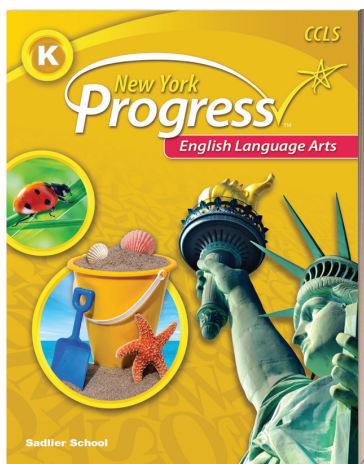


SADLIER

New York Progress English Language Arts

Standards-Based Instruction & Practice



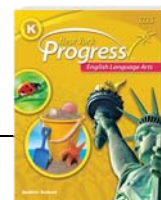
Aligned to the

New York State Learning Standards for English Language Arts (May 2017 Draft)

Kindergarten

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Kindergarten

Kindergarten Reading Standards (Literary and Informational Text)

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

Key Ideas and Details

KR1

Ask and answer questions about a text. (RI&RL)

KR2

Retell stories or share key details from a text. (RI&RL)

KR3

Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL)

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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 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 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 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 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

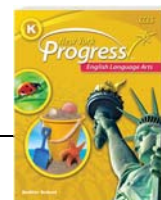
Read Aloud: “Sandbox City”—pp. 20–21

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



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Kindergarten Reading Standards (Literary and Informational Text)

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Craft and Structure

KR4
Identify specific words that express feelings and senses. (RI&RL)

KR5
Identify literary and informational texts. (RI&RL)

KR6
Name the author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL)

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

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

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

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

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

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 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



Kindergarten

Kindergarten Reading Standards (Literary and Informational Text)

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

Integration of Knowledge and Ideas

KR7

Describe the relationship between illustrations and the text. (RI&RL)

KR8

Identify specific information to support ideas in a text. (RI&RL)

KR9

Make connections between self, text, and the world. (RI&RL)

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

SEE ALSO

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

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

Close Reading: Circle the Correct Answer—p. 170

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

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

Unit 9 Review—p. 174

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 187–189

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

Close Reading: Circle the Correct Answer—p. 206

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

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

Unit 11 Review—p. 210

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

SEE ALSO

Introducing Unit 11/Home Connect/Essential Question—pp. 187–189

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

Close Reading: Circle the Correct Answer—p. 206

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

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

Unit 11 Review—p. 210

Unit 1 Reading Literature: Key Ideas and Details

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

Foundational Skills Poem: “The Day Begins”—p. 12

Foundational Skills Read Together (read along and listen):

“Morning at the Pond”—p. 13

Foundational Skills Read Together (read along and listen):

“Morning at the Pond”—p. 13

Foundational Skills Reader: “In a Jam”—pp. 17–18

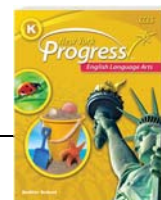
Read Aloud: “Sandbox City”—pp. 20–21

Asking and Answering Questions: Read Along: “The Three Ducks” (Folktales)—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



Kindergarten

Kindergarten Reading Standards (Literary and Informational Text)

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 3 Reading Informational Text: Key Ideas and Details

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

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

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

Foundational Skills Reader: “What Plants Need”—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” (Informational Text)—pp. 62–63

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

Unit 5 Reading Literature: Craft and Structure

Introducing Unit 5/Home Connect/Essential Question—pp. 81–83

Foundational Skills Poem: “Jack and the Beans”—p. 84

Foundational Skills Read Together (read along and listen): “My School”—p. 85

Foundational Skills Reader: “The Parade”—pp. 89–90

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

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

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

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

Comprehension Reader: “It Is Time!”—pp. 101–102

Unit 7 Reading Informational Text: Craft and Structure

Introducing Unit 7/Home Connect/Essential Question—pp. 117–119

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

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

Foundational Skills Reader: “The Jay”—pp. 125–126

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

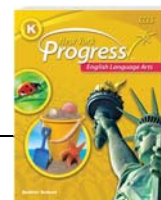
Comprehension Reader: “Park Rangers” by Sam Lewis—pp. 137–138

Unit 9 Reading Literature: Integration of Knowledge and Ideas

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

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

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



Kindergarten

Kindergarten Reading Standards (Literary and Informational Text)

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Foundational Skills Reader: “Are We There Yet?”—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

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

Introducing Unit 11/Home Connect/Essential Question—pp. 187–189

Foundational Skills Poem: “Seasons”—p. 190

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

Foundational Skills Reader: “Snowflakes!”—pp. 195–196

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

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

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

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

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

Kindergarten Reading Standards: Foundational Skills

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Print Concepts

KRF1

Demonstrate understanding of the organization and basic features of print.

KRF1a

Follow words from left to right, top to bottom, and page by page.

KRF1b

Recognize that spoken words are represented in written language by specific sequences of letters.

Foundational Skills Poem: Focus on Print Concepts—Unit 1 (read left to right, top to bottom), TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5 (left to right, top to bottom), TE/SE p. 84; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11 (left to right, top to bottom), TE/SE p. 190

Foundational Skills Read Together—Unit 1, TE/SE p. 13; Unit 3 (short vowels *e, u*), TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191

Foundational Skills Poem: Focus on Print Concepts—Unit 1 (read left to right, top to bottom), TE/SE p. 12; Unit 3 (how words look in a sentence; words are made of letters of the alphabet), TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7 (each word is made up of letters), TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11 (specific sequence of letters in a word), TE/SE p. 190

Foundational Skills Read Together—Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191



Kindergarten

Kindergarten Reading Standards: Foundational Skills

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

KRF1c

Understand that words are separated by spaces in print.

Phonics and Word Recognition: Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194

Foundational Skills Poem: Focus on Print Concepts—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 9 (spaces between words), TE/SE p. 156; Unit 11 (spaces between words), TE/SE p. 190

Foundational Skills Read Together—Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191

Phonics and Word Recognition: Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194

KRF1d

Recognize and name all upper- and lowercase letters of the alphabet.

Foundational Skills Poem: Focus on Print Concepts—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5 (upper- and lowercase letters), TE/SE p. 84; Unit 9 (uppercase letters), TE/SE p. 156

Foundational Skills Read Together—Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191

Phonics and Word Recognition: Letter-Sound Practice—Unit 1, TE/SE pp. 14–15; Unit 3, TE/SE pp. 50–51; Unit 5, TE/SE pp. 86–87; Unit 7, TE/SE p. 122–123; Unit 9, TE/SE pp. 158–159; Unit 11, TE/SE pp. 192–193

Phonics and Word Recognition: Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194

KRF1e

Identify the front cover, back cover, and title page of a book.

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

Phonological Awareness

KRF2

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

KRF2a

Recognize and produce spoken rhyming words.

Foundational Skills Poem—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190

Phonics and Word Recognition: Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194

Foundational Skills: Additional Practice—online*
Worksheets 1 & 2: Rhyming Words

KRF2b

Count, blend and segment syllables in spoken words.

Foundational Skills Poem—Unit 5 (blend/segment syllables), TE/SE p. 84

Foundational Skills Read Together—Unit 5, TE/SE p. 86

Foundational Skills: Additional Practice—online*
Worksheets 3 & 4: Count Syllables



Kindergarten

Kindergarten Reading Standards: Foundational Skills

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

KRF2c

Count, blend, and segment individual sounds (phonemes) in spoken one-syllable words.

KRF2d

Create new words by manipulating the phonemes orally in one-syllable words.

Phonics and Word Recognition

KRF3

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

KRF3a

Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant.

KRF3b

Decode short vowel sounds with common spellings.

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Foundational Skills Poem: Phonological Awareness—Unit 7 (blend and segment onsets and rimes), TE/SE p. 120; Unit 9 (blend/segment phonemes), TE/SE p. 156; Unit 11, TE/SE p. 190

Foundational Skills: Additional Practice—online*

Worksheets 5 & 6: Segment Sounds

Worksheets 7 & 8: Isolate Sounds

Foundational Skills Poem: Phonological Awareness: Phoneme Substitution (create new words)—TE/SE p. 190

Foundational Skills: Additional Practice—online*

Worksheets 9 & 10: Make New Words

Foundational Skills Poem—Unit 1 (consonants *b, f, h, m, s, t*), TE/SE p. 12; Unit 3 (consonants *c, d, g, l*), TE/SE p. 48; Unit 5 (consonants *n, p, r, w*), TE/SE p. 84; Unit 7 (consonants *j, k*, final *x*) TE/SE p. 120; Unit 9 (consonants *v, y*), TE/SE p. 156; Unit 11 (initial /kw/, consonant *z*), TE/SE p. 190

Foundational Skills Read Together (read along and listen)—Unit 1 (consonants *b, f, h, m, s, t*), TE/SE p. 13; Unit 3 (consonants *c, d, g, l*), TE/SE p. 49; Unit 5 (consonants *n, p, r, w*), TE/SE p. 85; Unit 7 (consonants *j, k*, final *x*) TE/SE p. 121; Unit 9 (consonants *v, y*), TE/SE p. 157; Unit 11 (initial /kw/, consonant *z*), TE/SE p. 191

Phonics and Word Recognition: Letter-Sound Practice (letter recognition)—Unit 1 (consonants *b, f, h, m, s, t*), TE/SE p. 14; Unit 3 (consonants *c, d, g, l*), TE/SE p. 50; Unit 5 (consonants *n, p, r, w*), TE/SE p. 86; Unit 7 (consonants *j, k*, final *x*) TE/SE p. 122; Unit 9 (consonants *v, y*), TE/SE p. 158; Unit 11 (consonants *q, z*), TE/SE p. 192

Phonics and Word Recognition: Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 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*)

Fluency: Additional Practice—online*

Passages 1–5: Consonant Sounds

Foundational Skills: Additional Practice—online*

Worksheets 11 & 12: Consonant Sounds

Foundational Skills Poem—Unit 1 (short *a, i, o*), TE/SE p. 12; Unit 3 (short *e*), TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190

Foundational Skills Read Together—Unit 1, TE/SE p. 13; Unit 3 (short vowels *e, u*), TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191



Kindergarten

Kindergarten Reading Standards: Foundational Skills

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

KRF3c
Decode some regularly spelled one-syllable words.

RF3d
Begins in 1st Grade.

KRF3e
Read common high-frequency words by sight.

Fluency

KRF4
Read emergent-reader texts with purpose and understanding.

Phonics and Word Recognition: Letter-Sound Practice—Unit 1, TE/SE pp. 14–15; Unit 3 (short *e*, *u* in medial position), TE/SE pp. 50–51; Unit 5, TE/SE pp. 86–87; Unit 7, TE/SE pp. 122–123; Unit 9, TE/SE pp. 158–159; Unit 11, TE/SE pp. 192–193

Phonics and Word Recognition: Phonics in Context—Unit 1, TE/SE p. 16; Unit 3 (decode words with short *e*, *u*), TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194

Foundational Skills Reader—Unit 1 (short vowels *a*, *i*, *o*), TE/SE pp. 17–18; Unit 3 (short vowels: *e*, *u*), TE/SE pp. 53–54; Unit 5, TE/SE pp. 89–90; Unit 7, TE/SE pp. 125–126; Unit 9, TE/SE pp. 161–162; Unit 11, TE/SE pp. 195–196

Fluency: Additional Practice—online*
Passage 1 (Short Vowels *a*, *i*, *o*); Passage 2 (Short Vowels *e*, *u*)

Foundational Skills: Additional Practice—online*
Worksheets 13 & 14: Short Vowel Sounds

Foundational Skills Poem—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190

Foundational Skills Read Together—Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191

Phonics and Word Recognition: Phonics in Context—Unit 1, TE/SE p. 16; Unit 3, TE/SE p. 52; Unit 5, TE/SE p. 88; Unit 7, TE/SE p. 124; Unit 9, TE/SE p. 160; Unit 11, TE/SE p. 194

Foundational Skills Reader—Unit 1, TE/SE pp. 17–18; Unit 3, TE/SE pp. 53–54; Unit 5, TE/SE pp. 89–90; Unit 7, TE/SE pp. 125–126; Unit 9, TE/SE pp. 161–162; Unit 11, TE/SE pp. 195–196

Foundational Skills Read Together: High-Frequency Word Practice—Unit 1, TE/SE p. 13; Unit 3, TE/SE p. 49; Unit 5, TE/SE p. 86; Unit 7, TE/SE p. 121; Unit 9, TE/SE p. 157; Unit 11, TE/SE p. 191

Phonics and Word Recognition: Phonics in Context—Unit 1 (*a*, *is*, *the*), TE/SE p. 16; Unit 3 (*in*, *it*, *on*, *was*), TE/SE p. 52; Unit 5 (*his*), TE/SE p. 88; Unit 7 (*one*), TE/SE p. 124; Unit 9 (*can*, *use*, *we*, *were*), TE/SE p. 160; Unit 11 (*do*, *does*, *each*, *will*), TE/SE p. 194

Foundational Skills Reader: High-Frequency Words—Unit 1, TE/PE pp. 17–18; Unit 3, TE/PE pp. 53–54; Unit 5, TE/PE pp. 89–90; Unit 7, TE/PE pp. 125–126; Unit 9, TE/PE pp. 161–162; Unit 11, TE/PE pp. 195–196

Foundational Skills: Additional Practice—online*
Worksheets 15 & 16: High-Frequency Words

Foundational Skills Poem: Focus on Fluency (read with purpose and understanding)—Unit 1, TE/SE p. 12; Unit 3, TE/SE p. 48; Unit 5, TE/SE p. 84; Unit 7, TE/SE p. 120; Unit 9, TE/SE p. 156; Unit 11, TE/SE p. 190



Kindergarten

Kindergarten Reading Standards: Foundational Skills

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Foundational Skills Reader: Fluency Practice (read with purpose and correct expression)—Unit 1, TE/PE pp. 17–18; Unit 3, TE/PE 53–54; Unit 5, TE/PE pp. 89–90; Unit 7, TE/PE pp. 125–126; Unit 7, TE/PE pp. 161–162; Unit 9, TE/PE pp. 195–196

Fluency: Additional Practice—online*
Passages 1–5

Kindergarten Writing Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Text Types and Purposes

KW1

Use a combination of drawing, dictating, oral expression, and/or writing to state an opinion about a familiar topic and state a reason to support that topic.

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

KW2

Use a combination of drawing, dictating, oral expression, and/or writing to name a familiar topic and supply information.

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

KW3

Use a combination of writing, drawing, dictating, and/or oral expression to narrate an event or events in a sequence.

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

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

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

Speaking and Listening: Share Your Writing—p. 184

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

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

Speaking and Listening: Share Your Writing—p. 42

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Fictional Narratives

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

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

Speaking and Listening: Share Your Writing—p. 114

SEE ALSO

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



Kindergarten

Kindergarten Writing Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

KW4

Create a poem, dramatization, art work, or other response to a text, author, or personal experience.

W5

Begins in Grade 4

Research to Build and Present Knowledge

KW6

Ask questions and participate in shared research to answer questions and to build knowledge.

KW7

Recall relevant information from experiences or gather information from provided sources to answer a question.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

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

Speaking and Listening: Share Your Writing—p. 42

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Fictional Narratives

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

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

Speaking and Listening: Share Your Writing—p. 114

SEE ALSO

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

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

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

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

Speaking and Listening: Share Your Writing—p. 184

SEE ALSO

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

Unit 2 Text Types and Purposes: Write Nonfictional Narratives

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

SEE ALSO

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

Unit 4 Text Types and Purposes: Write Informative Texts

My Writing—pp. 74–75

SEE ALSO

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

Unit 6 Text Types and Purposes: Write Fictional Narratives

My Writing—pp. 110–111

SEE ALSO

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

Unit 8 Text Types and Purposes: Write Opinion Pieces

My Writing—pp. 146–147

SEE ALSO

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

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

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

SEE ALSO

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



Kindergarten

Kindergarten Speaking & Listening Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS	SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
Comprehension and Collaboration	
KSL1 Participate in collaborative conversations with diverse peers and adults in small and large groups and during play.	
KSL1a Follow agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic.	Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185 <i>See also Home Connect</i> —pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188
KSL1b Participate in conversations through multiple exchanges.	Speaking and Listening: Share Your Writing/Be a Good Listener—pp. 42–43, 78–79, 112–113, 150–151, 184–185 <i>See also Home Connect</i> —pp. 10, 34, 46, 70, 82, 106, 118, 142, 154, 176, 188
KSL2 Confirm understanding of diverse texts and formats through oral conversation and visual display.	Language Development: Build Language (talk and learn)—pp. 19, 40–41, 55, 76–77, 91, 112–113, 127, 148–149, 163, 182–183, 197 Unit 3 Reading Informational Text: Key Ideas and Details Read Aloud: “My Garden”—pp. 56–57 Understanding Key Details: Read Along: “What Is Bugging You?” (Informational Text)—pp. 58–59 Identifying the Main Topic and Details: Read Along: “A Trip to the Zoo” (Nonfictional Narrative)—pp. 60–61 Making Connections: Read Along: “Your New Best Friend” (Realistic Fiction)—pp. 62–63 Unit 5 Reading Literature: Craft and Structure Read Aloud: “My Neighborhood”—pp. 92–93 Understanding Unknown Words: Read Along: “First Day at the Farm” (Animal Fantasy)—pp. 94–95 Recognizing Text Types: Read Along: “In the City” (Traditional Tale)—pp. 96–97 Naming Authors and Illustrators: Read Along: “Be You!” by Abby Jones (Realistic Fiction)—pp. 98–99 Unit 7 Reading Informational Text: Craft and Structure Read Aloud: “Our Camping Trip”—pp. 128–129 Asking Questions About Words: “Leaf Rubbing” (Procedural Text)—pp. 130–131 Identifying Parts of a Book: “Don’t Pick the Wildflowers!” (Opinion Piece)—pp. 132–133 Defining Roles of Author and Illustrator: “At the Seashore” (Nonfictional Narrative)—pp. 134–135 Unit 9 Reading Literature: Integration of Knowledge and Ideas Read Aloud: “A Desert Adventure”—pp. 164–165 Understanding Story Illustrations: “Lan’s Chinese New Year” (Realistic Fiction)—pp. 166–167 Comparing and Contrasting Story Characters: “New to New York” (Realistic Fiction)—pp. 168–169



Kindergarten

Kindergarten Speaking & Listening Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

KSL3

Ask and answer questions to clarify what the speaker says.

Presentation of Knowledge and Ideas

KSL4

Name familiar people, places, things, and events with detail.

KSL5

Create visual displays to support descriptions.

KSL6

Express thoughts, feelings, and ideas clearly and completely.

Unit 11 Reading Informational Text: Integration of Knowledge and Ideas

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

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

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

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

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

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

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

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

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

My Writing (draw)—pp. 38–39, 74–75, 110–111, 146–147, 180–181, 212

Letter Formation

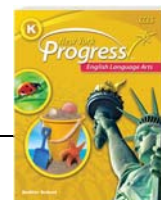
Print Letters: My Name: A Picture of Me—p. 224

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

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

Speaking and Listening: 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



Kindergarten

Kindergarten Grade Language Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

Please note: Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P–2, the student is expected to know and be able to use the skills by the end of Grade 2. The → is included to indicate skills that connect and progress across the band.

Conventions of Standard English

KL1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Core Convention Skills Grades Prekindergarten→2

- Print upper- and lowercase letters in their name →
Print many upper- and lowercase letters → Print all upper- and lowercase letters.

- Use frequently occurring nouns and verbs (orally) →
Use frequently occurring nouns and verbs. → Use common, proper, and possessive nouns. → Use collective nouns (e.g., *group*).

- Form regular plural nouns orally (e.g., dog, dogs; wish, wishes).

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Kindergarten

Letter Formation

Print Letters Aa, Bb, Cc—p. 215

Print Letters Dd, Ee, Ff—p. 216

Print Letters Gg, Hh, Ii—p. 217

Print Letters Jj, Kk, Ll—p. 218

Print Letters Mm, Nn, Oo—p. 219

Print Letters Pp, Qq, Rr—p. 220

Print Letters Ss, Tt, Uu—p. 221

Print Letters Vv, Ww, Xx—p. 222

Print Letters Yy, Zz—p. 223

Print Letters: My Name—p. 224

Kindergarten

Words to Know (part of speech and definition for each word provided in the TE)—TE/SE pp. 22, 24, 26, 58, 60, 62, 94, 96, 98, 130, 132, 134, 166, 168, 170, 200, 202, 204

Language Development: Build Language—Unit 1 (nouns, action verbs), TE/SE pp. 19; Unit 2 (nouns, verbs), TE/SE pp. 40–41; Unit 9 (action verbs, verbs with similar meanings), 163; Unit 10 (action verbs, verbs with similar meanings): 182–183

Grade 1

Words to Know (part of speech and definition for each word provided in the TE)—pp. 14, 16, 18, 20, 22, 24, 58, 60, 62, 64, 66, 68, 102, 104, 106, 108, 110, 112, 150, 152, 154, 156, 158, 160, 194, 196, 198, 200, 202, 234, 236, 238, 240, 242, 244

Language: Common and Proper Nouns—p. 48

Language: Possessive Nouns—p. 49

Grade 2

Words to Know (part of speech and definition for each word provided in the TE)—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 58, 60, 62, 64, 66, 68, 70, 72, 74, 104, 106, 108, 110, 112, 114, 116, 118, 120, 156, 158, 160, 162, 164, 166, 168, 170, 172, 202, 204, 206, 208, 210, 212, 242, 244, 246, 248, 250, 252, 254, 256, 258

Language: Collective Nouns (group)—p. 50

Kindergarten

Language Development: Build Language (form plurals)—Unit 1, TE/SE p. 19; Unit 2, TE/SE pp. 40–41



Kindergarten

Kindergarten Grade Language Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, mice, fish*).
- Use singular and plural nouns with matching verbs in basic sentences (e.g., *The boy jumps; The boys jump*).
- Understand and use interrogatives (question words—e.g., *who, what, where, when, why, how*).
- Use frequently occurring prepositions orally (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.
- Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*). → Use reflexive pronouns (e.g., *myself, ourselves*).
- Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). → Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- Use frequently occurring adjectives. → Use adjectives or adverbs appropriately.
- Use frequently occurring conjunctions (e.g., *and, but, or, so because*).
- Understand and use simple and compound sentences in speech or writing (e.g., *The child read the book; The child read the book, but she did not watch the movie*).

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Grade 2

Language: Irregular Proper Nouns—pp. 48–49

Grade 1

Language: Plurals—p. 80

Language: Verbs—p. 93

Kindergarten

Language Development: Build Language (interrogatives)—Unit 5, TE/SE p. 91

Kindergarten

Language Development: Build Language (prepositions)—Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149

Kindergarten

Language Development: Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40–41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76–77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112–113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182–183; Unit 11, TE/SE p. 197

Grade 2

Language: Simple Sentences—pp. 232–233

Language: Compound Sentences—pp. 234–235

Grade 1

Language: Pronouns—p. 136

Grade 2

Language: Reflexive Pronouns—pp. 192–193

Grade 1

Language: Verbs—p. 93

Grade 1

Language: Adjectives—p. 137

Grade 1

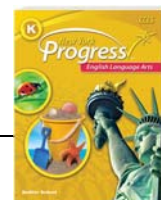
Language: Conjunctions—p. 185

Kindergarten

Language Development: Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE p. 40; Unit 9, TE/SE p. 163; Unit 10, TE/SE p. 182

Grade 1

Language: Sentences—pp. 224–225



Kindergarten

Kindergarten Grade Language Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS	SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN
<p>KL2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>Core Punctuation and Spelling Skills Grades Prekindergarten→2</p> <ul style="list-style-type: none"> Capitalize the first letter of their name. → Capitalize dates and names of people. → Capitalize the first word in a sentence and the pronoun I. → Capitalize names, places, and holidays. 	<p><i>Kindergarten</i> Language Development: Build Language—Unit 4 (capital letters), TE/SE p. 77 Foundational Skills Poem: Focus on Print Concepts—Unit 5 (upper- and lowercase letters), TE/SE p. 84; Unit 9 (uppercase letters), TE/SE p. 156</p>
	<p><i>Grade 1</i> Language: Common and Proper Nouns—p. 48</p>
	<p><i>Grade 2</i> Language: Names of Holidays and Places—p. 51</p>
<ul style="list-style-type: none"> Attempt to write symbols or letters to represent words. 	<p><i>Kindergarten</i> My Writing (use letter-sound correspondences to represent words)—pp. 38, 74, 110, 146, 181</p>
<ul style="list-style-type: none"> Recognize and name end punctuation. → Use end punctuation for sentences. 	<p><i>Kindergarten</i> Language Development: Build Language (punctuation)—Unit 4 (period), TE/SE p. 77; Unit 6 (end punctuation: question mark, exclamation point), TE/SE p. 113 Home Connect (end punctuation)—p. 142 Foundational Skills Reader: Foundational Skills: Fluency Practice (punctuation marks)—Unit 11, TE/SE p. 196</p>
<ul style="list-style-type: none"> Write a letter or letters for most consonant and short-vowel sounds (phonemes). 	<p><i>Grade 1</i> Language: Sentences (end punctuation)—pp. 224–225</p>
<ul style="list-style-type: none"> Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). 	<p><i>Kindergarten</i> Phonics and Word Recognition: Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p> <p><i>Kindergarten</i> Phonics and Word Recognition: Letter-Sound Practice—pp. 14–15, 50–51, 86–87, 122–123, 158–159, 192–193</p> <p><i>Grade 1</i> Writing Handbook Step 4: Editing: Editing Checklist (all words are spelled correctly)—pp. 267–268</p> <p><i>Grade 2</i> Foundational Skills Read Together: “Schools in Colonial Times” (irregular spellings)—p. 260 Foundational Skills Reader: “Colonial Schools” (inconsistent but common spellings; irregular spellings)—pp. 261–26</p>



Kindergarten

Kindergarten Grade Language Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

- Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Consult reference materials as needed to check and correct spellings.

Knowledge of Language

L3
(Begins in grade 2)

Vocabulary Acquisition and Use

KL4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

KL4a
Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

KL4b
Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of a word.

KL5
Explore and discuss word relationships and word meanings.

KL5a
Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.

KL5b
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

KL5c
Use words to identify and describe the world, making connections between words and their use (e.g., places at home that are colorful).

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

Grade 1
Language: Commas—p. 92

Grade 2
Language: Commas in Letters—pp. 194–195

Grade 2
Language: Apostrophes—p. 96

Grade 2
Writing Handbook
Step 4: Editing: Editing Checklist (use a dictionary)—p. 283

Grade 2
Glossary—pp. 285–288

Language Development: Build Language—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40–41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76–77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112–113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182–183; Unit 11, TE/SE p. 197

Language Development: Build Language—Unit 11 (prefix *un-* and verbs endings *-ing* and *-ed*), TE/SE p. 197

Language Development: Build Language—Unit 3 (sort common objects into categories), TE/SE p. 55; Unit 4 (sort animals), TE/SE pp. 76–77

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

Language Development: Build Language—Unit 7 (opposites), TE/SE p. 127; Unit 8 (opposites), TE/SE pp. 148–149

Language Development: Build Language—Unit 5 (connections), TE/SE p. 91; Unit 6 (real-life connections), TE/SE pp. 112–113



Kindergarten

Kindergarten Grade Language Standards

KINDERGARTEN NYS ENGLISH LANGUAGE ARTS STANDARDS

KL6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SADLIER NEW YORK PROGRESS ENGLISH LANGUAGE ARTS, KINDERGARTEN

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—Unit 1, TE/SE pp. 19; Unit 2, TE/SE pp. 40–41; Unit 3, TE/SE p. 55; Unit 4, TE/SE pp. 76–77; Unit 5, TE/SE p. 91; Unit 6, TE/SE pp. 112–113; Unit 7, TE/SE p. 127; Unit 8, TE/SE pp. 148–149; Unit 9, TE/SE p. 163; Unit 10, TE/SE pp. 182–183; Unit 11, TE/SE p. 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

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

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