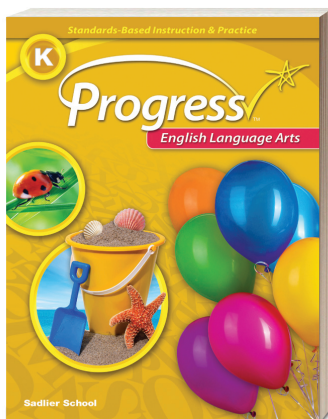


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# North Carolina

## Standard Course of Study

### for English Language Arts

## Kindergarten

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## Reading Standards for Literature

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### Key Ideas and Details

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

#### 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

2. 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  
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3. 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

4. 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

5. 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 Standards for Literature

### STANDARDS

6. 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

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

8. (Not applicable to literature)

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

### Range of Reading and Level of Text Complexity

10. 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” (Folktales)—pp. 22–23

## Reading Standards for Literature

### 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 Standards for Informational Text

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### Key Ideas and Details

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

**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

2. With prompting and support, identify the main topic and retell key details of a text.

**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

3. 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

4. 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

5. 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 Standards for Informational Text

### STANDARDS

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

### Integration of Knowledge and Ideas

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

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

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

SEE ALSO

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

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

##### **Understanding Illustrations and Text:** "Summer Fun" (Nonfictional Narrative)—pp. 200–201

SEE ALSO

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

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

##### **Naming Author's Reasons:** "Happy Fall!!" (Opinion Piece)—pp. 202–203

SEE ALSO

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

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

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

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

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

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

SEE ALSO

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

## Reading Standards for Informational Text

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

**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

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

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

## Reading Standards: Foundational Skills

### STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### Print Concepts

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

**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

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

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

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

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

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

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

**Unit 9 Reading Informational Text: Craft and Structure**

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

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

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



## Reading Standards: Foundational Skills

### STANDARDS

#### Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - c. Know final -e and common vowel team conventions for representing long vowel sounds.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**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

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

**Foundational Skills Read Together** (read along and listen)—pp. 13, 49, 85, 121, 165, 191

**Phonics and Word Recognition: Letter-Sound Practice**—pp. 15, 51, 87, 123, 159, 193

**Foundational Skills Reader**—pp. 17–18 (high-frequency words *a, I is, the, too, you*), 53–54 (high-frequency words *are, to*), 89–90 (high-frequency words *they, with*), 125–126 (high-frequency words *one, all*), 161–162 (high-frequency words *there, we, when*), 195–196 (high-frequency words *do, each*)

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

## Reading Standards: Foundational Skills

### STANDARDS

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

### Fluency

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

## Writing Standards

### STANDARDS

#### Text Types and Purposes

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

#### Production and Distribution of Writing

4. (Begins in grade 3)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### 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

#### **Writing Handbook**

**Share Your Writing**—p. 214

## Writing Standards

### STANDARDS

#### Research to Build and Present Knowledge

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

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

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

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

**Speaking and Listening:** Share Your Writing—p. 184

SEE ALSO

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

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

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

SEE ALSO

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

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

**My Writing**—pp. 74–75

SEE ALSO

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

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

**My Writing**—pp. 110–111

SEE ALSO

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

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

**My Writing**—pp. 146–147

SEE ALSO

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

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

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

SEE ALSO

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

#### Writing Handbook

**Start Writing**—p. 212

**Share Your Writing**—p. 214

## Speaking and Listening Standards

### STANDARDS

#### Comprehension and Collaboration

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**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 Standards

### STANDARDS

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

### Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### **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

**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 Standards

STANDARDS

SADLIER *PROGRESS ENGLISH LANGUAGE ARTS*, KINDERGARTEN

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

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

## Language Standards

### STANDARDS

#### Conventions of Standard English

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

a. Print many upper- and lowercase letters.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

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.

### 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

#### 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 Standards

### STANDARDS

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

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

b. Recognize and name end punctuation.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### 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 kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

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

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Unit 4 Text Types and Purposes: Write Informative Texts**  
**Language Development:** Build Language (capital letters)—p. 77

SEE ALSO  
Unit 4 Review—p. 80

**Unit 4 Text Types and Purposes: Write Informative Texts**  
**Language Development:** Build Language (period)—p. 77

SEE ALSO  
Unit 4 Review—p. 80

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

SEE ALSO  
Unit 4 Review—p. 116

**Home Connect** (end punctuation)—p. 142

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

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

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

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

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

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

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

## Language Standards

### STANDARDS

- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
  - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
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, KINDERGARTEN

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

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

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

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

**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