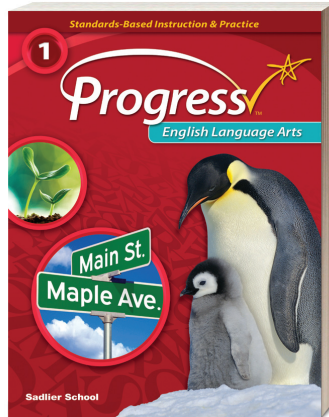


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the

# Pennsylvania

## Core Standards for

### English Language Arts

## Grade 1

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## 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Print Concepts

CC.1.1.1.B Demonstrate understanding of the organization and basic features of print.

- Recognize the distinguishing features of a sentence.

#### Phonological Awareness

CC.1.1.1.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Distinguish long from short vowel sounds in spoken single-syllable words.

- Count, pronounce, blend, and segment syllables in spoken and written words.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Unit 10 Research to Build and Present Knowledge: Write a Research Report

**Language:** Sentences—p. 224

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#### 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/l and r blends)—pp. 27–28

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

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

**Foundational Skills Read Together:** “Farm Neighborhoods” (long *a* words, long *i* words)—p. 162

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SEE ALSO

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Unit 7 Review—pp. 173–174

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

**Foundational Skills Read Together:** “The Missing Bag” (long *o*, *u* and *e* vowel sounds)—p. 202

**Foundational Skills Reader 1:** “Robin’s Trip to China” (long *o*)—pp. 203–204

**Foundational Skills Reader 2:** “Mule and the Deep Well” (long *u*, long *e*)—pp. 205–206

SEE ALSO

Home Connect—p. 190

Unit 9 Review—pp. 213–214

#### Unit 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

## 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

### ENGLISH LANGUAGE ARTS STANDARDS

- Orally produce single-syllable words, including consonant blends and digraphs.

- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Add or substitute individual sounds (phonemes) in one-syllable words to make new words.

### Phonics and Word Recognition

CC.1.1.1.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Identify common consonant digraphs, final-e, and common vowel teams.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

**Foundational Skills Read Together:** “The Best in Me” (short vowel sounds/consonant blends)—p. 26

**Foundational Skills Reader 1:** “At Bat!” (short vowels *a* and *i//* and *r* blends)—pp. 27–28

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

SEE ALSO  
Home Connect—p. 10

#### Unit 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 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

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

**Foundational Skills Reader 2:** “Big Waves, Big Prizes” (CVCe and CVCCe words)—pp. 117–118

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Home Connect—p. 102  
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#### 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

## 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

### ENGLISH LANGUAGE ARTS STANDARDS

- Decode one- and two-syllable words with common patterns.

- Read grade-level words with inflectional endings.

- Read grade-appropriate irregularly spelled words.

### Fluency

CC.1.1.1.E Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### 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 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 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

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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

## 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

### ENGLISH LANGUAGE ARTS STANDARDS

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

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

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

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

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

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

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

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

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#### **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

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Key Ideas and Details: Main Idea

- CC.1.2.1.A Identify the main idea and retell key details of text.

#### Key Ideas and Details: Text Analysis

- CC.1.2.1.B Ask and answer questions about key details in a text.

- CC.1.2.1.C Describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure: Text Structure

- CC.1.2.1.E Use various text features and search tools to locate key facts or information in a text.

#### Craft and Structure: Vocabulary

- CC.1.2.1.F Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### 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 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  
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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  
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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  
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#### 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

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Integration of Knowledge and Ideas: Diverse Media

- CC.1.2.1.G Use the illustrations and details in a text to describe its key ideas.

#### Integration of Knowledge and Ideas: Evaluating Arguments

- CC.1.2.1.H Identify the reasons an author gives to support points in a text.

#### Integration of Knowledge and Ideas: Analysis Across Texts

- CC.1.2.1.I Identify basic similarities in and differences between two texts on the same topic.

#### Vocabulary Acquisition and Use

- CC.1.2.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### 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

#### 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

#### 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

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Unit 11 Review— pp. 257–258

Performance Task—Online

**Words to Know**—pp. 14, 16, 18, 20, 22, 24, 58, 60, 62, 64, 66, 68, 102, 104, 106, 108, 110, 112, 150, 152, 154, 156, 158, 160, 194, 196, 198, 200, 202, 234, 236, 238, 240, 242, 244

#### Unit 1 Reading Literature: Key Ideas and Details Language: Word Meanings—p. 36

**Unit 5 Reading Literature: Craft and Structure  
Identifying Sensory Words:** “Ice Cream Music” (Narrative Poem)—pp. 102–105

## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

CC.1.2.1.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

### Range of Reading

CC.1.2.1.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**Unit 7 Reading Informational Text: Craft and Structure**  
**Understanding Word Meanings:** “We Need a Dog Park” (Opinion Piece)—pp. 150–153  
**Language:** Prefix *re* and Suffix *ful*—p. 172

**Unit 9 Reading Literature: Integration of Knowledge and Ideas**  
**Language:** Shades of Meaning—p. 212

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Language:** Groups of Words—p. 256

**Unit 1 Reading Literature: Key Ideas and Details**  
**Language:** Word Meanings—p. 36  
SEE ALSO  
Introducing Unit 1/Home Connect—pp. 9–10  
Unit 1 Review—p. 38

**Unit 5 Reading Literature: Craft and Structure**  
**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 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 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  
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**Unit 3 Reading Informational Text: Key Ideas and Details**  
**Read Aloud:** “What Is a Seed”—pp. 56–57  
**Asking and Answering Questions:** “From Tadpole to Frog” (Journal Entry)—pp. 58–61  
**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



## 1.2 Reading Informational Text

Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**Close Reading:** “Sea Turtles” (Informational Text)—pp. 75–78  
**Unit 3 Review:** “Watch Baby Animals”—pp. 82–83

#### **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  
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**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”  
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**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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Key Ideas and Details: Theme

- CC.1.3.1.A Retell stories, including key details, and demonstrate understanding of their central message or lesson.

#### Key Ideas and Details: Text Analysis

- CC.1.3.1.B Ask and answer questions about key details in a text.

#### Key Ideas and Details: Literary Elements

- CC.1.3.1.C Describe characters, settings, and major events in a story, using key details.

#### Craft and Structure: Point of View

- CC.1.3.1.D Identify who is telling the story at various points in a text.

#### Craft and Structure: Text Structure

- CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### 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

**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

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

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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

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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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Craft and Structure: Vocabulary

- CC.1.3.1.F Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

#### Integration of Knowledge and Ideas: Sources of Information

- CC.1.3.1.G Use illustrations and details in a story to describe characters, setting, or events.

#### Integration of Knowledge and Ideas: Text Analysis

- CC.1.3.1.H Compare and contrast the adventures and experiences of characters in stories.

#### Vocabulary Acquisition and Use: Strategies

- CC.1.3.1.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content.

### 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

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 101–103

Close Reading: “Blue Flube” (Fantasy)—pp. 119–122

Unit 5 Review—pp. 125–126

Performance Task—Online

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

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

SEE ALSO

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

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

Unit 9 Review—pp. 213–214

Performance Task—Online

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

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

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

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

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

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

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

SEE ALSO

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

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

Unit 9 Review—pp. 213–214

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

**Language:** Word Meanings—p. 36

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Introducing Unit 1/Home Connect—pp. 9–10

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#### 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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

### Vocabulary Acquisition and Use

CC.1.3.1.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

### Range of Reading

CC.1.3.1.K Read and comprehend literature on grade level, reading independently and proficiently.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

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

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

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

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

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**Words to Know**—pp. 14, 16, 18, 20, 22, 24, 58, 60, 62, 64, 66, 68, 102, 104, 106, 108, 110, 112, 150, 152, 154, 156, 158, 160, 194, 196, 198, 200, 202, 234, 236, 238, 240, 242, 244

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

**Language:** Word Meanings—p. 36

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

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

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

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

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

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

**Language:** Shades of Meaning—p. 212

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

**Language:** Groups of Words—p. 256

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

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**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

## 1.3 Reading Literature

Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

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

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

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

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

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

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

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

**Close Reading:** “Blue Flube” (Fantasy)—pp. 119–122

**Unit 5 Review:** “A Cooking Tip”—pp. 125–126

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

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

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

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

**Foundational Skills Read Together:** “The Missing Bag” (long *o*, *u* and *e* vowel sounds)—p. 202

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

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

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

**Unit 9 Review:** “Farmer Bill’s Carrot”—pp. 213–214

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Informative/Explanatory

- CC.1.4.1.A Write informative/explanatory texts to examine a topic and convey ideas and information.

#### Informative/Explanatory: Focus

- CC.1.4.1.B Identify and write about one specific topic.

#### Informative/Explanatory: Content

- CC.1.4.1.C Develop the topic with two or more facts.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### **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 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

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

SEE ALSO

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

#### **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

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**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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Informative/Explanatory: Organization

CC.1.4.1.D Group information and provide some sense of closure.

**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

#### Informative/Explanatory: Style

CC.1.4.1.E Choose words and phrases for effect.

**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

#### Informative/Explanatory: Conventions of Language

CC.1.4.1.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.

- Use end punctuation; use commas in dates and words in series.

**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 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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

### Opinion/Argumentative

CC.1.4.1.G Write opinion pieces on familiar topics.

### Opinion/Argumentative: Focus

CC.1.4.1.H Form an opinion by choosing among given topics.

### Opinion/Argumentative: Content

CC.1.4.1.I Support the opinion with reasons related to the opinion.

### Opinion/Argumentative: Organization

CC.1.4.1.J Create an organizational structure that includes reasons and provides some sense of closure.

### Opinion/Argumentative: Style

CC.1.4.1.K Use a variety of words and phrases.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Writing Handbook

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

#### 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 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 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 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 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



## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Opinion/Argumentative: Conventions of Language

CC.1.4.1.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

#### Narrative

CC.1.4.1.M Write narratives to develop real or imagined experiences or events.

#### Narrative: Focus

CC.1.4.1.N Establish who and what the narrative will be about.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### 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 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 (capitalization)—pp. 267–268

#### 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

#### 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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Narrative: Content

- CC.1.4.1.O Include thoughts and feelings to describe experiences and events.

#### Narrative: Organization

- CC.1.4.1.P Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure.

#### Narrative: Style

- CC.1.4.1.Q Use a variety of words and phrases.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**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

**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

**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

**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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Narrative: Conventions of Language

CC.1.4.1.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize dates and names of people.
- Use end punctuation; use commas in dates and words in series.
- Spell words drawing on common spelling patterns, phonemic awareness, and spelling conventions.

#### Production and Distribution of Writing: Writing Process

CC.1.4.1.T With guidance and support from adults and peers, focus on a topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### Technology and Publication

CC.1.4.1.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**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

**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 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 (capitalization)—pp. 267–268

**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

**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)

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Conducting Research

- CC.1.4.1.V Participate in individual or shared research and writing projects.

#### Credibility, Reliability, and Validity of Source

- CC.1.4.1.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

#### Range of Writing

- CC.1.4.1.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### 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

#### 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 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

## 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

### ENGLISH LANGUAGE ARTS STANDARDS

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**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

**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 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

\*In addition to longer writing assignments cited above, students write routinely throughout the year in response to Comprehension Check questions and Common Core Review questions at the end of each unit.

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Comprehension and Collaboration: Collaborative Discussion

CC.1.5.1.A Participate in collaborative conversations with peers and adults in small and larger groups.

#### Comprehension and Collaboration: Critical Listening

CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**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

**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

#### **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

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### ENGLISH LANGUAGE ARTS STANDARDS

#### Comprehension and Collaboration: Evaluating Information

CC.1.5.1.C Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Comprehension and Collaboration: Purpose, Audience, and Task

CC.1.5.1.D Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

#### Presentation of Knowledge and Ideas: Context

CC.1.5.1.E Produce complete sentences when appropriate to task and situation.

#### Integration of Knowledge and Ideas: Multimedia

CC.1.5.1.F Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts, and feelings.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

**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

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

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

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

**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

**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

**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

## 1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

### ENGLISH LANGUAGE ARTS STANDARDS

### Conventions of Standard English

CC.1.5.1.G Demonstrate command of the conventions of standard English when speaking, based on Grade 1 level and content.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

#### Writing Handbook

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

#### 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 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

#### 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