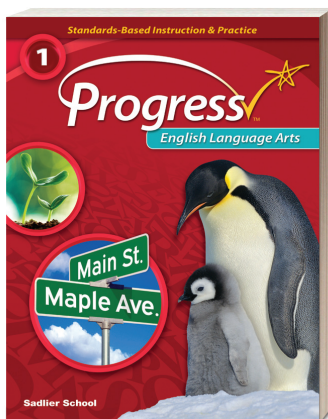


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to

Arizona's College and Career Ready Standards – English Language Arts

Grade 1

Contents

Reading Standards for Literature	2
Reading Standards for Informational Text	4
Reading Standards: Foundational Skills	7
Writing Standards	10
Speaking and Listening Standards	13
Language Standards	15

 **Sadlier**
William H. Sadlier, Inc.
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Reading Standards for Literature

GRADE 1 STUDENTS:

Key Ideas and Details

1. Ask and answer questions about key details in a text. **(1.RL.1)**
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. **(1.RL.2)**
3. Describe characters, settings, and major events in a story, using key details. **(1.RL.3)**

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(1.RL.4)**
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **(1.RL.5)**
6. Identify who is telling the story at various points in a text. **(1.RL.6)**

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 1 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 1 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 1 Review— pp. 37–38
Performance Task—Online

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 5 Review— pp. 125–126
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 5 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 5 Review— pp. 125–126
Performance Task—Online

Reading Standards for Literature

GRADE 1 STUDENTS:

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events. **(1.RL.7)**
8. (Not applicable to literature) **(1.RL.8)**
9. Compare and contrast the adventures and experiences of characters in stories. **(1.RL.9)**

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. **(1.RL.10)**

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 9 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 9 Review—pp. 213–214

Performance Task—Online

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 1 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

Reading Standards for Literature

GRADE 1 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 5 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 9 Review: “Farmer Bill’s Carrot”—pp. 213–214

Reading Standards for Informational Text

GRADE 1 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Key Ideas and Details

1. Ask and answer questions about key details in a text. **(1.RI.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 3 Review—pp. 81–82

Performance Task—Online

2. Identify the main topic and retell key details of a text. **(1.RI.2)**

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 3 Review—pp. 81–82

Performance Task—Online

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. **(1.RI.3)**

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 3 Review—pp. 81–82

Performance Task—Online

Reading Standards for Informational Text

GRADE 1 STUDENTS:

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(1.RI.4)**

5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. **(1.RI.5)**

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. **(1.RI.6)**

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas. **(1.RI.7)**

8. Identify the reasons an author gives to support points in a text. **(1.RI.8)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 7 Review— pp. 173–174
Performance Task—Online

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 7 Review— pp. 173–174
Performance Task—Online

Unit 7 Reading Informational Text: Craft and Structure **Distinguishing Words and Pictures:** “Fire Drills” (Procedural Text)—pp. 158–161

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

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. 229–2391
Close Reading: “Sunlight Is Better” (Opinion Piece)—pp. 251–254
Unit 11 Review— pp. 257–258
Performance Task—Online

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 11 Review— pp. 257–258
Performance Task—Online

Reading Standards for Informational Text

GRADE 1 STUDENTS:

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(1.RI.9)**

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1. **(1.RI.10)**
- a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. **(AZ.1.RI.10)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 11 Review— pp. 257–258

Performance Task—Online

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 3 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 7 Review: “Who Works in School?”—pp. 173–174

Reading Standards for Informational Text

GRADE 1 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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" (syllables; Fluency: Read with expression)—pp. 247–248

Foundational Skills Reader 2: "Our Moon" (inflectional endings *-s, -ed, -ing*; Fluency: Read with expression)—pp. 249–250

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

Unit 11 Review: "Kids in Space"—pp. 257–258

Reading Standards: Foundational Skills

GRADE 1 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **(1.RF.1)**

Unit 10 Research to Build and Present Knowledge: Write a Research Report

Language: Sentences—p. 224

Writing Handbook

Step 4: Editing: Editing Checklist (capitalization)—p. 268

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Distinguish long from short vowel sounds in spoken single-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

Foundational Skills Reader 1: "At Bat!" (short vowels *a* and *i//* and *r* blends)—pp. 27–28

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

SEE ALSO
Home Connect—p. 10

Reading Standards: Foundational Skills

GRADE 1 STUDENTS:

b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **(1.RF.2)**

Phonics and Word Recognition

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

a. Know the spelling-sound correspondences for common consonant digraphs.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 7 Reading Informational Text: Craft and Structure
Foundational Skills Read Together: “Farm Neighborhoods”
(long *a* words, long *i* words)—p. 162
Foundational Skills Reader 2: “Firefighters at Work” (long *a*
and long *i*)—pp. 165–166

SEE ALSO
Home Connect—p. 146
Unit 7 Review— pp. 173–174

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 9 Review— pp. 213–214

Unit 1 Reading Literature: Key Ideas and Details

Foundational Skills Read Together: “The Best in Me” (short
vowel sounds/consonant blends)—p. 26

Foundational Skills Reader 1: “At Bat!” (short vowels *a* and *i//*
and *r* blends)—pp. 27–28

Foundational Skills Reader 2: “I Can!” (short vowels *o*, *u*, *e*; *s*
blends/final blends)—pp. 29–30

SEE ALSO
Home Connect—p. 10

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

Reading Standards: Foundational Skills

GRADE 1 STUDENTS:

- b. Decode regularly spelled one-syllable words.

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

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

- e. Decode two-syllable words following basic patterns by breaking the words into syllables.

- f. Read words with inflectional endings.

- g. Recognize and read grade-appropriate irregularly spelled words. **(1.RF.3)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 5 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 5 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 9 Review—pp. 213–214

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

Foundational Skills Reader 1: “Super Stars” (syllables)—pp. 247–248

SEE ALSO

Home Connect—p. 230

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

Foundational Skills Reader 1: “Super Stars” (syllables)—pp. 247–248

SEE ALSO

Home Connect—p. 230

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 Standards: Foundational Skills

GRADE 1 STUDENTS:

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.
 - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **(1.RF.4)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 3 Reading Informational Text: Key Ideas and Details **Foundational Skills Reader 1:** “Penguins Grow and Change”

(Fluency: Read with purpose)—pp. 71–72

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

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

Unit 4 Text Types and Purposes: Write Informative/ Explanatory Texts

Language: Context Clues—p. 93

Unit 7 Reading Informational Text: Craft and Structure

Language: Context Clues—p. 174

Writing Standards

GRADE 1 STUDENTS:

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. **(1.W.1)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

Writing Standards

GRADE 1 STUDENTS:

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. **(1.W.2)**

3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **(1.W.3)**

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). **(1.W.4)**
 - a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. **(AZ.1.W.4.)**
5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. **(1.W.5)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 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

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 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 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 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

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

Speaking and Listening: Share Your Writing—pp. 50, 94, 138, 186, 226

Writing Standards

GRADE 1 STUDENTS:

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (**1.W.6**)

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (**1.W.7**)
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (**1.W.8**)

9. (W.1.9 begins in grade 4) (**1.W.9**)

Range of Writing

10. (W.1.10 begins in grade 3) (**1.W.10**)

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

See also **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)

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Plan Your Nonfictional Narrative (recall information from experiences)—pp. 44–45

Speaking and Listening: Share Your Writing (be ready to answer questions)—p. 50

SEE ALSO

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

Unit 4 Text Types and Purposes: Write Informational Texts

Speaking and Listening: Share Your Writing (answer questions)—p. 94

Unit 8 Text Types and Purposes: Write Opinion Pieces

Speaking and Listening: Share Your Writing (answer questions)—p. 186

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

SEE ALSO

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

Speaking and Listening Standards

GRADE 1 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c. Ask questions to clear up any confusion about the topics and texts under discussion. **(1.SL.1)**
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. **(1.SL.2)**

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

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/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

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

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

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

Speaking and Listening Standards

GRADE 1 STUDENTS:

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **(1.SL.3)**

Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **(1.SL.4)**

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. **(1.SL.5)**

6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) **(1.SL.6)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

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

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

Share Your Writing—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

Speaking and Listening: Share Your Writing—pp. 50, 94, 138, 186, 226

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

Speaking and Listening Standards

GRADE 1 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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, 230

Language Standards

GRADE 1 STUDENTS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print all upper- and lowercase letters.
 - b. Use common, proper, and possessive nouns.
 - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
 - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
 - e. 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).
 - f. Use frequently occurring adjectives.

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Common and Proper Nouns—p. 48
Language: Possessive Nouns—p. 49

SEE ALSO

Introducing Unit 2/Home Connect—pp. 39–40
Unit 2 Review—p. 52

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

Unit 3 Reading Informational Text: Key Ideas and Details

Language: Plurals—p. 80

SEE ALSO

Introducing Unit 3/Home Connect—pp. 53–54

Unit 4 Text Types and Purposes: Write Informational Texts

Language: Verbs—p. 93

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Review—p. 96

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Pronouns—p. 136

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128
Unit 6 Review—p. 140

Unit 4 Text Types and Purposes: Write Informational Texts

Language: Verbs—p. 93

SEE ALSO

Introducing Unit 4/Home Connect—pp. 83–84
Unit 4 Review—p. 96

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Adjectives—p. 137

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128
Unit 6 Review—p. 140

Language Standards

GRADE 1 STUDENTS:

- g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).

- h. Use determiners (e.g., articles, demonstratives).

- i. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. **(1.L.1)**

- k. Write multiple sentences in an order that supports a main idea or story. **(AZ.1.L.1)**

- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize dates and names of people.

 - b. Use end punctuation for sentences.

 - c. Use commas in dates and to separate single words in a series.

 - d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

 - e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **(1.L.2)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 8 Text Types and Purposes: Write Opinion Pieces **Language:** Conjunctions—p. 185

SEE ALSO
Introducing Unit 8/Home Connect—pp. 175–176
Unit 8 Review—p. 188

Unit 8 Text Types and Purposes: Write Opinion Pieces **Language:** Prepositions—p. 184

SEE ALSO
Introducing Unit 8/Home Connect—pp. 175–176
Unit 8 Review—p. 188

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 10 Review—p. 228

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Common and Proper Nouns—p. 48

SEE ALSO
Introducing Unit 2/Home Connect—pp. 39–40
Unit 2 Review—p. 52
Writing Handbook: Step 4 Editing: Editing Checklist—p. 268

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 10 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 4 Review—p. 96

Writing Handbook

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

Writing Handbook

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

Language Standards

GRADE 1 STUDENTS:

Knowledge of Language

3. (L.1.3 begins in grade 2) **(1.L.3)**

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

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

b. Use frequently occurring affixes as a clue to the meaning of a word.

c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). **(1.L.4)**

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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

b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

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 1 Review—p. 38

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 7 Review—pp. 173–174

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 5 Review—pp. 125–126

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 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 11 Review—pp. 257–258

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 11 Review—pp. 257–258

Language Standards

GRADE 1 STUDENTS:

- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
-
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings. **(1.L.5)**
-
6. 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., *because*). **(1.L.6)**

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 1 Review—p. 38

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 212

SEE ALSO

Introducing Unit 9/Home Connect—pp. 189–190

Unit 9 Review—pp. 213–214

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