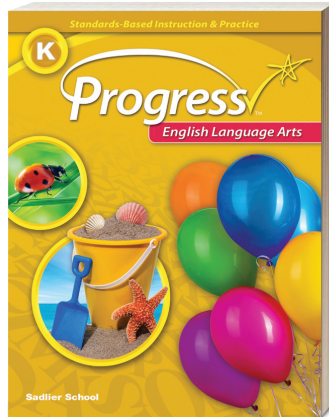


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the

Pennsylvania

Core Standards for

English Language Arts

Kindergarten

Contents

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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	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
Book Handling	
CC.1.1.K.A Utilize book handling skills.	
Print Concepts	
CC.1.1.K.B Demonstrate understanding of the organization and basic features of print.	
<ul style="list-style-type: none"> Follow words left to right, top to bottom, and page by page. 	<p>Foundational Skills Poem—pp. 12, 48, 84, 120, 156, 190</p> <p>Language Development: Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197</p> <p>Phonics and Word Recognition: Phonics in Context—pp. 16, 52, 88, 124, 160, 194</p>
<ul style="list-style-type: none"> Recognize that spoken words are represented in written language by specific sequences of letters. 	<p>Foundational Skills Poem—pp. 12, 48, 84, 120, 156, 190</p> <p>Language Development: Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197</p> <p>Phonics and Word Recognition: Phonics in Context—pp. 16, 52, 88, 124, 160, 194</p>
<ul style="list-style-type: none"> Understand that words are separated by spaces in print. 	<p>Foundational Skills Poem—pp. 12, 48, 84, 120, 156, 190</p> <p>Language Development: Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197</p>
<ul style="list-style-type: none"> Recognize and name all uppercase and lowercase letters of the alphabet. 	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Foundational Skills Poem: “Come to the Fair!”—p. 156</p> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p>
Phonological Awareness	
CC.1.1.K.C Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	
<ul style="list-style-type: none"> Recognize and produce rhyming words. 	<p>Unit 1 Reading Literature: Key Ideas and Details Foundational Skills Poem: “See the Rainbow”—p. 12</p> <p>Unit 3 Reading Informational Text: Key Ideas and Details Foundational Skills Poem: “On the Farm”—p. 48</p>
<ul style="list-style-type: none"> Count, pronounce, blend, and segment syllables in spoken words. 	<p>Foundational Skills Poem—pp. 12, 48, 84, 120, 156, 190</p>
<ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words. 	<p>Unit 9 Reading Informational Text: Craft and Structure Foundational Skills Poem: “See the Rainbow”—p. 120</p>

1.1 Foundational Skills

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

ENGLISH LANGUAGE ARTS STANDARDS	SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
<ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sound (phonemes) in the three-phoneme (CVC) words. 	<p>Unit 9 Reading Literature: Integration of Knowledge and Ideas Foundational Skills Poem: “Come to the Fair!”—p. 156</p>
<h2>Phonics and Word Recognition</h2>	
<p>CC.1.1.K.D Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
<ul style="list-style-type: none"> Demonstrate basic knowledge of one-to-one letter-sound correspondence. 	<p>Foundational Skills Poem—pp. 12 (consonants <i>b, f, h, m, s, t</i>), 48 (consonants <i>b, f, h, m, s, t</i>), 84 (consonants <i>n, p, r, w</i>), 120 (consonants <i>j, k</i>, final <i>x</i>), 156 (consonants <i>v, y</i>), 190 (initial /kw/, consonant <i>z</i>)</p> <p>Foundational Skills Read Together (read along and listen)—pp. 13, 49, 85, 121, 165, 191</p> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 14, 50, 86, 122, 158, 192</p> <p>Phonics and Word Recognition: Phonics in Context—pp. 16, 52, 88, 124, 160, 194</p> <p>Foundational Skills Reader—pp. 17–18 (consonants <i>b, f, h, m, s, t</i>), 53–54 (consonants <i>b, f, h, m, s, t</i>), 89–90 (consonants <i>n, p, r</i>), 125–126 (consonants <i>j, k, x</i>), 161–162 (consonants <i>v, y</i>), 195–196 (consonants <i>q, z</i>)</p> <p>Unit Review—pp. 32, 68, 104, 140, 174, 210</p>
<ul style="list-style-type: none"> Associate the long and short sounds with common spellings for the five major vowels. 	<p>Foundational Skills Poem—pp. 12 (short <i>a, i, o</i>), 48 (short <i>e</i>), 84 (long <i>a, i</i>), 120 (long <i>o</i>), 156 (long <i>u</i>), 190 (long <i>e</i>)</p> <p>Foundational Skills Read Together (read along and listen)—pp. 13, 49, 85, 121, 165, 191</p> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 15, 51, 87, 123, 159, 193</p> <p>Phonics and Word Recognition: Phonics in Context—pp. 16, 52, 88, 124, 160, 194</p> <p>Foundational Skills Reader—pp. 17–18 (short vowels <i>a, i, o</i>), 53–54 (short vowels <i>e, u</i>), 89–90 (long vowels <i>a, i</i>), 125–126 (long vowel <i>o</i>), 161–162 (long vowel <i>u</i>), 195–196 (long vowel <i>e</i>)</p> <p>Unit Review—pp. 32, 68, 104, 140, 174, 210</p>
<ul style="list-style-type: none"> Read grade-level high-frequency sight words with automaticity. 	<p>Foundational Skills Poem—pp. 12, 48, 84, 120, 156, 190</p> <p>Foundational Skills Read Together (read along and listen)—pp. 13, 49, 85, 121, 165, 191</p> <p>Phonics and Word Recognition: Letter-Sound Practice—pp. 15, 51, 87, 123, 159, 193</p>

1.1 Foundational Skills

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

ENGLISH LANGUAGE ARTS STANDARDS

- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

CC.1.1.K.E Read emergent-reader text with purpose and understanding.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Foundational Skills Reader—pp. 17–18 (high-frequency words *a, 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

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

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

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.K.A With prompting and support, identify the main idea and retell key details of text.

Key Ideas and Details: Text Analysis

CC.1.2.K.B With prompting and support, answer questions about key details in a text.

CC.1.2.K.C With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure: Text Structure

CC.1.2.K.E Identify parts of a book (title, author) and parts of a text (beginning, end, details).

Craft and Structure: Vocabulary

CC.1.2.K.F With prompting and support, ask and answer questions about unknown words in a text.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 3 Reading Informational Text: Key Ideas and Details
Understanding Key Details: Read Along: “What Is Bugging You?” (Informational Text)—pp. 58–59

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47
Read Aloud: “My Garden”—pp. 56–57
Close Reading: Circle the Correct Answer—p. 64
Comprehension Reader: “My Tree”—pp. 65–66
Connect Across Texts: Compare and Contrast Texts—p. 67
Unit 3 Review—p. 68

Unit 3 Reading Informational Text: Key Ideas and Details
Identifying the Main Topic and Details: Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47
Read Aloud: “My Garden”—pp. 56–57
Close Reading: Circle the Correct Answer—p. 64
Comprehension Reader: “My Tree”—pp. 65–66
Connect Across Texts: Compare and Contrast Texts—p. 67
Unit 3 Review—p. 68

Unit 3 Reading Informational Text: Key Ideas and Details
Making Connections: Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62–63

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 45–47
Read Aloud: “My Garden”—pp. 56–57
Close Reading: Circle the Correct Answer—p. 64
Comprehension Reader: “My Tree”—pp. 65–66
Connect Across Texts: Compare and Contrast Texts—p. 67
Unit 3 Review—p. 68

Unit 7 Reading Informational Text: Craft and Structure
Identifying Parts of a Book: “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133

SEE ALSO

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

Unit 7 Reading Informational Text: Craft and Structure
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

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.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.

Integration of Knowledge and Ideas: Evaluating Arguments

CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.

Integration of Knowledge and Ideas: Analysis Across Texts

CC.1.2.K.I With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

Vocabulary Acquisition and Use

CC.1.2.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

CC.1.2.K.K Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Range of Reading

CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Comprehension Reader: “Winter Stuff”—pp. 207–208
Connect Across Texts: Compare and Contrast Texts—p. 209
Unit 11 Review—p. 210

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

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

Unit 3 Reading Informational Text: Key Ideas and Details
Introducing Unit 3/Home Connect/Essential Question—pp. 45–47

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

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

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

Foundational Skills Read Together (read along and listen): “The River”—p. 121

Foundational Skills Reader: “The Jay” (Fluency: Read texts with purpose and understanding)—pp. 125–126

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

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

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, KINDERGARTEN

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

Foundational Skills Poem: “Seasons”—p. 190

Foundational Skills Read Together (read along and listen):
“Quick Leaf Facts”—p. 191

Foundational Skills Reader: “Snowflakes!” (Fluency: Read
texts with purpose and understanding)—pp. 195–196

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

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

Key Ideas and Details: Text Analysis

CC.1.3.K.B Answer questions about key details in a text.

Key Ideas and Details: Literary Elements

CC.1.3.K.C With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure: Point of View

CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.

Craft and Structure: Text Structure

CC.1.3.K.E Recognize common types of text.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 1 Reading Literature: Key Ideas and Details

Retelling Stories: Read Along: “A Fine Family” (Realistic Fiction)—pp. 24–25

SEE ALSO

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

Read Aloud: “Sandbox City”—pp. 20–21

Close Reading: Circle the Correct Answer—p. 28

Comprehension Reader: “Good Night”—pp. 29–30

Connect Across Texts: Compare and Contrast Texts—p. 31

Unit 1 Review—p. 32

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

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

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 5 Reading Literature: Craft and Structure

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

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.K.F Ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas: Sources of Information

CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

SEE ALSO

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83
Read Aloud: “My Neighborhood”—pp. 92–93
Close Reading: Circle the Correct Answer—p. 100
Comprehension Reader: “It Is Time!”—pp. 101–102
Connect Across Texts: Compare and Contrast Texts—p. 103
Unit 5 Review—p. 104

Unit 5 Reading Literature: Craft and Structure

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

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

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

Integration of Knowledge and Ideas: Text Analysis

CC.1.3.K.H Compare and contrast the adventures and experiences of characters in familiar stories.

Vocabulary Acquisition and Use: Strategies

CC.1.3.K.I Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Vocabulary Acquisition and Use

CC.1.3.K.J Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

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

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

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

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

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

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

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

Range of Reading

CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 1 Reading Literature: Key Ideas and Details

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

Foundational Skills Read Together (read along and listen): “Morning at the Pond”—p. 13

Foundational Skills Reader: “In a Jam” (Fluency: Read texts with purpose and understanding)—pp. 17–18

Read Aloud: “Sandbox City”—pp. 20–21

Asking and Answering Questions: Read Along: “The Three Ducks” (Folktale)—pp. 22–23

Retelling Stories: Read Along: “A Fine Family” (Realistic Fiction)—pp. 24–25

Identifying Characters, Setting, and Events: Read Along: “A Long Summer Day” (Realistic Fiction)—pp. 26–27

Comprehension Reader: “Good Night”—pp. 29–30

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

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

SADLER *PROGRESS ENGLISH LANGUAGE ARTS*, KINDERGARTEN

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

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.K.A Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts.

Informative/Explanatory: Focus

CC.1.4.K.B Use a combination of drawing, dictating, and writing to focus on one specific topic.

Informative/Explanatory: Content

CC.1.4.K.C With prompting and support, generate ideas and details to convey information that relates to the chosen topic.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 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 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

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, KINDERGARTEN

Informative/Explanatory: Organization

CC.1.4.K.D Make logical connections between drawing and dictation/writing.

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

Informative/Explanatory: Style

CC.1.4.K.E With prompting and support, illustrate using details and dictate/write using descriptive words.

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

Informative/Explanatory: Conventions of Language

CC.1.4.K.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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

Unit 4 Text Types and Purposes: Write Informative Texts

Language Development: Build Language (capital letters)—

p. 77

SEE ALSO

Unit 4 Review—p. 80

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

- Recognize and use end punctuation.

- Spell simple words phonetically.

Opinion/Argumentative

CC.1.4.K.G Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics.

Opinion/Argumentative: Focus

CC.1.4.K.H Form an opinion by choosing between two given topics.

Opinion/Argumentative: Content

CC.1.4.K.I Support the opinion with reasons.

Opinion/Argumentative: Organization

CC.1.4.K.J Make logical connections between drawing and writing.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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 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 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 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

- Recognize and use end punctuation.

- Spell simple words phonetically.

Narrative

CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events.

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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 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

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

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: Focus

CC.1.4.K.N Establish who and what the narrative will be about.

Narrative: Content

CC.1.4.K.O Describe experiences and events.

Narrative: Organization

CC.1.4.K.P Recount 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.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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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

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

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

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

- Capitalize first word in sentence and pronoun I.
- Recognize and use end punctuation.

- Spell simple words phonetically.

Production and Distribution of Writing: Writing Process

CC.1.4.K.T With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Technology and Publication

CC.1.4.K.U With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

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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

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

Writing Handbook

Make Your Writing Even Better—p. 213

Writing Handbook

Share Your Writing—p. 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

Conducting Research

CC.1.4.K.V Participate in individual or shared research projects on a topic of interest.

Credibility, Reliability, and Validity of Source

CC.1.4.K.W With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

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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

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

Range of Writing

CC.1.4.K.X Write routinely over short time frames.

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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

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

Comprehension and Collaboration: Critical Listening

CC.1.5.K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

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

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

Unit 3 Reading Informational Text: Key Ideas and Details

Read Aloud: “My Garden”—pp. 56–57

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

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

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

Unit 5 Reading Literature: Craft and Structure

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

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

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

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

Unit 7 Reading Informational Text: Craft and Structure

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

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

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

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

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

Comprehension and Collaboration: Purpose, Audience, and Task

CC.1.5.K.D Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume.

Presentation of Knowledge and Ideas: Context

CC.1.5.K.E Speak audibly and express thoughts, feelings, and ideas clearly.

Conventions of Standard English

CC.1.5.K.G Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

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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

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

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

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

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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 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

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