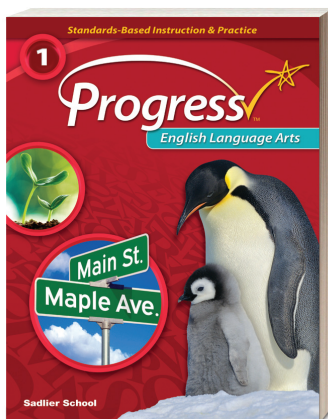


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# North Carolina

## Standard Course of Study

### for English Language Arts

## Grade 1

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## Reading Standards for Literature

### STANDARDS

#### Key Ideas and Details

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

#### Craft and Structure

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Unit 1 Reading Literature: Key Ideas and Details

**Understanding Key Story Details:** “Bunny’s Talent” (Animal Fantasy)—pp. 12–17

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34  
Unit 1 Review—pp. 37–38  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Retelling Stories:** “The Elephant Dance” (Fable)—pp. 18–21

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34  
Unit 1 Review—pp. 37–38  
Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Describing Story Elements:** “Rocky’s Boat Ride” (Adventure Story)—pp. 22–25

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11  
Close Reading: “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34  
Unit 1 Review—pp. 37–38  
Performance Task—Online

#### Unit 5 Reading Literature: Craft and Structure

**Identifying Sensory Words:** “Ice Cream Music” (Narrative Poem)—pp. 102–105

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103  
Close Reading: “Blue Flube” (Fantasy)—pp. 119–122  
Unit 5 Review—pp. 125–126  
Performance Task—Online

#### Unit 5 Reading Literature: Craft and Structure

**Identifying Fiction and Nonfiction:** “Brown Bear, Brown Bear” (Fable)—pp. 106–115

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103  
Close Reading: “Blue Flube” (Fantasy)—pp. 119–122  
Unit 5 Review—pp. 125–126  
Performance Task—Online

#### Unit 5 Reading Literature: Craft and Structure

**Identifying the Narrator:** “Max’s Monster” (Adventure Story)—pp. 110–113

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103  
Close Reading: “Blue Flube” (Fantasy)—pp. 119–122  
Unit 5 Review—pp. 125–126  
Performance Task—Online

## Reading Standards for Literature

### STANDARDS

#### Integration of Knowledge and Ideas

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

#### Range of Reading and Level of Text Complexity

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Understanding Story Elements:** “Snake and Frog” (Folktale)—pp. 194–197

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 189–191

Close Reading: “The Two Frogs”—pp. 207–210

Unit 9 Review—pp. 213–214

Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Connect Across Texts:** Compare and Contrast Texts—p. 35

#### Unit 5 Reading Literature: Craft and Structure

**Connect Across Texts:** Compare and Contrast Texts—p. 129

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Comparing and Contrasting Characters:** “Spider’s Greed” (Folktale)—pp. 198–201

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 189–191

Close Reading: “The Two Frogs”—pp. 207–210

Unit 9 Review—pp. 213–214

Performance Task—Online

#### Unit 1 Reading Literature: Key Ideas and Details

**Read Aloud:** “I Want to Be”—pp. 12–17

**Retelling Stories:** “The Elephant Dance” (Fable)—pp. 18–21

**Describing Story Elements:** “Rocky’s Boat Ride” (Adventure Story)—pp. 22–25

**Foundational Skills Read Together:** “The Best in Me”—p. 26

**Foundational Skills Reader 1:** “At Bat!” (short vowels *a* and *i*; *l* and *r* blends; Fluency: Read with accuracy and rate)—pp. 27–28

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

**Close Reading:** “Talk, Talk, Talk!” (Realistic Fiction)—pp. 31–34

**Unit 1 Review:** “Frog’s Wings”—pp. 37–38

#### Unit 5 Reading Literature: Craft and Structure

**Read Aloud:** “Bunk Bed Brothers”—pp. 100–101

**Identifying Sensory Words:** “Ice Cream Music” (Narrative Poem)—pp. 102–105

**Identifying Fiction and Nonfiction:** “Brown Bear, Brown Bear” (Fable)—pp. 106–115

**Identifying the Narrator:** “Max’s Monster” (Adventure Story)—pp. 110–113

## Reading Standards for Literature

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**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

## Reading Standards for Informational Text

### STANDARDS

#### Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 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

#### Unit 3 Reading Informational Text: Key Ideas and Details Identifying Main Idea and Details: "A Tree Grows" (Informational Text)—pp. 62–65

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55  
Close Reading: "Sea Turtles" (Informational Text)—pp. 75–78  
Unit 3 Review— pp. 81–82  
Performance Task—Online

#### Unit 3 Reading Informational Text: Key Ideas and Details Describing Connections: "Butterflies!" (Informational Text)/"Grow a Butterfly Garden" (Procedural Text)—pp. 66–69

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55  
Close Reading: "Sea Turtles" (Informational Text)—pp. 75–78  
Unit 3 Review— pp. 81–82  
Performance Task—Online

#### Unit 7 Reading Informational Text: Craft and Structure Understanding Word Meanings: "We Need a Dog Park" (Opinion Piece)—pp. 150–153

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147  
Close Reading: "Who Works at Night?" (Informational Text)—pp. 167–  
170  
Unit 7 Review— pp. 173–174  
Performance Task—Online

#### Unit 7 Reading Informational Text: Craft and Structure Using Text Features: "Neighborhood Helpers" (Informational Text)—pp. 154–157

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147  
Close Reading: "Who Works at Night?" (Informational Text)—pp. 167–  
170  
Unit 7 Review— pp. 173–174  
Performance Task—Online

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

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147  
Close Reading: "Who Works at Night?" (Informational Text)—pp. 167–  
170  
Unit 7 Review— pp. 173–174

## Reading Standards for Informational Text

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.

#### **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

8. Identify the reasons an author gives to support points in a text.

#### **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

9. 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:** “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

#### Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

#### **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

## Reading Standards for Informational Text

STANDARDS

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

## Reading Standards: Foundational Skills

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Print Concepts

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

**Unit 10 Research to Build and Present Knowledge: Write a Research Report**  
**Language:** Sentences—p. 224

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

#### Phonological Awareness

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

**Unit 1 Reading Literature: Key Ideas and Details**  
**Foundational Skills Read Together:** “The Best in Me” (short vowel sounds/consonant blends)—p. 26  
**Foundational Skills Reader 1:** “At Bat!” (short vowels *a* and *i//* and *r* blends)—pp. 27–28  
**Foundational Skills Reader 2:** “I Can!” (short vowels *o*, *u*, *e*; *s* blends/final blends)—pp. 29–30

SEE ALSO  
Home Connect—p. 10

**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

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

**Unit 1 Reading Literature: Key Ideas and Details**  
**Foundational Skills Read Together:** “The Best in Me” (short vowel sounds/consonant blends)—p. 26  
**Foundational Skills Reader 1:** “At Bat!” (short vowels *a* and *i//* and *r* blends)—pp. 27–28  
**Foundational Skills Reader 2:** “I Can!” (short vowels *o*, *u*, *e*; *s* blends/final blends)—pp. 29–30

SEE ALSO  
Home Connect—p. 10



## Reading Standards: Foundational Skills

### STANDARDS

- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.

### Phonics and Word Recognition

- 3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Know the spelling-sound correspondences for common consonant digraphs.

- b. Decode regularly spelled one-syllable words.

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

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### **Unit 7 Reading Informational Text: Craft and Structure** **Language:** Prefix *re* and Suffix *ful*—p. 172

#### **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

SEE ALSO  
Home Connect—p. 102  
Unit 5 Review—pp. 125–126

#### **Unit 5 Reading Literature: Craft and Structure** **Foundational Skills Reader 2:** “Big Waves, Big Prizes” (CVCe and CVCCe words)—pp. 117–118

SEE ALSO  
Home Connect—p. 102  
Unit 5 Review—pp. 125–126

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas** **Foundational Skills Read Together:** “The Missing Bag” (long *o*, *u* and *e* vowel sounds)—p. 202 **Foundational Skills Reader 1:** “Robin’s Trip to China” (long *o*)—pp. 203–204 **Foundational Skills Reader 2:** “Mule and the Deep Well” (long *u*, long *e*)—pp. 205–206

SEE ALSO  
Home Connect—p. 190  
Unit 9 Review—pp. 213–214

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas** **Foundational Skills Read Together:** “Pictures in the Stars” (syllables)—p. 246 **Foundational Skills Reader 1:** “Super Stars” (syllables)—pp. 247–248

SEE ALSO  
Home Connect—p. 230

## Reading Standards: Foundational Skills

### STANDARDS

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

- f. Read words with inflectional endings.

- g. Recognize and read grade-appropriate irregularly spelled words.

### Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

SEE ALSO

Home Connect—p. 230

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

**Foundational Skills Reader 2:** “Our Moon” (inflectional endings *-s*, *-ed*, *-ing*)—pp. 249–250

SEE ALSO

Home Connect—p. 230

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Foundational Skills Reader 1:** “Penguins Grow and Change” (Fluency: Read with purpose)—pp. 71–72

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

#### Unit 1 Reading Literature: Key Ideas and Details

**Foundational Skills Reader 1:** “At Bat!” (Fluency: Read with accuracy and rate)—pp. 27–28

**Foundational Skills Reader 2:** “I Can!” (Fluency: Read with accuracy and rate)—pp. 29–30

#### Unit 5 Reading Literature: Craft and Structure

**Foundational Skills Reader 1:** “Fred’s Trip” (Fluency: Read with expression)—pp. 115–116

**Foundational Skills Reader 2:** “Big Waves, Big Prizes” (Fluency: Read with expression)—pp. 117–118

#### Unit 9 Reading Literature: Integration of Knowledge and Ideas

**Foundational Skills Reader 1:** “Robin’s Trip to China” (Fluency: Read with expression)—pp. 203–204

**Foundational Skills Reader 2:** “Mule and the Deep Well” (Fluency: Read with expression)—pp. 205–206

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Foundational Skills Reader 1:** “Super Stars” (Fluency: Read with expression)—pp. 247–248

**Foundational Skills Reader 2:** “Our Moon” (Fluency: Read with expression)—pp. 249–250

## Reading Standards: Foundational Skills

### STANDARDS

- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

**Language:** Context Clues—p. 93

**Unit 7 Reading Informational Text: Craft and Structure**

**Language:** Context Clues—p. 174

## Writing Standards

### STANDARDS

#### Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

#### Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### 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

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

#### **Writing Handbook**

**Step 1: Planning:** Research Tip (use the Internet)—p. 264

**Step 2: Drafting** (use a computer)—p. 265

## Writing Standards

### STANDARDS

#### Research to Build and Present Knowledge

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

9. (Begins in grade 4)

#### Range of Writing

10. (Begins in grade 3)

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**Step 5: Producing, Publishing, and Presenting** (type work on a computer)/Digital Connection: using a computer to make text features—p. 268

*See also Home Connect:* (using technology/Internet, also online activities: sadlierconnect.com)—pp. 84 (online encyclopedia articles), 128 (product reviews on websites), 146 (online magazine article), 216 (online sources), 230 (choose an online article)

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

**Read a Student Model/Listen to Gather Facts /Research and Take Notes/Create Your Report**—pp. 218–223

**Speaking and Listening: Share Your Writing**—p. 226

SEE ALSO

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

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

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

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

SEE ALSO

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

#### **Unit 4 Text Types and Purposes: Write Informational Texts**

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

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

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

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

**Listen to Gather Facts/Research and Take Notes/Create Your Report**—pp. 220–223

**Speaking and Listening: Share Your Writing** (answer questions about your report)—p. 226

SEE ALSO

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

## Speaking and Listening Standards

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Comprehension and Collaboration

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

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (discuss ideas with the class)—pp. 35, 79, 123, 171, 211, 255

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

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

**Connect Across Texts:** Compare and Contrast Texts/Return to the Essential Question (small group/class discussion)—pp. 35, 79, 123, 171, 211, 255

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

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

**Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question** (small group or class discussion)—pp. 35, 79, 123, 171, 211, 255

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

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

*See also Home Connect* (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216

**Unit 1 Reading Literature: Key Ideas and Details**

**Read Aloud:** "I Want to Be"—pp. 12–17

**Foundational Skills Read Together:** "The Best in Me"—p. 26

**Unit 3 Reading Informational Text: Key Ideas and Details**

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

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

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

**Unit 5 Reading Literature: Craft and Structure**

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

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

**Unit 7 Reading Informational Text: Craft and Structure**

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

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

## Speaking and Listening Standards

### STANDARDS

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

### Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### **Unit 9 Reading Literature: Integration of Knowledge and Ideas**

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

**Foundational Skills Read Together:** “The Missing Bag”—p. 202

#### **Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**

**Read Aloud:** “Lighting Up the Sky”—pp. 232–233

**Foundational Skills Read Together:** “Pictures in the Stars”—p. 246

**Connect Across Texts: Compare and Contrast Texts/ Return to the Essential Question** (small group or class discussion)—pp. 35, 79, 123, 171, 211, 255

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

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

**Share Your Writing**—pp. 50, 94, 138, 188, 226

*See also Home Connect* (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216

#### **Unit 2 Text Types and Purposes: Write Nonfictional Narratives**

**Create Your Nonfictional Narrative** (draw)—pp. 46–47

#### **Unit 4 Text Types and Purposes: Write Informational Texts**

**Create Your Informative Text** (draw)—pp. 90–91

#### **Unit 6 Text Types and Purposes: Write Fictional Narratives**

**Create Your Narrative** (draw)—pp. 134–135

#### **Unit 8 Text Types and Purposes: Write Opinion Pieces**

**Write Your Opinion Piece** (draw)—pp. 182–183

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

**Create Your Report** (draw)—pp. 222–223

#### **Writing Handbook**

**Step 5: Producing, Publishing, and Presenting** (add pictures)—p. 268

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

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

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## Speaking and Listening Standards

STANDARDS

SADLER *PROGRESS ENGLISH LANGUAGE ARTS*, GRADE 1

See also **Home Connect** (Conversation Starters/Activity/On the Go/Ways to Help Your Child)—pp. 10, 40, 54, 84, 98, 128, 146, 176, 190, 216, 230

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## Language Standards

### STANDARDS

#### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters.
  - b. Use common, proper, and possessive nouns.
    - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

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

#### Unit 3 Reading Informational Text: Key Ideas and Details

**Language:** Plurals—p. 80

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

#### Unit 4 Text Types and Purposes: Write Informational Texts

**Language:** Verbs—p. 93

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

#### Unit 6 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Pronouns—p. 136

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

#### Unit 4 Text Types and Purposes: Write Informational Texts

**Language:** Verbs—p. 93

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

#### Unit 6 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Adjectives—p. 137

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

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Conjunctions—p. 185

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

#### Unit 8 Text Types and Purposes: Write Opinion Pieces

**Language:** Prepositions—p. 184

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

## Language Standards

### STANDARDS

- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

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

- a. Capitalize dates and names of people.

- b. Use end punctuation for sentences.

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

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

- e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Knowledge of Language

3. (Begins in grade 2)

### Vocabulary Acquisition and Use

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

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

### 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

#### Unit 2 Text Types and Purposes: Write Nonfictional Narratives

**Language:** Common and Proper Nouns—p. 48

SEE ALSO

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

Unit 2 Review—p. 52

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

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

**Language:** Sentences—pp. 224–225

SEE ALSO

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

Unit 10 Review—p. 228

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

#### Unit 4 Text Types and Purposes: Write Informational Texts

**Language:** Commas—p. 92

SEE ALSO

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

Unit 4 Review—p. 96

#### Writing Handbook

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

#### Writing Handbook

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

#### 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

## Language Standards

### STANDARDS

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

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

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

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

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

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

d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Unit 7 Reading Informational Text: Craft and Structure

**Language:** Prefix *re* and Suffix *ful*—p. 172

SEE ALSO

Introducing Unit 7/Home Connect—pp. 145–146

Unit 7 Review—pp. 173–174

#### Unit 5 Reading Literature: Craft and Structure

**Language:** Verb Endings *s*, *ed*, *ing*—p. 124

SEE ALSO

Introducing Unit 5/Home Connect—pp. 97–98

Unit 5 Review—pp. 125–126

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Foundational Skills Read Together:** “Pictures in the Stars”

(word endings)—p. 246

**Foundational Skills Reader 2:** “Our Moon” (inflectional endings *-s*, *-ed*, *-ing*)—pp. 249–250

SEE ALSO

Home Connect—p. 230

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Language:** Groups of Words—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230

Unit 11 Review—pp. 257–258

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

**Language:** Groups of Words—p. 256

SEE ALSO

Introducing Unit 11/Home Connect—pp. 229–230

Unit 11 Review—pp. 257–258

#### 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

## Language Standards

STANDARDS

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**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