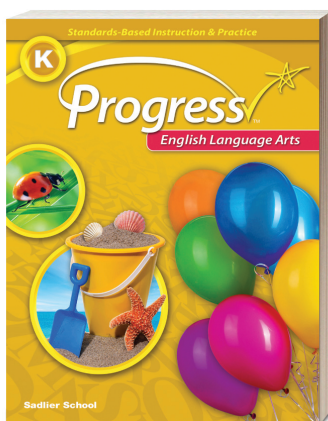


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

English Language Arts Georgia Standards of Excellence (GSE)

Kindergarten

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 **Sadlier**
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www.sadlierschool.com
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Reading Literary

RL

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Key Ideas and Details

ELAGSEKRL1 With prompting and support, ask and answer questions about key details in a text.

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

ELAGSEKRL2 With prompting and support, retell familiar stories, including key details.

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

ELAGSEKRL3 With prompting and support, identify characters, settings, and major events in a story.

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

ELAGSEKRL4 With prompting and support, ask and answer questions about unknown words in a text.

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

ELAGSEKRL5 Recognize common types of texts (e.g., storybooks, poems).

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 Literary

RL

STANDARDS

ELAGSEKRL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

ELAGSEKRL7 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).

ELAGSEKRL8 (Not applicable to literature).

ELAGSEKRL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

ELAGSEKRL10 Actively engage in group reading activities with purpose and understanding.

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

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

Reading Literary

RL

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

Reading Informational

RI

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Key Ideas and Details

ELAGSEKRI1 With prompting and support, ask and answer questions about key details in a text.

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

ELAGSEKRI2 With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).

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

ELAGSEKRI3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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

Craft and Structure

ELAGSEKRI4 With prompting and support, ask and answer questions about unknown words in a text.

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

ELAGSEKRI5 Identify the front cover, back cover, and title page of a book.

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 Informational

RI

STANDARDS

ELAGSEKRI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

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

Integration of Knowledge and Ideas

ELAGSEKRI7 With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).

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

ELAGSEKRI8 With prompting and support, identify the reasons an author gives to support points in a text.

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

ELAGSEKRI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

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

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

Range of Reading and Level of Text Complexity

ELAGSEKRI10 Actively engage in group reading of informational text with purpose and understanding.

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

Reading Informational

RI

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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 Foundational

RF

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Print Concepts

- ELAGSEKRF1 Demonstrate understanding of the organization and basic features of print.
- Follow words from left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all upper- and lowercase letters of the alphabet.

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

Phonological Awareness

- ELAGSEKRF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - 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/.)
 - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

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 Foundational

RF

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Phonics and Word Recognition

- ELAGSEKRF3 Know and apply grade-level phonics and word analysis skills in decoding words.
- Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.
 - Demonstrate basic knowledge of long and short sounds for the given major vowels.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

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*)

Unit Review—pp. 32, 68, 104, 140, 174, 210

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*)

Unit Review—pp. 32, 68, 104, 140, 174, 210

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

Fluency

- ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.

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

Writing

W

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Text Types and Purposes

ELAGSEKW1 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...*).

ELAGSEKW2 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.

ELAGSEKW3 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.

Production and Distribution of Writing

ELAGSEKW4 (*Begins in grade 3*).

ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.

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

Writing Handbook

Share Your Writing—p. 214

Writing

W

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Research to Build and Present Knowledge

ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

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

ELAGSEKW9 *(Begins in grade 4).*

Range of Writing

ELAGSEKW10 *(Begins in grade 3).*

Speaking and Listening

SL

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Comprehension and Collaboration

- ELAGSEKSL1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - Continue a conversation through multiple exchanges.
- ELAGSEKSL2 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.

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

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

Speaking and Listening

SL

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
	<p>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</p> <hr/> <p><i>See also Home Connect</i>—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p>
<p>ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185</p> <hr/> <p><i>See also Home Connect</i>—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</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> <hr/> <p>Speaking and Listening: Share Your Writing—pp. 42, 78, 112, 150, 184</p> <hr/> <p><i>See also Home Connect</i>—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p>
<p>ELAGSEKSL5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>Unit 2 Text Types and Purposes: Write Nonfictional Narratives My Writing (draw)—pp. 38–39</p> <hr/> <p>Unit 4 Text Types and Purposes: Write Informative Texts My Writing (draw)—pp. 74–75</p> <hr/> <p>Unit 6 Text Types and Purposes: Write Fictional Narratives My Writing (draw)—pp. 110–111</p> <hr/> <p>Unit 8 Text Types and Purposes: Write Opinion Pieces My Writing (draw)—pp. 146–147</p> <hr/> <p>Unit 10 Research to Build and Present Knowledge: Write Research Reports My Writing (draw)—pp. 180–181</p> <hr/> <p>Writing Handbook Start Writing (draw a picture)—p. 212</p> <hr/> <p>Letter Formation Print Letters: My Name: A Picture of Me—p. 224</p> <hr/> <p><i>See also Home Connect</i>—pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188</p>
<p>ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.</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> <hr/> <p>Speaking and Listening: Share Your Writing—pp. 42, 78, 112, 150, 184</p>

Speaking and Listening

SL

STANDARDS

SADLER *PROGRESS ENGLISH LANGUAGE ARTS*, KINDERGARTEN

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

Language

L

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Conventions of Standard English

ELAGSEK1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

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.

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

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

Language

L

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
<p>ELAGSEKL2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Unit 4 Text Types and Purposes: Write Informative Texts Language Development: Build Language (capital letters)—p. 77</p> <p>SEE ALSO Unit 4 Review—p. 80</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>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>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>
<p>Knowledge of Language</p>	
<p>ELAGSEKL3 <i>(Begins in grade 2).</i></p>	
<p>Vocabulary Acquisition and Use</p>	
<p>ELAGSEKL4 With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i>).</p> <p>b. 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.</p>	<p>Language Development: Build Language (talk and learn)—pp. 19, 40, 55, 76, 91, 112, 127, 148, 163, 182, 197</p> <p>Language Development: Build Language (talk and learn)—p. 197 (prefix <i>un-</i>)</p>
<p>ELAGSEKL5 With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>Language Development: Build Language (sort objects into categories)—p. 76</p> <p>See also Home Connect (sort common objects)—pp. 46, 70</p>

Language

L

STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*</p>	<p>Language Development: Build Language (opposites)—pp. 127, 148–149</p>
<p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>	<p>Language Development: Build Language (real-life connections)—pp. 91, 112</p>
<p>d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>Language Development: Build Language (closely related words)—pp. 163, 182–183</p>
<p>ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Words to Know—pp. 22, 24, 26, 58, 60, 62, 94, 96, 98, 130, 132, 134, 166, 168, 170, 200, 202, 204</p>
	<p>Language Development: Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197</p>
	<p>Read Aloud—pp. 20, 56, 92, 128, 164, 198</p>
	<p>Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185</p>
	<p>Unit 5 Reading Literature: Craft and Structure Understanding Unknown Words: Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95</p>
	<p>Unit 7 Reading Informational Text: Craft and Structure Asking Questions About Words: “Leaf Rubbing” (Procedural Text)—pp. 130–131</p>