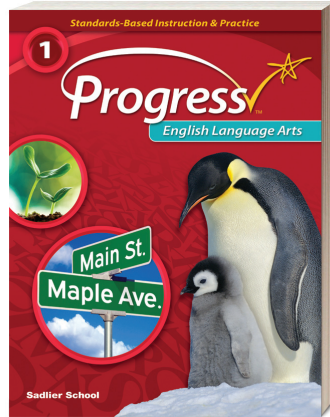


SADLIER

Progress English Language Arts



Aligned to the

College and Career Ready Indiana Academic Standards English/Language Arts: Grade 1

Contents

- 2 Reading
 - 2 Reading: *Foundations*
 - 5 Reading: *Literature*
 - 7 Reading: *Nonfiction*
 - 10 Reading: *Vocabulary*
- 13 Writing
- 18 Speaking and Listening
- 21 Media Literacy

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Reading

Reading: Foundations

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1
RF.1: Learning Outcome for Reading Foundations Develop, build, and apply knowledge of foundational reading skills	
1.RF.1: Develop an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.	Foundational Skills —pp. 26–30, 70–74, 114–118, 162–166, 202–206
RF.2: Print Concepts Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories	
1.RF.2.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
1.RF.2.2: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
1.RF.2.3: Recognize the components of a sentence (e.g., capitalization, first word, ending punctuation).	Unit 10 Research to Build and Present Knowledge: Write a Research Report Language: Sentences—p. 224
1.RF.2.4: Learn and apply knowledge of alphabetical order.	Writing Handbook Step 4: Editing: Editing Checklist (capitalization)—p. 268
RF.3: Phonological Awareness Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds	
1.RF.3.1: <i>Students are expected to build upon and continue applying concepts learned previously.</i>	
1.RF.3.2: Blend sounds, including consonant blends, to produce single- and multi- syllable words.	Unit 1 Reading Literature: Key Ideas and Details Foundational Skills Read Together: “The Best in Me” (short vowel sounds/consonant blends)—p. 26
1.RF.3.3: Add, delete, or substitute sounds to change single-syllable words.	Foundational Skills Reader 1: “At Bat!” (short vowels <i>a</i> and <i>i/l</i> and <i>r</i> blends)—pp. 27–28
1.RF.3.4: Distinguish beginning, middle (medial), and final sounds in single-syllable words.	Foundational Skills Reader 2: “I Can!” (short vowels <i>o</i> , <i>u</i> , <i>e</i> ; <i>s</i> blends/final blends)—pp. 29–30
1.RF.3.5: Segment the individual sounds in one-syllable words.	SEE ALSO Home Connect—p. 10

Reading: Foundations

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RF.4: Phonics

Decode and read words by applying phonics and word analysis skills

1.RF.4.1: Use letter- sound knowledge of single consonants (hard and soft sounds), short and long vowels, consonant blends and digraphs, vowel teams (e.g., *ai*) and digraphs, and r-controlled vowels to decode phonetically regular words (e.g., *cat, go, black, boat, her*), independent of context.

1.RF.4.2: Decode one- syllable words in the major syllable patterns (CVC, CVr, V, VV, VCe), independent of context.

1.RF.4.3: Apply knowledge of final *-e* and common vowel teams (vowel digraphs) for representing long vowel sounds.

1.RF.4.4: Recognize and read common and irregularly spelled high- frequency words by sight (e.g., *have, said*).

1.RF.4.5: Read words in common word families (e.g., *-at, -ate*).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 3 Reading Informational Text: Key Ideas and Details
Foundational Skills Read Together: “The Garter Snake” (digraphs *th, ch, sh, and wh*)—p. 70

Foundational Skills Reader 1: “Penguins Grow and Change” (digraphs *th, ch*)—pp. 71–72

SEE ALSO
Home Connect—p. 54

Unit 5 Reading Literature: Craft and Structure
Foundational Skills Read Together: “Scat, Cat” (one vowel sound)—p. 114

Foundational Skills Reader 1: “Fred’s Trip” (CVC and CCVC words)—pp. 115–116

SEE ALSO
Home Connect—p. 102
Unit Review— pp. 125–126

Unit 5 Reading Literature: Craft and Structure
Foundational Skills Reader 2: “Big Waves, Big Prizes” (CVCe and CVCCe words)—pp. 117–118

SEE ALSO
Home Connect—p. 102
Unit Review— pp. 125–126

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Foundational Skills Read Together: “The Missing Bag” (long *o, u* and *e* vowel sounds)—p. 202

Foundational Skills Reader 1: “Robin’s Trip to China” (long *o*)—pp. 203–204

Foundational Skills Reader 2: “Mule and the Deep Well” (long *u, long e*)—pp. 205–206

SEE ALSO
Home Connect—p. 190
Unit Review— pp. 213–214

Unit 7 Reading Informational Text: Craft and Structure

Unit Introduction/Home Connect (base words/word families)—pp. 145–146

Understanding Word Meanings: “We Need a Dog Park” (base words/word families)—pp. 150–153

Language: Prefix *re* and Suffix *ful*—p. 172

Reading: *Foundations*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

1.RF.4.6: Read grade-appropriate root words and affixes including plurals, verb tense, comparatives (e.g., *look*, *-ed*, *-ing*, *-s*, *-er*, *-est*), and simple compound words (e.g., *cupcake*) and contractions (e.g., *isn't*).

RF.5: Fluency

Demonstrate accuracy and fluency when reading

1.RF.5: Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Foundational Skills Read Together: “Pictures in the Stars” (word endings)—p. 246

Foundational Skills Reader 2: “Our Moon” (inflectional endings *-s*, *-ed*, *-ing*)—pp. 249–250

SEE ALSO

Home Connect—p. 230

Unit 1 Reading Literature: Key Ideas and Details

Foundational Skills Reader 1: “At Bat!” (Fluency: Read with accuracy and rate)—pp. 27–28

Foundational Skills Reader 2: “I Can!” (Fluency: Read with accuracy and rate)—pp. 29–30

Unit 5 Reading Literature: Craft and Structure

Foundational Skills Reader 1: “Fred’s Trip” (Fluency: Read with expression)—pp. 115–116

Foundational Skills Reader 2: “Big Waves, Big Prizes” (Fluency: Read with expression)—pp. 117–118

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Foundational Skills Reader 1: “Robin’s Trip to China” (Fluency: Read with expression)—pp. 203–204

Foundational Skills Reader 2: “Mule and the Deep Well” (Fluency: Read with expression)—pp. 205–206

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Foundational Skills Reader 1: “Super Stars” (Fluency: Read with expression)—pp. 247–248

Foundational Skills Reader 2: “Our Moon” (Fluency: Read with expression)—pp. 249–250

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RL.1: Learning Outcome for Reading Literature

Read and comprehend a variety of literature independently and proficiently

1.RL.1: With support, read and comprehend literature that is grade-level appropriate.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 1 Reading Literature: Key Ideas and Details

Read Aloud: "I Want to Be"—pp. 12–17

Retelling Stories: "The Elephant Dance" (Fable)—pp. 18–21

Describing Story Elements: "Rocky's Boat Ride" (Adventure Story)—pp. 22–25

Foundational Skills Read Together: "The Best in Me"—p. 26

Foundational Skills Reader 1: "At Bat!" (short vowels *a* and *i*; *l* and *r* blends; Fluency: Read with accuracy and rate)—pp. 27–28

Foundational Skills Reader 2: "I Can!" (short vowels *o*, *u*, *e*; *s* blends; final blends; Fluency: Read with accuracy and rate)—pp. 29–30

Close Reading: "Talk, Talk, Talk!" (Realistic Fiction)—pp. 31–34

Unit Review: "Frog's Wings"—pp. 37–38

Unit 5 Reading Literature: Craft and Structure

Read Aloud: "Bunk Bed Brothers"—pp. 100–101

Identifying Sensory Words: "Ice Cream Music" (Narrative Poem)—pp. 102–105

Identifying Fiction and Nonfiction: "Brown Bear, Brown Bear" (Fable)—pp. 106–115

Identifying the Narrator: "Max's Monster" (Adventure Story)—pp. 110–113

Foundational Skills Read Together: "Scat, Cat"—p. 114

Foundational Skills Reader 1: "Fred's Trip" (CVC and CCVC words; Fluency: Read with expression)—pp. 115–116

Foundational Skills Reader 2: "Big Waves, Big Prizes" (CVCe and CVCCe words; Fluency: Read with expression)—pp. 117–118

Close Reading: "Blue Flube" (Fantasy)—pp. 119–122

Unit Review: "A Cooking Tip"—pp. 125–126

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Read Aloud: "Why the Desert Has So Many Stars"—pp. 192–193

Understanding Story Elements: "Snake and Frog" (Folktale)—pp. 194–197

Comparing and Contrasting Characters: "Spider's Greed" (Folktale)—pp. 198–201

Foundational Skills Read Together: "The Missing Bag" (long *o*, *u* and *e* vowel sounds)—p. 202

Foundational Skills Reader 1: "Robin's Trip to China" (long *o*; Fluency: Read with expression)—pp. 203–204

Foundational Skills Reader 2: "Mule and the Deep Well" (long *u*, long *e*; Fluency: Read with expression)—pp. 205–206

Close Reading: "The Two Frogs"—pp. 207–210

Unit Review: "Farmer Bill's Carrot"—pp. 213–214

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RL.2: Key Ideas and Textual Support

Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes

1.RL.2.1: Ask and answer questions about main idea and key details in a text.

1.RL.2.2: Retell stories, fables, and fairy tales in sequence, including key details, and demonstrate understanding of their central message or lesson.

1.RL.2.3: Using key details, identify and describe the elements of plot, character, and setting.

1.RL.2.4: Make and confirm predictions about what will happen next in a story.

RL.3: Structural Elements and Organization

Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

1.RL.3.1: Identify the basic characteristics of familiar narrative text genres (e.g., *fairy tales*, *nursery rhymes*, *storybooks*).

1.RL.3.2: Identify who is telling the story at various points in a text.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 1 Reading Literature: Key Ideas and Details

Understanding Key Story Details: “Bunny’s Talent” (Animal Fantasy)—pp. 12–17

SEE ALSO

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

Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34

Unit Review—pp. 37–38

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Retelling Stories: “The Elephant Dance” (Fable)—pp. 18–21

SEE ALSO

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

Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34

Unit Review—pp. 37–38

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Describing Story Elements: “Rocky’s Boat Ride” (Adventure Story)—pp. 22–25

SEE ALSO

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

Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34

Unit Review—pp. 37–38

Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

Identifying Fiction and Nonfiction: “Brown Bear, Brown Bear” (Fable)—pp. 106–115

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103

Close Reading: “Blue Flube” (Fantasy)—pp. 119–122

Unit Review—pp. 125–126

Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

Identifying the Narrator: “Max’s Monster” (Adventure Story)—pp. 110–113

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103

Close Reading: “Blue Flube” (Fantasy)—pp. 119–122

Unit Review—pp. 125–126

Performance Task—Online

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RL.4: Connection of Ideas

Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

1.RL.4.1: Use illustrations and details in a story to describe its characters, setting, or events.

1.RL.4.2: Compare and contrast the adventures and experiences of characters in stories.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Understanding Story Elements: “Snake and Frog” (Folktale)—pp. 194–197

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 189–191

Close Reading: “The Two Frogs”—pp. 207–210

Unit Review—pp. 213–214

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

Connect Across Texts: Compare and Contrast Texts—p. 35

Unit 5 Reading Literature: Craft and Structure

Connect Across Texts: Compare and Contrast Texts—p. 129

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Comparing and Contrasting Characters: “Spider’s Greed” (Folktale)—pp. 198–201

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 189–191

Close Reading: “The Two Frogs”—pp. 207–210

Unit Review—pp. 213–214

Performance Task—Online

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RN.1: Learning Outcome for Reading Nonfiction

Read and comprehend a variety of nonfiction independently and proficiently

1.RN.1: With support, read and comprehend nonfiction that is grade-level appropriate.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 3 Reading Informational Text: Key Ideas and Details

Read Aloud: “What Is a Seed”—pp. 56–57

Asking and Answering Questions: “From Tadpole to Frog” (Journal Entry)—pp. 58–61

Identifying Main Idea and Details: “A Tree Grows” (Informational Text)—pp. 62–65

Describing Connections: “Butterflies!” (Informational Text)/“Grow a Butterfly Garden” (Procedural Text)—pp. 66–69

Foundational Skills Read Together: “The Garter Snake”—p. 70

Foundational Skills Reader 1: “Penguins Grow and Change” (digraphs *th, ch*; Fluency: Read with purpose)—pp. 71–72

Foundational Skills Reader 2: “What Will I Be?” (digraphs *sh, wh*; Fluency: Read with purpose)—pp. 73–74

Close Reading: “Sea Turtles” (Informational Text)—pp. 75–78

Unit Review: “Watch Baby Animals”—pp. 82–83

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 7 Reading Informational Text: Craft and Structure

Read Aloud: “Walking with Grandpa”—pp. 148–149

Understanding Word Meanings: “We Need a Dog Park”
(Opinion Piece)—pp. 150–153

Using Text Features: “Neighborhood Helpers” (Informational
Text)—pp. 154–157

Distinguishing Words and Pictures: “Fire Drills” (Procedural
Text)—pp. 158–161

Foundational Skills Read Together: “Farm Neighborhoods”—p.
162

Foundational Skills Reader 1: “Who Am I?” (long *a* and long *i*;
Fluency: Use context to confirm or self-correct)—pp. 163–164

Foundational Skills Reader 2: “Firefighters at Work” (long *a* and
long *i*; Fluency: Use context to confirm or self-correct)—pp.
165–166

Close Reading: “Who Works at Night?” (Informational Text)—pp.
167–170

Unit Review: “Who Works in School?”—pp. 173–174

Unit 3 Reading Informational Text: Key Ideas and Details

Read Aloud: “What Is a Seed”—pp. 56–57

Asking and Answering Questions: “From Tadpole to Frog”
(Journal Entry)—pp. 58–61

Identifying Main Idea and Details: “A Tree Grows”
(Informational Text)—pp. 62–65

Describing Connections: “Butterflies!” (Informational
Text)/“Grow a Butterfly Garden” (Procedural Text)—pp. 66–69

Foundational Skills Read Together: “The Garter Snake”—p. 70

Foundational Skills Reader 1: “Penguins Grow and Change”
(digraphs *th, ch*; Fluency: Read with purpose)—pp. 71–72

Foundational Skills Reader 2: “What Will I Be?” (digraphs *sh, wh*;
Fluency: Read with purpose)—pp. 73–74

Close Reading: “Sea Turtles” (Informational Text)—pp. 75–78

Unit Review: “Watch Baby Animals”—pp. 82–83

Unit 7 Reading Informational Text: Craft and Structure

Read Aloud: “Walking with Grandpa”—pp. 148–149

Understanding Word Meanings: “We Need a Dog Park”
(Opinion Piece)—pp. 150–153

Using Text Features: “Neighborhood Helpers” (Informational
Text)—pp. 154–157

Distinguishing Words and Pictures: “Fire Drills” (Procedural
Text)—pp. 158–161

Foundational Skills Read Together: “Farm Neighborhoods”—p.
162

Foundational Skills Reader 1: “Who Am I?” (long *a* and long *i*;
Fluency: Use context to confirm or self-correct)—pp. 163–164

Foundational Skills Reader 2: “Firefighters at Work” (long *a* and
long *i*; Fluency: Use context to confirm or self-correct)—pp.
165–166

Close Reading: “Who Works at Night?” (Informational Text)—pp.
167–170

Unit Review: “Who Works in School?”—pp. 173–174

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RN.2: Key Ideas and Textual Support

Extract and construct meaning from nonfiction texts using a range of comprehension skills

1.RN.2.1: Ask and answer questions about key details to clarify and confirm understanding of a text.

1.RN.2.2: Retell main ideas and key details of a text.

1.RN.2.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RN.3: Features and Structures

Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective

1.RN.3.1: Know and use various text features (e.g., *table of contents, glossary, illustrations*) to locate and describe key facts or information in a text.

1.RN.3.2: Identify how a nonfiction text can be structured to indicate order (e.g., *sequential*) or to explain a simple cause and effect relationship.

1.RN.3.3: *Standard begins at second grade.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: "From Tadpole to Frog" (Journal Entry)—pp. 58–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Sea Turtles" (Informational Text)—pp. 75–78
Unit Review—pp. 81–82
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details Identifying Main Idea and Details: "A Tree Grows" (Informational Text)—pp. 62–65

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Sea Turtles" (Informational Text)—pp. 75–78
Unit Review—pp. 81–82
Performance Task—Online

Unit 3 Reading Informational Text: Key Ideas and Details Describing Connections: "Butterflies!" (Informational Text)/"Grow a Butterfly Garden" (Procedural Text)—pp. 66–69

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55
Close Reading: "Sea Turtles" (Informational Text)—pp. 75–78
Unit Review—pp. 81–82
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Using Pictures and Details: "Sky Lights" (Informational Text)—pp. 234–237

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–239
Close Reading: "Sunlight Is Better" (Opinion Piece)—pp. 251–254
Unit Review—pp. 257–258
Performance Task—Online

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative (Teacher Talk: Use Time-Order Words/using graphic organizers to list important events in order)—pp. 42–47

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RN.4: Connection of Ideas

Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

1.RN.4.1: Identify the reasons the author gives to support points in a text.

1.RN.4.2: Identify basic similarities in and differences between two texts on the same topic.

1.RN.4.3: *Standard begins at sixth grade.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Identifying Author's Reasons: "Lights Out!" (Opinion Piece)—pp. 238–241

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–2391

Close Reading: "Sunlight Is Better" (Opinion Piece)—pp. 251–254

Unit Review—pp. 257–258

Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Comparing Texts: "Movements of the Sun, Earth, and Moon" (Informational Text)—pp. 242–245

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–2391

Close Reading: "Sunlight Is Better" (Opinion Piece)—pp. 251–254

Unit Review—pp. 257–258

Performance Task—Online

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RV.1: Learning Outcome for Reading Vocabulary

Build and apply vocabulary using various strategies and sources

1.RV.1: Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Words to Know—pp. 14, 16, 18, 20, 22, 24, 58, 60, 62, 64, 66, 68, 102, 104, 106, 108, 110, 112, 150, 152, 154, 156, 158, 160, 194, 196, 198, 200, 202, 234, 236, 238, 240, 242, 244

Unit 1 Reading Literature: Key Ideas and Details

Language: Word Meanings—p. 36

Unit 5 Reading Literature: Craft and Structure

Identifying Sensory Words: "Ice Cream Music" (Narrative Poem)—pp. 102–105

Unit 7 Reading Informational Text: Craft and Structure

Understanding Word Meanings: "We Need a Dog Park" (Opinion Piece)—pp. 150–153

Language: Prefix *re* and Suffix *ful*—p. 172

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 212

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Groups of Words—p. 256

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RV.2: Vocabulary Building

Use strategies to determine and clarify words and understand their relationships

1.RV.2.1: Demonstrate understanding that context clues (e.g., *words and sentence clues*) and text features (e.g., *glossaries, illustrations*) may be used to help understand unknown words.

1.RV.2.2: Define and sort words into categories (e.g., *antonyms, living things, synonyms*).

1.RV.2.3: *Standard begins at sixth grade.*

1.RV.2.4: Recognize and use frequently occurring affixes, and roots and their inflections, as clues to the meaning of an unknown word.

1.RV.2.5: *Standard begins at second grade.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 1 Reading Literature: Key Ideas and Details

Language: Word Meanings—p. 36

SEE ALSO

Introducing Unit 1/Home Connect—pp. 9–10
Unit Review—p. 38

Unit 7 Reading Informational Text: Craft and Structure

Using Text Features: “Neighborhood Helpers” (Informational Text)—pp. 154–157

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147
Close Reading: “Who Works at Night?” (Informational Text)—pp. 167–170
Unit Review—pp. 173–174
Performance Task—Online

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Groups of Words—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230
Unit Review—pp. 257–258

Unit 5 Reading Literature: Craft and Structure

Language: Verb Endings *s, ed, ing*—p. 124

SEE ALSO

Introducing Unit 5/Home Connect—pp. 97–98
Unit Review—pp. 125–126

Unit 7 Reading Informational Text: Craft and Structure

Language: Prefix *re* and Suffix *ful*—p. 172

SEE ALSO

Introducing Unit 7/Home Connect—pp. 145–146
Unit Review—pp. 173–174

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Foundational Skills Read Together: “Pictures in the Stars” (word endings)—p. 246

Foundational Skills Reader 2: “Our Moon” (inflectional endings *-s, -ed, -ing*)—pp. 249–250

SEE ALSO

Home Connect—p. 230

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

RV.3: Vocabulary in Literature and Nonfiction Texts

Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses

1.RV.3.1: Identify words and phrases in stories, poems, or songs that suggest feelings or appeal to the senses (touch, hearing, sight, taste, smell).

1.RV.3.2: Ask and answer questions to help determine or clarify the meaning of words and phrases in a nonfiction text.

1.RV.3.3: *Standard begins at third grade.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 5 Reading Literature: Craft and Structure

Identifying Sensory Words: “Ice Cream Music” (Narrative Poem)—pp. 102–105

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103

Close Reading: “Blue Flube” (Fantasy)—pp. 119–122

Unit Review— pp. 125–126

Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure

Understanding Word Meanings: “We Need a Dog Park” (Opinion Piece)—pp. 150–153

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147

Close Reading: “Who Works at Night?” (Informational Text)—pp. 167–170

Unit Review— pp. 173–174

Performance Task—Online

Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

W.1: Learning Outcome for Writing

Write effectively for a variety of tasks, purposes, and audiences

1.W.1: Write routinely over brief time frames and for a variety of purposes and audiences.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative—pp. 42–47
Speaking and Listening: Share Your Writing—p. 50

SEE ALSO
Introducing Unit 2/Home Connect/Essential Question—pp. 39–41

Unit 4 Text Types and Purposes: Write Informational Texts
Read a Student Model/Plan Your Informative Text/Create Your Informative Text—pp. 86–91

Speaking and Listening: Share Your Writing—p. 94

SEE ALSO
Introducing Unit 4/Home Connect/Essential Question—pp. 83–85

Unit 6 Text Types and Purposes: Write Fictional Narratives
Read a Student Model/Plan Your Narrative/Create Your Narrative—pp. 130–135

Speaking and Listening: Share Your Writing—p. 138

SEE ALSO
Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

Unit 8 Text Types and Purposes: Write Opinion Pieces
Read a Student Model/Plan Your Draft/Write Your Opinion Piece—pp. 178–183

Speaking and Listening: Share Your Writing—p. 186

SEE ALSO
Introducing Unit 8/Home Connect/Essential Question—pp. 175–177

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

Read a Student Model/Listen to Gather Facts/Research and Take Notes/Create Your Report—pp. 218–223
Speaking and Listening: Share Your Writing—p. 226

SEE ALSO
Introducing Unit 10/Home Connect/Essential Question—pp. 215–217

*In addition to longer writing assignments cited above, students have opportunities to write routinely throughout the year in response to Comprehension Check questions, many Language lessons, and Unit Review questions at the end of each unit.

W.2: Handwriting

Demonstrate the ability to write legibly

1.W.2.1: Write all uppercase (capital) and lowercase letters legibly, and space letters, words, and sentences appropriately.

1.W.2.2: *Students are expected to build upon and continue applying concepts learned previously.*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1
<p>W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people</p>	
<p>PERSUASIVE</p>	
<p>1.W.3.1: Write logically connected sentences to make a proposal to a particular audience (e.g., a <i>parent, classmate, etc.</i>) and give reasons why the proposal should be considered.</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Plan Your Draft/Write Your Opinion Piece—pp. 178–183 Speaking and Listening: Share Your Writing—p. 186 <small>SEE ALSO</small> Introducing Unit 8/Home Connect/Essential Question—pp. 175–177</p>
<p>INFORMATIVE</p>	
<p>1.W.3.2: Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.</p>	<p>Unit 4 Text Types and Purposes: Write Informational Texts Read a Student Model/Plan Your Informative Text/Create Your Informative Text—pp. 86–91 Speaking and Listening: Share Your Writing—p. 94 <small>SEE ALSO</small> Introducing Unit 4/Home Connect/Essential Question—pp. 83–85</p>
<p>NARRATIVE</p>	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Listen to Gather Facts/Research and Take Notes/Create Your Report—pp. 218–223 Speaking and Listening: Share Your Writing—p. 226 <small>SEE ALSO</small> Introducing Unit 10/Home Connect/Essential Question—pp. 215–217</p>
<p>1.W.3.3: Develop topics for stories or poems, using precise words to describe characters and actions and temporal words to signal event order, with ideas organized into a beginning, middle, and ending.</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative—pp. 42–47 Speaking and Listening: Share Your Writing—p. 50 <small>SEE ALSO</small> Introducing Unit 2/Home Connect/Essential Question—pp. 39–41</p> <p>Unit 6 Text Types and Purposes: Write Fictional Narratives Read a Student Model/Plan Your Narrative/Create Your Narrative—pp. 130–135 Speaking and Listening: Share Your Writing—p. 138 <small>SEE ALSO</small> Introducing Unit 6/Home Connect/Essential Question—pp. 127–129</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1
<p>W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p> <hr/> <p>1.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., <i>sentence structure</i>); edit writing for format and conventions (e.g., <i>correct spelling of frequently used words, basic capitalization, end punctuation</i>); and provide feedback to other writers. <hr/> <ul style="list-style-type: none"> • Use available technology to publish legible documents. 	<hr/> <p>Writing Handbook Step 1: Planning—p. 264 Step 2: Drafting—p. 265 Step 3: Revising—p. 266 Step 4: Editing—pp. 267–268 Step 5: Producing, Publishing, and Presenting—p. 268</p> <hr/> <p>Speaking and Listening: Share Your Writing—pp. 50, 94, 138, 186, 226</p> <hr/> <p>Writing Handbook Step 1: Planning: Research Tip (use the Internet)—p. 264 Step 2: Drafting (use a computer)—p. 265 Step 5: Producing, Publishing, and Presenting (type work on a computer)/Digital Connection: using a computer to make text features—p. 268</p> <hr/> <p><i>See also</i> Home Connect: (using technology/Internet, also online activities: sadlierconnect.com)—pp. 84 (online encyclopedia articles), 128 (product reviews on websites), 146 (online magazine article), 216 (online sources), 230 (choose an online article)</p>
<p>W.5: The Research Process Build knowledge about the research process and the topic under study by conducting short research</p> <hr/> <p>1.W.5: With support, conduct simple research on a topic.</p> <ul style="list-style-type: none"> • Identify several sources of information and indicate the sources. <hr/> <ul style="list-style-type: none"> • Organize information, using graphic organizers or other aids. Make informal presentations on information gathered. 	<hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Introducing Unit 10/Home Connect (participate in shared research/ideas for research)—pp. 215–216 Read a Student Model/Listen to Gather Facts/Research and Take Notes/Create Your Report—pp. 218–223 Speaking and Listening: Share Your Writing—p. 226</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217</p> <hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Read a Student Model/Research and Take Notes (complete a graphic organizer/chart with notes and facts)—pp. 221 Speaking and Listening: Share Your Writing (presenting information gathered)—p. 226</p> <hr/> <p>Writing Handbook Step 5: Producing, Publishing, and Presenting (add pictures, diagrams, and text features like bold words and headings)—p. 268</p> <hr/> <p><i>See also</i> Home Connect (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>	
<p>1.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	
<p>1.W.6.1a: Nouns/Pronouns—Writing sentences that include common and proper nouns and personal pronouns.</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Common and Proper Nouns—p. 48 Language: Possessive Nouns—p. 49</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit Review—p. 52 Writing Handbook: Step 4 Editing: Editing Checklist—p. 268</p>
<p>1.W.6.1b: Verbs—Writing sentences using verbs to convey a sense of past, present, and future.</p>	<p>Unit 6 Text Types and Purposes: Write Fictional Narratives Language: Pronouns—p. 136</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit Review—p. 140</p>
<p>1.W.6.c1: Adjectives/Adverbs—<i>Standard begins at second grade.</i></p>	<p>Unit 4 Text Types and Purposes: Write Informational Texts Language: Verbs—p. 93</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit Review—p. 96</p>
<p>1.W.6.1d: Prepositions—<i>Standard begins at fourth grade.</i></p>	
<p>1.W.6.1e: Usage—Writing complete simple declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Language: Sentences—pp. 224–225</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit Review—p. 228</p>
<p>1.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>1.W.6.2a: Capitalization—</p>	
<ul style="list-style-type: none"> Capitalizing the first word of a sentence, dates, names of people, and the pronoun <i>I</i>. 	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Common and Proper Nouns—p. 48</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit Review—p. 52 Writing Handbook: Step 4 Editing: Editing Checklist—p. 268</p>
<p>1.W.6.2b: Punctuation—</p>	<p>Unit 6 Text Types and Purposes: Write Fictional Narratives Language: Pronouns—p. 136</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit Review—p. 140</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

- Correctly using a period, question mark, and exclamation mark at the end of a sentence.

- Using commas in dates and to separate items in a series.

1.W.6.2c: Spelling—

- Spelling unknown words phonetically, drawing on phonemic awareness and spelling conventions.
- Correctly spelling words with common spelling patterns.
- Correctly spelling common irregularly-spelled, grade-appropriate high-frequency words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

Language: Sentences—pp. 224–225

SEE ALSO

Introducing Unit 10/Home Connect—pp. 215–216

Unit Review—p. 228

Writing Handbook: Step 4 Editing: Editing Checklist—p. 268

Unit 4 Text Types and Purposes: Write Informational Texts

Language: Commas—p. 92

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84

Unit Review—p. 96

Writing Handbook

Step 4: Editing: Editing Checklist (capitalization)—pp. 267–268

Writing Handbook

Step 4: Editing: Editing Checklist (all words are spelled correctly)—pp. 267–268

Writing Handbook

Step 4: Editing: Editing Checklist (all words are spelled correctly)—pp. 267–268

Speaking and Listening

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

SL.1: Learning Outcome for Speaking and Listening

Develop and apply effective communication skills through speaking and active listening

1.SL.1: Listen actively and adjust the use of spoken language (e.g., *vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

SL.2: Discussion and Collaboration

Develop and apply reciprocal communication skills by participating in a range of collaborative discussions

1.SL.2.1: Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

1.SL.2.2: *Standard begins in third grade.*

1.SL.2.3: Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.

1.SL.2.4: Ask questions to clarify information about topics and texts under discussion.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255

Speaking and Listening: Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227

Unit Review: Thinking about speaking and listening—pp. 52, 96, 140, 188, 228

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255

Speaking and Listening: Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227

Unit Review: Thinking about speaking and listening—pp. 52, 96, 140, 188, 228

See also Home Connect (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255

Speaking and Listening: Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227

Unit Review: Thinking about speaking and listening—pp. 52, 96, 140, 188, 228

Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question (small group or class discussion)—pp. 35, 79, 123, 171, 211, 255

Speaking and Listening: Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227

Unit Review: Thinking about speaking and listening—pp. 52, 96, 140, 188, 228

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

1.SL.2.5: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

See also **Home Connect** (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216

Connect Across Texts: Compare and Contrast Texts/Return to the Essential Question (small group/class discussion)—pp. 35, 79, 123, 171, 211, 255

Speaking and Listening: Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227

Unit Review: Thinking about speaking and listening—pp. 52, 96, 140, 188, 228

See also **Home Connect** (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216

SL.3: Comprehension

Develop and apply active listening and interpretation skills using various strategies

1.SL.3.1: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Unit 1 Reading Literature: Key Ideas and Details

Read Aloud: "I Want to Be"—pp. 12–17

Foundational Skills Read Together: "The Best in Me"—p. 26

Unit 3 Reading Informational Text: Key Ideas and Details

Read Aloud: "What Is a Seed"—pp. 56–57

Asking and Answering Questions: "From Tadpole to Frog" (Journal Entry)—pp. 58–61

Foundational Skills Read Together: "The Garter Snake"—p. 70

Unit 5 Reading Literature: Craft and Structure

Read Aloud: "Bunk Bed Brothers"—pp. 100–101

Foundational Skills Read Together: "Scat, Cat"—p. 114

Unit 7 Reading Informational Text: Craft and Structure

Read Aloud: "Walking with Grandpa"—pp. 148–149

Foundational Skills Read Together: "Farm Neighborhoods"—p. 162

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Read Aloud: "Why the Desert Has So Many Stars"—pp. 192–193

Foundational Skills Read Together: "The Missing Bag"—p. 202

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Read Aloud: "Lighting Up the Sky"—pp. 232–233

Foundational Skills Read Together: "Pictures in the Stars"—p. 246

1.SL.3.2: Ask and answer questions about what a speaker says to clarify something that is not understood.

Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question (small group or class discussion)—pp. 35, 79, 123, 171, 211, 255

Speaking and Listening: Be a Good Listener (wait for others to finish speaking/raise hands and wait for a turn to speak)/**Return to the Essential Question** (small group or class discussion)—pp. 51, 95, 139, 187, 227

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

SL.4: Presentation of Knowledge and Ideas

Develop and apply speaking skills to communicate ideas effectively in a variety of situations

1.SL.4.1: Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

1.SL.4.2: Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts, and feelings.

1.SL.4.3: Give and follow three- and four- step directions.

Unit Review: Thinking about speaking and listening—pp. 52, 96, 140, 188, 228

See also **Home Connect** (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216

Unit 1 Reading Literature: Key Ideas and Details

Describing Story Elements: “Rocky’s Boat Ride” (retell important events of the story)—p. 25

Speaking and Listening: Share Your Writing (speak clearly and loudly/look at listeners)—pp. 50, 94, 138, 188, 226

See also **Home Connect** (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Create Your Nonfictional Narrative (draw)—pp. 46–47

Unit 4 Text Types and Purposes: Write Informational Texts
Create Your Informative Text (draw)—pp. 90–91

Unit 6 Text Types and Purposes: Write Fictional Narratives
Create Your Narrative (draw)—pp. 134–135

Unit 8 Text Types and Purposes: Write Opinion Pieces
Write Your Opinion Piece (draw)—pp. 182–183

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Create Your Report (draw)—pp. 222–223

Writing Handbook

Step 5: Producing, Publishing, and Presenting (add pictures)—p. 268

Media Literacy

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, GRADE 1

ML.1: Learning Outcome for Media Literacy

Develop an understanding of media and the roles and purposes of media

1.ML.1: Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

ML.2: Media Literacy

Recognize the purposes of media and the ways in which media can have influences

1.ML.2.1: Demonstrate understanding of media by asking and answering appropriate questions about what is read, heard, or viewed.

1.ML.2.2: Standard begins in fifth grade.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 2 Text Types and Purposes: Write Nonfictional Narratives—pp. 40–47

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts—pp. 84–91

Unit 6 Text Types and Purposes: Write Fictional Narratives—pp. 128–135

Unit 8 Text Types and Purposes: Write Opinion Pieces—pp. 176–183

Unit 10 Research to Build and Present Knowledge: Write Research Reports—pp. 216–223

Unit 2 Text Types and Purposes: Write Nonfictional Narratives—pp. 40–47

Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “From Tadpole to Frog”—pp. 58–61

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts—pp. 84–91

Unit 6 Text Types and Purposes: Write Fictional Narratives—pp. 128–135

Unit 8 Text Types and Purposes: Write Opinion Pieces—pp. 176–183

Unit 10 Research to Build and Present Knowledge: Write Research Reports—pp. 216–223