

The Superkids[★] Reading Program

SKILLS OVERVIEW





Essential Skills Taught in *Superkids* © 2017

The program's carefully designed, systematic, and explicit literacy instruction progresses through increasingly complex text, building the essential foundation for efficient, fluent reading and effective comprehension.

Lessons incorporate all of the language arts, integrating and overlapping skills from unit to unit and from grade to grade. The charts on the following pages provide an overview of the skills that are taught in *Superkids*.



Every Student a Successful Reader by Grade 3

Superkids provides the plan to achieve it!

- **BUILD SUCCESS** by implementing our proven-effective strategies and partnering with our dedicated literacy team.
- **INSPIRE STUDENTS** through joyful, successful reading experiences with engaging texts and relatable characters who grow and learn by your students' side.
- **EXTEND LEARNING** from the start of grade K with a solid skills foundation that builds confidence and accelerates growth.



KINDERGARTEN



In kindergarten, students learn the letters of the alphabet, one sound for each letter, and then apply their new skills to blend letter-sounds to read and write words and sentences. Reading focuses on developing strong blending, decoding, and fluency skills while building vocabulary and comprehension. Students learn basic mechanics and aspects of the writing process, and they progress from drawing to writing in each major text type.

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FIRST GRADE



In first grade, students master more complex phonetic elements and learn to decode and encode structural patterns. Their fluency, vocabulary, and comprehension skills increase greatly as they read longer and more complex literary and informational texts. Students use the writing process to write narratives, informational texts, and opinion pieces.

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SECOND GRADE



In second grade, students consolidate their understanding of all phonetic elements and achieve decoding automaticity and fluent reading. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension and vocabulary skills to longer, more complex texts. Using the writing process, students write longer, more structured narratives, informational texts, and opinion pieces.

Pages 10–13

| UNIT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|--|--|---|---|--|--|--|---|--|--|--|---|---|--|
| Phonemic Awareness and Phonics Taught in skill lessons, reinforced in Daily Routines | Cc/k/ Rhyming words | Oo/o/ | Gg/g/ Rhyming words | Aa/a/ | Dd/d/ Final dd/d/ Blend sounds to decode words | Ss/s/ Blend sounds to decode words | Ll/l/ Final ss/s/, ll/l/ Blend sounds to decode words | Ii/i/ Blend sounds to decode words | Tt/t/ Blend sounds to decode words | Ff/f/ Final ff/f/ Blend sounds to decode words | Ee/e/ Blend sounds to decode words | Hh/h/ Rhyming words Blend sounds to decode words | Uu/u/ Blend sounds to decode words |
| Handwriting and Spelling Taught in skill lessons, reinforced in Daily Routines | Form Cc Encode C and c for /k/ | Form Oo Encode O and o for /o/ | Form Gg Encode G and g for /g/ | Form Aa Encode A and a for /a/ | Form Dd Encode D and d for /d/ Encode words | Form Ss Encode S and s for /s/ Encode words | Form Ll Encode L and l for /l/ Encode words with -ad | Form Ii Encode I and i for /i/ Encode letters for initial sounds | Form Tt Encode T and t for /t/ Encode words | Form Ff Encode F and f for /f/ Encode words | Form Ee Encode E and e for /e/ Encode words | Form Hh Encode H and h for /h/ Encode words | Form Uu Encode U and u for /u/ Encode words |
| Fluency | Read a story character's words with expression | Speak as a story character | Speak with appropriate stress | Recite lines of a poem rhythmically | Speak as a story character Speak with expression | Speak at an appropriate rate | Recite a poem rhythmically | Speak as a story character | Observe punctuation Speak with appropriate stress | Read with natural phrasing Speak at an appropriate rate | Speak with appropriate pitch and volume | Read with natural phrasing Speak as a story character | Observe punctuation Speak with appropriate stress |
| Vocabulary and Grammar | Cooking words • Kinds of food • Kitchen tools • Recipes Parts of a plant Position words | Art supplies Animals | Things you find at a gas station Zoo animals Things that smell | Camping Adventures Neighborhoods | Inventions Names of toys Building things | Sports and games Seasons Weather Nouns Verbs | Rooms and household furnishings Homophones <i>do</i> and <i>dew</i> Babies | Things seen on TV Words associated with sleepovers Superkids' names Memory Word <i>a</i> Insects | Musical instruments and bands Turtles | Fishing Memory Word <i>I</i> Types of sentences Things found in a pond | Puzzles and riddles Sledding Forests Stars | Cars • Car parts • Racing • Wheels Memory Word <i>the</i> | Position words Memory Words <i>Superkids'</i> names Vowel and consonant recognition |
| Comprehension For every text, children • use prior knowledge • answer questions | Literary: Understand characters and setting Generate questions Make and confirm predictions Patterns in a story Informational: Understand what informational texts are Understand labels and diagrams | Literary: Generate questions Draw conclusions Distinguish between fact and fantasy Understand characters Informational: Identify features of informational texts Recognize text structure Understand graphic features | Literary: Generate questions Recognize plot Understand the importance of setting Informational: Understand text features | Literary: Recognize text structure Understand descriptive language Plot: beginning, middle, end Informational: Compare and contrast | Literary: Visualize a story Determine cause and effect Compare and contrast Informational: Understand text features Sequence of steps in a process | Literary: Associate pictures with words Generate questions Draw conclusions Retell a story Informational: Understand text features Recognize patterns in a text | Literary: Recognize text structure Recognize rhythm and rhyme Determine cause and effect Informational: Compare and contrast Recognize patterns in a text | Literary: Generate questions Sequence events Associate pictures with words Draw conclusions Understand characters Understand the lesson(s) a story teaches Informational: Understand text features Compare and contrast | Literary: Monitor comprehension Visualize Draw conclusions Determine important ideas Plot: problem and solution Informational: Compare and contrast | Literary: Make and confirm predictions Use prior knowledge Summarize Informational: Recognize text structure Summarize | Literary: Visualize Distinguish between reality and fantasy Compare and contrast texts Informational: Picture-text relationships | Literary: Generate questions Make predictions Use photos to understand more about a text Informational: Sequence of events Compare and contrast Cause and effect | Literary: Make predictions Text structure Cause and effect What makes sense Setting Informational: Recognize and understand text features Compare and contrast |
| Writing Composition practiced in shared and independent writing activities Handwriting practiced in Daily Routines | Draw shapes with curved and straight lines Draw a self-portrait Write your name | Generate a class list of topics Draw something you like to do Understand roles of speaker and listener Present a drawing | Generate and share opinions Draw to tell about favorite things Draw to tell about a favorite character | Generate a class list of favorite places Draw to tell about a favorite place Add more details to a drawing | Brainstorm topics for Ouch stories Draw to tell a story in two parts | Label classroom objects Draw and label objects beginning with C, G, D, and S Create a cover and make a book of labeled objects | Draw and label a person Draw and label feelings Draw and label a picture of something that makes you glad | Generate a class list of facts Use temporary phonetic spelling Draw and label a picture about an informational topic | Interview a classmate Draw and label a picture to tell about a classmate Present drawing and writing about what a classmate likes to do | Make a list of things at a pond Draw a picture to give information about a pond Write to tell what happens at a pond | Generate a class list of descriptive words Draw and write to describe a gift Share descriptive drawing and writing | Generate a class list of things that are fast Create a cover and illustrations for an informational book Write to tell about drawings | Review letters, letter-sounds, and name capitalization Draw and write to tell about a favorite Superkid Make a graph of class opinions |
| Lasting Lessons Life lessons that relate to the Student Book stories | Helping in the kitchen | Solving a problem | Being polite | Respecting nature | Valuing simple things | Being a good sport | Showing love | Using TV time wisely | Being a good friend | Being patient | Working together | Sharing | Being unique |

| UNIT | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
|---|---|--|---|---|---|--|---|---|---|--|--|
| Phonemic Awareness and Phonics Taught in skill lessons, reinforced in Daily Routines | <i>Bb/b/</i> Distinguish <i>b/b/</i> and <i>d/d/</i> Blend sounds to decode words | <i>Rr/r/</i> Identify rhyming words Blend sounds to decode words | <i>Nn/n/</i> Identify rhyming words Blend sounds to decode words | <i>Mm/m/</i> Blend sounds to decode words | <i>Pp/p/</i> Blend sounds to decode words | <i>Vv/v/</i> Distinguish between <i>f/f/</i> and <i>v/v/</i> Blend sounds to decode words | <i>Ww/w/</i> Blend sounds to decode words | <i>Kk, ck/k/</i> <i>Qu, qu/kw/</i> Blend sounds to decode words | <i>Jj/j/</i> Identify rhyming words Blend sounds to decode words | <i>Xx/ks/</i> <i>Yy/y/</i> Blend sounds to decode words | <i>Zz/z/</i> Final <i>zz/z/</i> Blend sounds to decode words Long-vowel sounds for <i>a, e, i, o, u</i> |
| Handwriting and Spelling Taught in skill lessons and reinforced in Daily Routines | Form <i>Bb</i> Encode <i>B</i> and <i>b</i> for /b/ Encode words Spell Memory Word <i>of</i> Add -s to form plurals Use correct spacing and punctuation in sentences | Form <i>Rr</i> Encode <i>R</i> and <i>r</i> for /r/ Form exclamation marks Encode rhyming words and other words | Form <i>Nn</i> Encode <i>N</i> and <i>n</i> for /n/ Form question marks Encode words Spell Memory Word <i>no</i> Use correct spacing and punctuation in sentences | Form <i>Mm</i> Encode <i>M</i> and <i>m</i> for /m/ Encode words Spell Memory Word <i>for</i> | Form <i>Pp</i> Encode <i>P</i> and <i>p</i> for /p/ Spell Memory Word <i>put</i> | Form <i>Vv</i> Encode <i>V</i> and <i>v</i> for /v/ Encode words Use correct punctuation and spacing in sentences | Form <i>Ww</i> Encode <i>W</i> and <i>w</i> for /w/ Encode words Spell Memory Word to Use correct spacing and punctuation in sentences | Form <i>Kk, Qq,</i> and exclamation marks Encode <i>Kk, ck</i> for /k/ and <i>Qu, qu</i> for /kw/ Encode words Spell Memory Word <i>like</i> Use correct spacing between words | Form <i>Jj</i> Encode <i>J</i> and <i>j</i> for /j/ Encode rhyming words and other words Spell Memory Word <i>said</i> Use correct spacing and punctuation in sentences | Form <i>Xx, Yy,</i> commas, exclamation marks, and quotation marks Encode <i>Xx</i> for /ks/ and <i>Yy</i> for /y/ Encode words Spell Memory Word <i>you</i> Use correct spacing and punctuation in sentences | Form <i>Zz</i> and own name Encode <i>Z</i> and <i>z</i> for /z/ Encode a letter for each long-vowel sound Encode plurals and other words Spell Memory Word <i>was</i> Use correct spacing, capitalization, and punctuation in sentences |
| Fluency | Read with expression | Read with natural phrasing | Read with expression | Read with natural phrasing | Observe punctuation | Read at an appropriate rate | Read with appropriate stress | Read with expression Use proper pitch and volume | Read a poem rhythmically | Observe punctuation | Read with natural phrasing |
| Vocabulary and Grammar | Clubs Bakery items Community Plural -s Contraction <i>let's</i> Apostrophes Memory Word <i>of</i> | Cleaning tools and tasks Colors Synonyms | The U.S. presidency Position words Multiple-meaning words Memory Words <i>no, Supernoodle</i> | Scavenger hunts Synonyms and antonyms Memory Word <i>for</i> Five senses | Foods Picnics Adjectives Memory Word <i>put</i> | Veterinarians and pet care Abbreviations Apostrophes Singular possessives Synonyms | Make-believe games Onomatopoeia Memory Word <i>to</i> Weather | Plays and theaters Types of sentences Multiple-meaning words Memory Word <i>like</i> Royalty | Tongue twisters Memory Word <i>said</i> Dinosaurs Dialogue sentences | Reusing and recycling Memory Word <i>you</i> | Words related to time, the past, and keeping memories Singular and plural nouns Sequence words Memory Word <i>was</i> |
| Comprehension For every text, children • use prior knowledge • answer questions | Literary: Generate questions Author's purpose and reasoning (Easy Lib) Setting (On-Level Lib) Understand a story's lesson (Challenging Lib) Informational: Picture-text relationships Text structure | Literary: Determine important ideas Plot: problem and solution (Easy Lib) Summarize and retell a story (On-Level Lib) Setting (Challenging Lib) Informational: Graphic features (Informational Text Lib) Cause and effect Read ahead | Literary: Use pictures to understand text Patterns in a story (Easy Lib) Steps in a process (On-Level Lib) Compare and contrast (Challenging Lib) Informational: Main topic and details (Informational Text Lib) Connect ideas and pieces of information | Literary: Generate questions Determine important ideas Draw conclusions (Easy Lib) Patterns in stories (On-Level Lib) Plot: problem and solution (Challenging Lib) Informational: Main idea and details (Informational Text Lib) Summarize Use prior knowledge | Literary: Summarize Reality vs. fantasy (Easy Lib) Cause and effect (On-Level Lib) Figurative language: alliteration (Challenging Lib) Informational: Author's reasons (Informational Text Lib) What makes sense Compare and contrast | Literary: Visualize Understand characters (Easy Lib) Plot: beginning, middle, end (On-Level Lib) Author's purpose (Challenging Lib) Informational: Read ahead Picture-text relationships (Informational Text Lib) | Literary: Reality vs. fantasy Retell a story (Easy Lib) Lessons taught by a story (On-Level Lib) Author's purpose (Challenging Lib) Informational: Text structure Steps in a process Ask and answer research questions (Informational Text Lib) | Literary: Text structure Comparison (Easy Lib) Understand characters (On-Level Lib) Recognize patterns (Challenging Lib) Informational: Draw conclusions Cause and effect Learn more from pictures (Informational Text Lib) | Literary: Summarize and retell (Easy Lib) Plot: problem and solution (On-Level Lib) Characters (Challenging Lib) Informational: Reread and use pictures Compare and contrast texts (Informational Text Lib) | Literary: Draw conclusions Patterns in a story (Easy Lib) Use pictures (On-Level Lib) Reality vs. fantasy (Challenging Lib) Informational: What makes sense Steps in a process Compare/contrast fiction and informational texts (Informational Text Lib) | Literary: Patterns in a story (Easy Lib) Use pictures (On-Level Lib) Reality vs. fantasy (Challenging Lib) Informational: Ask questions about a text Compare and contrast Compare/contrast fiction and informational texts (Informational Text Lib) |
| Lib = Library | | | | | | | | | | | |
| Writing Composition practiced in shared and independent writing activities Handwriting practiced in Daily Routines | Review declarative sentences Form complete sentences with uppercase letters and periods Draw and write a sentence about a clubhouse | Generate topics and sentences about events Draw and write about something you did and how you felt Edit sentences for capitalization and end marks | Write a class story about a shared experience Plan a story about a personal experience Draw and write to tell about a personal experience in a book | Write a note to a friend with questions Exchange and respond to friendly notes Write a class e-mail message | Write steps for how to do something Illustrate and share how-to instructions Use correct spacing and punctuation in sentences | Plan nonfiction writing using a web planner Draw and label a diagram Write informational text for an All-About Book | Finish drafting an All-About Book with headings Edit for capitalization and end punctuation Write feedback about classmates' work | Plan a story character using chart paper Plan a problem-and-solution plot Write a fictional story based on plans | Write a book review Write an opinion with a supporting reason Illustrate and present a book review | Write a shared catalog poem Write a rhyming picture poem Write and illustrate an alphabet poem Write a Five Senses poem | Create a kindergarten Memory Book Write about a favorite school project or event Write about things you've learned Write about a memory with friends |
| Lasting Lessons Life lessons that relate to the Student Book stories | Asking for help | Getting ready (e.g., for school, to do a task) | Being a good leader | Sharing ideas | Being polite about food | Helping someone feel better | Trying new things | Being thankful | Taking your time | Reusing and recycling | Accepting change |

3-week Review Unit reviews kindergarten skills

Pacing Information • 8 units, each takes about 2 weeks to teach • Teach 90–120 minutes each day

| UNIT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|--|---|--|---|---|---|--|---|--|
| Phonics and Structural Analysis Taught in skill lessons and reinforced in Daily Routines | <i>ch, tch/ch/</i> <i>sh/sh/</i> | <i>wh/hw/</i> <i>th/th/</i> | <i>ng/ng/</i> <i>le/el/</i> Rhyming words | <i>er/er/</i> <i>ed/ed/</i> <i>ed/d/</i> <i>ed/t/</i> | Add <i>-ing</i> and <i>-ed</i> to CVC and CVCC words Review <i>ck/k/</i> | Long-vowel sounds Words with CV patterns Long- and short-vowel patterns CVCe (Super e) words | CVCe words with <i>-s, -ing, -ed</i> Review adding <i>-s, -ing, -ed</i> to CVCC and CVC words | CVVC words with <i>ai, oa, ea, ee, ue, ie</i> |
| Spelling Taught in skill lessons and reinforced in Daily Routines | Encode words with <i>ch, tch,</i> and <i>sh</i> Memory Words: <i>I, my, she, her, he, his</i> | Encode words with <i>wh/hw/, th/th/</i> Memory Words: <i>where, what, why, when, which, who</i> | Encode words with <i>ng/ng/, le/el/</i> Memory Words: <i>do, have, show, how, me, a</i> | Encode words with <i>er/er/, ed/ed/, ed/d/, ed/t/</i> Memory Words: <i>look, your, the, was, are, for</i> | Words with <i>-ing, -ed,</i> and <i>-er</i> endings Memory Words: <i>there, from, be, to, we, or</i> | Encode words with CV and CVCe patterns Encode long- and short-vowel patterns Memory Words: <i>said, only, you, out, of, here</i> | Encode CVCe words with <i>-s, -ing, -ed</i> Review adding <i>-s, -ing, -ed</i> to CVCC and CVC words Form plurals with <i>-s</i> and <i>-es</i> Memory Words: <i>oh, any, day, good, very, want</i> | Encode CVVC words with <i>ai, oa, ea, ee, ue, ie</i> Add <i>-ing</i> and <i>-ed</i> to CVVC words Memory Words: <i>would, could, some, one, new, were</i> |
| Fluency | Observe punctuation Read a poem rhythmically | Read dialogue and speech balloons Sound out decodable words | Read a poem rhythmically Read with natural phrasing | Read long words accurately Observe punctuation and read expressively | Read words with <i>-ing</i> and <i>-ed</i> endings smoothly Observe typographical clues | Read a poem rhythmically Read dialogue with expression | Read a poem with rhyme and rhythm Read with expression | Read at an appropriate rate Observe dialogue punctuation |
| Vocabulary | Pronouns Multiple-meaning words Words to Know: <i>communicate, powerful, balance</i> | Question words Names of coins Idioms Words to Know: <i>choices, carefully, decision</i> | Synonyms and antonyms Words to Know: <i>healthy, usually, compare, opinion</i> | Sequence words Prefix <i>un-</i> Suffix <i>-ed</i> Words to Know: <i>interesting, project, constructed</i> | Shades of meaning between verbs Verbs with suffix <i>-er</i> Words to Know: <i>wonder, curious, discover, imagine</i> | Antonyms Suffixes <i>-ness</i> and <i>-less</i> Meanings of signs and symbols Words to Know: <i>clever, helpful, expect</i> | Review <i>good, better, best</i> Interjections Words to Know: <i>swiftly, speedy, distance, skilled</i> | Categorize words for toys Homophones Words to Know: <i>create, exactly, category</i> |
| Comprehension For every text, children • use prior knowledge • answer questions Skills also taught with Superkids Library Books | Literary: Plot: problem and solution Cause and effect Informational: Compare and contrast Text structure | Literary: Setting Picture-text relationships Informational: Text features: labels Text structure | Literary: Compare and contrast poems Plot: problem and solution Informational: Text features (headings, diagrams) Text structure | Literary: Sequence of events Plot: beginning, middle, and end Informational: Text structure Compare and contrast | Literary: Character traits Cause and effect Informational: Draw conclusions Main idea and details | Literary: Draw conclusions Picture-text relationships Informational: Picture-text relationships Text features (maps, labels, bold text) | Literary: Patterns in a text Text structure: beginning, middle, end Informational: Compare and contrast Sequence of events | Literary: Setting Cause and effect Informational: Steps in a process How-to text structure |
| Writing | Narrative: Draw and write to generate story topics Write and illustrate personal narratives Edit for capitalization and end marks | Informative: Ask and answer research and interview questions Take notes and write facts Edit and share facts about an animal | Opinion: Use pictures and a planner to generate ideas Write opinion sentences and paragraph supported with reasons Revise to add synonyms Edit and share opinion writing | Narrative: Use a story planning chart to plan and write a personal narrative Edit for capitalization and end marks Write and illustrate a personal narrative in book form | Descriptive: Use a web planner and a five senses chart to record details Describe physical and personality traits and sensory details Write and illustrate descriptions | Informative: Generate familiar topics for sharing facts Write fact cards and an informational paragraph Revise writing for topicality Edit for capitalization and end marks | Informative: Write a safety sign Correspondence: Write and respond to a personal message Write and edit the five parts of a friendly letter Address an envelope and write an e-mail | Opinion: Plan and write an opinion paragraph with a web planner Plan and present an opinion in a class debate |
| Grammar, Usage, and Mechanics | Pronouns (<i>she, her, he, his, I, my</i>) Personal and possessive pronouns Words that are both nouns and verbs | Question words (<i>where, what, why, when, which, who</i>) Question marks Complete sentences | Verbs <i>are</i> and <i>is</i> | Noun and verb suffixes (<i>-er, -ed</i>) Capitalization and end marks Nouns and verbs | Adjectives Time of action verbs with <i>-ing</i> and <i>-ed</i> Noun suffix <i>-er</i> Conjunctions (<i>and, or</i>) | Dialogue punctuation Beginning capitalization and end marks | Plurals with <i>-s</i> and <i>-es</i> Comparisons using <i>good, better,</i> and <i>best</i> Interjections Abbreviations | Adjectives Verbs words with <i>-ing</i> and <i>-ed</i> |
| Lasting Lessons Life lessons that relate to the Reader stories | Solving problems Keep trying | Helping someone feel better | Taking turns and working together | Getting good ideas Helping others | Thinking for yourself | Deciding how to play together | Thanking others politely Calming down when upset | Reusing and recycling Asking nicely |

| UNIT | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--|--|--|--|---|---|---|---|--|
| Phonics and Structural Analysis Taught in skill lessons and reinforced in Daily Routines | Contractions with <i>n't</i> Irregular contractions with <i>n't</i> (<i>can't, don't, won't</i>) | <i>y/i/</i> <i>y/e/</i> <i>ay/ā/</i> Add <i>-er</i> and <i>-est</i> to words ending in <i>y</i> | Contractions with <i>is, are,</i> and <i>will</i> Long-vowel Trickers (open syllables) | <i>all/ōl/</i> <i>aw/ō/</i> Syllabication | <i>ar/ār/</i> <i>or/ōr/</i> <i>er, ir, ur, ar, or, ear/ēr/</i> | <i>oi, oy/oi/</i> Soft <i>c</i> and <i>g</i> (<i>c/s/</i> , <i>g/j/</i>) | <i>ow, ou/ou/</i> <i>ow/ō/</i> Prefix <i>re-</i> Syllabication | <i>oo/ōō/</i> <i>oo/ōō/</i> Tag-along <i>e</i> words |
| Spelling Taught in skill lessons and reinforced in Daily Routines | Encode regular and irregular contractions with <i>n't</i> Add <i>-er</i> and <i>-est</i> endings Memory Words: <i>boy, girl, two, four, about, over, before</i> | Encode words with <i>y/i/</i> , <i>y/e/</i> , <i>ay/ā/</i> Add <i>-y</i> to form adjectives Add <i>-er</i> and <i>-est</i> to words ending in <i>y</i> Memory Words: <i>down, too, work, many, first</i> | Encode contractions with <i>is, are,</i> and <i>will</i> Encode long-vowel Trickers (open syllables) Memory Words: <i>their, now, always, because, been</i> | Encode <i>all</i> and <i>aw</i> words Memory Words: <i>come, coming, they, our, put</i> | Encode words with <i>ar/ār/</i> , <i>or/ōr/</i> , and <i>er, ir, ur, ar, or, ear/ēr/</i> Memory Words: <i>cold, know, does, laugh, both, again</i> | Encode words with <i>oi/oi/</i> , <i>oy/oy/</i> Encode words with <i>c/s/</i> , <i>g/j/</i> Memory Words: <i>kind, buy, find, right, wash, light</i> | Encode <i>ow</i> and <i>ou</i> words Words with <i>re-</i> Memory Words: <i>warm, walk, give, once, done</i> | Encode <i>oo</i> words Encode Trickers with Tag-along <i>e</i> Memory Words: <i>live, eight, old, hold, write</i> |
| Fluency | Read dialogue with expression | Read at an appropriate rate Read dialogue with expression | Read with appropriate volume and expression Read with appropriate stress | Read with natural phrasing and expression | Observe punctuation while reading Read at an appropriate rate | Observe punctuation while reading Read with expression | Read with appropriate phrasing Observe punctuation while reading | Read with natural phrasing Read a poem rhythmically |
| Vocabulary | Compound words Irregular contractions Names for baby animals Words to Know: <i>audience, talent, explain</i> | Adjectives ending with <i>-y</i> Weather words Comparative and superlative adjectives Use context clues Words to Know: <i>produce, plenty, disturb</i> | Homophones <i>their/there, it's/its, you're/your</i> Figurative language Use context clues Synonyms Words to Know: <i>soar, control, depend</i> | Words about basketball Antonyms Words to Know: <i>puzzled, collapse, steep, system</i> | Synonyms Job titles with <i>er</i> and <i>or</i> Suffix <i>-ful</i> Words to Know: <i>vast, report, fear</i> | Multiple meanings of <i>right, kind, light</i> Alphabetize words Onomatopoeia Adverbs with <i>-ly</i> Words to Know: <i>attract, guide, flexible</i> | Prefix <i>re-</i> Verbs that mean <i>to look</i> Words to Know: <i>spoiled, scatter, scowl</i> | Book genres Antonyms Homophones Homographs Descriptive language Words to Know: <i>public, education, persuade, locate</i> |
| Comprehension For every text, children • use prior knowledge • answer questions Skills also taught with Superkids Library Books | Literary: Beginning, middle, and end Literary vs. informational text Informational: Main idea and details Sequence of events | Literary: Sequence of events Informational: Main idea and details Author's purpose: informational vs. how-to | Literary: Setting Compare and contrast texts Informational: Main idea and details | Literary: Beginning, middle, and end Cause and effect Informational: Text features (arrows and diagrams) Author's purpose and reasoning | Literary: Characters and plot Draw conclusions about characters' feelings Informational: Text structure Main idea and details | Literary: Characters' motivations Plot: problem and solution Informational: Main idea and details Text features and diagrams | Literary: Lessons taught in stories Informational: Main idea and details Author's purpose and reasons | Literary: Plot: problem and solution Summarize Informational: Picture-text relationships Text structure |
| Writing | Narrative: Use a chart to plan the beginning, middle, and end of a personal narrative Draft a personal narrative Edit a narrative using a checklist and revise | Explanatory: Use an organizer to plan and draft a how-to text Revise by adding details and an ending Edit and illustrate a how-to text | Opinion: Plan a book review with a web planner Write a book review with opinions and reasons Revise and edit a book review | Descriptive: Use adjectives, precise verbs, conjunction <i>and</i> , and prepositions in descriptive writing Plan and draft a descriptive paragraph with a Five Senses Planner Revise by combining sentences | Narrative: Plan a character and problem-and-solution plot for a fiction story Draft a problem-and-solution story Use checklists to revise and edit a story | Poetry: Write an action poem using verbs Plan and write a cinquain using a template Prewrite, draft, and illustrate an "I am" poem Use onomatopoeia to write a noise poem | Informative: Research a topic for an informational book Plan informative writing with topic and details chart Draft, revise, and publish an informational text in a blank book | Narrative/Poetry: Write a personal narrative Plan and write a My Favorite Thing page Write a poem about first grade Revise and edit work for a Memory Book |
| Grammar, Usage, and Mechanics | Comparative and superlatives Contractions with <i>-n't</i> Add <i>-er</i> and <i>-est</i> endings | Adjectives ending with <i>-y</i> Comparative and superlative adjectives | Accurate use of pronouns Homophones <i>their/there, it's/its, you're/your</i> | Combining sentences using conjunction <i>and</i> | Review editing for capitalization and end marks Review capitalization of titles | Adverbs with <i>-ly</i> | Prefix <i>re-</i> Syllabication Edit writing for capitalization, punctuation, and spelling | Review superlative adjectives Verbs and adjectives in poetry |
| Lasting Lessons Life lessons that relate to the Reader stories | Clearing up misunderstandings Waiting patiently | Making good use of time Being patient | Looking out for others Taking care of public places | Giving it a try Doing the right thing for its own sake | Talking about fears Helping your community | Responding to teasing Taking responsibility | Learning with practice Being a good sport | Avoid jumping to conclusions Making group decisions |

2-week Warm-up Unit
reviews important first-grade skills

Pacing Information • 8 units, each takes about 2 weeks to teach • Teach 120 minutes each day

| UNIT | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|--|---|---|---|--|--|
| Phonics, Structural Analysis, and Spelling Taught in skill lessons and reinforced in Daily Routines | sh/sh/ ch, tch/ch/ th/th/ wh/hw/ Contractions Possessive nouns | le/əl/ ng/ng/ CV, CVC, CVCe, CWVC review y/i/ y/ē/ Short-vowel <i>le</i> words Identify long-vowel words | s, ss/s/ z, zz/z/ Past-tense verbs Plurals with -s and -es Syllabication Add endings to -y words | ar/är/ or/ör/ er, ir, ur, or, ear, ar/ër/ Add -er and -est endings | aw, au/ō/ all, al/ōl/ ay/ā/ oi, oy/oi/ ou, ow/ou/ ow/ō/ Tag-along e Distinguish between homophones | oo/ōo oo, ew, ue/ōo/ Soft c and g (c/s/, g/j/) | kn/n/ wr/r/ igh/i/ aught, ought/ōt/ ph, gh/f/ Homophones with kn/n/, wr/r/ Add un- and re- | old/ōld/ ost/ōst/ ild/īld/ ind/īnd/ tion/shən/ ture/chër/ ea/ē/ Long o and long i words Compound words |
| Fluency | Observe punctuation Use typographical clues Read rhymes Read dialogue Read with expression Read speech balloons | Read with expression Use typographical clues Read with natural phrasing Read with appropriate stress Read rhythmically Observe punctuation | Read with natural phrasing Observe punctuation Read with expression Recognize repeated words Distinguish related words Read a poem rhythmically | Read with expression Read with natural phrasing Read at an appropriate rate Use typographical clues Observe punctuation | Use typographical clues Read long words Read text in art Read speech balloons Read with expression Use appropriate pitch for questions and answers Read a poem smoothly | Read with appropriate stress Use natural phrasing Read dialogue Use typographical clues Observe dialogue punctuation Observe punctuation (commas) | Observe punctuation (dashes) Read sentences of varying lengths smoothly Read dialogue with expression Read with natural phrasing and expression Read text and dialogue in a play smoothly and accurately | Observe dialogue punctuation Read with natural expression and phrasing Observe typographical clues and punctuation Read with appropriate pitch and volume Read at an appropriate rate |
| Vocabulary BC = Book Club | Synonyms Onomatopoeia Words related to <i>invent</i> Homonyms Words to Know: <i>splendid, admire, style, expert</i> | Descriptive language (Easy BC) Similes (Easy BC) Onomatopoeia (On-Level BC) Compound words (On-Level BC) Root words (Challenging BC) Syllabication (Challenging BC) Words to Know: <i>inspect, disappointed, ability, panic</i> | Onomatopoeia Vivid adjectives and verbs Words to Know: <i>useful, respect, distract, focus</i> | Multiple-meaning words (Easy BC) Compound words (Easy BC) Synonyms and antonyms (On-Level BC) Puns and wordplay (On-Level BC) Idioms and expressions (Challenging BC) Words to Know: <i>realize, nervous, hesitate</i> | Onomatopoeia Recognize specialized terminology homophones Words to Know: <i>dilemma, increase, adjust, frazzled</i> | Synonyms and antonyms Recognize word relationships (Challenging BC) Use context clues (Challenging BC) Words to Know: <i>prepare, courage, encourage, embarrassed</i> | Synonyms for <i>pro</i> and <i>con</i> Discuss figurative language Homophones Words with prefixes un- and re-[ital: un-, re-] Words to Know: <i>loyal, experiment, impossible, equipment</i> | Recognize word relationships (Easy BC) Figurative language (On-Level BC) Alliteration (On-Level BC) Puns and wordplay (Challenging BC) Compound nouns (Challenging BC) Words to Know: <i>nature, position, miserable, concentrate</i> |
| Comprehension Informational: Children read a new SUPER magazine in odd-numbered units. Literary: Children read a new Book Club book in even-numbered units. Selection of the title depends on a child's reading level. | Informational: Main topics and details Find answers in a text Connect scientific ideas | Literary: <i>Easy</i> Ask and answer questions Cite text evidence Plot: beginning, middle, end <i>On-level</i> Humor Character motivations Plot: beginning, middle, end <i>Challenging</i> Character motivations Plot: problem and solution | Informational: Make and confirm predictions Find answers in a text Connect text to self Determine important ideas | Literary: <i>Easy</i> Compare and contrast characters Sequence events <i>On-level</i> Text structure Character motivations <i>Challenging</i> Understand plot: problem and solution, multiple storylines | Informational: Summarize Use context clues Compare and contrast Discuss cause and effect | Literary: <i>Easy</i> Cause and effect Identify themes and morals in fables <i>On-level</i> Genre (folktales) Recognize descriptive language Understand character's point of view <i>Challenging</i> Identify a narrator Compare and contrast characters | Informational: Identify sequence of events Distinguish among items in a category Understand text features (detailed labels for a photo) | Literary: <i>Easy</i> Cause and effect Determine main idea <i>On-level</i> Character motivations Fantasy vs. reality <i>Challenging</i> Compare and contrast characters Compare and contrast texts |
| Writing | Correspondence: Plan and draft get-to-know-me and what's new letters Edit letters with a checklist Address an envelope | Narrative: Plan a personal narrative with a story planning chart Draft beginning, middle, and end of a personal narrative Revise a draft by adding to it Edit a narrative using a checklist | Opinion: Ask and answer an opinion question Support an opinion statement with strong reasons Draft and edit an opinion paragraph | Informative: Research and take notes with informational texts Draft an informational paragraph Revise to combine sentences Use pictures to convey information | Poetry: Draft poetry using a writing plan Write a poem with similes Write a poem using onomatopoeia Edit poetry using a checklist | Narrative: Plan characters and plot for an imaginative narrative Draft a problem-and-solution story Edit and publish a problem-and-solution story with illustrations | Explanatory: Write numbered steps and list materials for a how-to text Draft how-to instructions Revise to make steps clearer and include transitions Give a demonstration | Opinion: Plan and draft a book review Revise by adding examples Edit a review using a checklist Publish a book review with an illustrated cover |
| Grammar, Usage, and Mechanics | Pronouns Singular and plural possessive nouns Contractions Sentence types and end marks | Nouns and verbs Adjectives ending in y | -s and -es plurals Verbs with -ed and -ing endings | Comparative and superlative adjectives Singular and plural animal names | Commas | Conjunction <i>while</i> | Verbs with prefixes un- and re- Using transition words | Editing marks |
| Study and Research Skills | List main ideas on a graphic organizer Check spelling with a dictionary | | Use references and resources Interpret information from diagrams and charts | Take notes using a graphic organizer Generate research questions | Use references and resources Interpret information from charts and diagrams | Use a dictionary Use graphic organizers | Interpret information from diagrams and charts Learn parts of a dictionary entry | Use graphic organizers |
| Lasting Lessons Life lessons that relate to the Reader stories | Perseverance Sharing opinions respectfully | Resolving conflicts by talking things out Relax, don't panic | Respecting animals Working together cooperatively | Resolving problems with partners Forgiving others | Being responsible Don't jump to conclusions | Being on time Helping each other | Being a good sport Caring for the environment | Fairness Thinking and acting quickly |

| UNIT | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|---|--|---|---|---|--|---|---|---|
| Phonics, Structural Analysis, and Spelling Taught in skill lessons and reinforced in Daily Routines | <i>ff, ll, ss, dd</i> <i>a-ü/</i> <i>-en/ün/</i> <i>-on/ün/</i> Add <i>-ful</i> and <i>-less</i> Contractions with pronouns | <i>ay, eigh/ā/</i> <i>ange/ānj/</i> <i>-ey, ie, ei/ē/</i> <i>ine/ēn/</i> Adverbs Distinguish /ā/ and /ē/ words | Add <i>-ing</i> and <i>-ed</i> endings Long-vowel words with open-syllable patterns | Tricky <i>w</i> words Compound words Singular and plural pronouns | Long <i>e</i> words Long <i>a</i> words Homophones | Long <i>i</i> words Long <i>o</i> words Irregular comparative and superlative adjectives Add <i>-ness</i> | Super <i>e</i> <i>ui, ue, ou, oo, ew/ōō/</i> <i>air, ear, are, err, ar/ār/</i> Add <i>-able</i> | <i>ir, er, ur, or, ar, ear/ēr/</i> <i>or, ore, oor, our, oar, ar/ōr/</i> |
| Fluency | Read text in illustrations Read dialogue with expression Observe punctuation Differentiate among characters in dialogue Read text in speech balloons Read with natural phrasing | Read with natural phrasing Read with expression Observe typographical clues Distinguish between characters in dialogue Read and connect text in illustrations | Distinguish between characters in dialogue Read text in speech balloons Observe typographical clues Read a comic strip Read with expression and appropriate phrasing | Read dialogue with expression Read text in illustrations Read with appropriate phrasing and rhythm Observe punctuation and typographical clues | Differentiate between characters in dialogue Use typographical clues Read with natural phrasing and expression Read text in illustrations | Use typographical clues Read with expression Distinguish among characters in dialogue Read text in illustrations Observe punctuation | Read with natural phrasing and expression Read text in illustrations Read with appropriate rhythm Read rhyming couplets | Read at an appropriate rate Read with natural phrasing Read with expression Read with appropriate stress Observe punctuation |
| Vocabulary BC = book club | Multiple-meaning words Adjectives with <i>-ful</i> and <i>-less</i> Match words with definitions Write a definition of a new term Use precise verbs Words to Know: <i>adopt, celebration, culture, edible</i> | Onomatopoeia (Easy BC) Compound words (Easy BC) Syllabication (On-Level BC) Root words (On-Level BC) Adverbs with <i>-ly</i> (Challenging BC) Descriptive language (Challenging BC) Words to Know: <i>arranged, exhibit, immediately, investigate</i> | Words for body parts Words to Know: <i>media, challenge, confident, famous</i> | Compound words Synonyms and antonyms (Easy BC) Puns and wordplay (Easy BC) Idioms and expressions (On-Level BC) Multiple-meaning words (Challenging BC) Words to Know: <i>avoid, protest, creative, expression</i> | Words for animal body parts Homophones Words to Know: <i>rambunctious, treasure, uncomfortable, cycle</i> | Synonyms (Easy BC) Descriptive language (Easy BC) Recognize word relationships (On-Level BC) Context clues (Challenging BC) Puns (Challenging BC) Words to Know: <i>persuasion, texture, bitter, specific</i> | Homophones Words with <i>un-</i> and <i>-tion</i> Use context clues Proper nouns and place names Understand prefixes and suffixes Words to Know: <i>firmly, reflection, mixture, eager</i> | Common proverbs Homophones Figurative language (Easy BC) Alliteration (Easy BC) Puns and wordplay (On-Level BC) Compound nouns (On-Level BC) Synonyms (Challenging BC) Onomatopoeia (Challenging BC) Words to Know: <i>determined, mischievous, sensible, content</i> |
| Comprehension Informational: Children read a new SUPER magazine in odd-numbered units. Literary: Children read a new Book Club book in even-numbered units. Selection of the title depends on a child's reading level. | Informational: Connect text to self Identify central idea Cite text evidence to answer questions Discuss imagery and figurative language | Literary: <i>Easy</i> Humor Character motivations Plot: beginning, middle, end <i>On-level</i> Character motivations Plot: problem and solution <i>Challenging</i> Plot: problem and solution Cause and effect | Informational: Connect text to self Understand diagrams Draw and support conclusions Summarize | Literary: <i>Easy</i> Text structure Determine character motivations <i>On-level</i> Plot: problem and solution Multiple storylines <i>Challenging</i> Determine character motivations | Informational: Understand context clues Determine main ideas and details Connect text to self Understand timelines | Literary: <i>Easy</i> Understand folktales Understand character's point of view <i>On-level</i> Identify narrator Compare and contrast characters <i>Challenging</i> Plot: problem and solution Fantasy vs. reality | Informational: Connect text to self Connect text to photos Draw conclusions | Literary: <i>Easy</i> Character motivations Fantasy vs. reality <i>On-level</i> Compare and contrast characters Character motivations <i>Challenging</i> Draw conclusions Setting |
| Writing | Poetry: Draft poems with alliteration and rhyming couplets Revise poetry by asking questions Edit poems and make into a book | Descriptive: Plan descriptive writing using an organizer Write multi-paragraph descriptions of a person and place Revise to include more detail | Narrative: Plan character, setting, and plot for an imaginative narrative Draft beginning, middle, and end of a story Revise a narrative to include more detail Edit and publish a story as a book | Informative: Choose a topic for a research report Take notes using informational text, index, and pictures Draft a research report Review staying on topic | Informative: Finish drafting a research report Revise by adding information Create an informational poster with facts, illustrations, and a map Present a research report | Opinion: Plan an opinion speech using a chart Draft beginning, middle, and end of a speech Present an opinion speech using a visual aid | Narrative/Opinion: Plan a personal narrative Write and illustrate a narrative for a magazine Plan and write a review for a magazine | Opinion/Informative: Write an advice column for a magazine Plan and write an informational article using a web planner Edit magazine articles Assemble a magazine with cover and contents page |
| Grammar, Usage, and Mechanics | Adjectives with <i>-ful</i> and <i>-less</i> Contractions | Review parts of speech Adverbs Conjunctions <i>and, but, and or</i> | Irregular verbs Irregular plurals | Verbs with <i>mis-</i> and <i>dis-</i> Singular vs. plural pronouns | Capitalization | Comparative and superlative adjectives Nouns with suffix <i>-ness</i> | Adjectives with suffix <i>-able</i> Homophones | Adjectives with <i>-ous</i> [ital: -ous] |
| Study and Research Skills | Use references and resources Use text evidence to answer questions | Use a graphic organizer to plan writing | Interpret information from diagrams Use a graphic organizer to plan writing | Use maps and an index Use multiple sources of information | Understand diagrams, charts, and maps Use context clues to understand new vocabulary | | Use references and resources Interpret information from maps and photographs | Use references and resources |
| Lasting Lessons Life lessons that relate to the Reader stories | Making a plan to solve a problem Kindness | Improving your work Dealing with teasing | Copying Dealing with anger | Having confidence Helping others feel better | Being reliable Avoid jumping to conclusions | Coping with setbacks Being patient | Taking care of things you borrow Finding ways to help out | Avoiding getting lost Avoiding feeling lonely |

The Superkids[★] Reading Program

Growing and learning with the Superkids by their side, students develop the K–2 literacy skills they need to be successful in grade 3 and beyond. Build success, inspire students, and extend learning with *The Superkids Reading Program*.

| Kindergarten | |
|---|---|
| 1st Semester Meet the Superkids | 2nd Semester Superkids' Club |
|  | |

| First Grade | |
|---|---|
| 1st Semester Adventures of the Superkids | 2nd Semester More Adventures of the Superkids |
|  |  |

| Second Grade | |
|---|---|
| 1st Semester The Superkids Hit Second Grade | 2nd Semester The Superkids Take Off |
|  |  |



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R1561 03.19