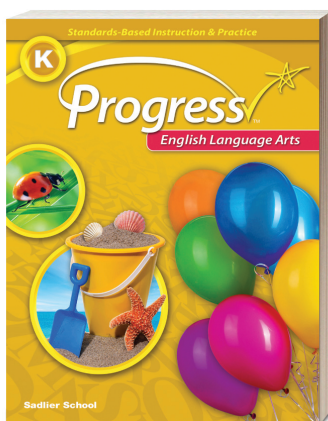


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Colorado

Academic Standards in Reading, Writing & Communicating

Kindergarten

Contents

1. Oral Expression and Listening	2
2. Reading for All Purposes	7
3. Writing and Composition	16
4. Research and Reasoning	19

1. Oral Expression and Listening

Prepared Graduates:

- Use language appropriate for purpose and audience

Concepts and skills students master:

1. Oral communication skills are built within a language-rich environment

Kindergarten Evidence Outcomes

Students can:

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

- b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)

- c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)

Sadlier Progress English Language Arts, Kindergarten

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

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

Kindergarten Evidence Outcomes	Sadlier Progress English Language Arts, Kindergarten
d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)	Language Development: Build Language (sort objects into categories)—p. 76 <i>See also Home Connect</i> (sort common objects)—pp. 46, 70
e. Implement strategies to rehearse presentation (such as memorizing key phrases, creating note cards, practicing with friends, etc.)	Language Development: Build Language (opposites)—pp. 127, 148–149
f. Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)	Language Development: Build Language (real-life connections)—pp. 91, 112
g. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (CCSS: L.K.5d)	Language Development: Build Language (closely related words)—pp. 163, 182–183
h. Express words and word meanings as encountered in books and conversation	
i. Use new vocabulary that is directly taught through reading, speaking, and listening	
j. Relate new vocabulary to prior knowledge	

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:

2. Communication relies on effective verbal and nonverbal skills

Kindergarten Evidence Outcomes	Sadlier Progress English Language Arts, Kindergarten
Students can:	
a. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.K.1)	
i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)	Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185 <i>See also Home Connect</i> —pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188
ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)	Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185 <i>See also Home Connect</i> —pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188

Kindergarten Evidence Outcomes

- b. 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. (CCSS: SL.K.2)

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

Sadlier Progress English Language Arts, Kindergarten

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

Unit 3 Reading Informational Text: Key Ideas and Details

Read Aloud: “My Garden”—pp. 56–57

Understanding Key Details: Read Along: “What Is Bugging You?” (Informational Text)—pp. 58–59

Identifying the Main Topic and Details: Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60–61

Making Connections: Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62–63

Unit 5 Reading Literature: Craft and Structure

Read Aloud: “My Neighborhood”—pp. 92–93

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

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

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

Unit 7 Reading Informational Text: Craft and Structure

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

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

Identifying Parts of a Book: “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133

Defining Roles of Author and Illustrator: “At the Seashore” (Nonfictional Narrative)—pp. 134–135

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Read Aloud: “A Desert Adventure”—pp. 164–165

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Read Aloud: “What Are Clouds?”—pp. 198–199

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

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

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

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

Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

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

Kindergarten Evidence Outcomes

- d. Listen with comprehension to follow two-step directions.
- e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)

Sadlier Progress English Language Arts, Kindergarten

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

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

Read Aloud—pp. 20, 56, 92, 128, 164, 198

Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

Unit 5 Reading Literature: Craft and Structure
Understanding Unknown Words: Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95

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

1. Oral Expression and Listening

Prepared Graduates:

- Demonstrate skill in inferential and evaluative listening

Concepts and skills students master:

- 3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness

Kindergarten Evidence Outcomes

Students can:

- a. Identify and create rhyming words
- b. Identify and create alliterations
- c. Identify words orally according to shared beginning or ending sounds
- d. Blend sounds orally to make one-syllable words
- e. Segment one-syllable words into sounds
- f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable)

Sadlier Progress English Language Arts, Kindergarten

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

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

Phonics and Word Recognition: Letter-Sound Practice—pp. 14, 50, 86, 122, 158, 192

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

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

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

Kindergarten Evidence Outcomes

- g. Identify the initial, medial, and final phoneme (speech sound) of spoken words

Sadlier *Progress English Language Arts*, Kindergarten

Phonics and Word Recognition: Letter-Sound Practice—pp. 14, 50, 86, 122, 158, 192

2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:

1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading

Kindergarten Evidence Outcomes

Sadlier Progress English Language Arts, Kindergarten

Students can:

a. Use Key Ideas and Details to:

- i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)

Unit 1 Reading Literature: Key Ideas and Details

Asking and Answering Questions: Read Along: “The Three Ducks” (Folktales)—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

- ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)

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

- iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)

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

b. Use Craft and Structure to:

- i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)

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

Kindergarten Evidence Outcomes

- ii. Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)

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

c. Use Integration of Knowledge and Ideas to:

- i. 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). (CCSS: RL.K.7)

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

Sadlier Progress English Language Arts, Kindergarten

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

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

Kindergarten Evidence Outcomes

Sadlier Progress English Language Arts, Kindergarten

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

- i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)

Unit 1 Reading Literature: Key Ideas and Details

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11

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 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 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

2. Reading for All Purposes

Prepared Graduates:

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts

Concepts and skills students master:

2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading

Kindergarten Evidence Outcomes

Students can:

a. Use Key Ideas and Details to:

- i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)

- ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)

- iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)

b. Use Craft and Structure to:

- i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)

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

Kindergarten Evidence Outcomes

- ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)

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

c. Use Integration of Knowledge and Ideas to:

- i. 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). (CCSS: RI.K.7)

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

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

Sadlier Progress English Language Arts, Kindergarten

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

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

Kindergarten Evidence Outcomes

Sadlier Progress English Language Arts, Kindergarten

- iv. Organize and synthesize information from multiple sources, determining the relevance of information

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

- i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)

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

Unit 3 Reading Informational Text: Key Ideas and Details

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47

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

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

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

Kindergarten Evidence Outcomes

Sadlier Progress English Language Arts, Kindergarten

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

Comprehension Reader: “Winter Stuff”—pp. 207–208

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 in print requires alphabet recognition and knowledge of letter sounds

Kindergarten Evidence Outcomes

Sadlier Progress English Language Arts, Kindergarten

Students can:

a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)

- i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)

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

- ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)

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

- iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c)

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

- iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)

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

Kindergarten Evidence Outcomes	Sadlier Progress English Language Arts, Kindergarten
<p>b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)</p> <hr/> <p>i. Recognize and produce rhyming words. (CCSS: RF.K.2a)</p> <hr/> <p>ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)</p> <hr/> <p>iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)</p> <hr/> <p>iv. 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/.) (CCSS: RF.K.2d)</p> <hr/> <p>v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)</p> <hr/> <p>vi. Identify phonemes for letters.</p>	<p>Unit 1 Reading Literature: Key Ideas and Details Foundational Skills Poem: “See the Rainbow”—p. 12</p> <hr/> <p>Unit 3 Reading Informational Text: Key Ideas and Details Foundational Skills Poem: “On the Farm”—p. 48</p> <hr/> <p>Foundational Skills Poem—pp. 12, 48, 84, 120, 156, 190</p> <hr/> <p>Unit 9 Reading Informational Text: Craft and Structure Foundational Skills Poem: “See the Rainbow”—p. 120</p> <hr/> <p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Foundational Skills Poem: “Come to the Fair!”—p. 156</p>
<p>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)</p> <hr/> <p>i. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (CCSS: L.K.4a)</p> <hr/> <p>ii. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)</p>	<p>Language Development: Build Language (talk and learn)—pp. 19, 40, 55, 76, 91, 112, 127, 148, 163, 182, 197</p> <hr/> <p>Language Development: Build Language (talk and learn)—p. 197 (prefix <i>un-</i>)</p>
<p>d. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)</p> <hr/> <p>i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)</p>	<p>Foundational Skills Poem—pp. 12 (consonants <i>b, f, h, m, s, t</i>), 48 (consonants <i>b, f, h, m, s, t</i>), 84 (consonants <i>n, p, r, w</i>), 120 (consonants <i>j, k</i>, final <i>x</i>), 156 (consonants <i>v, y</i>), 190 (initial <i>/kw/</i>, consonant <i>z</i>)</p> <hr/> <p>Foundational Skills Read Together (read along and listen)—pp. 13, 49, 85, 121, 165, 191</p> <hr/> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 14, 50, 86, 122, 158, 192</p> <hr/> <p>Phonics and Word Recognition: Phonics in Context—pp. 16, 52, 88, 124, 160, 194</p>

Kindergarten Evidence Outcomes	Sadlier Progress English Language Arts, Kindergarten
<p>ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)</p>	<p>Foundational Skills Reader—pp. 17–18 (consonants <i>b, f, h, m, s, t</i>), 53–54 (consonants <i>b, f, h, m, s, t</i>), 89–90 (consonants <i>n, p, r</i>), 125–126 (consonants <i>j, k, x</i>), 161–162 (consonants <i>v, y</i>), 195–196 (consonants <i>q, z</i>)</p> <hr/> <p>Unit Review—pp. 32, 68, 104, 140, 174, 210</p> <hr/> <p>Foundational Skills Poem—pp. 12 (short <i>a, i, o</i>), 48 (short <i>e</i>), 84 (long <i>a, i</i>), 120 (long <i>o</i>), 156 (long <i>u</i>), 190 (long <i>e</i>)</p> <hr/> <p>Foundational Skills Read Together (read along and listen)—pp. 13, 49, 85, 121, 165, 191</p> <hr/> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 15, 51, 87, 123, 159, 193</p> <hr/> <p>Phonics and Word Recognition: Phonics in Context—pp. 16, 52, 88, 124, 160, 194</p> <hr/> <p>Foundational Skills Reader—pp. 17–18 (short vowels <i>a, i, o</i>), 53–54 (short vowels <i>e, u</i>), 89–90 (long vowels <i>a, i</i>), 125–126 (long vowel <i>o</i>), 161–162 (long vowel <i>u</i>), 195–196 (long vowel <i>e</i>)</p>
<p>iii. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). (CCSS: RF.K.3c)</p>	<p>Unit Review—pp. 32, 68, 104, 140, 174, 210</p> <hr/> <p>Foundational Skills Poem—pp. 12, 48, 84, 120, 156, 190</p> <hr/> <p>Foundational Skills Read Together (read along and listen)—pp. 13, 49, 85, 121, 165, 191</p> <hr/> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 15, 51, 87, 123, 159, 193</p> <hr/> <p>Foundational Skills Reader—pp. 17–18 (high-frequency words <i>a, I is, the, too, you</i>), 53–54 (high-frequency words <i>are, to</i>), 89–90 (high-frequency words <i>they, with</i>), 125–126 (high-frequency words <i>one, all</i>), 161–162 (high-frequency words <i>there, we, when</i>), 195–196 (high-frequency words <i>do, each</i>)</p>
<p>iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)</p>	<p>Unit Review—pp. 32, 68, 104, 140, 174, 210</p> <hr/> <p>Phonics and Word Recognition: Phonics in Context—pp. 16, 52, 88, 124, 160, 194</p>
<p>e. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)</p>	<p>Foundational Skills Reader (Fluency: Read texts with purpose and understanding)—pp. 17–18, 53–54, 89–90, 125–126, 161–162, 195–196</p>

3. Writing and Composition

Prepared Graduates:

- Write with a clear focus, coherent organization, sufficient elaboration, and detail

Concepts and skills students master:

1. Text types and purposes, labels, and familiar words are used to communicate information and ideas

Kindergarten Evidence Outcomes

Students can:

- a. 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...*). (CCSS: W.K.1)

- b. 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. (CCSS: W.K.2)

- c. 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...*). (CCSS: W.K.1)

- d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)

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 Handbook

Make Your Writing Even Better—p. 213

Kindergarten Evidence Outcomes

- e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)

Sadlier Progress English Language Arts, Kindergarten

Writing Handbook
Share Your Writing—p. 214

3. Writing and Composition

Prepared Graduates:

- Apply standard English conventions to effectively communicate with written language

Concepts and skills students master:

- 2. Appropriate mechanics and conventions are used to create simple texts

Kindergarten Evidence Outcomes

Students can:

- a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)

- i. Print many upper- and lowercase letters. (CCSS: L.K.1a)

- ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)

- iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). (CCSS: L.K.1c)

Sadlier Progress English Language Arts, Kindergarten

Letter Formation
Print Letters Aa, Bb, Cc—p. 215
Print Letters Dd, Ee, Ff—p. 216
Print Letters Gg, Hh, Ii—p. 217
Print Letters Jj, Kk, Ll—p. 218
Print Letters Mm, Nn, Oo—p. 219
Print Letters Pp, Qq, Rr—p. 220
Print Letters Ss, Tt, Uu—p. 221
Print Letters Vv, Ww, Xx—p. 222
Print Letters Yy, Zz—p. 223
Print Letters: My Name—p. 224

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

Kindergarten Evidence Outcomes	Sadlier Progress English Language Arts, Kindergarten
<p>iv. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). (CCSS: L.K.1d)</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives Language Development: Build Language (form plurals)—pp. 40–41</p>
<p>v. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). (CCSS: L.K.1e)</p>	<p>Unit 5 Reading Literature: Craft and Structure Language Development: Build Language (question words)—p. 91</p>
<p>vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)</p>	<p>Unit 7 Reading Informational Text: Craft and Structure Language Development: Build Language (prepositions)—p. 127</p>
<p>vii. Use proper spacing between words</p>	<p>Unit 8 Text Types and Purposes: Write Opinion Pieces Language Development: Build Language (prepositions)—pp. 148–149</p>
<p>viii. Write left to right and top to bottom</p>	<p>Language Development: Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197</p>
<p>ix. Use appropriate pencil grip</p>	
<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)</p>	<p>Unit 4 Text Types and Purposes: Write Informative Texts Language Development: Build Language (capital letters)—p. 77</p>
<p>i. Capitalize the first word in a sentence and the pronoun I. (CCSS: L.K.2a)</p>	<p>SEE ALSO Unit 4 Review—p. 80</p>
<p>ii. Recognize and name end punctuation. (CCSS: L.K.2b)</p>	<p>Unit 4 Text Types and Purposes: Write Informative Texts Language Development: Build Language (period)—p. 77</p> <p>SEE ALSO Unit 4 Review—p. 80</p>
<p>iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</p>	<p>Unit 6 Text Types and Purposes: Write Fictional Narratives Language Development: Build Language (end punctuation: question mark, exclamation point)—p. 113</p> <p>SEE ALSO Unit 4 Review—p. 116</p>
<p>iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)</p>	<p>Home Connect (end punctuation)—p. 142</p> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p>

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 locations must be explored to find information that answers questions of interest

Kindergarten Evidence Outcomes

Sadlier Progress English Language Arts, Kindergarten

Students can:

- a. Dictate questions that arise during instruction
- b. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry

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:

2. Identify purpose, information and question an issue

Kindergarten Evidence Outcomes

Sadlier Progress English Language Arts, Kindergarten

Students can:

- a. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)

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

- i. Identify a clear purpose for research or inquiry (If the class is learning about trees, is my need to know more about pets related?)
- ii. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve

Kindergarten Evidence Outcomes

- iii. Gather relevant information and check various information sources for accuracy (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)
-
- b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)

Sadlier Progress English Language Arts, Kindergarten

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

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

4. Research and Reasoning

Prepared Graduates:

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

Concepts and skills students master:

- 3. Quality of thinking depends on the quality of questions

Kindergarten Evidence Outcomes

Students can:

- a. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking
- b. State, elaborate, and exemplify the concept of fair-mindedness

Sadlier Progress English Language Arts, Kindergarten