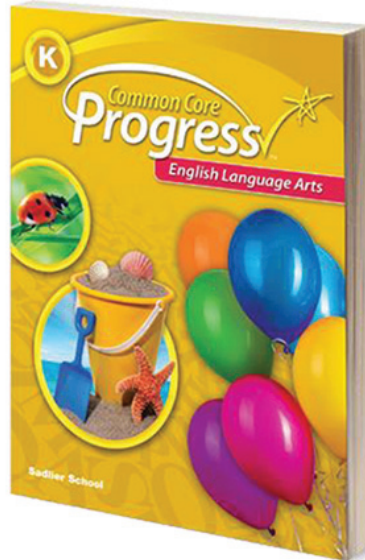


SADLIER

# Common Core Progress English Language Arts



Aligned to the

# Tennessee Common Core State Standards for English Language Arts

## Kindergarten

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 **Sadlier**  
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800-221-5175

## Reading: Literature

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.2

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-LITERACY.RL.K.3

With prompting and support, identify characters, settings, and major events in a story.

### Craft and Structure:

CCSS.ELA-LITERACY.RL.K.4

Ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RL.K.5

Recognize common types of texts (e.g., storybooks, poems).

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

### Unit 1 Reading Literature: Key Ideas and Details

**Asking and Answering Questions:** Read Along: “The Three Ducks” (Folktale)—pp. 22–23

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Read Aloud: “Sandbox City”—pp. 20–21

Close Reading: Circle the Correct Answer—p. 28

Comprehension Reader: “Good Night”—pp. 29–30

Connect Across Texts: Compare and Contrast Texts—p. 31

Unit 1 Common Core Review— p. 32

### Unit 1 Reading Literature: Key Ideas and Details

**Retelling Stories:** Read Along: “A Fine Family” (Realistic Fiction)—pp. 24–25

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Read Aloud: “Sandbox City”—pp. 20–21

Close Reading: Circle the Correct Answer—p. 28

Comprehension Reader: “Good Night”—pp. 29–30

Connect Across Texts: Compare and Contrast Texts—p. 31

Unit 1 Common Core Review— p. 32

### Unit 1 Reading Literature: Key Ideas and Details

**Identifying Characters, Setting, and Events:** Read Along: “A Long Summer Day” (Realistic Fiction)—pp. 26–27

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

Read Aloud: “Sandbox City”—pp. 20–21

Close Reading: Circle the Correct Answer—p. 28

Comprehension Reader: “Good Night”—pp. 29–30

Connect Across Texts: Compare and Contrast Texts—p. 31

Unit 1 Common Core Review— p. 32

### Unit 5 Reading Literature: Craft and Structure

**Understanding Unknown Words:** Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83

Read Aloud: “My Neighborhood”—pp. 92–93

Close Reading: Circle the Correct Answer—p. 100

Comprehension Reader: “It Is Time!”—pp. 101–102

Connect Across Texts: Compare and Contrast Texts—p. 103

Unit 5 Common Core Review— p. 104

### Unit 5 Reading Literature: Craft and Structure

**Recognizing Text Types:** Read Along: “In the City” (Traditional Tale)—pp. 96–97

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83

Read Aloud: “My Neighborhood”—pp. 92–93

Close Reading: Circle the Correct Answer—p. 100

Comprehension Reader: “It Is Time!”—pp. 101–102

Connect Across Texts: Compare and Contrast Texts—p. 103

Unit 5 Common Core Review— p. 104

## Reading: Literature

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

CCSS.ELA-LITERACY.RL.K.6

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.K.7

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-LITERACY.RL.K.8

(RL.K.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.K.9

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### **Unit 5 Reading Literature: Craft and Structure**

**Naming Authors and Illustrators:** Read Along: “Be You!” by Abby Jones (Realistic Fiction)—pp. 98–99

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83

Read Aloud: “My Neighborhood”—pp. 92–93

Close Reading: Circle the Correct Answer—p. 100

Comprehension Reader: “It Is Time!”—pp. 101–102

Connect Across Texts: Compare and Contrast Texts—p. 103

Unit 5 Common Core Review— p. 104

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Understanding Story Illustrations:** “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166–167

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 153–155

Read Aloud: “A Desert Adventure”—pp. 164–165

Close Reading: Circle the Correct Answer—p. 170

Comprehension Reader: “The Party”—pp. 171–172

Connect Across Texts: Compare and Contrast Texts—p. 173

Unit 9 Common Core Review— p. 174

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Connect Across Texts:** Compare and Contrast Texts—p. 31

#### **Unit 5 Reading Literature: Craft and Structure**

**Connect Across Texts:** Compare and Contrast Texts—p. 103

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Comparing and Contrasting Story Characters:** “New to New York” (Realistic Fiction)—pp. 168–169

**Connect Across Texts:** Compare and Contrast Texts—p. 211

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 153–155

Read Aloud: “A Desert Adventure”—pp. 164–165

Close Reading: Circle the Correct Answer—p. 170

Comprehension Reader: “The Party”—pp. 171–172

Connect Across Texts: Compare and Contrast Texts—p. 173

Unit 9 Common Core Review— p. 174

## Reading: Literature

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.K.10

Actively engage in group reading activities with purpose and understanding.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### **Unit 1 Reading Literature: Key Ideas and Details**

**Introducing Unit 1/Home Connect/Essential Question**—pp. 9–11

**Foundational Skills Read Together** (read along and listen):  
“Morning at the Pond”—p. 13

**Foundational Skills Reader**: “In a Jam” (Fluency: Read texts with purpose and understanding)—pp. 17–18

**Read Aloud: “Sandbox City”**—pp. 20–21

**Asking and Answering Questions**: Read Along: “The Three Ducks” (Folktale)—pp. 22–23

**Retelling Stories**: Read Along: “A Fine Family” (Realistic Fiction)—pp. 24–25

**Identifying Characters, Setting, and Events**: Read Along: “A Long Summer Day” (Realistic Fiction)—pp. 26–27

**Comprehension Reader**: “Good Night”—pp. 29–30

#### **Unit 5 Reading Literature: Craft and Structure**

**Introducing Unit 5/Home Connect/Essential Question**—pp. 81–83

**Foundational Skills Read Together** (read along and listen): “My School”—p. 85

**Foundational Skills Reader**: “The Parade” (Fluency: Read texts with purpose and understanding)—pp. 89–90

**Read Aloud: “My Neighborhood”**—pp. 92–93

**Understanding Unknown Words**: Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95

**Recognizing Text Types**: Read Along: “In the City” (Traditional Tale)—pp. 96–97

**Naming Authors and Illustrators**: Read Along: “Be You!” by Abby Jones (Realistic Fiction)—pp. 98–99

**Comprehension Reader**: “It Is Time!”—pp. 101–102

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Introducing Unit 9/Home Connect/Essential Question**—pp. 153–155

**Foundational Skills Read Together** (read along and listen): “A Flock of Birds”—p. 157

**Foundational Skills Reader**: “Are We There Yet?” (Fluency: Read texts with purpose and understanding)—pp. 161–162

**Read Aloud: “A Desert Adventure”**—pp. 164–165

**Understanding Story Illustrations**: “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166–167

**Comparing and Contrasting Story Characters**: “New to New York” (Realistic Fiction)—pp. 168–169

**Comprehension Reader**: “The Party”—pp. 171–172

## Reading: Informational Text

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Key Ideas and Details:

CCSS.ELA-LITERACY.RI.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RI.K.2

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-LITERACY.RI.K.3

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure:

CCSS.ELA-LITERACY.RI.K.4

With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-LITERACY.RI.K.5

Identify the front cover, back cover, and title page of a book.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

### Unit 3 Reading Informational Text: Key Ideas and Details

**Understanding Key Details:** Read Along: “What Is Bugging You?” (Informational Text)—pp. 58–59

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47

Read Aloud: “My Garden”—pp. 56–57

Close Reading: Circle the Correct Answer—p. 64

Comprehension Reader: “My Tree”—pp. 65–66

Connect Across Texts: Compare and Contrast Texts—p. 67

Unit 3 Common Core Review— p. 68

### Unit 3 Reading Informational Text: Key Ideas and Details

**Identifying the Main Topic and Details:** Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47

Read Aloud: “My Garden”—pp. 56–57

Close Reading: Circle the Correct Answer—p. 64

Comprehension Reader: “My Tree”—pp. 65–66

Connect Across Texts: Compare and Contrast Texts—p. 67

Unit 3 Common Core Review— p. 68

### Unit 3 Reading Informational Text: Key Ideas and Details

**Making Connections:** Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62–63

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47

Read Aloud: “My Garden”—pp. 56–57

Close Reading: Circle the Correct Answer—p. 64

Comprehension Reader: “My Tree”—pp. 65–66

Connect Across Texts: Compare and Contrast Texts—p. 67

Unit 3 Common Core Review— p. 68

### Unit 7 Reading Informational Text: Craft and Structure

**Asking Questions About Words:** “Leaf Rubbing” (Procedural Text)—pp. 130–131

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 117–119

Read Aloud: “Our Camping Trip”—pp. 128–129

Close Reading: Circle the Correct Answer—p. 136

Comprehension Reader: “Park Rangers” by Sam Lewis—pp. 137–138

Connect Across Texts: Compare and Contrast Texts—p. 139

Unit 7 Common Core Review— p. 140

### Unit 7 Reading Informational Text: Craft and Structure

**Identifying Parts of a Book:** “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 117–119

Read Aloud: “Our Camping Trip”—pp. 128–129

Close Reading: Circle the Correct Answer—p. 136

Comprehension Reader: “Park Rangers” by Sam Lewis—pp. 137–138

Connect Across Texts: Compare and Contrast Texts—p. 139

Unit 7 Common Core Review— p. 140

## Reading: Informational Text

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

CCSS.ELA-LITERACY.RI.K.6

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.K.7

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

CCSS.ELA-LITERACY.RI.K.8

With prompting and support, identify the reasons an author gives to support points in a text.

CCSS.ELA-LITERACY.RI.K.9

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Unit 7 Reading Informational Text: Craft and Structure**  
**Defining Roles of Author and Illustrator:** “At the Seashore” (Nonfictional Narrative)—pp. 134–135

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 117–119  
Read Aloud: “Our Camping Trip”—pp. 128–129  
Close Reading: Circle the Correct Answer—p. 136  
Comprehension Reader: “Park Rangers” by Sam Lewis—pp. 137–138  
Connect Across Texts: Compare and Contrast Texts—p. 139  
Unit 7 Common Core Review— p. 140

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Understanding Illustrations and Text:** “Summer Fun” (Nonfictional Narrative)—pp. 200–201

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 187–189  
Read Aloud: “What Are Clouds?”—pp. 198–199  
Close Reading: Circle the Correct Answer—p. 206  
Comprehension Reader: “Winter Stuff”—pp. 207–208  
Connect Across Texts: Compare and Contrast Texts—p. 209  
Unit 11 Common Core Review— p. 210

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Naming Author’s Reasons:** “Happy Fall!!” (Opinion Piece)—pp. 202–203

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 187–189  
Read Aloud: “What Are Clouds?”—pp. 198–199  
Close Reading: Circle the Correct Answer—p. 206  
Comprehension Reader: “Winter Stuff”—pp. 207–208  
Connect Across Texts: Compare and Contrast Texts—p. 209  
Unit 11 Common Core Review— p. 210

**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Connect Across Texts:** Compare and Contrast Texts—p. 67

**Unit 7 Reading Informational Text: Craft and Structure**  
**Connect Across Texts:** Compare and Contrast Texts—p. 139

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Comparing Texts:** “Here Come the Whales!” (Informational Text)/“There Go the Geese!” (Informational Text)—pp. 204–205

**Connect Across Texts:** Compare and Contrast Texts—p. 209

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 187–189  
Read Aloud: “What Are Clouds?”—pp. 198–199  
Close Reading: Circle the Correct Answer—p. 206  
Comprehension Reader: “Winter Stuff”—pp. 207–208  
Connect Across Texts: Compare and Contrast Texts—p. 209  
Unit 11 Common Core Review— p. 210

## Reading: Informational Text

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.K.10

Actively engage in group reading activities with purpose and understanding.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Introducing Unit 3/Home Connect/Essential Question**—pp. 45–47

**Foundational Skills Read Together** (read along and listen):  
“What Are Animals?”—p. 49

**Foundational Skills Reader**: “What Plants Need” (Fluency: Read texts with purpose and understanding)—pp. 53–54

**Read Aloud**: “My Garden”—pp. 56–57

**Understanding Key Details**: Read Along: “What Is Bugging You?” (Informational Text)—pp. 58–59

**Identifying the Main Topic and Details**: Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60–61

**Making Connections**: Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62–63

**Comprehension Reader**: “My Tree”—pp. 65–66

#### **Unit 7 Reading Informational Text: Craft and Structure**

**Introducing Unit 7/Home Connect/Essential Question**—pp. 117–119

**Read Aloud**: “Our Camping Trip”—pp. 128–129

**Asking Questions About Words**: “Leaf Rubbing” (Procedural Text)—pp. 130–131

**Identifying Parts of a Book**: “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133

**Defining Roles of Author and Illustrator**: “At the Seashore” (Nonfictional Narrative)—pp. 134–135

**Comprehension Reader**: “Park Rangers” by Sam Lewis—pp. 137–138

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Introducing Unit 11/Home Connect/Essential Question**—pp. 187–189

**Read Aloud**: “What Are Clouds?”—pp. 198–199

**Understanding Illustrations and Text**: “Summer Fun” (Nonfictional Narrative)—pp. 200–201

**Naming Author’s Reasons**: “Happy Fall!!” (Opinion Piece)—pp. 202–203

**Comparing Texts**: “Here Come the Whales!” (Informational Text)/“There Go the Geese!” (Informational Text)—pp. 204–205

**Comprehension Reader**: “Winter Stuff”—pp. 207–208

## Reading: Foundational Skills

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Print Concepts:

CCSS.ELA-LITERACY.RF.K.1

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-LITERACY.RF.K.1.A

Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-LITERACY.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C

Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.RF.K.1.D

Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness:

CCSS.ELA-LITERACY.RF.K.2

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-LITERACY.RF.K.2.A

Recognize and produce rhyming words.

CCSS.ELA-LITERACY.RF.K.2.B

Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-LITERACY.RF.K.2.C

Blend and segment onsets and rimes of single-syllable spoken words.

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**Foundational Skills Poem**—pp. 12, 48, 84, 120, 156, 190

**Language Development:** Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

**Phonics and Word Recognition:** Phonics in Context—pp. 16, 52, 88, 124, 160, 194

**Foundational Skills Poem**—pp. 12, 48, 84, 120, 156, 190

**Language Development:** Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

**Phonics and Word Recognition:** Phonics in Context—pp. 16, 52, 88, 124, 160, 194

**Foundational Skills Poem**—pp. 12, 48, 84, 120, 156, 190

**Language Development:** Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Foundational Skills Poem:** “Come to the Fair!”—p. 156

**Phonics and Word Recognition:** Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193

**Unit 1 Reading Literature: Key Ideas and Details**

**Foundational Skills Poem:** “See the Rainbow”—p. 12

**Unit 3 Reading Informational Text: Key Ideas and Details**

**Foundational Skills Poem:** “On the Farm”—p. 48

**Foundational Skills Poem**—pp. 12, 48, 84, 120, 156, 190

**Unit 9 Reading Informational Text: Craft and Structure**

**Foundational Skills Poem:** “See the Rainbow”—p. 120



## Reading: Foundational Skills

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

CCSS.ELA-LITERACY.RF.K.2.D

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-LITERACY.RF.K.2.E

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### Phonics and Word Recognition:

CCSS.ELA-LITERACY.RF.K.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.K.3.A

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-LITERACY.RF.K.3.B

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-LITERACY.RF.K.3.C

Know final -e and common vowel team conventions for representing long vowel sounds.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Foundational Skills Poem:** “Come to the Fair!”—p. 156

**Foundational Skills Poem**—pp. 12 (consonants *b, f, h, m, s, t*), 48 (consonants *b, f, h, m, s, t*), 84 (consonants *n, p, r, w*), 120 (consonants *j, k*, final *x*), 156 (consonants *v, y*), 190 (initial /kw/, consonant *z*)

**Foundational Skills Read Together** (read along and listen)—pp. 13, 49, 85, 121, 165, 191

**Phonics and Word Recognition:** Letter-Sound Practice—pp. 14, 50, 86, 122, 158, 192

**Phonics and Word Recognition:** Phonics in Context—pp. 16, 52, 88, 124, 160, 194

**Foundational Skills Reader**—pp. 17–18 (consonants *b, f, h, m, s, t*), 53–54 (consonants *b, f, h, m, s, t*), 89–90 (consonants *n, p, r*), 125–126 (consonants *j, k, x*), 161–162 (consonants *v, y*), 195–196 (consonants *q, z*)

**Common Core Review**—pp. 32, 68, 104, 140, 174, 210

**Foundational Skills Poem**—pp. 12 (short *a, i, o*), 48 (short *e*), 84 (long *a, i*), 120 (long *o*), 156 (long *u*), 190 (long *e*)

**Foundational Skills Read Together** (read along and listen)—pp. 13, 49, 85, 121, 165, 191

**Phonics and Word Recognition:** Letter-Sound Practice—pp. 15, 51, 87, 123, 159, 193

**Phonics and Word Recognition:** Phonics in Context—pp. 16, 52, 88, 124, 160, 194

**Foundational Skills Reader**—pp. 17–18 (short vowels *a, i, o*), 53–54 (short vowels *e, u*), 89–90 (long vowels *a, i*), 125–126 (long vowel *o*), 161–162 (long vowel *u*), 195–196 (long vowel *e*)

**Common Core Review**—pp. 32, 68, 104, 140, 174, 210

**Foundational Skills Poem**—pp. 12, 48, 84, 120, 156, 190

**Foundational Skills Read Together** (read along and listen)—pp. 13, 49, 85, 121, 165, 191

## Reading: Foundational Skills

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

CCSS.ELA-LITERACY.RF.K.3.D

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

### Fluency:

CCSS.ELA-LITERACY.RF.K.4

Read with sufficient accuracy and fluency to support comprehension.

## Writing

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Text Types and Purposes:

CCSS.ELA-LITERACY.W.K.1

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

CCSS.ELA-LITERACY.W.K.2

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Phonics and Word Recognition:** Letter-Sound Practice—pp. 15, 51, 87, 123, 159, 193

**Foundational Skills Reader**—pp. 17–18 (high-frequency words *a, I is, the, too, you*), 53–54 (high-frequency words *are, to*), 89–90 (high-frequency words *they, with*), 125–126 (high-frequency words *one, all*), 161–162 (high-frequency words *there, we, when*), 195–196 (high-frequency words *do, each*)

**Common Core Review**—pp. 32, 68, 104, 140, 174, 210

**Phonics and Word Recognition:** Phonics in Context—pp. 16, 52, 88, 124, 160, 194

**Foundational Skills Reader** (Fluency: Read texts with purpose and understanding)—pp. 17–18, 53–54, 89–90, 125–126, 161–162, 195–196

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Read a Writing Model:** “A Book About Helping Earth”—pp. 144–145

**My Writing** (draw, dictate, write)—pp. 146–147

**Speaking and Listening:** Share Your Writing—p. 150

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 141–143

### **Unit 4 Text Types and Purposes: Write Informative Texts**

**Read a Writing Model:** “Honey from Bees”—pp. 72–73

**My Writing** (draw, dictate, write)—pp. 74–75

**Speaking and Listening:** Share Your Writing—p. 78

SEE ALSO

Introducing Unit 4/Home Connect/Essential Question—pp. 69–71

### **Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Writing Model:** “What’s for Dinner?”—pp. 178–179

**My Writing** (draw, dictate, write)—pp. 180–181

**Speaking and Listening:** Share Your Writing—p. 184

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 175–177

## Writing

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

#### CCSS.ELA-LITERACY.W.K.3

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Production and Distribution of Writing:

#### CCSS.ELA-LITERACY.W.K.4

(W.K.4 begins in grade 3)

#### CCSS.ELA-LITERACY.W.K.5

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### CCSS.ELA-LITERACY.W.K.6

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge:

#### CCSS.ELA-LITERACY.W.K.7

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

#### CCSS.ELA-LITERACY.W.K.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Read a Writing Model:** “Puppet Show Time”—pp. 36–37

**My Writing** (draw, dictate, write)—pp. 38–39

**Speaking and Listening:** Share Your Writing—p. 42

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 33–35

#### **Unit 6 Text Types and Purposes: Write Fictional Narratives**

**Read a Writing Model:** “A Flat Tire”—pp. 108–109

**My Writing** (draw, dictate, write)—pp. 110–111

**Speaking and Listening:** Share Your Writing—p. 114

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 105–107

#### **Writing Handbook**

**Make Your Writing Even Better**—p. 213

#### **Writing Handbook**

**Share Your Writing**—p. 214

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Read a Writing Model:** “A Book About Helping Earth”—pp. 144–145

**My Writing** (draw, dictate, write)—pp. 146–147

**Speaking and Listening:** Share Your Writing—p. 150

SEE ALSO

Introducing Unit 8/Home Connect/Essential Question—pp. 141–143

#### **Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**Read a Writing Model:** “What’s for Dinner?”—pp. 178–179

**My Writing** (draw, dictate, write)—pp. 180–181

**Speaking and Listening:** Share Your Writing—p. 184

SEE ALSO

Introducing Unit 10/Home Connect/Essential Question—pp. 175–177

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**My Writing** (draw, dictate, write)—pp. 38–39

SEE ALSO

Introducing Unit 2/Home Connect/Essential Question—pp. 33–35

## Writing

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

CCSS.ELA-LITERACY.W.K.9  
(W.K.9 begins in grade 4)

### Range of Writing

CCSS.ELA-LITERACY.W.K.10  
(W.K.10 begins in grade 3)

## Speaking & Listening

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.K.1  
Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.K.1.A  
Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.1.B  
Continue a conversation through multiple exchanges.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

### Unit 4 Text Types and Purposes: Write Informative Texts My Writing—pp. 74–75

SEE ALSO  
Introducing Unit 4/Home Connect/Essential Question—pp. 69–71

### Unit 6 Text Types and Purposes: Write Fictional Narratives My Writing—pp. 110–111

SEE ALSO  
Introducing Unit 6/Home Connect/Essential Question—pp. 105–107

### Unit 8 Text Types and Purposes: Write Opinion Pieces My Writing—pp. 146–147

SEE ALSO  
Introducing Unit 8/Home Connect/Essential Question—pp. 141–143

### Unit 10 Research to Build and Present Knowledge: Write Research Reports My Writing: Listen to Gather Facts/My Writing—pp. 180–181

SEE ALSO  
Introducing Unit 10/Home Connect/Essential Question—pp. 175–177

### Writing Handbook Start Writing—p. 212 Share Your Writing—p. 214

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

### Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

See also **Home Connect**—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

### Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

See also **Home Connect**—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

## Speaking & Listening

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

CCSS.ELA-LITERACY.SL.K.2

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Language Development:** Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

#### **Unit 3 Reading Informational Text: Key Ideas and Details**

**Read Aloud:** “My Garden”—pp. 56–57

**Understanding Key Details:** Read Along: “What Is Bugging You?” (Informational Text)—pp. 58–59

**Identifying the Main Topic and Details:** Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60–61

**Making Connections:** Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62–63

#### **Unit 5 Reading Literature: Craft and Structure**

**Read Aloud:** “My Neighborhood”—pp. 92–93

**Understanding Unknown Words:** Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95

**Recognizing Text Types:** Read Along: “In the City” (Traditional Tale)—pp. 96–97

**Naming Authors and Illustrators:** Read Along: “Be You!” by Abby Jones (Realistic Fiction)—pp. 98–99

#### **Unit 7 Reading Informational Text: Craft and Structure**

**Read Aloud:** “Our Camping Trip”—pp. 128–129

**Asking Questions About Words:** “Leaf Rubbing” (Procedural Text)—pp. 130–131

**Identifying Parts of a Book:** “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133

**Defining Roles of Author and Illustrator:** “At the Seashore” (Nonfictional Narrative)—pp. 134–135

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

**Read Aloud:** “A Desert Adventure”—pp. 164–165

**Understanding Story Illustrations:** “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166–167

**Comparing and Contrasting Story Characters:** “New to New York” (Realistic Fiction)—pp. 168–169

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Read Aloud:** “What Are Clouds?”—pp. 198–199

**Understanding Illustrations and Text:** “Summer Fun” (Nonfictional Narrative)—pp. 200–201

**Naming Author’s Reasons:** “Happy Fall!!!” (Opinion Piece)—pp. 202–203

**Comparing Texts:** “Here Come the Whales!” (Informational Text) / “There Go the Geese!” (Informational Text)—pp. 204–205

*See also Home Connect*—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

**Speaking and Listening:** Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

*See also Home Connect*—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

## Speaking & Listening

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.K.4

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Language Development:** Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

**Speaking and Listening:** Share Your Writing—pp. 42, 78, 112, 150, 184

*See also* **Home Connect**—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

**Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**My Writing** (draw)—pp. 38–39

**Unit 4 Text Types and Purposes: Write Informative Texts**

**My Writing** (draw)—pp. 74–75

**Unit 6 Text Types and Purposes: Write Fictional Narratives**

**My Writing** (draw)—pp. 110–111

**Unit 8 Text Types and Purposes: Write Opinion Pieces**

**My Writing** (draw)—pp. 146–147

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**

**My Writing** (draw)—pp. 180–181

**Writing Handbook**

**Start Writing** (draw a picture)—p. 212

**Letter Formation**

**Print Letters: My Name:** A Picture of Me—p. 224

*See also* **Home Connect**—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

**Language Development:** Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

**Speaking and Listening:** Share Your Writing—pp. 42, 78, 112, 150, 184

*See also* **Home Connect**—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

## Language

ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

### Conventions of Standard English:

CCSS.ELA-LITERACY.L.K.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

CCSS.ELA-LITERACY.L.K.1.B

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

CCSS.ELA-LITERACY.L.K.1.C

Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

CCSS.ELA-LITERACY.L.K.1.D

Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

CCSS.ELA-LITERACY.L.K.1.E

Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

CCSS.ELA-LITERACY.L.K.1.F

Produce and expand complete sentences in shared language activities.

SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

### Letter Formation

**Print Letters Aa, Bb, Cc**—p. 215

**Print Letters Dd, Ee, Ff**—p. 216

**Print Letters Gg, Hh, Ii**—p. 217

**Print Letters Jj, Kk, Ll**—p. 218

**Print Letters Mm, Nn, Oo**—p. 219

**Print Letters Pp, Qq, Rr**—p. 220

**Print Letters Ss, Tt, Uu**—p. 221

**Print Letters Vv, Ww, Xx**—p. 222

**Print Letters Yy, Zz**—p. 223

**Print Letters: My Name**—p. 224

### Unit 1 Reading Literature: Key Ideas and Details

**Language Development:** Build Language (action words)—p. 19

### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language Development:** Build Language (action words)—p. 40

### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Language Development:** Build Language (verbs as action words)—p. 163

### Unit 10 Research to Build and Present Knowledge: Write Research Reports

**Language Development:** Build Language (verbs as action words)—p. 182

### Unit 1 Reading Literature: Key Ideas and Details

**Language Development:** Build Language (form plurals)—p. 19

### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language Development:** Build Language (form plurals)—pp. 40–41

### Unit 5 Reading Literature: Craft and Structure

**Language Development:** Build Language (question words)—p. 91

### Unit 7 Reading Informational Text: Craft and Structure

**Language Development:** Build Language (prepositions)—p. 127

### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language Development:** Build Language (prepositions)—pp. 148–149

**Language Development:** Build Language (talk and learn)—pp.

19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

## Language

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

#### CCSS.ELA-LITERACY.L.K.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### CCSS.ELA-LITERACY.L.K.2.A

Capitalize the first word in a sentence and the pronoun *I*.

##### CCSS.ELA-LITERACY.L.K.2.B

Recognize and name end punctuation.

##### CCSS.ELA-LITERACY.L.K.2.C

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

##### CCSS.ELA-LITERACY.L.K.2.D

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language:

#### CCSS.ELA-LITERACY.L.K.3

(L.K.3 begins in grade 2)

### Vocabulary Acquisition and Use:

#### CCSS.ELA-LITERACY.L.K.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

##### CCSS.ELA-LITERACY.L.K.4.A

Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

##### CCSS.ELA-LITERACY.L.K.4.B

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### Unit 4 Text Types and Purposes: Write Informative Texts

**Language Development:** Build Language (capital letters)—p. 77

SEE ALSO

Unit 4 Common Core Review—p. 80

#### Unit 4 Text Types and Purposes: Write Informative Texts

**Language Development:** Build Language (period)—p. 77

SEE ALSO

Unit 4 Common Core Review—p. 80

#### Unit 6 Text Types and Purposes: Write Fictional Narratives

**Language Development:** Build Language (end punctuation: question mark, exclamation point)—p. 113

SEE ALSO

Unit 4 Common Core Review—p. 116

**Home Connect** (end punctuation)—p. 142

**Phonics and Word Recognition:** Letter-Sound Practice—pp.

14–15, 50–51, 86–87, 122–123, 158–159, 192–193

**Phonics and Word Recognition:** Letter-Sound Practice—pp.

14–15, 50–51, 86–87, 122–123, 158–159, 192–193

**Language Development:** Build Language (talk and learn)—pp.

19, 40, 55, 76, 91, 112, 127, 148, 163, 182, 197

**Language Development:** Build Language (talk and learn)—p.

197 (prefix *un-*)



## Language

### ENGLISH LANGUAGE ARTS STANDARDS / DESCRIPTION, KINDERGARTEN

#### CCSS.ELA-LITERACY.L.K.5

With guidance and support from adults, explore word relationships and nuances in word meanings.

##### CCSS.ELA-LITERACY.L.K.5.A

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

##### CCSS.ELA-LITERACY.L.K.5.B

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

##### CCSS.ELA-LITERACY.L.K.5.C

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

##### CCSS.ELA-LITERACY.L.K.5.C

Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

#### CCSS.ELA-LITERACY.L.K.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### SADLIER COMMON CORE PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Language Development:** Build Language (sort objects into categories)—p. 76

*See also* **Home Connect** (sort common objects)—pp. 46, 70

**Language Development:** Build Language (opposites)—pp. 127, 148–149

**Language Development:** Build Language (real-life connections)—pp. 91, 112

**Language Development:** Build Language (closely related words)—pp. 163, 182–183

**Words to Know**—pp. 22, 24, 26, 58, 60, 62, 94, 96, 98, 130, 132, 134, 166, 168, 170, 200, 202, 204

**Language Development:** Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197

**Read Aloud**—pp. 20, 56, 92, 128, 164, 198

**Speaking and Listening:** Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

**Unit 5 Reading Literature: Craft and Structure**

**Understanding Unknown Words:** Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95

**Unit 7 Reading Informational Text: Craft and Structure**

**Asking Questions About Words:** “Leaf Rubbing” (Procedural Text)—pp. 130–131