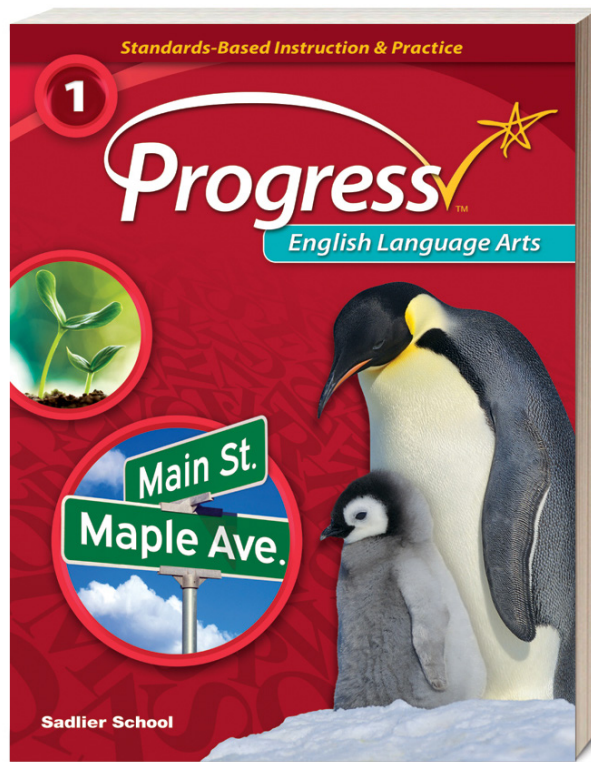


Progress English Language Arts

Correlation to the New York State Next Generation

English Language Arts Learning Standards REVISED JANUARY 2017

Grade 1



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1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Grade 1 ELA Standards

Progress English Language Arts, Grade 1

Key Ideas and Details

<p>1R1:</p>	<p>Develop and answer questions about key ideas and details in a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Understanding Key Story Details: “Bunny’s Talent” (Animal Fantasy)—pp. 12-17</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31-34 Unit 1 Review—pp. 37-38 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “From Tadpole to Frog” (Journal Entry)—pp. 58-61</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53-55 Close Reading: “Sea Turtles” (Informational Text)—pp. 75-78 Unit 3 Review—pp. 81-82 Performance Task—Online</p>
<p>1R2:</p>	<p>Identify a main topic or central idea in a text and retell important details. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Retelling Stories: “The Elephant Dance” (Fable)—pp. 18-21</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31-34 Unit 1 Review—pp. 37-38 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Identifying Main Idea and Details: “A Tree Grows” (Informational Text)—pp. 62-65</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53-55 Close Reading: “Sea Turtles” (Informational Text)—pp. 75-78 Unit 3 Review—pp. 81-82 Performance Task—Online</p>
<p>1R3:</p>	<p>Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Describing Story Elements: “Rocky’s Boat Ride” (Adventure Story)—pp. 22-25</p> <p>SEE ALSO Introducing Unit 1/Home Connect/Essential Question—pp. 9-11 Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31-34 Unit 1 Review—pp. 37-38 Performance Task—Online</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Describing Connections: “Butterflies!” (Informational Text)/“Grow a Butterfly Garden” (Procedural Text)—pp. 66-69</p> <p>SEE ALSO Introducing Unit 3/Home Connect/Essential Question—pp. 53-55 Close Reading: “Sea Turtles” (Informational Text)—pp. 75-78 Unit 3 Review—pp. 81-82 Performance Task—Online</p>

1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Grade 1 ELA Standards

Progress English Language Arts, Grade 1

Craft and Structure

<p>1R4:</p>	<p>Identify specific words that express feelings and senses. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Identifying Sensory Words: “Ice Cream Music” (Narrative Poem)—pp. 102-105</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 101-103 Close Reading: “Blue Flube” (Fantasy)—pp. 119-122 Unit 5 Review—pp. 125-126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Understanding Word Meanings: “We Need a Dog Park” (Opinion Piece)—pp. 150-153</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 145-147 Close Reading: “Who Works at Night?” (Informational Text)—pp. 167-170 Unit 7 Review—pp. 173-174 Performance Task—Online</p>
<p>1R5:</p>	<p>Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Identifying Fiction and Nonfiction: “Brown Bear, Brown Bear” (Fable)—pp. 106-115</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 101-103 Close Reading: “Blue Flube” (Fantasy)—pp. 119-122 Unit 5 Review—pp. 125-126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Using Text Features: “Neighborhood Helpers” (Informational Text)—pp. 154-157</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 145-147 Close Reading: “Who Works at Night?” (Informational Text)—pp. 167-170 Unit 7 Review—pp. 173-174 Performance Task—Online</p>
<p>1R6:</p>	<p>Describe how illustrations and details support the point of view or purpose of the text. (RI&RL)</p>	<p>Unit 5 Reading Literature: Craft and Structure Identifying the Narrator: “Max’s Monster” (Adventure Story)—pp. 110-113</p> <p>SEE ALSO Introducing Unit 5/Home Connect/Essential Question—pp. 101-103 Close Reading: “Blue Flube” (Fantasy)—pp. 119-122 Unit 5 Review—pp. 125-126 Performance Task—Online</p> <p>Unit 7 Reading Informational Text: Craft and Structure Distinguishing Words and Pictures: “Fire Drills” (Procedural Text)—pp. 158-161</p> <p>SEE ALSO Introducing Unit 7/Home Connect/Essential Question—pp. 145-147 Close Reading: “Who Works at Night?” (Informational Text)—pp. 167-170 Unit 7 Review—pp. 173-174 Performance Task—Online</p>

1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Grade 1 ELA Standards

Progress English Language Arts, Grade 1

Integration of Knowledge and Ideas

<p>1R7:</p>	<p>Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL)</p>	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Understanding Story Elements: “Snake and Frog” (Folktale)—pp. 194–197</p> <p>SEE ALSO Introducing Unit 9/Home Connect/Essential Question—pp. 189–191 Close Reading: “The Two Frogs”—pp. 207–210 Unit 9 Review—pp. 213–214 Performance Task—Online</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Using Pictures and Details: “Sky Lights” (Informational Text)—pp. 234–237</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–2391 Close Reading: “Sunlight Is Better” (Opinion Piece)—pp. 251–254 Unit 11 Review—pp. 257–258 Performance Task—Online</p>
<p>1R8:</p>	<p>Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL)</p>	<p>Teacher Talk: Find Evidence (details that answer questions in or about the text)—pp. 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 194, 195, 196, 197, 198, 199, 200, 201, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245</p> <p>Comprehension Check (end-of-selection comprehension activities)—pp. 17, 21, 25, 33–34, 61, 65, 69, 77–78, 105, 109, 113, 121–122, 153, 157, 161, 169–170, 197, 201, 209–210, 237, 241, 245, 253–254</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Identifying Author’s Reasons: “Lights Out!” (Opinion Piece)—pp. 238–241</p> <p>SEE ALSO Introducing Unit 11/Home Connect/Essential Question—pp. 229–2391 Close Reading: “Sunlight Is Better” (Opinion Piece)—pp. 251–254 Unit 11 Review—pp. 257–258 Performance Task—Online</p>

1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
<p>1R9: Make connections between self and text (texts and other people/world). (RI&RL)</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Home Connect Ways to Help Your Child (feel/make connections)—p. 10 Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 35 Reading Selections 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!”—pp. 27-28 Foundational Skills Reader 2: “I Can!”—pp. 29-30 Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31-34 Unit 1 Review: “Frog’s Wings”—pp. 37-38 Additional Practice (online) Where Are We Going? (Mystery) How the Spider Saved the Sun (Folktale) The Youngest (Realistic Fiction) Unit 3 Reading Informational Text: Key Ideas and Details Home Connect Ways to Help Your Child (feel/make connections)—p. 54 Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 79 Reading Selections 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”—pp. 71-72 <i>continued</i></p>

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1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Grade 1 ELA Standards	<i>Progress English Language Arts, Grade 1</i>
	<p>Foundational Skills Reader 2: “What Will I Be?”—pp. 73–74 Close Reading: “Sea Turtles” (Informational Text)—pp. 75–78 Unit 3 Review: “Watch Baby Animals”—pp. 82–83</p> <p>Additional Practice (online) Grow Your Food (Procedural Text) Eagles! (Explanatory Text) How to Grow a Pumpkin (Explanatory Text)</p> <p>Unit 5 Reading Literature: Craft and Structure Home Connect Ways to Help Your Child (feel/make connections)—p. 98</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 123</p> <p>Reading Selections 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”—pp. 115–116 Foundational Skills Reader 2: “Big Waves, Big Prizes”—pp. 117–118 Close Reading: “Blue Flube” (Fantasy)—pp. 119–122 Unit 5 Review: “A Cooking Tip”—pp. 125–126</p> <p>Additional Practice (online) Fox Day (Poem) My Gift for Grandpa (Fantasy) Families Around the World (Informational Text)</p> <p>Unit 7 Reading Informational Text: Craft and Structure Home Connect Ways to Help Your Child (feel/make connections)—p. 146</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 171</p> <p>Reading Selections Read Aloud: “Walking with Grandpa”—pp. 148–149</p> <p style="text-align: right;"><i>continued</i></p>

1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Grade 1 ELA Standards	<i>Progress English Language Arts, Grade 1</i>
	<p>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?”—pp. 163–164 Foundational Skills Reader 2: “Firefighters at Work”—pp. 165–166 Close Reading: “Who Works at Night?” (Informational Text)—pp. 167–170 Unit 7 Review: “Who Works in School?”—pp. 173–174</p> <p>Additional Practice (online) Baking with Aunt Cake (Nonfictional Narrative) Jinga the Cat Rides Out to Sea (Adventure Story) A Trip Through Venice (Short Story)</p> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas</p> <p>Home Connect Ways to Help Your Child (feel/make connections)—p. 190</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 211</p> <p>Reading Selections 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 Stories: “Mantis and the Fire Trick: An African Folktale” (Folktale)—pp. 208–213 Comparing and Contrasting Characters: “Spider’s Greed” (Folktale)—pp. 198–201 Foundational Skills Read Together: “The Missing Bag”—p. 202 Foundational Skills Reader 1: “Robin’s Trip to China”—pp. 203–204 Foundational Skills Reader 2: “Mule and the Deep Well”—pp. 205–206 Close Reading: “The Two Frogs”—pp. 207–210 Unit 9 Review: “Farmer Bill’s Carrot”—pp. 213–214</p> <p style="text-align: right;"><i>continued</i></p>

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1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
	<p>Additional Practice (online) How Long Does It Take? (Fable) The Mail Carrier’s Day (Informational Text) Different Types of Neighborhoods (Explanatory Text)</p> <p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas</p> <p>Home Connect Ways to Help Your Child (feel/make connections)—p. 230</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question—p. 255</p> <p>Reading Selections Read Aloud: “Lighting Up the Sky”—pp. 232–233 Using Pictures and Details: “Sky Lights” (Informational Text)—pp. 234–237 Identifying Author’s Reasons: “Lights Out!” (Opinion Piece)—pp. 238–241 Comparing Texts: “Movements of the Sun, Earth, and Moon” (Informational Text)/“Make a Model” (Procedural Text)—pp. 242–245 Foundational Skills Read Together: “Pictures in the Stars” (syllables)—p. 246 Foundational Skills Reader 1: “Super Stars”—pp. 247–248 Foundational Skills Reader 2: “Our Moon”—pp. 249–250 Close Reading: “Sunlight Is Better” (Opinion Piece)—pp. 251–254 Unit 11 Review: “Kids in Space”—pp. 257–258</p> <p>Additional Practice (online) What Are Shooting Stars? (Informational Text)/ Surprises in the Sky (Opinion Piece) See the Stars with a Telescope (Procedural Text)/The Night Sky (Journal Entry) A Walk on the Moon (Magazine Article)/Neil Armstrong, Astronaut (Biography)</p>

1ST GRADE READING STANDARDS: FOUNDATIONAL SKILLS| 1RF

Grade 1 ELA Standards

Progress English Language Arts, Grade 1

Print Concepts

1RF1:	Demonstrate understanding of the organization and basic features of print.		
	1RF1a:	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<p>Foundational Skills Read Together TE/SE pp. 26, 70, 114, 162, 202, 246</p> <p>Foundational Skills Reader TE/SE pp. 27–30, 71–74, 115–118, 163–166, 203–206, 247–250</p> <p>Language Sentences (punctuation)—pp. 224–225</p> <p>Writing Handbook Step 4: Editing: Editing Checklist (capitalization)—p. 268</p>

Phonological Awareness

1RF2:	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	1RF2a:	Count, blend and segment single syllable words that include consonant blends.	<p>Foundational Skills Read Together Introduce Phonics Skills: blend and segment onsets and rimes of spoken one-syllable words—Unit 5, TE p. 114; Unit 7, TE p. 162; Unit 11, TE p. 246</p>
	1RF2b:	Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words.	<p>Foundational Skills Read Together Focus on Phonological Awareness: phoneme addition and deletion/replace beginning sounds—TE p. 202</p>
	1RF2c:	Manipulate individual sounds (phonemes) in single -syllable spoken words.	<p>Foundational Skills Read Together Focus on Phonological Awareness: phoneme addition and deletion/replace beginning sounds—TE p. 202</p>

1ST GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 1RF

Grade 1 ELA Standards

Progress English Language Arts, Grade 1

Phonics and Word Recognition

1RF3:	Know and apply phonics and word analysis skills in decoding words.	
	<p>1RF3a: Know the letter-sound correspondences for common blends and consonant digraphs (e.g. <i>sh, ch, th</i>).</p>	<p>Foundational Skills Read Together “The Best in Me” (consonant blends)—p. 26 “The Garter Snake” (consonant digraphs)—p. 70</p> <p>Foundational Skills Reader “At Bat!”/“I Can” (consonant blends)—pp. 27–30 “Penguins Grow and Change”/“What Will I Be” (consonant digraphs)—pp. 71–74</p> <p>Fluency (online) Additional Practice Passage 1: Short Vowels, Consonant Blends Passage 2: Consonant Digraphs <i>th, ch, sh, wh</i></p> <p>Foundational Skills (online) Additional Practice Worksheets 4 & 5: Consonant Blends Worksheets 11 & 12: Consonant Digraphs</p>
	<p>1RF3b: Decode long vowel sounds in regularly spelled one-syllable words (e.g., final <i>-e</i> conventions and common vowel teams).</p>	<p>Foundational Skills Read Together “Scat, Cat!” (long vowel sounds)—p. 114 “Farm Neighborhoods” (long vowel sounds)—p. 162</p> <p>Foundational Skills Reader “Fred’s Trip”/“Big Waves, Big Prizes” (CVCe, CVCCe)—pp. 115–118 “Who Am I?”/“Firefighters at Work” (long vowel sounds)—pp. 163–166 “Robin’s Trip to China”/“Mule and the Deep Well” (long vowel sounds)—pp. 203–205</p> <p>Fluency (online) Additional Practice Passage 3: Long Vowel Sounds</p> <p>Foundational Skills (online) Additional Practice Worksheets 15 & 16: Long Vowel Sounds</p>
	<p>1RF3c: Decode regularly spelled one-syllable words.</p>	<p>Foundational Skills Reader “At Bat!”/“I Can”—pp. 27–30 “Penguins Grow and Change”/“What Will I Be”—pp. 71–74</p> <p style="text-align: right;"><i>continued</i></p>

1ST GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 1RF

Grade 1 ELA Standards		Progress English Language Arts, Grade 1
		<p>“Fred’s Trip”/“Big Waves, Big Prizes” (CVCe, CVCCe)—pp. 115–118 “Who Am I?”/“Firefighters at Work”—pp. 163–166 “Robin’s Trip to China”/“Mule and the Deep Well”—pp. 203–205 “Super Stars”/“Our Moon”—pp. 247–250</p> <p>Fluency (online) Additional Practice Passage 5: Regularly Spelled One-Syllable Words</p> <p>Foundational Skills (online) Additional Practice Worksheets 13 & 14: Decode One-Syllable Words</p>
1RF3d:	Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.	<p>Foundational Skills Read Together Introduce Phonics Skills: count syllables—TE p. 162 “Pictures in the Stars” (syllables)—p. 246</p> <p>Foundational Skills Reader “Super Stars” (two-syllable words)—pp. 247–250</p> <p>Foundational Skills (online) Additional Practice Worksheets 17 & 18: Count Syllables</p>
1RF3e:	Decode two-syllable words following basic patterns by breaking the words into syllables.	<p>Foundational Skills Read Together “Pictures in the Stars” (syllables)—p. 246</p> <p>Foundational Skills Reader “Super Stars” (two-syllable words)—pp. 247–248</p> <p>Fluency (online) Additional Practice Passage 4: Two Syllable Words</p> <p>Foundational Skills (online) Additional Practice Worksheets 19 & 20: Break Words into Syllables</p>
1RF3f:	Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked).	<p>Foundational Skills Read Together “Pictures in the Stars” (word endings)—p. 246</p> <p>Foundational Skills Reader “Our Moon” (inflectional endings)—pp. 249–250</p> <p>Fluency (online) Additional Practice Passage 4: Inflectional Endings</p> <p>Foundational Skills (online) Additional Practice Worksheets 21 & 22: Inflectional Endings</p>

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1ST GRADE READING STANDARDS: FOUNDATIONAL SKILLS| 1RF

Grade 1 ELA Standards		Progress English Language Arts, Grade 1
1RF3g:	Read most common high-frequency words by sight.	Students practice reading by sight common high-frequency words that are embedded in all reading selections. Foundational Skills Read Together Introduce Phonics Skills: memorize to read by sight irregularly spelled high frequency words—TE pp. 114, 202, 246 Foundational Skills (online) Additional Practice Worksheets 23 & 24: Irregularly Spelled Words
Fluency		
1RF4:	Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension.	
1RF4a:	Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings.	Foundational Skills Reader “At Bat!”/“I Can” (Fluency: Read with accuracy and rate)—pp. 27-30 “Penguins Grow and Change”/“What Will I Be” (Fluency: Read with purpose)—pp. 71-74 “Fred’s Trip”/“Big Waves, Big Prizes” (Fluency: Read with expression)—pp. 115-118 “Who Am I?”/“Firefighters at Work” (Fluency: Use context to confirm or self-correct)—pp. 163-166 “Robin’s Trip to China”/“Mule and the Deep Well” (Fluency: Read with expression)—pp. 203-205 “Super Stars”/“Our Moon” (Fluency: Read with expression)—pp. 247-250
1RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Foundational Skills Reader Who Am I?”/“Firefighters at Work” (Fluency: Use context to confirm or self-correct)—pp. 163-166

1ST GRADE WRITING STANDARDS | 1W

Grade 1 ELA Standards

Progress English Language Arts, Grade 1

Text Types and Purposes

<p>1W1:</p>	<p>Write an opinion on a topic or personal experience; give two or more reasons to support that opinion.</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 SEE ALSO Introducing Unit 8/Home Connect/Essential Question—pp. 175–177</p>
<p>1W2:</p>	<p>Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure.</p>	<p>Unit 4 Text Types and Purposes: Write Informative/ Explanatory 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</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 SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217</p>
<p>1W3:</p>	<p>Write narratives which recount real or imagined experiences or events or a short sequence of events.</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 SEE ALSO 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 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 127–129</p>
<p>1W4:</p>	<p>Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other).</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 SEE ALSO Introducing Unit 2/Home Connect/Essential Question—pp. 39–41</p>

1ST GRADE WRITING STANDARDS | 1W

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
	<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 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 127–129</p> <p>Performance Task 1 Part 2: Literary Analysis (listen to and read along with the story then write a personal response)—p. 144 Part 3: Narrative Writing (listen to and read along with the story then write a paragraph that adds to the end of the story)—p. 144</p> <p>Performance Task 2 Part 2: Text Analysis (write a response to the details of the story)—p. 262 Part 3: Informative Writing (write about a helpful community resource)—p. 262</p>
W5:	<i>Begins in Grade 4</i>

Research to Build and Present Knowledge

1W6:	Develop questions and participate in shared research and explorations to answer questions and to build knowledge.	<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</p> <p>Writing Handbook Step 1: Planning: Research Tip—p. 264</p>
1W7:	Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways.	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Plan Your Nonfictional Narrative (use a chart to organize information from experiences)—pp. 44–45 SEE ALSO Introducing Unit 6/Home Connect/Essential Question—pp. 39–41</p> <p>Unit 4 Text Types and Purposes: Write Informational Texts Speaking and Listening: Share Your Writing (answer questions)—p. 94</p> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces Speaking and Listening: Share Your Writing (answer questions)—p. 186</p> <p style="text-align: right;"><i>continued</i></p>

1ST GRADE WRITING STANDARDS | 1W

Grade 1 ELA Standards	<i>Progress English Language Arts, Grade 1</i>
	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Listen to Gather Facts/Research and Take Notes/Create Your Report—pp. 220–223 Speaking and Listening: Share Your Writing (answer questions about your report)—p. 226</p> <p>SEE ALSO Introducing Unit 10/Home Connect/Essential Question—pp. 215–217</p> <p>Writing Handbook Step 1: Planning (find facts in books and on the Internet)—p. 264</p>

1ST GRADE SPEAKING AND LISTENING STANDARDS | 1SL

Grade 1 ELA Standards	<i>Progress English Language Arts, Grade 1</i>
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Comprehension and Collaboration

1SL1:	Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play).	
	<p>1SL1a: Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic.</p>	<p>Home Connect (family discussions) Ways to Help Your Child—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216 Conversation Starter—pp. 10, 176 Activity—pp. 40, 54, 84, 98, 190, 216 On the Go—pp. 128, 146</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255</p> <p>Speaking and Listening Share Your Writing (be ready to answer questions/speak clearly in complete sentences/look at listeners)—pp. 50, 94, 138, 186, 226 Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227</p> <p>Unit Review Thinking about speaking and listening—pp. 52, 96, 140, 188, 228</p>

1ST GRADE SPEAKING AND LISTENING STANDARDS | 1SL

Grade 1 ELA Standards		Progress English Language Arts, Grade 1
1SL1b:	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255</p> <p>Speaking and Listening Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227</p>
1SL1c:	Ask questions to clear up any confusion about topics and texts under discussion.	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255</p> <p>Speaking and Listening Be a Good Listener/Return to the Essential Question (ask questions and discuss ideas)—pp. 51, 95, 139, 187, 227</p> <p>Speaking and Listening Return to the Essential Question—pp. 52, 98, 144, 196, 236</p>
1SL1d:	Consider individual differences when communicating with others.	<p>Connect Across Texts Compare and Contrast Texts (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255</p> <p>Speaking and Listening Share Your Writing (be ready to answer questions/speak clearly in complete sentences/look at listeners)—pp. 50, 94, 138, 186, 226</p> <p>Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227</p>
1SL2:	Develop and answer questions about key details in diverse texts and formats.	<p>Home Connect (family discussions) Ways to Help Your Child—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216 Conversation Starter—pp. 10, 176 Activity—pp. 40, 54, 84, 98, 190, 216 On the Go—pp. 128, 146</p> <p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255</p> <p>Speaking and Listening Share Your Writing (be ready to answer questions)—pp. 50, 94, 138, 186, 226</p> <p style="text-align: right;"><i>continued</i></p>

1ST GRADE SPEAKING AND LISTENING STANDARDS | 1SL

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
	<p>Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “From Tadpole to Frog” (Journal Entry)—pp. 58–61</p>
<p>1SL3: Develop and answer questions to clarify what the speaker says and identify a speaker’s point of view.</p>	<p>Connect Across Texts Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255</p> <p>Speaking and Listening Share Your Writing (be ready to answer questions)—pp. 50, 94, 138, 186, 226 Be a Good Listener/Return to the Essential Question (small group or class discussion)—pp. 51, 95, 139, 187, 227</p> <p>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</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>1SL4: Describe familiar people, places, things, and events with relevant details expressing ideas clearly.</p>	<p>Home Connect (family discussions) Ways to Help Your Child—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216 Conversation Starter—pp. 10, 176 Activity—pp. 40, 54, 84, 98, 190, 216 On the Go—pp. 128, 146</p> <p>Speaking and Listening Share Your Writing—pp. 50, 94, 138, 186, 226</p>
<p>1SL5: Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings.</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Create Your Nonfictional Narrative (draw)—pp. 46–47</p> <p>Unit 4 Text Types and Purposes: Write Informational Texts Create Your Informative Text (draw)—pp. 90–91</p> <p>Unit 7 Reading Informational Text: Craft and Structure Distinguishing Words and Pictures: “Fire Drills” (Procedural Text)—pp. 158–161</p> <p style="text-align: right;"><i>continued</i></p>

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1ST GRADE SPEAKING AND LISTENING STANDARDS | 1SL

Grade 1 ELA Standards		Progress English Language Arts, Grade 1
		<p>Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Using Pictures and Details: “Sky Lights” (Informational Text)—pp. 234–237</p> <p>Writing Handbook Step 5 Producing, Publishing, and Presenting (add pictures)—p. 268</p>
1SL6:	Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience.	<p>Speaking and Listening Share Your Writing (be ready to answer questions/speak clearly in complete sentences/look at listeners)—pp. 50, 94, 138, 186, 226</p>

1ST GRADE LANGUAGE STANDARDS | 1L

Grade 1 ELA Standards		Progress English Language Arts, Grade 1
Conventions of Academic English/Language for Learning		
<p>ANCHOR STANDARD L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.</p>		
Core Conventions Skills for Grades Prekindergarten→2:		
<ul style="list-style-type: none"> Produce upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters. 		<p>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</p>

1ST GRADE LANGUAGE STANDARDS | 1L

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
<ul style="list-style-type: none"> Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. 	<p>KINDERGARTEN Words to Know (part of speech and definition for each word provided in the TE)—TE/SE pp. 22, 24, 26, 58, 60, 62, 94, 96, 98, 130, 132, 134, 166, 168, 170, 200, 202, 204</p> <p>Language Development Build Language—Unit 1 (nouns, action verbs), TE/SE pp. 19; Unit 2 (nouns, verbs), TE/SE pp. 40–41; Unit 9 (action verbs, verbs with similar meanings), 163; Unit 10 (action verbs, verbs with similar meanings): 182–183</p> <hr/> <p>GRADE 1 Words to Know (part of speech and definition for each word provided in the TE)—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</p> <hr/> <p>GRADE 2 Words to Know (part of speech and definition for each word provided in the TE)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258</p>
<ul style="list-style-type: none"> Use common, proper, and possessive nouns. 	<p>GRADE 1 Language Common and Proper Nouns—p. 48 Possessive Nouns—p. 49</p>
<ul style="list-style-type: none"> Use collective nouns (e.g., group). 	<p>GRADE 2 Language Collective Nouns (group)—p. 50</p>
<ul style="list-style-type: none"> Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). 	<p>KINDERGARTEN Language Development Build Language (form plurals)—Unit 1, TE/SE p. 19; Unit 2, TE/SE pp. 40–41</p>
<ul style="list-style-type: none"> Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). 	<p>GRADE 2 Language Irregular Plural Nouns—pp. 48–49</p>
<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). 	<p>GRADE 1 Language Plurals—p. 80 Verbs—p. 93</p>

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1ST GRADE LANGUAGE STANDARDS | 1L

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
<ul style="list-style-type: none"> Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). 	<p>KINDERGARTEN Language Development Build Language (interrogatives)—Unit 5, TE/SE p. 91</p>
<ul style="list-style-type: none"> Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 	<p>KINDERGARTEN Language Development Build Language (prepositions)—Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148-149</p>
<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	<p>KINDERGARTEN Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40-41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76-77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112-113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148-149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182-183; Unit 11, TE/SE p. 197</p>
	<p>GRADE 2 Language Simple Sentences—pp. 232-233 Compound Sentences—pp. 234-235</p>
<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything) → Use reflexive pronouns (e.g., myself, ourselves). 	<p>GRADE 1 Language Pronouns—p. 136</p>
	<p>GRADE 2 Language Reflexive Pronouns—pp. 192-193</p>
<ul style="list-style-type: none"> Use verbs → Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>GRADE 1 Language Verbs—p. 93</p>
<ul style="list-style-type: none"> Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. 	<p>GRADE 1 Language Adjectives—p. 137</p>
<ul style="list-style-type: none"> Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally). 	<p>GRADE 1 Language Conjunctions—p. 185</p>

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1ST GRADE LANGUAGE STANDARDS | 1L

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
<ul style="list-style-type: none"> Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie). 	<p>KINDERGARTEN Language Development Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE p. 40; Unit 9, TE/SE p. 163; Unit 10, TE/SE p. 182</p> <p>GRADE 1 Language Sentences—pp. 224-225</p>
<p>ANCHOR STANDARD L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages).</p>	
<p>Core Punctuation and Spelling Skills for Grades Prekindergarten→2:</p>	
<ul style="list-style-type: none"> Attempt to write symbols or letters to represent words. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy). Write a letter or letters for most consonant and short-vowel sounds (phonemes). 	<p>KINDERGARTEN My Writing (use letter-sound correspondences to represent words)—pp. 38, 74, 110, 146, 181</p> <p>KINDERGARTEN Phonics and Word Recognition Letter-Sound Practice—pp. 14-15, 50-51, 86-87, 122-123, 158-159, 192-193</p> <p>GRADE 1 Writing Handbook Step 4: Editing: Editing Checklist (all words are spelled correctly)—pp. 267-268</p> <p>GRADE 2 Foundational Skills Read Together “Schools in Colonial Times” (irregular spellings)—p. 260 Foundational Skills Reader “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261-26</p> <p>KINDERGARTEN Phonics and Word Recognition Letter-Sound Practice—pp. 14-15, 50-51, 86-87, 122-123, 158-159, 192-193</p>

1ST GRADE LANGUAGE STANDARDS | 1L

Grade 1 ELA Standards	Progress English Language Arts, Grade 1
<ul style="list-style-type: none"> Consult reference materials as needed to check and correct spellings. 	<p>GRADE 2 Writing Handbook Step 4: Editing Editing Checklist (use a dictionary)—p. 283 Glossary—pp. 285–288</p>
<ul style="list-style-type: none"> Recognize and name end punctuation. → Use end punctuation for sentences. 	<p>KINDERGARTEN Language Development Build Language (punctuation)—Unit 4 (period), TE/SE p. 77; Unit 6 (end punctuation: question mark, exclamation point), TE/SE p. 113 Home Connect (end punctuation)—p. 142 Foundational Skills Reader Foundational Skills Fluency Practice (punctuation marks)—Unit 11, TE/SE p. 196</p>
<ul style="list-style-type: none"> Capitalize the first letter of their name. → Capitalize the first word in a sentence and the pronoun I. → Capitalize dates and names of people. → Capitalize names, places, and holidays. 	<p>KINDERGARTEN Language Development Build Language—Unit 4 (capital letters), TE/SE p. 77 Foundational Skills Poem Focus on Print Concepts—Unit 5 (upper- and lowercase letters), TE/SE p. 84; Unit 9 (uppercase letters), TE/SE p. 156</p>
<ul style="list-style-type: none"> Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters. 	<p>GRADE 1 Language Common and Proper Nouns—p. 48</p> <p>GRADE 2 Language Names of Holidays and Places—p. 51</p>
<ul style="list-style-type: none"> Use an apostrophe to form contractions and frequently occurring possessives. 	<p>GRADE 2 Language Apostrophes—p. 96</p>

1ST GRADE LANGUAGE STANDARDS | 1L

Grade 1 ELA Standards

Progress English Language Arts, Grade 1

Knowledge of Language

L3: Begins in Grade 2

Vocabulary Acquisition and Use

1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.

1L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

GRADE 1 Language
Word Meanings (use nearby clues)—p. 36

1L4b: Use frequently occurring affixes as a clue to the meaning of a word.

GRADE 1 Language
Prefix *re* and Suffix *ful*—p. 172

1L4c: Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

GRADE 1 Language
Verb Endings s, ed, ing—p. 124
Foundational Skills Read Together
“Pictures in the Stars” (word endings)—p. 246
Foundational Skills Reader
“Our Moon” (inflectional endings)—pp. 249–250
Fluency (online)
Additional Practice
Passage 4: Inflectional Endings
Foundational Skills (online)
Additional Practice
Worksheets 21 & 22: Inflectional Endings

1L5: Demonstrate understanding of word relationships and nuances in word meanings.

1L5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

GRADE 1 Language
Groups of Words—p. 256

1ST GRADE LANGUAGE STANDARDS | 1L

Grade 1 ELA Standards		Progress English Language Arts, Grade 1
1L5b:	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	Language Groups of Words—p. 256
1L5c:	Use words for identification and description, making connections between words and their use (e.g., places at home that are <i>cozy</i>).	Language Word Meanings—p. 36
1L5d:	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	Language Shades of Meaning—p. 212
1L6:	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	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 Language Word Meanings—p. 36 Prefix <i>re</i> and Suffix <i>ful</i> —p. 172 Shades of Meaning—p. 212 Groups of Words—p. 256 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 Determining Word Meanings: “Who Helps in Your Community?” (Informational Text)—pp. 156–161 Glossary —pp. 269–272