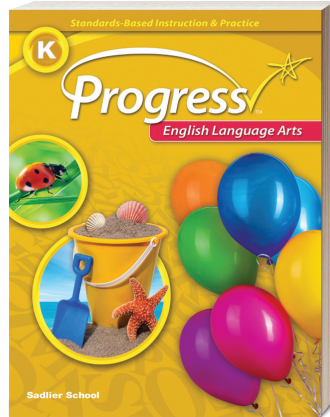


SADLIER

Progress English Language Arts



Aligned to the

College and Career Ready Indiana Academic Standards

English/Language Arts: Kindergarten

Contents

- 2 Reading
 - 2 Reading: *Foundations*
 - 4 Reading: *Literature*
 - 7 Reading: *Nonfiction*
 - 10 Reading: *Vocabulary*
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- 16 Speaking and Listening
- 19 Media Literacy



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Reading

Reading: *Foundations*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

RF.1: Learning Outcome for Reading Foundations

Develop, build, and apply knowledge of foundational reading skills

K.RF.1: Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills.

RF.2: Print Concepts

Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories

K.RF.2.1: Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.RF.2.2: Recognize that written words are made up of sequences of letters.

K.RF.2.3: Recognize that words are combined to form sentences.

K.RF.2.4: Identify and name all uppercase (capital) and lowercase letters of the alphabet.

RF.3: Phonological Awareness

Demonstrate understanding and apply knowledge of spoken words, syllables, and sounds

K.RF.3.1: Identify and produce rhyming words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Foundational Skills—pp. 12–18, 48–54, 84–90, 120–126, 156–162, 190–196

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

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

Foundational Skills Poem/Foundational Skills Read Together—pp. 12–13, 48–49, 84–85, 120–121, 156–157, 190–191

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

Foundational Skills Poem/Foundational Skills Read Together—pp. 12–13, 48–49, 84–85, 120–121, 156–157, 190–191

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

Foundational Skills Poem/Foundational Skills Read Together—pp. 12–13, 48–49, 84–85, 120–121, 156–157, 190–191

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

Print Letters—pp. 215–223

Unit 1 Reading Literature: Key Ideas and Details Foundational Skills Poem: “See the Rainbow”—p. 12

Reading: Foundations

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

K.RF.3.2: Orally pronounce, blend, and segment words into syllables.

K.RF.3.3: Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.

K.RF.3.4: Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

K.RF.3.5: Add, delete, or substitute sounds to change words.

RF.4: Phonics

Decode and read words by applying phonics and word analysis skills

K.RF.4.1: Use letter- sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).

K.RF.4.2: Blend consonant-vowel- consonant (CVC) sounds to make words.

K.RF.4.3: Recognize the long and short sounds for the five major vowels.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 3 Reading Informational Text: Key Ideas and Details
Foundational Skills Poem: “On the Farm”—p. 48

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

Unit 9 Reading Informational Text: Craft and Structure
Foundational Skills Poem: “See the Rainbow”—p. 120

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*)

Unit Review—pp. 32, 68, 104, 140, 174, 210

Unit 9 Reading Literature: Integration of Knowledge and Ideas
Foundational Skills Poem: “Come to the Fair!”—p. 156

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*)

Reading: *Foundations*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

K.RF.4.4: Read common high-frequency words by sight (e.g., a, my).

K.RF.4.5: Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

K.RF.4.6: *Standard begins at first grade.*

RF.5: Fluency
Demonstrate accuracy and fluency when reading

K.RF.5: Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

RL.1: Learning Outcome for Reading Literature
Read and comprehend a variety of literature independently and proficiently

K.RL.1: Actively engage in group reading activities with purpose and understanding.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 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

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*)

Unit Review—pp. 32, 68, 104, 140, 174, 210

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

SADLIER 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 Poem: “The Day Begins”—p. 12

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” (Folktales)—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

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 5 Reading Literature: Craft and Structure

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

Foundational Skills Poem: “Jack and the Beans”—p. 84

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 Poem: “Come to the Fair!”—p. 156

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

RL.2: Key Ideas and Textual Support

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

K.RL.2.1: With support, ask and answer questions about main topics and key details in a text heard or read.

K.RL.2.2: With support, retell familiar stories, poems, and nursery rhymes, including key details.

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 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 Review—p. 32

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

K.RL.2.3: Identify important elements of the text (e.g., *characters, settings, or events*).

K.RL.2.4: *Make predictions about what will happen in a story.*

RL.3: **Structural Elements and Organization**
Build comprehension and appreciation of literature, using knowledge of literary structure and point of view

K.RL.3.1: Recognize familiar narrative text genres (e.g., *fairy tales, nursery rhymes, storybooks*).

K.RL.3.2: With support, define the role of the author and illustrator of a story in telling the story.

RL.4: **Connection of Ideas**
Build comprehension and appreciation of literature by connecting literary elements and themes and analyzing how sensory tools impact meaning

K.RL.4.1: With support, describe the relationship between illustrations and the story in which they appear.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 Review—p. 32

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 Review—p. 104

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 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 Review—p. 174

Reading: *Literature*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

K.RL.4.2: With support, compare and contrast the adventures and experiences of characters in familiar stories.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 Review—p. 174

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

RN.1: Learning Outcome for Reading Nonfiction

Read and comprehend a variety of nonfiction independently and proficiently

K.RN.1: Actively engage in group reading activities with purpose and understanding.

SADLIER 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 Poem: “On the Farm”—p. 48

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

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

Foundational Skills Read Together (read along and listen): “The River”—p. 121

Foundational Skills Reader: “The Jay” (Fluency: Read texts with purpose and understanding)—pp. 125–126

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

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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

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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

Foundational Skills Poem: “Seasons”—p. 190

Foundational Skills Read Together (read along and listen):
“Quick Leaf Facts”—p. 191

Foundational Skills Reader: “Snowflakes!” (Fluency: Read texts with purpose and understanding)—pp. 195–196

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

RN.2: Key Ideas and Textual Support

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

K.RN.2.1: With support, ask and answer questions about important elements of a text (e.g., *events, topics, concepts*).

K.RN.2.2: With support, retell the main idea and key details of a text.

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 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 Review—p. 68

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

K.RN.2.3: With support, 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

K.RN.3.1: Identify text features of a nonfiction text (e.g., *title, author, illustrations*) and describe the relationship between those features and the text in which they appear.

K.RN.3.2: Recognize that a nonfiction text can be structured to describe a topic.

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

RN.4: Connection of Ideas

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

K.RN.4.1: With support, identify the reasons an author gives to support points in a text.

K.RN.4.2: With support, identify basic similarities in and differences between two texts on the same topic.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 Review—p. 68

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 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 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

Reading: *Nonfiction*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 Review—p. 210

K.RN.4.3: Standard begins at sixth grade.

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

RV.1: Learning Outcome for Reading Vocabulary

Build and apply vocabulary using various strategies and sources

K.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.

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

RV.2: Vocabulary Building

Use strategies to determine and clarify words and understand their relationships

K.RV.2.1: Standard begins at first grade.

K.RV.2.2: Identify and sort pictures of objects into categories (e.g., *colors, shapes, opposites*).

K.RV.2.3: Standard begins at sixth grade.

K.RV.2.4: Recognize frequently occurring inflections (e.g., *look, looks*).

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

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

Language Development: Build Language (talk and learn)—p. 197 (prefix *un-*)

Reading: *Vocabulary*

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

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

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

K.RV.3.1: With support, ask and answer questions about unknown words in stories, poems, or songs.

K.RV.3.2: With support, ask and answer questions about unknown words in a nonfiction text.

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 Review—p. 104

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 Review—p. 140

Writing

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

W.1: Learning Outcome for Writing
Write effectively for a variety of tasks, purposes, and audiences

K.W.1: Write for specific purposes and audiences.

W.2: Handwriting
Demonstrate the ability to write legibly

K.W.2.1: Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

SADLIER 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 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 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

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

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

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
<p>K.W.2.2: Write by moving from left to right and top to bottom.</p>	
<p>W.3: Writing Genres Develop writing skills by writing for different purposes and to specific audiences or people</p>	
<p>PERSUASIVE</p>	
<p>K.W.3.1: Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.</p>	<p>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</p>
<p>INFORMATIVE</p>	
<p>K.W.3.2: Use words and pictures to develop a main idea and provide some information about a topic.</p>	<p>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</p>
<p>NARRATIVE</p>	<p>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</p>
<p>K.W.3.3: Use words and pictures to narrate a single event or simple story, arranging ideas in order.</p>	<p>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</p> <p>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</p>

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<p>W.4: The Writing Process Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others</p> <p>K.W.4: Apply the writing process to –</p> <ul style="list-style-type: none">• With support, revise writing by adding simple details; review (edit) writing for format and conventions (e.g., <i>correct spelling of simple words, capitalization of the first word of the sentence</i>).• Use available technology to produce and publish writing.	<p>Writing Handbook Make Your Writing Even Better—p. 213</p> <p>Writing Handbook Share Your Writing—p. 214</p>
<p>W.5: The Research Process Build knowledge about the research process and the topic under study by conducting short research</p> <p>K.W.5: With support, build understanding of a topic using various sources.</p> <ul style="list-style-type: none">• Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives My Writing (draw, dictate, write)—pp. 38–39 <small>SEE ALSO</small> Introducing Unit 2/Home Connect/Essential Question—pp. 33–35</p> <p>Unit 4 Text Types and Purposes: Write Informative Texts My Writing—pp. 74–75 <small>SEE ALSO</small> Introducing Unit 4/Home Connect/Essential Question—pp. 69–71</p> <p>Unit 6 Text Types and Purposes: Write Fictional Narratives My Writing—pp. 110–111 <small>SEE ALSO</small> Introducing Unit 6/Home Connect/Essential Question—pp. 105–107</p> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces My Writing—pp. 146–147 <small>SEE ALSO</small> Introducing Unit 8/Home Connect/Essential Question—pp. 141–143</p> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports My Writing: Listen to Gather Facts/My Writing—pp. 180–181 <small>SEE ALSO</small> Introducing Unit 10/Home Connect/Essential Question—pp. 175–177</p> <p>Writing Handbook Start Writing—p. 212 Share Your Writing—p. 214</p>

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
<p>W.6: Conventions of Standard English Demonstrate command of the conventions of standard English</p>	
<p>K.W.6.1: Demonstrate command of English grammar and usage, focusing on:</p>	
<p>K.W.6.1a: Nouns/Pronouns—Writing sentences that include singular and/or plural nouns (e.g., <i>dog/dogs, cat/cats</i>).</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>K.W.6.1b: Verbs—Writing sentences that include verbs.</p>	<p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Language: Pronouns—p. 136</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128</p>
<p>K.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</p>
<p>K.W.6.1d: Prepositions—<i>Standard begins at fourth grade.</i></p>	
<p>K.W.6.1e: Usage—Recognizing that there are different kinds of sentences (e.g., <i>sentences that tell something, sentences that ask something, etc.</i>).</p>	<p>Unit 5 Reading Literature: Craft and Structure Language Development: Build Language (question words)—p. 91</p>
<p>K.W.6.2: Demonstrate command of capitalization, punctuation, and spelling, focusing on:</p>	
<p>K.W.6.2a: Capitalization—Capitalizing the first word in a sentence and the pronoun <i>I</i>.</p>	<p>Unit 4 Text Types and Purposes: Write Informative Texts Language Development: Build Language (capital letters)—p. 77</p> <p>SEE ALSO Unit Review—p. 80</p>
<p>K.W.6.2b: Punctuation—Recognizing and naming end punctuation.</p>	<p>Unit 4 Text Types and Purposes: Write Informative Texts Language Development: Build Language (period)—p. 77</p> <p>SEE ALSO Unit Review—p. 80</p>
<p>K.W.6.2c: Spelling—Spelling simple words phonetically, drawing on phonemic awareness.</p>	<p>Unit 6 Text Types and Purposes: Write Fictional Narratives Language Development: Build Language (end punctuation: question mark, exclamation point)—p. 113</p> <p>SEE ALSO Unit Review—p. 116</p>
	<p>Home Connect (end punctuation)—p. 142</p> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p>

Speaking and Listening

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

SL.1: Learning Outcome for Speaking and Listening

Develop and apply effective communication skills through speaking and active listening

K.SL.1: Listen actively and communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

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

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

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

K.SL.2.3: Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4: Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.2.5: Continue a conversation through multiple exchanges.

SL.3: Comprehension

Develop and apply active listening and interpretation skills using various strategies

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

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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 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

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 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

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

K.SL.3.2: Ask appropriate questions about what a speaker says.

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SL.4: Presentation of Knowledge and Ideas

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

K.SL.4.1: Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

K.SL.4.2: *Standard begins in first grade.*

K.SL.4.3: Give, restate, and follow simple two-step directions.

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 (speak clearly, speak loudly), 78, 112, 150, 184

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

Media Literacy

ENGLISH/LANGUAGE ARTS STANDARDS & DESCRIPTION, KINDERGARTEN

ML.1: Learning Outcome for Media Literacy
Develop an understanding of media and the roles and purposes of media

K.ML.1: Recognize various types of media.

ML.2: Media Literacy
Recognize the purposes of media and the ways in which media can have influences

K.ML.2.1: Recognize common signs and logos and identify commercials or advertisements.

K.ML.2.2: *Standard begins in fifth grade.*

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives—pp. 34–39

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts—pp. 70–75

Unit 6 Text Types and Purposes: Write Fictional Narratives—pp. 106–111

Unit 8 Text Types and Purposes: Write Opinion Pieces—pp. 142–147

Unit 10 Research to Build and Present Knowledge: Write Research Reports—pp. 176–181