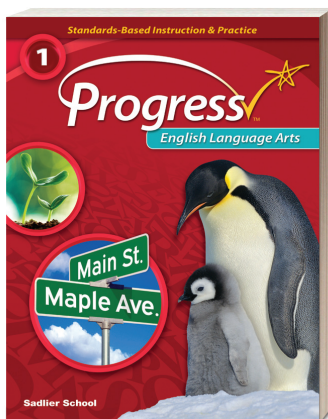


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Colorado

Academic Standards in Reading, Writing & Communicating

First Grade

Contents

1. Oral Expression and Listening	2
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1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

Concepts and skills students master:

1. Multiple strategies develop and expand oral vocabulary

First Grade Evidence Outcomes

Students can:

- a. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (CCSS: SL.1.4)

- b. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (CCSS: SL.1.)

- c. Produce complete sentences when appropriate to task and situation. (CCSS: SL.1.6)

- d. Give and follow simple two-step directions.

Sadlier Progress English Language Arts, Grade 1

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

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

1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience
- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective

Concepts and skills students master:

2. Verbal and nonverbal language is used to express and receive information

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

Students can:

- Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (CCSS: SL.1.1)
 - 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). (CCSS: SL.1.1a)
 - Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CCSS: SL.1.1b)
 - Ask questions to clear up any confusion about the topics and texts under discussion. (CCSS: SL.1.1c)
- Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (CCSS: SL.1.2)

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

First Grade Evidence Outcomes

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Unit 3 Reading Informational Text: Key Ideas and Details

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

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

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

Unit 5 Reading Literature: Craft and Structure

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

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

Unit 7 Reading Informational Text: Craft and Structure

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

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

- c. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CCSS: SL.1.3)

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

1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Concepts and skills students master:

3. Identifying and manipulating phonemes in spoken words allow people to understand the meaning of speech

First Grade Evidence Outcomes

Students can:

- a. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.1.2)

- i. Distinguish long from short vowel sounds in spoken single-syllable words. (CCSS: RF.1.2a)

- ii. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (CCSS: RF.1.2b)

- iii. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (CCSS: RF.1.2c)

Sadlier Progress English Language Arts, Grade 1

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 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

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

- iv. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (CCSS: RF.1.2d)

2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:

1. Comprehending and fluently reading a variety of literary texts are the beginning traits of readers

First Grade Evidence Outcomes

Students can:

a. Use Key Ideas and Details to:

- i. Ask and answer questions about key details in a text. (CCSS: RL.1.1)
- ii. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (CCSS: RL.1.2)
- iii. Describe characters, settings, and major events in a story, using key details. (CCSS: RL.1.3)
- iv. Make predictions about what will happen in the text and explain whether they were confirmed or not and why

b. Use Craft and Structure to:

- i. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (CCSS: RL.1.4)

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

First Grade Evidence Outcomes

- ii. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (CCSS: RL.1.5)

- iii. Identify who is telling the story at various points in a text. (CCSS: RL.1.6)

c. Use Integration of Knowledge and Ideas to:

- i. Use illustrations and details in a story to describe its characters, setting, or events. (CCSS: RL.1.7)

- ii. Compare and contrast the adventures and experiences of characters in stories. (CCSS: RL.1.9)

d. Use Range of Reading and Level of Text Complexity to:

- i. With prompting and support, read prose and poetry of appropriate complexity for grade 1. (CCSS: RL.1.10)

Sadlier Progress English Language Arts, Grade 1

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

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

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

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
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

e. Read with sufficient accuracy and fluency to support comprehension: (CCSS: RF.1.4)

i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)

ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)

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

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

- iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

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

2. Reading for All Purposes

Prepared Graduates:

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:

- 2. Comprehending and fluently reading a variety of informational texts are the beginning traits of readers

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

Students can:

- a. Use Key Ideas and Details to:
 - i. Ask and answer questions about key details in a text. (CCSS: RI.1.1)

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

First Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 1
<p>ii. Identify the main topic and retell key details of a text. (CCSS: RI.1.2)</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>iii. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.1.3)</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>
<p>iv. Activate schema and background knowledge to construct meaning</p>	
<p>b. Use Craft and Structure to:</p>	
<p>i. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (CCSS: RI.1.4)</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>ii. 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. (CCSS: RI.1.5)</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>iii. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (CCSS: RI.1.6)</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>

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

c. Use Integration of Knowledge and Ideas to:

- i. Use the illustrations and details in a text to describe its key ideas. (CCSS: RI.1.7)

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

- ii. Identify the reasons an author gives to support points in a text. (CCSS: RI.1.8)

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

- iii. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.1.9)

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

d. Use Range of Reading and Level of Text Complexity to:

- i. With prompting and support, read informational texts appropriately complex for grade 1. (CCSS: RI.1.10)

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

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

Unit 7 Reading Informational Text: Craft and Structure

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

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

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

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

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

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

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

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

Unit 7 Review; "Who Works in School?"—pp. 173–174

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

e. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.1.4)

i. Read grade-level text with purpose and understanding. (CCSS: RF.1.4a)

ii. Read grade-level text orally with accuracy, appropriate rate, and expression. (CCSS: RF.1.4b)

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

First Grade Evidence Outcomes

- iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.1.4c)

Sadlier Progress English Language Arts, Grade 1

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

2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Concepts and skills students master:

- 3. Decoding words require the application of alphabetic principles, letter sounds, and letter combinations

First Grade Evidence Outcomes

Students can:

- a. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.1.3)
 - i. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). (CCSS: RF.1.3a)
 - ii. Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)

Sadlier Progress English Language Arts, Grade 1

Unit 3 Reading Informational Text: Key Ideas and Details

Foundational Skills Read Together: “The Garter Snake” (digraphs *th*, *ch*, *sh*, and *wh*)—p. 70

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

SEE ALSO
Home Connect—p. 54

Unit 5 Reading Literature: Craft and Structure

Foundational Skills Read Together: “Scat, Cat” (one vowel sound)—p. 114

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

First Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 1
<p>iii. Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)</p>	<p>SEE ALSO Home Connect—p. 102 Unit 5 Review—pp. 125–126</p> <p>Unit 5 Reading Literature: Craft and Structure Foundational Skills Reader 2: “Big Waves, Big Prizes” (CVCe and CVCCe words)—pp. 117–118</p> <p>SEE ALSO Home Connect—p. 102 Unit 5 Review—pp. 125–126</p>
<p>iv. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (CCSS: RF.1.3d)</p>	<p>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</p> <p>SEE ALSO Home Connect—p. 190</p>
<p>v. Decode two-syllable words following basic patterns by breaking the words into syllables. (CCSS: RF.1.3e)</p>	<p>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</p> <p>SEE ALSO Home Connect—p. 230</p>
<p>vi. Read words with inflectional endings. (CCSS: RF.1.3f)</p>	<p>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</p> <p>SEE ALSO Home Connect—p. 230</p>
<p>vii. Recognize and read grade-appropriate irregularly spelled words. (CCSS: RF.1.3g)</p>	<p>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</p> <p>SEE ALSO Home Connect—p. 230</p>
<p>viii. Use onsets and rimes to create new words (<i>ip</i> to make <i>dip, lip, slip, ship</i>)</p>	
<p>ix. Accurately decode unknown words that follow a predictable letter/sound relationship</p>	

2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary

Concepts and skills students master:

4. Understanding word structure, word relationships, and word families needs to be demonstrated to begin to read

First Grade Evidence Outcomes

Students can:

- 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. (CCSS: L.1.4)
 - Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS: L.1.4a)
 - Decode regularly spelled one-syllable words. (CCSS: RF.1.3b)
 - Know final -e and common vowel team conventions for representing long vowel sounds. (CCSS: RF.1.3c)
- With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. (CCSS: L.1.5)
 - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (CCSS: L.1.5a)
 - 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). (CCSS: L.1.5b)

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 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 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

First Grade Evidence Outcomes

- iii. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (CCSS: L.1.5c)

- iv. 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. (CCSS: L.1.5d)

- c. 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*). (CCSS: L.1.6)

- d. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.1.1)
 - i. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (CCSS: RF.1.1a)

 - ii. Create new words by combining base words with affixes to connect known words to new words

 - iii. Identify and understand compound words

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

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

3. Writing and Composition

Prepared Graduates:

- Implement the writing process successfully to plan, revise, and edit written work

Concepts and skills students master:

1. Exploring the writing process develops ideas for writing texts that carry meaning

First Grade Evidence Outcomes

Students can:

- a. 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. (CCSS: W.1.1)

- b. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. (CCSS: W.1.2)

- c. 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. (CCSS: W.1.3)

- d. 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. (CCSS: W.1.5)

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

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

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

First Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 1
e. Use pictures or graphic organizers to plan writing	Speaking and Listening: Share Your Writing—pp. 50, 94, 138, 186, 226
f. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.1.6)	Using a graphic organizer to plan writing —pp. 44–45, 88–89, 132–133, 180–181, 221
	<p>Writing Handbook Step 1: Planning: Research Tip (use the Internet)—p. 264 Step 2: Drafting (use a computer)—p. 265 Step 5: Producing, Publishing, and Presenting (type work on a computer)/Digital Connection: using a computer to make text features—p. 268</p>
	<p>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)</p>

3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:

2. Appropriate spelling, conventions, and grammar are applied when writing

First Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 1
Students can:	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.1.1)	
i. Print all upper- and lowercase letters. (CCSS: L.1.1a)	
ii. Use common, proper, and possessive nouns. (CCSS: L.1.1b)	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Common and Proper Nouns—p. 48 Language: Possessive Nouns—p. 49</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—p. 52 Writing Handbook: Step 4 Editing: Editing Checklist—p. 268</p>
iii. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (CCSS: L.1.1c)	<p>Unit 3 Reading Informational Text: Key Ideas and Details Language: Plurals—p. 80</p> <p>SEE ALSO Introducing Unit 3/Home Connect—pp. 53–54</p>
	<p>Unit 4 Text Types and Purposes: Write Informational Texts Language: Verbs—p. 93</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—p. 96</p>

First Grade Evidence Outcomes	Sadlier Progress English Language Arts, Grade 1
<p>iv. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). (CCSS: L.1.1d)</p>	<p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Language: Pronouns—p. 136</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—p. 140</p>
<p>v. 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). (CCSS: L.1.1e)</p>	<p>Unit 4 Text Types and Purposes: Write Informational Texts Language: Verbs—p. 93</p> <p>SEE ALSO Introducing Unit 4/Home Connect—pp. 83–84 Unit 4 Review—p. 96</p>
<p>vi. Use frequently occurring adjectives. (CCSS: L.1.1f)</p>	<p>Unit 6 Text Types and Purposes: Write Nonfictional Narratives Language: Adjectives—p. 137</p> <p>SEE ALSO Introducing Unit 6/Home Connect—pp. 127–128 Unit 6 Review—p. 140</p>
<p>vii. Use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>). (CCSS: L.1.1g)</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Conjunctions—p. 185</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 175–176 Unit 8 Review—p. 188</p>
<p>viii. Use determiners (e.g., articles, demonstratives). (CCSS: L.1.1h)</p>	
<p>ix. Use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>). (CCSS: L.1.1i)</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language: Prepositions—p. 184</p> <p>SEE ALSO Introducing Unit 8/Home Connect—pp. 175–176 Unit 8 Review—p. 188</p>
<p>x. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (CCSS: L.1.1j)</p>	<p>Unit 10 Research to Build and Present Knowledge: Write Research Reports Language: Sentences—pp. 224–225</p> <p>SEE ALSO Introducing Unit 10/Home Connect—pp. 215–216 Unit 10 Review—p. 228</p>
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.1.2)</p>	
<p>i. Write complete simple sentences.</p>	
<p>ii. Capitalize dates and names of people. (CCSS: L.1.2a)</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language: Common and Proper Nouns—p. 48</p> <p>SEE ALSO Introducing Unit 2/Home Connect—pp. 39–40 Unit 2 Review—p. 52 Writing Handbook: Step 4 Editing: Editing Checklist—p. 268</p>

First Grade Evidence Outcomes

iii. Use end punctuation for sentences. (CCSS: L.1.2b)

iv. Use commas in dates and to separate single words in a series. (CCSS: L.1.2c)

v. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (CCSS: L.1.2d)

vi. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (CCSS: L.1.2e)

Sadlier Progress English Language Arts, Grade 1

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

Language: Sentences—pp. 224–225

SEE ALSO

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

Unit 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

4. Research and Reasoning

Prepared Graduates:

- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions

Concepts and skills students master:

1. A variety of resources leads to locating information and answering questions of interest

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

Students can:

- a. Write or dictate questions for inquiry that arise during instruction
- b. With peers, use a variety of resources (direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry
- c. Use text features (titles, illustrations, headings, bold type) to locate, interpret, and use information

4. Research and Reasoning

Prepared Graduates:

- Articulate the position of self and others using experiential and material logic

Concepts and skills students master:

2. Purpose, information, and questions about an issue are essential steps in early research

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

Students can:

- a. 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). (CCSS: W.1.7)
 - i. Identify a clear and significant purpose for research (Is my purpose for researching frogs clear and is it important to understanding more about mammals?)
- b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.1.8)

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

First Grade Evidence Outcomes

Sadlier Progress English Language Arts, Grade 1

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

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- i. Evaluate information for clarity and accuracy
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