266 <b>2.3:</b> 383g, 383 <b>2.4:</b> 136–137 <b>2.5:</b> 226g, 226, 284g, 284 <b>2.6:</b> 466g, 466	<i>This standard is met throughout the program; sample lessons are given.</i> SE/TE: <b>2.2:</b> 294g, 294 <b>2.3:</b> 354g, 354 <b>2.5:</b> 252g, 252 <b>2.6:</b> 402g, 402			

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
				Y	N		
2	1.9	Report on a topic with supportive facts and details. Hacer un informe sobre un tema con hechos y detalles que lo apoyen.	SE/TE: <b>2.5:</b> 194g, 194–195 <b>2.6:</b> 403e, 467e, 473b	SE/TE: <b>2.6:</b> 407e, 441f, 471e			
<b>STRAND</b>		<b>2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS)</b> <b>2.0 Aplicaciones de la expresión oral (los géneros y sus características)</b>					
2	2.1	Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). Relatar experiencias o presentar historias: a. Moverse a través de una secuencia lógica de eventos. b. Describir los elementos del relato (p. ej., personajes, argumento, ambientación).	SE/TE: <b>2.1:</b> 99e, 103e <b>2.2:</b> 215f <b>2.4:</b> 165e, 169e	SE/TE: <b>2.1:</b> 105b <b>2.2:</b> 217b <b>2.4:</b> 107e			
2	2.2	Report on a topic with facts and details, drawing from several sources of information. Hacer un informe sobre un tema con hechos y detalles, haciendo uso de varias fuentes de información.	SE/TE: <b>2.4:</b> 57a, 75f, 77f, 79h, 81d–81e <b>2.6:</b> 403e, 467e, 471e, 473b	SE/TE: <b>2.1:</b> 52t, 52–53, 69f, 71f, 75g, 77d–77e <b>2.6:</b> 407e, 441f, 443c			

**STANDARDS MAP – Basic Program 3**  
**Appendix 9-B: History–Social Science and Science Content Standards**  
**Grade Two**

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

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
<b>CONTENT</b>		<b>HISTORY–SOCIAL SCIENCE</b>					
		<b>People Who Make a Difference</b>					
2	1	Students differentiate between things that happened long ago and things that happened yesterday.	SE/TE: <b>2.2:</b> 214-215 <b>2.3:</b> 426–427	SE/TE: <b>2.1:</b> 140–141 <b>2.5:</b> 184–185  History–Social Science Content Readers: <i>Nuestras familias</i> <i>Historias de familia</i> <i>Nuestro pasado</i>			
2	1.1	Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.	SE/TE: <b>2.5:</b> 310  History–Social Science Content Readers: <i>Historias de familia</i> <i>Nuestro pasado</i>	SE/TE: <b>2.4:</b> 53a <b>2.6:</b> 338, 350  History–Social Science Content Readers: <i>Nuestras familias</i>			
2	1.2	Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.	History–Social Science Content Readers: <i>Nuestras familias</i> <i>Historias de familia</i> <i>Nuestro pasado</i>	SE/TE: <b>2.6:</b> 394–395, 409d–409e, 456–457			
2	1.3	Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).	SE/TE: <b>2.2:</b> 208–209, 215g, 217c	SE/TE: <b>2.3:</b> 310, 316-317, 319, 321, 325			

Publisher: **Pearson**

Program Title: **Pearson Calle de la Lectura para California**

Grade Level(s): **2**

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

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
2	2	Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.	SE/TE: 2.1: 100–101, 102–103, 103f, 105c 2.6: 370–371	SE/TE: 2.1: 66–67 2.2: 206–207 2.3: 396–397			
2	2.1	Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	SE/TE: 2.1: 159f	SE/TE: 2.1: 161c			
2	2.2	Label from memory a simple map of the North American continent, including the countries, ocean, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date.	SE/TE: 2.1: 100–103, 103f	SE/TE: 2.1: 66–67, 104g			
2	2.3	Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip.	SE/TE: 2.1: 103f	SE/TE: 2.1: 105c			
2	2.4	Compare and contrast basic land use in urban, suburban, and rural environments in California.	SE/TE: 2.1: 158–159 2.3: 436–437 2.4: 72–73	SE/TE: 2.4: 72–73 2.5: 318-319  History–Social Science Content Readers: <i>Nuestras comunidades</i> <i>Comunidades de todas partes</i> <i>Comunidades: Parecidas y diferentes</i>			

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
2	3	Students explain governmental institutions and practices in the United States and other countries.	SE/TE: <b>2.3:</b> 334e-334f <b>2.5:</b> 196–197, 207a–207b, 212–213, 214–215, 216–217, 218–219	SE/TE: <b>2.6:</b> 364–365, 366–367, 368–369, 381e, RA33  History–Social Science Content Readers: <i>Es la ley</i> <i>La ley cambia</i> <i>Ley y voto en los Estados Unidos</i>			
2	3.1	Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.	SE/TE: <b>2.3:</b> 350–351 <b>2.5:</b> 207a–207b, 216–217, 218–219, 246–247  History–Social Science Content Reader: <i>Es la ley</i>	SE/TE: <b>2.3:</b> 356–357  History–Social Science Content Readers: <i>La ley cambia</i> <i>Ley y voto en los Estados Unidos</i>			
2	3.2	Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	SE/TE: <b>2.2:</b> 192t, 192–193, 194e–194f, 217d <b>2.5:</b> 201e, 218–219, RA33 <b>2.6:</b> 360–361, 372–373	SE/TE: <b>2.1:</b> 54e <b>2.3:</b> 356e–357 <b>2.6:</b> 368–369  History–Social Science Content Readers: <i>Es la ley</i> <i>La ley cambia</i> <i>Ley y voto en los Estados Unidos</i>			
2	4	Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	History–Social Science Content Readers: <i>Compradores y vendedores</i> <i>La relación entre consumidor y productor</i>	History–Social Science Content Readers: <i>¿Quién lo hace? ¿Quién lo compra?</i>			

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
2	4.1	Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.	SE/TE: <b>2.4:</b> 76b, 98–99 <b>2.6:</b> 434–435	SE/TE: <b>2.4:</b> 102–103  History–Social Science Content Readers: <i>¿Quién lo hace? ¿Quién lo compra?</i> <i>Compradores y vendedores</i> <i>La relación entre consumidor y productor</i>			
2	4.2	Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.	SE/TE: <b>2.2:</b> RA45  History–Social Science Content Readers: <i>Compradores y vendedores</i> <i>La relación entre consumidor y productor</i>	History–Social Science Content Readers: <i>¿Quién lo hace? ¿Quién lo compra?</i>			
2	4.3	Understand how limits on resources affect production and consumption (what to produce and what to consume).	SE/TE: <b>2.1:</b> 114-115	SE/TE: <b>2.1:</b> 114–115			
2	5	Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).	SE/TE: <b>2.1:</b> 74–75 <b>2.2:</b> 186–187, 192k, 196–211, 211d–211e, 213b, 214–215, 215a, 215c, 217d–217e <b>2.3:</b> 416e–416f, 418–439, 439a <b>2.5:</b> 259e <b>2.6:</b> 372–373	SE/TE: <b>2.2:</b> 194e–194f <b>2.5:</b> 280–281 <b>2.6:</b> 378e, 378–379  History–Social Science Content Readers: <i>Abraham Lincoln</i> <i>Abraham Lincoln: 16.o presidente</i> <i>Abraham Lincoln: Gran hombre, grandes palabras</i>			

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>SCIENCE</b>					
2	1	<b>Physical Sciences</b> The motion of objects can be observed and measured. As a basis for understanding this concept:	Science Content Readers: <i>Fuerza y movimiento</i> <i>Aprendamos sobre fuerza y movimiento</i>	SE/TE: <b>2.5:</b> 248–249			
2	1.a	<i>Students know</i> the position of an object can be described by locating it in relation to another object or to the background.	SE/TE: <b>2.1:</b> 38, 60–61	Science Content Readers: <i>Fuerza y movimiento</i> <i>Aprendamos sobre fuerza y movimiento</i>			
2	1.b	<i>Students know</i> an object’s motion can be described by recording the change in position of the object over time.	Science Content Readers: <i>Fuerza y movimiento</i> <i>Aprendamos sobre fuerza y movimiento</i>	SE/TE: <b>2.5:</b> 248–249			
2	1.c	<i>Students know</i> the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull.	SE/TE: <b>2.1:</b> 138–139 <b>2.2:</b> 239–240, 280–281, 298–299 <b>2.5:</b> 248–249	SE/TE: <b>2.3:</b> 408–409 Science Content Readers: <i>Fuerza y movimiento</i> <i>Aprendamos sobre fuerza y movimiento</i>			
2	1.d	<i>Students know</i> tools and machines are used to apply pushes and pulls (forces) to make things move.	SE/TE: <b>2.1:</b> 58–59, 64–65  Science Content Reader: <i>Fuerza y movimiento</i>	SE/TE: <b>2.1:</b> 54e–54f <b>2.3:</b> 408–409  Science Content Reader: <i>Aprendamos sobre fuerza y movimiento</i>			
2	1.e	<i>Students know</i> objects fall to the ground unless something holds them up.	SE/TE: <b>2.1:</b> 54e–54f	SE/TE: <b>2.1:</b> 72–73 Science Content Readers: <i>Fuerza y movimiento</i> <i>Aprendamos sobre fuerza y movimiento</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
2	1.f	<i>Students know</i> magnets can be used to make some objects move without being touched.	Science Content Readers: <i>Aprendamos sobre fuerza y movimiento</i> <i>Imanes divertidos</i>	Science Content Readers: <i>Fuerza y movimiento</i>			
2	1.g	<i>Students know</i> sound is made by vibrating objects and can be described by its pitch and volume.	Science Content Readers: <i>El sonido a nuestro alrededor</i> <i>Así viaja el sonido</i>	Science Content Readers: <i>El sonido</i>			
2	2	<b>Life Sciences</b> <u>Plants and animals have predictable life cycles.</u> As a basis for understanding this concept:	SE/TE: 2.1: 134e–134f, RA52 2.2: 260–261 2.3: 442–443 2.4: 61a, 64–65, 68–69, 74–75, 81d–81e	Science Content Readers: <i>Plantas y animales en su medio ambiente</i> <i>Descubrir plantas, animales y su medio ambiente</i> <i>Nacen de huevos</i>			
2	2.a	<i>Students know</i> that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.	SE/TE: 2.1: 134e–134f 2.2: 268–269, 270–271 2.4: 66–67, 68–69, 81d, 108–109	Science Content Readers: <i>Plantas y animales en su medio ambiente</i> <i>Descubrir plantas, animales y su medio ambiente</i> <i>Nacen de huevos</i>			
2	2.b	<i>Students know</i> the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice.	Science Content Reader: <i>Todos los animales tienen un ciclo de vida</i>  SE/TE: 2.1: 134e–134f 2.2: 260–261	Science Content Readers: <i>Ciclos de vida de los animales</i> <i>Nacen de huevos</i>			
2	2.c	<i>Students know</i> many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.	SE/TE: 2.1: 160g 2.2: 185a, 191e, 296–297 2.4: 66–67, 68–69	Science Content Readers: <i>Plantas y animales en su medio ambiente</i> <i>Descubrir plantas, animales y su medio ambiente</i> <i>Nacen de huevos</i>			

Grade	Standard #	Standard	Publisher Citations		Meets Standards		FOR IMAP/CRP USE ONLY
			Primary Citations	Supporting Citations	Y	N	IMAP/CRP NOTES
2	2d	<i>Students know</i> there is variation among individuals of one kind within a population.	SE/TE: <b>2.1:</b> 160g <b>2.2:</b> 268–269, 270–271	Science Content Readers: <i>Plantas y animales en su medio ambiente</i> <i>Descubrir plantas, animales y su medio ambiente</i> <i>Nacen de huevos</i>			
2	2.e	<i>Students know</i> light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.	SE/TE: <b>2.3:</b> 432–433, 444–445 <b>2.4:</b> 57a, 64–67, 70–71, RA33  Science Content Reader: <i>Todo sobre las plantas</i>	SE/TE: <b>2.3:</b> 428–429 <b>2.4:</b> 64–65  Science Content Readers: <i>Las plantas crecen y cambian</i> <i>Las plantas del desierto</i> <i>Muchas hojas</i>			
2	2.f	<i>Students know</i> flowers and fruits are associated with reproduction in plants.	SE/TE: <b>2.4:</b> 61a–61b, 64–65, 68–69, 70–71, 81d	Science Content Readers: <i>Todo sobre las plantas</i> <i>Las plantas crecen y cambian</i> <i>Las plantas del desierto</i>			
2	3	<b>Earth Sciences</b> <u>Earth is made of materials that have distinct properties and provide resources for human activities.</u> As a basis for understanding this concept:	SE/TE: <b>2.1:</b> 80e <b>2.2:</b> 174–175 <b>2.4:</b> 90–91, 92–93, 94–95, 96–97, 100–101, 102–103, 104–105	Science Content Readers: <i>Rocas y suelos</i> <i>Rocas y suelos a nuestro alrededor</i>			
2	3.a	<i>Students know</i> how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals.	SE/TE: <b>2.4:</b> 92–93, 94–95  Science Content Reader: <i>Rocas y suelos</i>	Science Content Readers: <i>Rocas y suelos a nuestro alrededor</i> <i>Cristales y gemas</i>			

Publisher: **Pearson**

Program Title: **Pearson Calle de la Lectura para California**

Grade Level(s): **2**

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

Grade	Standard #	Standard	Publisher Citations		FOR IMAP/CRP USE ONLY		
			Primary Citations	Supporting Citations	Meets Standards	IMAP/CRP NOTES	
					Y	N	
2	3.b	<i>Students know</i> smaller rocks come from the breakage and weathering of larger rocks.	SE/TE: <b>2.1:</b> 99a <b>2.4:</b> 92–93, 94–95	Science Content Readers: <i>Rocas y suelos</i> <i>Rocas y suelos a nuestro alrededor</i>			
2	3.c	<i>Students know</i> that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants.	SE/TE: <b>2.1:</b> 99a <b>2.3:</b> 432–433 <b>2.4:</b> 74–75, 90–91, 92–93, 94–95, 96–97, 100–101, 102–105, 113e, RA45	Science Content Readers: <i>Rocas y suelos</i> <i>Rocas y suelos a nuestro alrededor</i>			
2	3.d	<i>Students know</i> that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils.	SE/TE: <b>2.4:</b> 96–97  Science Content Reader: <i>Fósiles y dinosaurios</i>	Science Content Readers: <i>Aprendamos sobre fósiles y dinosaurios</i> <i>Tyrannosaurus rex</i>			
2	3.e	<i>Students know</i> rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.	Science Content Reader: <i>Rocas y suelos</i>  SE/TE: <b>2.3:</b> 376–377, 432–433 <b>2.4:</b> 64–65, 72–73, 74–75, 81e, 90–91, 96–97, 98–99, 104–105, 113e <b>2.5:</b> RA16 <b>2.6:</b> 426–427	SE/TE: <b>2.1:</b> 80e  Science Content Reader: <i>Rocas y suelos a nuestro alrededor</i>			
<b>Appendix</b>							