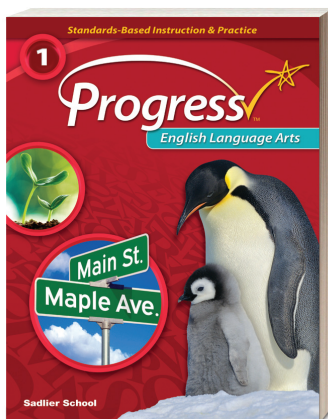


SADLIER

Progress

English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

South Carolina

College- and Career-Ready

Standards for

English Language Arts

Grade 1

Contents

Reading – Literary Text (RL)	2
Reading – Informational Text (RI)	10
Writing (W)	17
Communication (C)	21

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

1.1 Recognize the distinguishing features of a sentence.

1.2 *Students are expected to build upon and continue applying previous learning.*

1.3 *Students are expected to build upon and continue applying previous learning.*

1.4 *Students are expected to build upon and continue applying previous learning.*

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

Language: Sentences—p. 224

Writing Handbook

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

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

SEE ALSO

Home Connect—p. 10

Unit 7 Reading Informational Text: Craft and Structure

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

Foundational Skills Reader 2: “Firefighters at Work” (long *a* and long *i*)—pp. 165–166

SEE ALSO

Home Connect—p. 146

Unit 7 Common Core 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 Common Core Review— pp. 213–214

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.

2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.

2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 *Students are expected to build upon and continue applying previous learning.*

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.

3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.

3.3 Read a two-syllable word by breaking the word into syllables.

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/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

SEE ALSO

Home Connect—p. 10

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 Common Core Review— pp. 125–126

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 Common Core Review— pp. 125–126

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 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” (syllables)—p. 246

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

SEE ALSO

Home Connect—p. 230

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.

3.5 Read words with inflectional endings.

3.6 Recognize and read grade-appropriate irregularly spelled words.

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

4.1 Read grade-level texts with purpose and understanding.

4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

Home Connect—p. 102

Unit 5 Common Core Review— pp. 125–126

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

SEE ALSO

Home Connect—p. 190

Unit 9 Common Core Review— pp. 213–214

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

SEE ALSO

Home Connect—p. 230

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

Unit 1 Reading Literature: Key Ideas and Details

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

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

Unit 5 Reading Literature: Craft and Structure

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

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

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

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.

- 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

Standard 6: Summarize key details and ideas to support analysis of thematic development.

- 6.1 Determine and analyze the development of a theme within a text; summarize using key details.

Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

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

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 Common Core Review— pp. 37–38

Performance Task—Online

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Understanding Story Elements: “Snake and Frog” (Folktales)—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 Common Core Review— pp. 213–214

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

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

SEE ALSO

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

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

Unit 1 Common Core Review— pp. 37–38

Performance Task—Online

Unit 1 Reading Literature: Key Ideas and Details

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

— continued —

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

- 7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

- 8.1 Read or listen closely to:
- a. describe characters' actions, and feelings;
 - b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.
 - c. describe setting;
 - d. identify the plot including problem and solution; and

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

SEE ALSO

Introducing Unit 1/Home Connect/Essential Question—pp. 9–11
Close Reading: "Talk, Talk, Talk!" (Realistic Fiction)—pp. 31–34
Unit 1 Common Core Review— pp. 37–38
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 Common Core Review— pp. 213–214
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 Common Core Review— pp. 37–38
Performance Task—Online

*Reading selections feature characters, settings, and plots in a variety of cultural, historical, social, and political contexts.

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 Common Core 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 Common Core Review— pp. 37–38
Performance Task—Online

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

- e. describe cause and effect relationships.

Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

- 9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.
- 9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 10.1 Ask and answer questions about known and unknown words.
- 10.2 Identify new meanings for familiar words and apply them accurately.
- 10.3 Use inflectional endings and affixes to determine the meaning of unknown words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

Language: Context Clues (cause-and-effect relationships/comparisons)—p. 93

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 Common Core Review— pp. 125–126
Performance Task—Online

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

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 Common Core Review—p. 38

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 Common Core 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 Common Core 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 Common Core Review—pp. 173–174

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

-
- 10.4 Identify the individual words used to form a compound word.
-
- 10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.
-
- 10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, or purpose shapes content, meaning, and style.

-
- 11.1 Identify the author’s purpose—to explain, entertain, inform, or convince.
-
- 11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.
-

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

SEE ALSO
Home Connect—p. 230

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Home Connect (using illustrations)—p. 190

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Home Connect (photos and illustrations)—p. 230

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 Common Core Review—p. 38

Unit 9 Reading Literature: Integration of Knowledge and Ideas

Language: Shades of Meaning—p. 212

SEE ALSO
Introducing Unit 9/Home Connect—pp. 189–190
Unit 9 Common Core Review—pp. 213–214

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Language: Groups of Words—p. 256

SEE ALSO
Introducing Unit 11/Home Connect—pp. 229–230
Unit 11 Common Core Review—pp. 257–258

Unit 5 Reading Literature: Craft and Structure

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

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

Reading – Literary Text (RL)

STANDARDS AND INDICATORS, GRADE ONE

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Classify literary texts according to characteristics of a genre.

12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

13.1 Engage in whole and small group reading with purpose and understanding.

13.2 Read independently for sustained periods of time to build stamina.

13.1 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

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

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

Unit 5 Common Core 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

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading Literature units provide content for teacher-directed reading activities and observational assessments.

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE ONE

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

1.1 Recognize the distinguishing features of a sentence.

1.2 *Students are expected to build upon and continue applying previous learning.*

1.3 *Students are expected to build upon and continue applying previous learning.*

1.4 *Students are expected to build upon and continue applying previous learning.*

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

Language: Sentences—p. 224

Writing Handbook

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

Unit 1 Reading Literature: Key Ideas and Details

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

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

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

SEE ALSO

Home Connect—p. 10

Unit 7 Reading Informational Text: Craft and Structure

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

Foundational Skills Reader 2: “Firefighters at Work” (long *a* and long *i*)—pp. 165–166

SEE ALSO

Home Connect—p. 146

Unit 7 Common Core 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 Common Core Review— pp. 213–214

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE ONE

2.2 Produce single-syllable words by blending sounds, including consonant blends in spoken words.

2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.

2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.

2.5 *Students are expected to build upon and continue applying previous learning.*

Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.

3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.

3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.

3.3 Read a two-syllable word by breaking the word into syllables.

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/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

SEE ALSO

Home Connect—p. 10

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 Common Core Review— pp. 125–126

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 Common Core Review— pp. 125–126

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 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” (syllables)—p. 246

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

SEE ALSO

Home Connect—p. 230

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE ONE

3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.

3.5 Read words with inflectional endings.

3.6 Recognize and read grade-appropriate irregularly spelled words.

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

4.1 Read grade-level texts with purpose and understanding.

4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 5 Reading Literature: Craft and Structure

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

SEE ALSO

Home Connect—p. 102

Unit 5 Common Core Review— pp. 125–126

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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

SEE ALSO

Home Connect—p. 190

Unit 9 Common Core Review— pp. 213–214

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

SEE ALSO

Home Connect—p. 230

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

Unit 1 Reading Literature: Key Ideas and Details

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

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

Unit 5 Reading Literature: Craft and Structure

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

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

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE ONE

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

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

- 5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.
- 5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

Standard 6: Summarize key details and ideas to support analysis of central ideas.

- 6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

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

Unit 3 Reading Informational Text: Key Ideas and Details Asking and Answering Questions: “From Tadpole to Frog” (Journal Entry)—pp. 58–61

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Close Reading: “Sea Turtles” (Informational Text)—pp. 75–78

Unit 3 Common Core Review— pp. 81–82

Performance Task—Online

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. 229–239

Close Reading: “Sunlight Is Better” (Opinion Piece)—pp. 251–254

Unit 11 Common Core Review— pp. 257–258

Performance Task—Online

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

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Close Reading: “Sea Turtles” (Informational Text)—pp. 75–78

Unit 3 Common Core Review— pp. 81–82

Performance Task—Online

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE ONE

Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

- 7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.

Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

- 8.1 Identify words, phrases, illustrations, and photographs used to provide information.

- 8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

- 9.1 Ask and answer questions about known and unknown words in a text.

- 9.2 Identify new meanings for familiar words and apply them accurately.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Comparing Texts: “Movements of the Sun, Earth, and Moon” (Informational Text)—pp. 242–245

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 229–2391

Close Reading: “Sunlight Is Better” (Opinion Piece)—pp. 251–254

Unit 11 Common Core Review— pp. 257–258

Performance Task—Online

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

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147

Close Reading: “Who Works at Night?” (Informational Text)—pp. 167–170

Unit 7 Common Core Review— pp. 173–174

Performance Task—Online

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

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147

Close Reading: “Who Works at Night?” (Informational Text)—pp. 167–170

Unit 7 Common Core Review— pp. 173–174

Performance Task—Online

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

SEE ALSO

Introducing Unit 7/Home Connect/Essential Question—pp. 145–147

Close Reading: “Who Works at Night?” (Informational Text)—pp. 167–170

Unit 7 Common Core Review— pp. 173–174

Performance Task—Online

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE ONE

9.3 Use inflectional endings and affixes to determine the meaning of unknown words.

9.4 *Students are expected to build upon and continue applying previous learning.*

9.4 Use print and multimedia resources to explore word relationships and meanings.

9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.

Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.

10.1 Identify the author’s purpose – to explain, entertain, inform, or convince.

Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 Common Core 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 Common Core 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

Home Connect—p. 230

Writing Handbook

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

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Home Connect (sharing important experiences)—p. 40

Unit 4 Text Types and Purposes: Write Informational Texts

Home Connect (inform)—p. 84

Unit 8 Text Types and Purposes: Write Opinion Pieces

Home Connect (convince)—p. 176

Unit 3 Reading Informational Text: Key Ideas and Details

Describing Connections: “Butterflies!” (Informational Text)/“Grow a Butterfly Garden” (Procedural Text)—pp. 66–69

SEE ALSO

Introducing Unit 3/Home Connect/Essential Question—pp. 53–55

Close Reading: “Sea Turtles” (Informational Text)—pp. 75–78

Unit 3 Common Core Review— pp. 81–82

Performance Task—Online

Reading – Informational Text (RI)

STANDARDS AND INDICATORS, GRADE ONE

- 11.2 Identify the reasons an author gives to support a position.

Range and Complexity (RC)

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

- 12.1 Engage in whole and small group reading with purpose and understanding.
- 12.2 Read independently for sustained periods of time.
- 12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 Common Core Review— pp. 257–258

Performance Task—Online

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Reading Informational Text units provide content for teacher-directed reading activities and observational assessments.

Writing (W)

STANDARDS AND INDICATORS, GRADE ONE

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

- 1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.

- 1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- 2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.

- 2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 8 Text Types and Purposes: Write Opinion Pieces Read a Student Model/Plan Your Draft/Write Your Opinion Piece—pp. 178–183 Speaking and Listening: Share Your Writing—p. 186

SEE ALSO
Introducing Unit 8/Home Connect/Essential Question—pp. 175–177

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

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

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 (W)

STANDARDS AND INDICATORS, GRADE ONE

Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

- 3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.

- 3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

- 4.1 Use common, proper, and possessive nouns.

- 4.2 Use singular and plural nouns with matching verbs in basic sentences.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Read a Student Model/Plan Your Nonfictional Narrative/Create Your Nonfictional Narrative—pp. 42–47
Speaking and Listening: Share Your Writing—p. 50

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Fictional Narratives

Read a Student Model/Plan Your Narrative/Create Your Narrative—pp. 130–135
Speaking and Listening: Share Your Writing—p. 138

SEE ALSO

Introducing Unit 6/Home Connect/Essential Question—pp. 127–129

Writing Handbook

Step 1: Planning—p. 264

Step 2: Drafting—p. 265

Step 3: Revising—p. 266

Step 4: Editing—pp. 267–268

Step 5: Producing, Publishing, and Presenting—p. 268

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

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 Common Core 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 Common Core Review—p. 96

Writing (W)

STANDARDS AND INDICATORS, GRADE ONE

4.3 Use personal, possessive, and indefinite pronouns.

4.4 Use verbs to convey a sense of past, present, and future.

4.5 Use adjectives and adverbs.

4.6 Use prepositional phrases.

4.7 Use conjunctions.

4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

5.1 Capitalize the first word of a sentence, dates, names, and the pronoun *I*.

5.2 Use:

- a. periods, question marks, and exclamation marks at the end of sentences; and

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 Common Core Review—p. 140

Unit 4 Text Types and Purposes: Write Informational Texts

Language: Verbs—p. 93

SEE ALSO

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

Unit 4 Common Core Review—p. 96

Unit 6 Text Types and Purposes: Write Nonfictional Narratives

Language: Adjectives—p. 137

SEE ALSO

Introducing Unit 6/Home Connect—pp. 127–128

Unit 6 Common Core 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 Common Core Review—p. 188

Unit 8 Text Types and Purposes: Write Opinion Pieces

Language: Conjunctions—p. 185

SEE ALSO

Introducing Unit 8/Home Connect—pp. 175–176

Unit 8 Common Core 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 Common Core Review—p. 228

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

Language: Common and Proper Nouns—p. 48

SEE ALSO

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

Unit 2 Common Core Review—p. 52

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

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

Language: Sentences—pp. 224–225

SEE ALSO

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

Unit 10 Common Core Review—p. 228

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

Writing (W)

STANDARDS AND INDICATORS, GRADE ONE

- b. commas in dates and to separate items in a series.

- 5.3 Use conventional spelling for words with common spelling patterns.
- 5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.
- 5.5 Consult print and multimedia resources to check and correct spellings.

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

- 6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.
- 6.2 **Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.**
- 6.3 Write left to right leaving space between words.
- 6.4 Locate letter keys on an electronic device to type simple messages.

- 6.4 **Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.**

- 6.5 *This indicator begins in Grade 2.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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 Common Core Review—p. 96

Writing Handbook

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

Writing Handbook

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

Writing Handbook

Step 4: Editing: Editing Checklist (check spelling)—pp. 267–268

Glossary—pp. 269–272

*In addition to the five units on writing, students write as part of Comprehension Check, Close Reading, Unit Reviews, and other learning activities.

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)

Communication (C)

STANDARDS AND INDICATORS, GRADE ONE

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.
-
- 1.2 Practice the skills of taking turns, listening to others, and speaking clearly.
-
- 1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.
-
- 1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions, respond to clarify thinking, and express new thoughts.
-
- 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.
-

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Communication (C)

STANDARDS AND INDICATORS, GRADE ONE

1.6 *This indicator does not begin until English 1.*

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.

2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.

2.3 *This indicator does not begin until Grade 6.*

2.4 *This indicator does not begin until Grade 3.*

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.

3.2 Use visual displays to support verbal communication and clarify ideas, thoughts, and feelings.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

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

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 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 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 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

Communication (C)

STANDARDS AND INDICATORS, GRADE ONE

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

- 4.1 Identify speaker's purpose and details that keep the listener engaged.
- 4.2 Identify the introduction, body, and conclusion of a presentation.
- 4.3 Identify when the speaker uses intonation and word stress and includes media.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

- 5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.
- 5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.
- 5.3 *This indicator does not begin until English 1.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, GRADE 1

Unit 10 Research to Build and Present Knowledge: Write Research Reports
Create Your Report (draw)—pp. 222–223

Writing Handbook

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

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

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

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

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