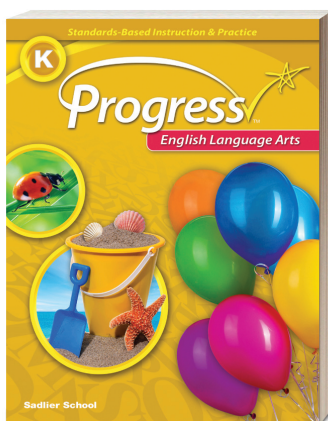


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to

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

Kindergarten

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Reading Standards for Literature

KINDERGARTENERS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. **(K.RL.1)**
2. With prompting and support, retell familiar stories, including key details. **(K.RL.2)**
3. With prompting and support, identify characters, settings, and major events in a story. **(K.RL.3)**

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Read Aloud: “Sandbox City”—pp. 20–21
Close Reading: Circle the Correct Answer—p. 28
Comprehension Reader: “Good Night”—pp. 29–30
Connect Across Texts: Compare and Contrast Texts—p. 31
Unit 1 Review—p. 32

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Read Aloud: “Sandbox City”—pp. 20–21
Close Reading: Circle the Correct Answer—p. 28
Comprehension Reader: “Good Night”—pp. 29–30
Connect Across Texts: Compare and Contrast Texts—p. 31
Unit 1 Review—p. 32

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Read Aloud: “Sandbox City”—pp. 20–21
Close Reading: Circle the Correct Answer—p. 28
Comprehension Reader: “Good Night”—pp. 29–30
Connect Across Texts: Compare and Contrast Texts—p. 31
Unit 1 Review—p. 32

Craft and Structure

4. Ask and answer questions about unknown words in a text. **(K.RL.4)**
5. Recognize common types of texts (e.g., storybooks, poems). **(K.RL.5)**

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83
Read Aloud: “My Neighborhood”—pp. 92–93
Close Reading: Circle the Correct Answer—p. 100
Comprehension Reader: “It Is Time!”—pp. 101–102
Connect Across Texts: Compare and Contrast Texts—p. 103
Unit 5 Review—p. 104

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83
Read Aloud: “My Neighborhood”—pp. 92–93
Close Reading: Circle the Correct Answer—p. 100
Comprehension Reader: “It Is Time!”—pp. 101–102
Connect Across Texts: Compare and Contrast Texts—p. 103
Unit 5 Review—p. 104

Reading Standards for Literature

KINDERGARTENERS:

6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. **(K.RL.6)**

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). **(K.RL.7)**

8. (Not applicable to literature) **(K.RL.8)**

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **(K.RL.9)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83
Read Aloud: “My Neighborhood”—pp. 92–93
Close Reading: Circle the Correct Answer—p. 100
Comprehension Reader: “It Is Time!”—pp. 101–102
Connect Across Texts: Compare and Contrast Texts—p. 103
Unit 5 Review—p. 104

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 153–155
Read Aloud: “A Desert Adventure”—pp. 164–165
Close Reading: Circle the Correct Answer—p. 170
Comprehension Reader: “The Party”—pp. 171–172
Connect Across Texts: Compare and Contrast Texts—p. 173
Unit 9 Review—p. 174

Unit 1 Reading Literature: Key Ideas and Details

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

Unit 5 Reading Literature: Craft and Structure

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 153–155
Read Aloud: “A Desert Adventure”—pp. 164–165
Close Reading: Circle the Correct Answer—p. 170
Comprehension Reader: “The Party”—pp. 171–172
Connect Across Texts: Compare and Contrast Texts—p. 173
Unit 9 Review—p. 174

Reading Standards for Literature

KINDERGARTENERS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding. **(K.RL.10)**

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” (Folktale)—pp. 22–23

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

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

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

Unit 5 Reading Literature: Craft and Structure

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

Foundational Skills 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

Reading Standards for Informational Text

KINDERGARTENERS:

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text. **(K.RI.1)**
2. With prompting and support, identify the main topic and retell key details of a text. **(K.RI.2)**
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **(K.RI.3)**

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. **(K.RI.4)**
5. Identify the front cover, back cover, and title page of a book. **(K.RI.5)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 3 Reading Informational Text: Key Ideas and Details **Understanding Key Details:** Read Along: "What Is Bugging You?" (Informational Text)—pp. 58–59

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47
Read Aloud: "My Garden"—pp. 56–57
Close Reading: Circle the Correct Answer—p. 64
Comprehension Reader: "My Tree"—pp. 65–66
Connect Across Texts: Compare and Contrast Texts—p. 67
Unit 3 Review—p. 68

Unit 3 Reading Informational Text: Key Ideas and Details **Identifying the Main Topic and Details:** Read Along: "A Trip to the Zoo" (Nonfictional Narrative)—pp. 60–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47
Read Aloud: "My Garden"—pp. 56–57
Close Reading: Circle the Correct Answer—p. 64
Comprehension Reader: "My Tree"—pp. 65–66
Connect Across Texts: Compare and Contrast Texts—p. 67
Unit 3 Review—p. 68

Unit 3 Reading Informational Text: Key Ideas and Details **Making Connections:** Read Along: "Your New Best Friend" (Realistic Fiction)—pp. 62–63

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47
Read Aloud: "My Garden"—pp. 56–57
Close Reading: Circle the Correct Answer—p. 64
Comprehension Reader: "My Tree"—pp. 65–66
Connect Across Texts: Compare and Contrast Texts—p. 67
Unit 3 Review—p. 68

Unit 7 Reading Informational Text: Craft and Structure **Asking Questions About Words:** "Leaf Rubbing" (Procedural Text)—pp. 130–131

SEE ALSO

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

Unit 7 Reading Informational Text: Craft and Structure **Identifying Parts of a Book:** "Don't Pick the Wildflowers!" (Opinion Piece)—pp. 132–133

SEE ALSO

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

Reading Standards for Informational Text

KINDERGARTENERS:

6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. **(K.RI.6)**

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **(K.RI.7)**

8. With prompting and support, identify the reasons an author gives to support points in a text. **(K.RI.8)**

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **(K.RI.9)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

SEE ALSO

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

SEE ALSO

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

Reading Standards for Informational Text

KINDERGARTENERS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding. **(K.RI.10)**
- a. Actively engage in group reading of informational and functional texts, including history/social studies, science, and technical texts, with purpose and understanding. **(AZ.K.RI.10)**

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

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

Reading Standards: Foundational Skills

KINDERGARTENERS:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
 - a. Follow words from left to right, top to bottom, and page by page.
 - b. Recognize that spoken words are represented in written language by specific sequences of letters.
 - c. Understand that words are separated by spaces in print.
 - d. Recognize and name all upper- and lowercase letters of the alphabet. **(K.RF.1)**

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - a. Recognize and produce rhyming words.
 - b. Count, pronounce, blend, and segment syllables in spoken words.
 - c. Blend and segment onsets and rimes of single-syllable spoken words.
 - d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
 - e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **(K.RF.2)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

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

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

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

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

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

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

Unit 1 Reading Literature: Key Ideas and Details

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

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

Unit 9 Reading Informational Text: Craft and Structure

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

Reading Standards: Foundational Skills

KINDERGARTENERS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Phonics and Word Recognition

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

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

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*)

Review—pp. 32, 68, 104, 140, 174, 210

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

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*)

Review—pp. 32, 68, 104, 140, 174, 210

c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

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*)

Review—pp. 32, 68, 104, 140, 174, 210

Reading Standards: Foundational Skills

KINDERGARTENERS:

- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **(K.RF.3)**

Fluency

4. Read emergent-reader texts with purpose and understanding. **(K.RF.4)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

Writing Standards

KINDERGARTENERS:

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*). **(K.W.1)**
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **(K.W.2)**
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **(K.W.3)**

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

Speaking and Listening: Share Your Writing—p. 150

SEE ALSO

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

Unit 4 Text Types and Purposes: Write Informative Texts

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

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

Speaking and Listening: Share Your Writing—p. 78

SEE ALSO

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

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

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

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

Speaking and Listening: Share Your Writing—p. 184

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

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

Speaking and Listening: Share Your Writing—p. 42

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Fictional Narratives

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

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

Speaking and Listening: Share Your Writing—p. 114

SEE ALSO

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

Writing Standards

KINDERGARTENERS:

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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). (**K.W.4**)
 - a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose. (**AZ.K.W.4**)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (**K.W.5**)
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (**K.W.6**)

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (**K.W.7**)
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (**K.W.8**)

Unit 4 Text Types and Purposes: Write Informative Texts
Read a Writing Model: “Honey from Bees”—pp. 72–73
My Writing (draw, dictate, write)—pp. 74–75
Speaking and Listening: Share Your Writing—p. 78

SEE ALSO

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

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

Read a Writing Model: “What’s for Dinner?”—pp. 178–179
My Writing (draw, dictate, write)—pp. 180–181
Speaking and Listening: Share Your Writing—p. 184

SEE ALSO

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

Writing Handbook

Make Your Writing Even Better—p. 213

Writing Handbook

Share Your Writing—p. 214

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

Speaking and Listening: Share Your Writing—p. 150

SEE ALSO

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

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

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

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

Speaking and Listening: Share Your Writing—p. 184

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

SEE ALSO

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

Unit 4 Text Types and Purposes: Write Informative Texts

My Writing—pp. 74–75

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Fictional Narratives

My Writing—pp. 110–111

SEE ALSO

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

Writing Standards

KINDERGARTENERS:

9. (W.K.9 begins in grade 4) (**K.W.9**)

Range of Writing

10. (W.K.10 begins in grade 3) (**K.W.10**)

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

SEE ALSO

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

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

My Writing: Listen to Gather Facts/My Writing—pp. 180–181

SEE ALSO

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

Writing Handbook

Start Writing—p. 212

Share Your Writing—p. 214

Speaking and Listening Standards

KINDERGARTENERS:

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges. (**K.SL.1**)
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (**K.SL.2**)

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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

Speaking and Listening Standards

KINDERGARTENERS:

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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

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (**K.SL.3**)

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (**K.SL.4**)

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 Standards

KINDERGARTENERS:

5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (**K.SL.5**)

6. Speak audibly and express thoughts, feelings, and ideas clearly. (**K.SL.6**)

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Unit 2 Text Types and Purposes: Write Nonfictional Narratives

My Writing (draw)—pp. 38–39

Unit 4 Text Types and Purposes: Write Informative Texts

My Writing (draw)—pp. 74–75

Unit 6 Text Types and Purposes: Write Fictional Narratives

My Writing (draw)—pp. 110–111

Unit 8 Text Types and Purposes: Write Opinion Pieces

My Writing (draw)—pp. 146–147

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

My Writing (draw)—pp. 180–181

Writing Handbook

Start Writing (draw a picture)—p. 212

Letter Formation

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

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

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

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

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

Language Standards

KINDERGARTENERS:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Print many upper- and lowercase letters.

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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

Language Standards

KINDERGARTENERS:

- b. Use frequently occurring nouns and verbs.

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

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

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

- f. Produce and expand complete sentences in shared language activities. **(K.L.1)**

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

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

- b. Recognize and name end punctuation.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 1 Reading Literature: Key Ideas and Details

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

Unit 1 Reading Literature: Key Ideas and Details

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

Unit 5 Reading Literature: Craft and Structure

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

Unit 7 Reading Informational Text: Craft and Structure

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

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

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

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

Unit 4 Text Types and Purposes: Write Informative Texts

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

SEE ALSO

Unit 4 Review—p. 80

Unit 4 Text Types and Purposes: Write Informative Texts

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

SEE ALSO

Unit 4 Review—p. 80

Language Standards

KINDERGARTENERS:

- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (**K.L.2**)

Knowledge of Language

- 3. (L.K.3 begins in grade 2) (**K.L.3**)

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word. (**K.L.4**)
- 5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings. (**K.L.5**)
- 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (**K.L.6**)

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Unit 6 Text Types and Purposes: Write Fictional Narratives
Language Development: Build Language (end punctuation: question mark, exclamation point)—p. 113

SEE ALSO
Unit 4 Review—p. 116

Home Connect (end punctuation)—p. 142

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

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

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

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

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

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

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

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

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

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

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

Language Standards

KINDERGARTENERS:

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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