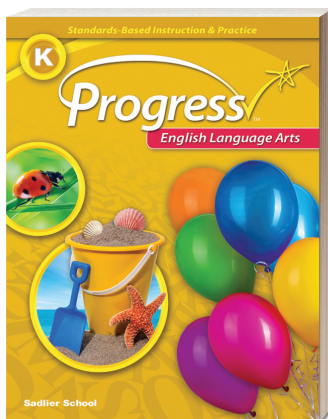


SADLIER

# Progress

## English Language Arts

Standards-Based Instruction & Practice



Aligned to the 2015

# South Carolina

## College- and Career-Ready

### Standards for

### English Language Arts

## Kindergarten

### Contents

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## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

### Principles of Reading (P)

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

- 1.1 Follow words from left to right, top to bottom, and front to back.
- 1.2 Recognize that spoken words are represented in written language by specific sequences of letters.
- 1.3 Understand that words are separated by spaces in print.
- 1.4 Recognize and name all upper- and lowercase letters of the alphabet.

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

- 2.1 Recognize and produce rhyming words.
- 2.2 Count, pronounce, blend, and segment syllables in spoken words.
- 2.3 Blend and segment onsets and rimes of single-syllable spoken words.
- 2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
- 2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

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

3.1 Produce one-to-one letter-sound correspondences for each consonant.

3.2 Associate long and short sounds of the five major vowels with their common spellings.

3.3 Read regularly spelled one-syllable words.

3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.

3.5 Read common high-frequency words.

3.6 Recognize grade-appropriate irregularly spelled words.

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

4.1 Read emergent-reader texts with purpose and understanding.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Foundational Skills Poem**—pp. 12 (consonants *b, f, h, m, s, t*), 48 (consonants *b, f, h, m, s, t*), 84 (consonants *n, p, r, w*), 120 (consonants *j, k*, final *x*), 156 (consonants *v, y*), 190 (initial /kw/, consonant *z*)

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

**Phonics and Word Recognition: Letter-Sound Practice**—pp. 14, 50, 86, 122, 158, 192

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

**Foundational Skills Reader**—pp. 17–18 (consonants *b, f, h, m, s, t*), 53–54 (consonants *b, f, h, m, s, t*), 89–90 (consonants *n, p, r*), 125–126 (consonants *j, k, x*), 161–162 (consonants *v, y*), 195–196 (consonants *q, z*)

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

**Foundational Skills Poem**—pp. 12 (short *a, i, o*), 48 (short *e*), 84 (long *a, i*), 120 (long *o*), 156 (long *u*), 190 (long *e*)

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

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

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

**Foundational Skills Reader**—pp. 17–18 (short vowels *a, i, o*), 53–54 (short vowels *e, u*), 89–90 (long vowels *a, i*), 125–126 (long vowel *o*), 161–162 (long vowel *u*), 195–196 (long vowel *e*)

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

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

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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

- 4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.
- 4.3 Use picture cues to confirm or self-correct word recognition and understanding.

### 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 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.
- 5.2 With guidance and support, ask and answer questions to 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 Describe the relationship between illustrations and the text.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

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

#### **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**

**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  
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Connect Across Texts: Compare and Contrast Texts—p. 31  
Unit 1 Review—p. 32

#### **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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

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

7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.

7.2 Read or listen closely to compare familiar texts.

**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 and their actions;

b. compare characters' experiences to those of the reader;

### 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**

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

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

**Connect Across Texts:** Compare and Contrast Texts—p. 103

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

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

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

SEE ALSO

Introducing Unit 9/Home Connect/Essential Question—pp. 153–155

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

Close Reading: Circle the Correct Answer—p. 170

Comprehension Reader: "The Party"—pp. 171–172

Connect Across Texts: Compare and Contrast Texts—p. 173

Unit 9 Review—p. 174

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

**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 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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

c. describe setting;

d. identify the problem and solution; and

e. identify the cause of an event.

## 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 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.

9.2 With guidance and support, 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 With guidance and support, ask and answer questions about known and unknown words.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

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#### 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

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

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

**Close Reading: Circle the Correct Answer** (word choice)—p. 100

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

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

— continued —

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

- 10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.
- 10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.
- 10.4 With guidance and support, identify the individual words used to form a compound word.
- 10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.
- 10.6 With guidance and support, 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 and illustrator and define the role of each.
- 11.2 Identify who is telling the story, the narrator or characters.

### 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

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

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

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

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

**Read Aloud**—pp. 20, 56, 92, 128, 164, 198

**Speaking and Listening:** Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

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

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

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

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

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

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

## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

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

12.1 Recognize and sort types of literary texts.

12.2 Recognize the crafted text structure of recurring phrases.

### 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.**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Unit 5 Reading Literature: Craft and Structure**  
**Recognizing Text Types:** Read Along: “In the City” (Traditional Tale)—pp. 96–97

SEE ALSO

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

**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

**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



## Reading – Literary Text (RL)

### STANDARDS AND INDICATORS, KINDERGARTEN

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- |      |   |
|------|---|
| 13.1 | Engage in whole and small group reading with purpose and understanding. |
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|------|--|
| 13.2 | Read independently for sustained periods of time to build stamina. |
|------|--|
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- |      |  |
|------|--|
| 13.1 | Read and respond according to task and purpose to become self-directed, critical readers and thinkers. |
|------|--|
- 

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

**Introducing Unit 9/Home Connect/Essential Question**—pp. 153–155

**Foundational Skills Read Together** (read along and listen):  
“A Flock of Birds”—p. 157

**Foundational Skills Reader:** “Are We There Yet?” (Fluency: Read texts with purpose and understanding)—pp. 161–162

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

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

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

**Comprehension Reader:** “The Party”—pp. 171–172

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

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## Reading – Informational Text (RI)

STANDARDS AND INDICATORS, KINDERGARTEN

### Principles of Reading (P)

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

- 1.1 Follow words from left to right, top to bottom, and front to back.
- 1.2 Recognize that spoken words are represented in written language by specific sequences of letters.
- 1.3 Understand that words are separated by spaces in print.
- 1.4 Recognize and name all upper- and lowercase letters of the alphabet.

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

- 2.1 Recognize and produce rhyming words.
- 2.2 Count, pronounce, blend, and segment syllables in spoken words.
- 2.3 Blend and segment onsets and rimes of single-syllable spoken words.
- 2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.
- 2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, KINDERGARTEN

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

3.1 Produce one-to-one letter-sound correspondences for each consonant.

3.2 Associate long and short sounds of the five major vowels with their common spellings.

3.3 Read regularly spelled one-syllable words.

3.4 Distinguish between similarly spelled consonant-vowel-consonant-patterned words by identifying the sounds of the letters that differ.

3.5 Read common high-frequency words.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Foundational Skills Poem**—pp. 12 (consonants *b, f, h, m, s, t*), 48 (consonants *b, f, h, m, s, t*), 84 (consonants *n, p, r, w*), 120 (consonants *j, k*, final *x*), 156 (consonants *v, y*), 190 (initial /kw/, consonant *z*)

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

**Phonics and Word Recognition: Letter-Sound Practice**—pp. 14, 50, 86, 122, 158, 192

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

**Foundational Skills Reader**—pp. 17–18 (consonants *b, f, h, m, s, t*), 53–54 (consonants *b, f, h, m, s, t*), 89–90 (consonants *n, p, r*), 125–126 (consonants *j, k, x*), 161–162 (consonants *v, y*), 195–196 (consonants *q, z*)

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

**Foundational Skills Poem**—pp. 12 (short *a, i, o*), 48 (short *e*), 84 (long *a, i*), 120 (long *o*), 156 (long *u*), 190 (long *e*)

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

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

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

**Foundational Skills Reader**—pp. 17–18 (short vowels *a, i, o*), 53–54 (short vowels *e, u*), 89–90 (long vowels *a, i*), 125–126 (long vowel *o*), 161–162 (long vowel *u*), 195–196 (long vowel *e*)

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

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

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

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

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

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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, KINDERGARTEN

3.6 Recognize grade-appropriate irregularly spelled words.

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

4.1 Read emergent-reader texts with purpose and understanding.

4.2 Read emergent texts orally with accuracy, appropriate rate, and expression.

4.3 Use picture cues to confirm or self-correct word recognition and understanding.

### 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 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.

5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

**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**  
**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**  
**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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, KINDERGARTEN

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

- 6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.

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

- 7.1 With guidance and support, compare 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 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### 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 Connect Across Texts: Compare and Contrast Texts—p. 67

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

#### Unit 11 Reading Informational Text: Integration of Knowledge and Ideas Comparing Texts: “Here Come the Whales!” (Informational Text)/“There Go the Geese!” (Informational Text)—pp. 204–205 Connect Across Texts: Compare and Contrast Texts—p. 209

SEE ALSO

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

#### 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

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, KINDERGARTEN

- 8.2 With guidance and support, 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 With guidance and support, ask and answer questions about known and unknown words.
- 9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.
- 9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.
- 9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.
- 9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**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  
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

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

**Language Development:** Build Language (closely related words)—pp. 163, 182–183, 197 (prefix *un-*)

**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

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

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

**Read Aloud**—pp. 20, 56, 92, 128, 164, 198

**Speaking and Listening:** Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

**Unit 5 Reading Literature: Craft and Structure**  
**Understanding Unknown Words:** Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95

## Reading – Informational Text (RI)

### STANDARDS AND INDICATORS, KINDERGARTEN

**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 and illustrator and define the role of each.

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

- 11.1 With guidance and support, explore informational text structures within texts heard or read.
- 11.2 With guidance and support, 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.**

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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

SEE ALSO

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

**Unit 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**  
**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**  
**Introducing Unit 3/Home Connect/Essential Question**—pp. 45–47

**Foundational Skills Read Together** (read along and listen):  
“What Are Animals?”—p. 49

**Foundational Skills Reader:** “What Plants Need” (Fluency:  
Read texts with purpose and understanding)—pp. 53–54

**Read Aloud:** “My Garden”—pp. 56–57

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

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

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

**Comprehension Reader:** “My Tree”—pp. 65–66

## Reading – Informational Text (RI)

STANDARDS AND INDICATORS, KINDERGARTEN

- |      |  |
|------|--|
| 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, KINDERGARTEN

**Unit 7 Reading Informational Text: Craft and Structure**  
**Introducing Unit 7/Home Connect/Essential Question**—pp. 117–119  
**Read Aloud:** “Our Camping Trip”—pp. 128–129  
**Asking Questions About Words:** “Leaf Rubbing” (Procedural Text)—pp. 130–131  
**Identifying Parts of a Book:** “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133  
**Defining Roles of Author and Illustrator:** “At the Seashore” (Nonfictional Narrative)—pp. 134–135  
**Comprehension Reader:** “Park Rangers” by Sam Lewis—pp. 137–138

**Unit 11 Reading Informational Text: Integration of Knowledge and Ideas**  
**Introducing Unit 11/Home Connect/Essential Question**—pp. 187–189  
**Read Aloud:** “What Are Clouds?”—pp. 198–199  
**Understanding Illustrations and Text:** “Summer Fun” (Nonfictional Narrative)—pp. 200–201  
**Naming Author’s Reasons:** “Happy Fall!!” (Opinion Piece)—pp. 202–203  
**Comparing Texts:** “Here Come the Whales!” (Informational Text)/“There Go the Geese!” (Informational Text)—pp. 204–205  
**Comprehension Reader:** “Winter Stuff”—pp. 207–208

Reading 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, KINDERGARTEN

#### Meaning, Context, and Craft (MCC)

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

1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.

1.2 With guidance and support, 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 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.

2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.

##### 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 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

**Read a Writing Model:** “A Book About Helping Earth”—pp. 144–145

**My Writing** (draw, dictate, write)—pp. 146–147

**Speaking and Listening:** Share Your Writing—p. 150

SEE ALSO

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

#### Writing Handbook

**Make Your Writing Even Better**—p. 213

#### 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

#### Writing Handbook

**Make Your Writing Even Better**—p. 213

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

**Read a Writing Model:** “Puppet Show Time”—pp. 36–37

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

**Speaking and Listening:** Share Your Writing—p. 42

SEE ALSO

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

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

**Read a Writing Model:** “A Flat Tire”—pp. 108–109

**My Writing** (draw, dictate, write)—pp. 110–111

**Speaking and Listening:** Share Your Writing—p. 114

SEE ALSO

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

## Writing (W)

### STANDARDS AND INDICATORS, KINDERGARTEN

- 3.2 With guidance and support, 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 With guidance and support, use nouns.
- 4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.
- 4.3 With guidance and support, understand and use interrogatives.
- 4.4 With guidance and support, use verbs.
- 4.5 With guidance and support, use adjectives.
- 4.6 With guidance and support, use prepositional phrases.
- 4.7 With guidance and support, use conjunctions.
- 4.8 Produce and expand complete sentences.

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

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

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

#### Writing Handbook

**Make Your Writing Even Better**—p. 213

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

**Language Development:** Build Language (nouns)—p. 19

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

**Language Development:** Build Language (nouns)—pp. 40–41

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

**Language Development:** Build Language (form plurals)—p. 19

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

**Language Development:** Build Language (form plurals)—pp. 40–41

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

**Language Development:** Build Language (question words)—p. 91

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

**Language Development:** Build Language (action words)—pp. 19, 40, 163, 182, 197

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

**Language Development:** Build Language (prepositions)—p. 127

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

**Language Development:** Build Language (prepositions)—pp. 148–149

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

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

**Language Development:** Build Language (capital letters)—p. 77

SEE ALSO

Unit 4 Review—p. 80

## Writing (W)

### STANDARDS AND INDICATORS, KINDERGARTEN

5.2 Recognize and name end punctuation.

5.3 Write letter(s) for familiar consonant and vowel sounds.

5.4 Spell simple words phonetically.

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 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.

6.2 Print upper-and lower-case letters.

### 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

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

**Unit 10 Research to Build and Present Knowledge: Write Research Reports**  
**My Writing:** Listen to Gather Facts/My Writing—pp. 180–181

**Unit 8 Text Types and Purposes: Write Opinion Pieces**  
**Read a Writing Model:** “A Book About Helping Earth”—pp. 144–145

**My Writing** (draw, dictate, write)—pp. 146–147

**Speaking and Listening:** Share Your Writing—p. 150

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

**Unit 4 Text Types and Purposes: Write Informative Texts**  
**Read a Writing Model:** “Honey from Bees”—pp. 72–73

**My Writing** (draw, dictate, write)—pp. 74–75

**Speaking and Listening:** Share Your Writing—p. 78

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

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

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

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

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

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

### 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

## Writing (W)

STANDARDS AND INDICATORS, KINDERGARTEN

6.3 Recognize that print moves from left to right and that there are spaces between words.

6.4 Locate letter keys on an electronic device.

6.5 *This indicator begins in Grade 2.*

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Print Letters Vv, Ww, Xx**—p. 222

**Print Letters Yy, Zz**—p. 223

**Print Letters: My Name**—p. 224

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

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

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

## Communication (C)

### STANDARDS AND INDICATORS, KINDERGARTEN

### 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 play, conversation, drama, and story-telling.
- 1.2 Practice the skills of taking turns, listening to others, and speaking clearly.
- 1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.
- 1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.
- 1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.
- 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 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**Speaking and Listening:** Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

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

**Speaking and Listening:** Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185

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

*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

**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

**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

**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

## Communication (C)

### STANDARDS AND INDICATORS, KINDERGARTEN

- 2.2 With guidance and support, 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 how ideas and topics are depicted in a variety of media and formats.
- 3.2 Use appropriate props, images, or illustrations to support verbal communication.

### SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

**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

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

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

**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

## Communication (C)

STANDARDS AND INDICATORS, KINDERGARTEN

### 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.

4.2 Identify the introduction and conclusion of a presentation.

4.2 Identify when the speaker uses intonation and word stress.

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

5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.

5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.

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

SADLIER PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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

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**Writing Handbook**

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**Letter Formation**

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

**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

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