

**English Textbook and Instructional Materials Correlation to the
Grade 1 New York State Standards for English Language Arts**

Publisher Information

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| <p>Publisher: Zaner-Bloser, Inc.</p> | <p>Text: Superkids Reading Program, First Grade</p> <p>First Semester: <u><i>Adventures of the Superkids</i></u> Teacher’s Guide, Review Unit (review of letter-sound associations, decoding, and encoding skills taught in Superkids Kindergarten) Teacher’s Guides, Units 1–8 (one guide per unit)</p> <p>Second Semester: <u><i>More Adventures of the Superkids</i></u> Teacher’s Guides, Units 9–16 (one guide per unit)</p> <p>Used Throughout First Grade <i>Superkids Skill-Building Book</i> Superkids Online Games for First Grade</p> <ul style="list-style-type: none">• <i>Doc to the Rescue:</i> Spelling practice with word families• <i>Odd Animal:</i> Spelling and structural analysis practice• <i>Spell Me a Joke:</i> Spelling practice with Memory Words• <i>Oswald Paints:</i> Practice with vowel sounds, spelling, and reading comprehension• <i>Tug of War</i> and <i>A Superkids Story:</i> Reading comprehension practice |
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| Grade 1 New York State Standards for English Language Arts | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| Reading: Literature | |
| <i>Key Ideas and Details</i> | |
| RL.1.1 Ask and answer questions about key details in a text. | <p>Teacher’s Guide, Review Unit: 14–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 89, 133–134, 150–152, 161</p> <p>Teacher’s Guide, Unit 1: 20–22, 27, 29, 35, 38, 44, 47, 61–62, 71–73, 78–79, 84–85</p> <p>Teacher’s Guide, Unit 2: 9, 19–21, 26–27, 33–35, 37, 45–46, 60–61, 70–71, 77, 82</p> <p>Teacher’s Guide, Unit 3: 17–19, 30, 33, 41–42, 67–70, 77, 83, 86</p> <p>Teacher’s Guide, Unit 4: 9, 17–20, 27, 32, 33–36, 43–44, 71–74, 80, 86, 88</p> <p>Teacher’s Guide, Unit 5: 21–23, 31, 36, 64, 74–76, 82, 84, 89</p> <p>Teacher’s Guide, Unit 6: 9, 20–23, 31–32, 37, 39, 41, 48, 75–78, 90</p> <p>Teacher’s Guide, Unit 7: 8, 18–20, 28, 35–36, 45–47, 65, 75–78, 87, 92</p> <p>Teacher’s Guide, Unit 8: 8–9, 18–21, 26–27, 34, 38, 47, 62, 71–73, 80, 86</p> <p>Teacher’s Guide, Unit 9: 9, 19–24, 30, 35, 63, 73–76, 90–91</p> <p>Teacher’s Guide, Unit 10: 10, 21–23, 31, 39–41, 49–50, 65, 75–79, 86, 91, 93</p> |

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| | <p>Teacher’s Guide, Unit 11: 9, 19–23, 29, 36, 40, 49, 65, 76–80, 85–87, 93</p> <p>Teacher’s Guide, Unit 12: 9, 21–24, 32–33, 39, 41–42, 46, 49–52, 66, 79–82, 88–89, 93, 95, 98</p> <p>Teacher’s Guide, Unit 13: 9, 19–22, 29, 35–36, 39, 48, 64–65, 74–78, 86, 92, 95</p> <p>Teacher’s Guide, Unit 14: 9, 22–27, 34–35, 41, 43–44, 54–56, 73, 84–87, 94, 101, 104</p> <p>Teacher’s Guide, Unit 15: 17–20, 28, 35, 37, 47, 64, 74–77, 83–84, 91</p> <p>Teacher’s Guide, Unit 16: 10, 22–25, 32–33, 41, 45–47, 54–55, 70, 81–85, 92–93, 99, 102, 111–112</p> <p><i>Superkids Skill-Building Book:</i> 161–165, 169–174, 180</p> |
| RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. | <p>Teacher’s Guide, Review Unit: 39, 82, 89, 135, 141, 145, 160</p> <p>Teacher’s Guide, Unit 1: 29, 45–46</p> <p>Teacher’s Guide, Unit 3: 77, 83</p> <p>Teacher’s Guide, Unit 4: 80–81, 94</p> <p>Teacher’s Guide, Unit 5: 43, 76, 98</p> <p>Teacher’s Guide, Unit 6: 49</p> <p>Teacher’s Guide, Unit 7: 28, 46–47, 87</p> <p>Teacher’s Guide, Unit 8: 26, 41, 72</p> |

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| | <p>Teacher’s Guide, Unit 9: 21, 30, 43 Teacher’s Guide, Unit 10: 31, 34, 49–50, 86 Teacher’s Guide, Unit 11: 23, 36, 49, 77–78, 80, 86–87 Teacher’s Guide, Unit 12: 24, 32–33, 39, 46, 49–51, 81, 88–89, 93 Teacher’s Guide, Unit 13: 29, 33, 46, 75–76, 78, 92 Teacher’s Guide, Unit 14: 23, 25, 34–35, 39, 54, 94, 99 Teacher’s Guide, Unit 15: 28, 32, 47, 75–77, 84, 88 Teacher’s Guide, Unit 16: 32–33, 54–55, 92–93, 102</p> <p><i>Superkids Skill-Building Book:</i> 177–178, 180</p> |
| RL.1.3 Describe characters, settings, and major events in a story, using key details. | <p>Teacher’s Guide, Review Unit: 13–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 133–134, 150–152, 161 Teacher’s Guide, Unit 1: 20–22, 27, 29, 36, 38, 45–46, 71–73, 78–79, 85 Teacher’s Guide, Unit 2: 19–21, 27, 35, 37, 40, 45–46, 60–61, 70–71, 77 Teacher’s Guide, Unit 3: 18–19, 30, 33, 41–42, 67–70, 77, 83 Teacher’s Guide, Unit 4: 9, 17–20, 27, 32–36, 44, 71–74, 80–81 Teacher’s Guide, Unit 5: 21–23, 31, 46, 64, 74–76, 84 Teacher’s Guide, Unit 6: 20–23, 31–32, 39, 41, 48, 75–78</p> |

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| | <p>Teacher’s Guide, Unit 7: 18–20, 35–36, 46–47, 65, 75–78, 87 Teacher’s Guide, Unit 8: 8–9, 18–21, 27, 38, 47, 62, 71–73, 86 Teacher’s Guide, Unit 9: 9, 19–24, 30, 35, 63, 73–76 Teacher’s Guide, Unit 10: 10, 21–23, 31, 39–41, 49–50, 65, 75–79 Teacher’s Guide, Unit 11: 9, 19–23, 29, 40, 43, 49, 65, 76–80, 86–87 Teacher’s Guide, Unit 12: 9, 21–24, 41–42, 50–51, 66, 79–82, 88–89, 93 Teacher’s Guide, Unit 13: 9, 19–22, 29, 39, 64–65, 74–78, 86 Teacher’s Guide, Unit 14: 9, 22–27, 34–35, 43–44, 54–55, 73, 84–87, 94 Teacher’s Guide, Unit 15: 17–20, 28, 37, 47, 64, 74–77 Teacher’s Guide, Unit 16: 10, 22–25, 32–33, 45–47, 70, 81–85, 92–93</p> <p><i>Superkids Skill-Building Book:</i> 169–174, 180</p> |
| <i>Craft and Structure</i> | |
| RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. | <p>Teacher’s Guide, Unit 2: 37 Teacher’s Guide, Unit 3: 19, 36 Teacher’s Guide, Unit 5: 76 Teacher’s Guide, Unit 6: 75 Teacher’s Guide, Unit 7: 36</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 8: 71–72 Teacher’s Guide, Unit 9: 74–75 Teacher’s Guide, Unit 10: 10, 21 Teacher’s Guide, Unit 11: 22, 25, 46, 77, 79 Teacher’s Guide, Unit 13: 22 Teacher’s Guide, Unit 15: 75 Teacher’s Guide, Unit 16: 45, 54</p> <p><i>Superkids Skill-Building Book:</i> 128–131</p> |
| RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | <p>Teacher’s Guide, Review Unit: 98, 111, 155 Teacher’s Guide, Unit 1: 46–47 Teacher’s Guide, Unit 3: 68 Teacher’s Guide, Unit 4: 43 Teacher’s Guide, Unit 9: 73, 84, 88 Teacher’s Guide, Unit 16: 34–37, 39</p> |
| RL.1.6 Identify who is telling the story at various points in a text. | <p>Teacher’s Guide, Review Unit: 133–134 Teacher’s Guide, Unit 1: 20 Teacher’s Guide, Unit 3: 67–68 Teacher’s Guide, Unit 8: 71, 86 Teacher’s Guide, Unit 9: 9 Teacher’s Guide, Unit 13: 20, 74</p> |

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| <i>Integration of Knowledge and Ideas</i> | |
| RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. | <p>Teacher’s Guide, Review Unit: 13–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 133–134, 150–152, 160–161</p> <p>Teacher’s Guide, Unit 1: 20–22, 71–73, 79, 85</p> <p>Teacher’s Guide, Unit 2: 9, 19–21, 27, 35, 37, 45–46, 60–61, 70–71, 77</p> <p>Teacher’s Guide, Unit 3: 17–19, 33, 41–42, 67–70</p> <p>Teacher’s Guide, Unit 4: 9, 17–20, 32, 34–36, 43–44, 71–74</p> <p>Teacher’s Guide, Unit 5: 21–23, 36, 64, 74–76, 84</p> <p>Teacher’s Guide, Unit 6: 20–23, 39, 41, 75–78, 84</p> <p>Teacher’s Guide, Unit 7: 18–20, 35–36, 65, 75–78</p> <p>Teacher’s Guide, Unit 8: 8–9, 18–21, 27, 38, 47, 62, 71–73</p> <p>Teacher’s Guide, Unit 9: 9, 19–24, 30, 63, 73–76</p> <p>Teacher’s Guide, Unit 10: 10, 21–23, 39–41, 49–50, 65, 75–79, 86</p> <p>Teacher’s Guide, Unit 11: 9, 19–23, 29, 40, 43, 49, 65, 76–80, 86–87</p> <p>Teacher’s Guide, Unit 12: 9, 21–24, 41–42, 50–51, 66, 79–82, 88–89, 93</p> <p>Teacher’s Guide, Unit 13: 9, 19–22, 29, 39, 48, 64–65, 74–78, 86</p> <p>Teacher’s Guide, Unit 14: 9, 22–27, 43–44, 54–55, 73, 84–87, 94</p> |

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| | <p>Teacher’s Guide, Unit 15: 17–20, 37, 47, 64, 77 Teacher’s Guide, Unit 16: 10, 22–25, 32–33, 45–47, 70, 81–85, 92–93</p> <p><i>Superkids Skill-Building Book:</i> 161, 163–165, 169–174, 180</p> |
| RL.1.8 (Not applicable to literature) | |
| RL.1.9 Compare and contrast the adventures and experiences of characters in stories. | <p>Teacher’s Guide, Review Unit: 26, 58, 81 Teacher’s Guide, Unit 3: 25, 41–42, 77 Teacher’s Guide, Unit 4: 18 Teacher’s Guide, Unit 5: 23, 46 Teacher’s Guide, Unit 6: 31–32, 41 Teacher’s Guide, Unit 7: 78 Teacher’s Guide, Unit 8: 21, 71–73 Teacher’s Guide, Unit 10: 50, 79 Teacher’s Guide, Unit 11: 86–87 Teacher’s Guide, Unit 12: 82 Teacher’s Guide, Unit 13: 12, 29, 36, 78 Teacher’s Guide, Unit 14: 25, 27, 34–35, 44, 54</p> <p><i>Superkids Skill-Building Book:</i> 174</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| a. With prompting and support, students will make cultural connections to text and self. | Teacher’s Guide, Unit 8: 35, 38, 45, 47 Teacher’s Guide, Unit 11: 37, 40, 47, 49 Teacher’s Guide, Unit 13: 73–78 Teacher’s Guide, Unit 16: 43, 46, 47, 54, 55 |
| <i>Range of Reading and Level of Text Complexity</i> | |
| RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. | Teacher’s Guide, Review Unit: 14–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 133–134, 150–152 Teacher’s Guide, Unit 1: 9–10, 19–22, 28, 36, 38, 61–62, 71–73, 78 Teacher’s Guide, Unit 2: 9–11, 19–21, 27, 34–35, 37, 45–46, 60–61, 70–71, 77 Teacher’s Guide, Unit 3: 8–10, 17–19, 33, 67–70 Teacher’s Guide, Unit 4: 9–11, 17–20, 33–36, 71–73 Teacher’s Guide, Unit 5: 9–10, 20–23, 64–66, 74–76 Teacher’s Guide, Unit 6: 9–11, 29–23, 39, 41, 75–77 Teacher’s Guide, Unit 7: 8, 10, 18–20, 35–36, 65, 75–78 Teacher’s Guide, Unit 8: 8–9, 18–21, 38, 62, 71–72 Teacher’s Guide, Unit 9: 9, 19–24, 63, 73–76 Teacher’s Guide, Unit 10: 10, 21–23, 39–41, 65, 75–79 Teacher’s Guide, Unit 11: 9, 19–23, 40, 65, 76–79 Teacher’s Guide, Unit 12: 9, 21–24, 41–42, 66, 79–81 Teacher’s Guide, Unit 13: 9, 19–22, 39, 64–65, 74–78 |

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| | Teacher’s Guide, Unit 14: 22–26, 43–44, 65, 73, 84–87 Teacher’s Guide, Unit 15: 17–20, 37, 64, 74–77 Teacher’s Guide, Unit 16: 10, 22–25, 45–47, 70, 81–84 |
| Responding to Literature | |
| RL.1.11 Make connections between self, text, and the world around them (text, media, social interaction). | Teacher’s Guide, Review Unit: 36–37, 90 Teacher’s Guide, Unit 1: 30, 79 Teacher’s Guide, Unit 2: 28 Teacher’s Guide, Unit 3: 77 Teacher’s Guide, Unit 4: 27, 81 Teacher’s Guide, Unit 5: 31, 76 Teacher’s Guide, Unit 6: 21, 32 Teacher’s Guide, Unit 7: 20, 27, 28, 86, 88 Teacher’s Guide, Unit 8: 9, 28, 81, 137, 141 Teacher’s Guide, Unit 9: 30, 85 Teacher’s Guide, Unit 10: 30, 31, 85, 86 Teacher’s Guide, Unit 11: 30, 85, 87 Teacher’s Guide, Unit 12: 24, 33, 67, 87, 89 Teacher’s Guide, Unit 13: 22, 30, 40, 86 Teacher’s Guide, Unit 14: 26, 33, 35, 87, 93, 95 Teacher’s Guide, Unit 15: 18, 20, 29, 77, 85 Teacher’s Guide, Unit 16: 31, 33, 85, 91, 94 |

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| Reading: Informational Text | |
| <i>Key Ideas and Details</i> | |
| RI.1.1 Ask and answer questions about key details in a text. | Teacher’s Guide, Review Unit: 101–103, 110, 163–167 Teacher’s Guide, Unit 1: 37, 39, 44, 48–52, 88–90, 98 Teacher’s Guide, Unit 2: 34, 36, 45–51, 84–88, 95–96 Teacher’s Guide, Unit 3: 32, 34, 41–48, 87–89, 95 Teacher’s Guide, Unit 4: 45–52, 89–91, 98 Teacher’s Guide, Unit 5: 38–40, 48–49, 50–55, 93–95, 102, 102 Teacher’s Guide, Unit 6: 40, 48–55, 93–96, 101–102 Teacher’s Guide, Unit 7: 37, 47, 48–53, 95–98, 104–106 Teacher’s Guide, Unit 8: 36–37, 46–53, 89–91, 98 Teacher’s Guide, Unit 9: 38–40, 48–54, 94–96, 103–104 Teacher’s Guide, Unit 10: 47, 51–56, 94–97, 104–105 Teacher’s Guide, Unit 11: 38–39, 48–55, 97–99, 106–107 Teacher’s Guide, Unit 12: 43, 51, 53–56, 99–101, 108–109 Teacher’s Guide, Unit 13: 37–38, 47–48, 49–55, 96–98, 105, 106 Teacher’s Guide, Unit 14: 45, 52–53, 55–63, 105–107, 114 |

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| | <p>Teacher’s Guide, Unit 15: 38–39, 47–55, 94–97, 104 Teacher’s Guide, Unit 16: 44, 53, 56–60, 103–106, 113</p> <p><i>Superkids Skill-Building Book:</i> 166, 178, 180</p> |
| RI.1.2 Identify the main topic and retell key details of a text. | <p>Teacher’s Guide, Review Unit: 103 Teacher’s Guide, Unit 1: 45–46 Teacher’s Guide, Unit 2: 45–46, 51, 88, 96 Teacher’s Guide, Unit 3: 42, 48, 96 Teacher’s Guide, Unit 4: 52, 91 Teacher’s Guide, Unit 5: 49, 55, 103 Teacher’s Guide, Unit 6: 55, 93–94 Teacher’s Guide, Unit 7: 95, 97–98, 105–106 Teacher’s Guide, Unit 8: 48, 53, 99 Teacher’s Guide, Unit 9: 40, 48–49, 54, 96, 104 Teacher’s Guide, Unit 10: 95–97, 104–105 Teacher’s Guide, Unit 11: 48–49, 53–55, 107 Teacher’s Guide, Unit 12: 51, 56, 109 Teacher’s Guide, Unit 13: 47–48, 52, 55, 96–98, 106 Teacher’s Guide, Unit 14: 59–60, 63 Teacher’s Guide, Unit 15: 47–48, 50–51, 55, 95, 97 Teacher’s Guide, Unit 16: 53, 56–57, 59–60, 113</p> |

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| | <i>Superkids Skill-Building Book: 178, 180</i> |
| RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. | <p>Teacher’s Guide, Review Unit: 102–103, 164–166 Teacher’s Guide, Unit 1: 50–51, 86, 88–90, 98 Teacher’s Guide, Unit 2: 48, 50, 83, 87 Teacher’s Guide, Unit 3: 32, 41, 43–48, 88–89, 96 Teacher’s Guide, Unit 4: 47–52, 89–91 Teacher’s Guide, Unit 5: 38, 40, 48, 50–52, 54, 94–95 Teacher’s Guide, Unit 6: 48–49, 51–53, 94, 96 Teacher’s Guide, Unit 7: 37, 49–43, 96, 98, 105–106 Teacher’s Guide, Unit 8: 49–53, 91, 99 Teacher’s Guide, Unit 9: 52–53, 94–96 Teacher’s Guide, Unit 10: 54, 56, 94–97 Teacher’s Guide, Unit 11: 38–39, 48–50, 52–54, 97–99 Teacher’s Guide, Unit 12: 99–101 Teacher’s Guide, Unit 13: 37–38, 49, 51, 53–55, 96, 98, 106 Teacher’s Guide, Unit 14: 57, 59–63, 105–107 Teacher’s Guide, Unit 15: 39, 50–53, 55, 96 Teacher’s Guide, Unit 16: 58–59, 105–106</p> <p><i>Superkids Skill-Building Book: 179</i></p> |

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| <i>Craft and Structure</i> | |
| RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | <p>Teacher’s Guide, Review Unit: 101, 103, 162–164 Teacher’s Guide, Unit 1: 37, 39, 49, 51, 86, 88–90 Teacher’s Guide, Unit 2: 36, 49, 51, 86–88 Teacher’s Guide, Unit 3: 32, 44, 46, 85, 88 Teacher’s Guide, Unit 4: 47, 52, 87 Teacher’s Guide, Unit 5: 40, 51, 54–55, 93–95 Teacher’s Guide, Unit 6: 40, 50–52, 55, 94–95 Teacher’s Guide, Unit 7: 37, 53, 96, 98 Teacher’s Guide, Unit 8: 36–37, 46–49, 52–53, 90 Teacher’s Guide, Unit 9: 38–40, 50–53, 92, 94–95 Teacher’s Guide, Unit 10: 51–53, 94, 96 Teacher’s Guide, Unit 11: 39, 99 Teacher’s Guide, Unit 12: 43, 54–56, 99–100 Teacher’s Guide, Unit 13: 37–38, 54, 94, 96–97 Teacher’s Guide, Unit 14: 45, 57–62, 103, 106–107 Teacher’s Guide, Unit 15: 38–39, 92, 94–96 Teacher’s Guide, Unit 16: 44, 56–58, 60, 101, 104</p> <p><i>Superkids Skill-Building Book:</i> 123–126, 148–149</p> |

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| RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | Teacher’s Guide, Review Unit: 45–46, 101–102, 163 Teacher’s Guide, Unit 1: 49–51, 89 Teacher’s Guide, Unit 2: 48, 50–51 Teacher’s Guide, Unit 3: 45, 47, 87 Teacher’s Guide, Unit 4: 46 Teacher’s Guide, Unit 5: 48, 53, 93–94 Teacher’s Guide, Unit 6: 50–51, 54 Teacher’s Guide, Unit 7: 48, 96 Teacher’s Guide, Unit 8: 89 Teacher’s Guide, Unit 9: 8, 94 Teacher’s Guide, Unit 11: 97–98 Teacher’s Guide, Unit 12: 54–55 Teacher’s Guide, Unit 13: 96–97 Teacher’s Guide, Unit 14: 55–56, 105–106, 115 Teacher’s Guide, Unit 15: 48, 94 Teacher’s Guide, Unit 16: 103, 105 <i>Superkids Skill-Building Book:</i> 36, 175–176 |
| RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | Teacher’s Guide, Review Unit: 102, 163, 166 Teacher’s Guide, Unit 1: 48–49, 88 Teacher’s Guide, Unit 2: 50, 86–87 Teacher’s Guide, Unit 3: 32, 41, 44, 46–48, 87, 89 |

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| | <p>Teacher’s Guide, Unit 4: 46, 48–50, 90 Teacher’s Guide, Unit 5: 38–39, 50, 52, 95 Teacher’s Guide, Unit 6: 52–53, 93–95, 101, 103 Teacher’s Guide, Unit 7: 37, 47, 49, 51, 53, 96–97 Teacher’s Guide, Unit 8: 46–47, 51, 91 Teacher’s Guide, Unit 9: 94–95 Teacher’s Guide, Unit 10: 94–96 Teacher’s Guide, Unit 11: 50, 53–54, 98–99 Teacher’s Guide, Unit 12: 43, 54, 99–100 Teacher’s Guide, Unit 13: 47, 51 Teacher’s Guide, Unit 14: 58, 105–106, 115 Teacher’s Guide, Unit 15: 48, 54, 96 Teacher’s Guide, Unit 16: 44, 104–105</p> <p><i>Superkids Skill-Building Book:</i> 36</p> |
| <i>Integration of Knowledge and Ideas</i> | |
| RI.1.7 Use the illustrations and details in a text to describe its key ideas. | <p>Teacher’s Guide, Review Unit: 101–103, 163–167 Teacher’s Guide, Unit 1: 37, 39, 48–52, 88–90, 98 Teacher’s Guide, Unit 2: 36, 45–51, 86–88, 96 Teacher’s Guide, Unit 3: 32, 34, 42–48, 87–89 Teacher’s Guide, Unit 4: 89–91 Teacher’s Guide, Unit 5: 38–40, 48, 50–55, 93–95</p> |

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| | <p>Teacher’s Guide, Unit 6: 40, 50–55, 93–96 Teacher’s Guide, Unit 7: 37, 47–53, 95–98 Teacher’s Guide, Unit 8: 36–37, 46–53, 89–91 Teacher’s Guide, Unit 9: 38–40, 48–54, 94–96 Teacher’s Guide, Unit 10: 51–56, 94–97 Teacher’s Guide, Unit 11: 38–39, 48–49, 50–55, 97–99 Teacher’s Guide, Unit 12: 43, 53–56, 99–101, 109 Teacher’s Guide, Unit 13: 37–38, 47–48, 49–55, 96–98 Teacher’s Guide, Unit 14: 45, 52–53, 57–63, 105–107 Teacher’s Guide, Unit 15: 38–39, 47–55, 94–97 Teacher’s Guide, Unit 16: 44, 56–60, 103–106, 113</p> <p><i>Superkids Skill-Building Book:</i> 166, 180</p> |
| RI.1.8 Identify the reasons an author gives to support points in a text. | <p>Teacher’s Guide, Review Unit: 167 Teacher’s Guide, Unit 5: 53 Teacher’s Guide, Unit 13: 50–52 Teacher’s Guide, Unit 14: 62 Teacher’s Guide, Unit 15: 95–96, 104</p> |

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Text: Superkids Reading Program, First Grade

| Grade 1 New York State Standards for English Language Arts | |
|---|---|
| STANDARD | CORRELATION Page numbers are listed for each component. |
| RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Teacher’s Guide, Review Unit: 98, 111, 162 Teacher’s Guide, Unit 1: 47, 86 Teacher’s Guide, Unit 3: 43, 84–85 Teacher’s Guide, Unit 4: 45, 91 Teacher’s Guide, Unit 5: 50, 94 Teacher’s Guide, Unit 6: 50 Teacher’s Guide, Unit 8: 87 Teacher’s Guide, Unit 9: 50, 91–92 Teacher’s Guide, Unit 10: 51 Teacher’s Guide, Unit 11: 94–95 Teacher’s Guide, Unit 12: 96–97 Teacher’s Guide, Unit 13: 49 Teacher’s Guide, Unit 14: 57, 102–103 Teacher’s Guide, Unit 15: 49, 97 Teacher’s Guide, Unit 16: 56, 101, 106 |
| <i>Range of Reading and Level of Text Complexity</i> | |
| RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1. | Teacher’s Guide, Review Unit: 101–103, 162–167 Teacher’s Guide, Unit 1: 36–37, 47–52, 87–90 Teacher’s Guide, Unit 2: 34, 36, 45–51, 86–88 Teacher’s Guide, Unit 3: 32, 34, 43–48, 87–89 Teacher’s Guide, Unit 4: 45–52, 89–91 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Teacher’s Guide, Unit 5: 38–40, 50–54, 93–95 Teacher’s Guide, Unit 6: 40, 50–55, 93–95 Teacher’s Guide, Unit 7: 37, 48–53, 95–97 Teacher’s Guide, Unit 8: 36–37, 48–53, 89–91 Teacher’s Guide, Unit 9: 38–40, 48–54, 94–96 Teacher’s Guide, Unit 10: 47, 51–56, 94–96 Teacher’s Guide, Unit 11: 38–39, 50–55, 97–99 Teacher’s Guide, Unit 12: 43, 53–56, 99–101 Teacher’s Guide, Unit 13: 37–38, 49–55, 96–98 Teacher’s Guide, Unit 14: 45, 52–53, 57–62, 105–107 Teacher’s Guide, Unit 15: 38–39, 49–54, 94–96 Teacher’s Guide, Unit 16: 44, 56–60, 103–105 |
| Reading: Foundational Skills | |
| <i>Print Concepts</i> | |
| RF.1.1 Demonstrate understanding of the organization and basic features of print. | |
| a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | Teacher’s Guide, Review Unit: 44, 49–51, 83, 95, 104, 114, 119, 123, 125–126, 129, 130–131, 137, 168–169 Teacher’s Guide, Unit 1: 9, 11, 22, 52, 99–100 Teacher’s Guide, Unit 2: 9, 22–23, 33, 40, 97 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Teacher’s Guide, Unit 3: 98 Teacher’s Guide, Unit 4: 53, 62 Teacher’s Guide, Unit 5: 11 Teacher’s Guide, Unit 6: 34, 37, 43, 105–106 Teacher’s Guide, Unit 7: 54, 89 Teacher’s Guide, Unit 9: 86–87 Teacher’s Guide, Unit 10: 88 Teacher’s Guide, Unit 11: 109–111 Teacher’s Guide, Unit 13: 99–100 Teacher’s Guide, Unit 14: 10, 117–118 Teacher’s Guide, Unit 15: 86–87 Teacher’s Guide, Unit 16: 86 <i>Superkids Skill-Building Book:</i> 37, 220–223, 227–230 |
| <i>Phonological Awareness</i> | |
| RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | |
| a. Distinguish long from short vowel sounds in spoken single-syllable words. | Teacher’s Guide, Unit 6: 6–7, 10, 14, 34, 62, 74, 83, 107 Teacher’s Guide, Unit 7: 15, 41 Teacher’s Guide, Unit 8: 97, 102 Teacher’s Guide, Unit 15: 107 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <i>Superkids Skill-Building Book: 21–23</i> |
| b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Teacher’s Guide, Review Unit: 12, 29 Teacher’s Guide, Unit 1: 14, 54, 93 Teacher’s Guide, Unit 9: 16, 28, 35, 45, 61 Teacher’s Guide, Unit 10: 6, 72 Teacher’s Guide, Unit 11: 6–8, 16, 27, 35, 45, 62 Teacher’s Guide, Unit 12: 6, 16 Teacher’s Guide, Unit 13: 14, 25 <i>Superkids Skill-Building Book: 25–29</i> |
| c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | Teacher’s Guide, Review Unit: 11, 22–25, 29, 31–33, 35, 43, 51, 54–55, 67–68, 76–78, 86–87, 170 Teacher’s Guide, Unit 1: 6–7, 14, 16, 59–60, 93 Teacher’s Guide, Unit 2: 6–7, 13, 58, 65 Teacher’s Guide, Unit 3: 6–7, 12, 75, 81, 91 Teacher’s Guide, Unit 4: 13, 59–60 Teacher’s Guide, Unit 7: 6–8 Teacher’s Guide, Unit 10: 6–8, 17–18 Teacher’s Guide, Unit 12: 6–7, 64, 73 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Teacher’s Guide, Unit 13: 6–7, 14, 42, 62–63, 83–84 Teacher’s Guide, Unit 14: 6–8, 70–71, 89 Teacher’s Guide, Unit 15: 6–7, 62–63 Teacher’s Guide, Unit 16: 6–8, 68–70 <i>Superkids Skill-Building Book:</i> 21–24, 30–32 |
| d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). | Teacher’s Guide, Review Unit: 74, 155, 170 Teacher’s Guide, Unit 1: 14, 66 Teacher’s Guide, Unit 2: 31, 91 Teacher’s Guide, Unit 6: 70 Teacher’s Guide, Unit 7: 23, 56 Teacher’s Guide, Unit 15: 42, 80 <i>Superkids Skill-Building Book:</i> 26 |
| <i>Phonics and Word Recognition</i> | |
| RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words. | |

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Text: Superkids Reading Program, First Grade

| Grade 1 New York State Standards for English Language Arts | |
|---|---|
| STANDARD | CORRELATION Page numbers are listed for each component. |
| a. Know the spelling-sound correspondences for common consonant digraphs. | <p>Teacher’s Guide, Review Unit: 68–69 Teacher’s Guide, Unit 1: 6–7, 9–11, 16, 18, 24, 26, 35–36, 41, 43–44, 47, 59–62, 66, 68–70, 77–78, 84, 87, 95 Teacher’s Guide, Unit 2: 6–7, 8, 10, 13, 15, 17–18, 25, 31, 33, 40, 42, 44, 58–59, 61, 65, 67–69, 73, 75–76, 80, 82–83, 85, 93, 95 Teacher’s Guide, Unit 3: 6–9, 12, 14, 16, 23–24, 28, 30–31, 38, 40, 50, 55, 57, 65, 75, 81, 94 Teacher’s Guide, Unit 4: 6</p> <p><i>Superkids Skill-Building Book:</i> 55–58, 63–64, 72, 74–76</p> |
| b. Decode regularly spelled one-syllable words. | <p>Teacher’s Guide, Review Unit: 23, 29, 33–34, 39, 44–46, 51, 55–56, 65, 68–69, 76, 78–80, 84, 86–88, 95–96, 99–100, 107, 110, 119–121, 123–124, 129–132, 139–140, 147, 149, 157, 159, 170 Teacher’s Guide, Unit 1: 6, 16, 18, 26, 35, 43–44, 59, 61, 68–69, 77, 84, 95 Teacher’s Guide, Unit 2: 6, 8–9, 15, 17, 25, 31, 33, 42, 58, 67–68, 73, 75, 82, 93 Teacher’s Guide, Unit 3: 6, 8, 14, 23, 30, 55, 57, 65 Teacher’s Guide, Unit 4: 6</p> |

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| Grade 1 New York State Standards for English Language Arts | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 6: 7–9, 10, 14, 16–19, 28–30, 37–38, 45, 47, 57, 62–66, 70, 72–74, 80, 82–83, 88, 90–92, 98, 100, 102, 107</p> <p>Teacher’s Guide, Unit 7: 6, 15–16, 25, 41</p> <p>Teacher’s Guide, Unit 8: 6–9, 13, 15, 17, 23, 25–26, 33, 35, 41, 43, 45, 60–61, 63, 66, 68–70, 75, 77–79, 86, 88, 97–98, 102</p> <p>Teacher’s Guide, Unit 9: 6, 101–102</p> <p>Teacher’s Guide, Unit 10: 6–11, 15, 17, 19–20, 28, 30, 36–41, 46, 48, 57, 62, 66, 84, 92, 93, 101</p> <p>Teacher’s Guide, Unit 11: 16, 27, 95</p> <p>Teacher’s Guide, Unit 12: 6–8, 10, 16, 18–20, 29, 39–40, 48, 52, 64–67, 73, 75, 77–78, 86, 95, 97–98, 104, 106, 108, 114</p> <p>Teacher’s Guide, Unit 13: 6–8, 14, 16–18, 25, 27–28, 35, 40, 44, 46, 62–63, 65, 69, 71–73, 83–85, 90, 92–93, 94–95, 101, 103–105</p> <p>Teacher’s Guide, Unit 14: 6–9, 11, 17, 19, 20–21, 30, 32–33, 41–42, 51, 56, 70–72, 74, 79, 81–83, 89, 91, 93, 99, 101, 104, 112, 114, 119</p> <p>Teacher’s Guide, Unit 15: 6–9, 13, 15–16, 21, 26–27, 32, 34, 36, 42, 44, 46, 62–65, 69, 71–73, 80, 82–83, 90–92, 93, 99, 101–102–103, 107</p> <p>Teacher’s Guide, Unit 16: 6–11, 16, 18–21, 30–31, 39, 41, 43, 51, 55, 68–71, 75, 77–80, 87, 89–91, 99, 101–102, 110, 112, 117</p> |

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| Grade 1 New York State Standards for English Language Arts | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p><i>Superkids Skill-Building Book: 63–72, 74–76</i></p> <p>Superkids Online Games for First Grade: <i>Oswald Paints</i></p> |
| <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds.</p> | <p>Teacher’s Guide, Unit 6: 62–65, 70, 72–74, 80, 82–83, 88, 90–92, 98, 100, 102, 107</p> <p>Teacher’s Guide, Unit 7: 6, 15–16, 25, 43, 61–63, 72, 81, 86, 103</p> <p>Teacher’s Guide, Unit 8: 6–9, 13, 15, 17, 23, 25–26, 33, 35, 41, 43, 45, 60–61, 63, 66, 68–70, 75, 77–79, 86, 88, 97–98, 102</p> <p>Teacher’s Guide, Unit 10: 17–20, 30, 36–38, 46, 57, 72, 74, 84–85, 101</p> <p>Teacher’s Guide, Unit 11: 6, 95</p> <p>Teacher’s Guide, Unit 15: 62–65, 69, 71–73, 80, 82, 90–92, 99, 101–102</p> <p>Teacher’s Guide, Unit 16: 6, 68–71, 75, 77–80, 87, 89–91, 99, 102, 110, 112, 117</p> <p><i>Superkids Skill-Building Book: 63–64, 66–67, 70</i></p> |

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| Grade 1 New York State Standards for English Language Arts | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | <p>Teacher’s Guide, Unit 10: 7–10 Teacher’s Guide, Unit 12: 30–31, 37, 86–87 Teacher’s Guide, Unit 15: 82–83, 88</p> <p><i>Superkids Skill-Building Book:</i> 94–95, 101–102</p> |
| e. Decode two-syllable words following basic patterns by breaking the words into syllables. | <p>Teacher’s Guide, Review Unit: 78–79, 98, 100, 110, 123–124, 131–132, 140, 149, 159 Teacher’s Guide, Unit 1: 24 Teacher’s Guide, Unit 3: 55–58, 62, 64–66, 74–76, 81, 83, 86, 93–94 Teacher’s Guide, Unit 4: 6–9, 11, 13, 15–16, 22, 24, 30, 32, 39, 41, 59, 66 Teacher’s Guide, Unit 7: 41 Teacher’s Guide, Unit 9: 31, 33, 46–47, 61, 79, 81, 90, 92, 101–102 Teacher’s Guide, Unit 10: 6–11, 15, 17, 19–20, 28, 30, 36–41, 46, 48, 62, 64, 66, 84, 91–93, 101 Teacher’s Guide, Unit 11: 62–64, 66, 71, 73–75, 84–85, 91, 93–94–96, 102, 104, 106 Teacher’s Guide, Unit 12: 6, 18, 29–30, 39, 48, 64, 86, 97, 114 Teacher’s Guide, Unit 13: 6, 10, 33, 90, 94, 101</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 14: 70–72, 74, 79, 81–83, 89, 93, 99, 103–104, 114, 119</p> <p>Teacher’s Guide, Unit 15: 16, 42, 62–65, 72–73, 80, 82–83, 88, 92, 99, 101</p> <p>Teacher’s Guide, Unit 16: 6–8, 10, 20, 31, 39, 101, 117</p> <p><i>Superkids Skill-Building Book:</i> 94–97, 101–102</p> |
| f. Read words with inflectional endings. | <p>Teacher’s Guide, Unit 3: 28, 50</p> <p>Teacher’s Guide, Unit 4: 8–9, 11, 13, 15–16, 22, 25, 32, 39, 54, 59–61, 63, 66, 68–70, 76, 78, 86, 96</p> <p>Teacher’s Guide, Unit 5: 6–10, 15, 17, 19, 28, 36, 45, 62–63, 65, 71, 72, 81, 89, 100, 107</p> <p>Teacher’s Guide, Unit 6: 6</p> <p>Teacher’s Guide, Unit 7: 6–9, 13, 15–17, 25, 27, 33, 38, 41, 43, 45, 61–64, 66–67, 70, 72–74, 81, 83–86, 90, 92, 102–104</p> <p>Teacher’s Guide, Unit 8: 6, 77–78, 96</p> <p>Teacher’s Guide, Unit 9: 92</p> <p>Teacher’s Guide, Unit 11: 95</p> <p>Teacher’s Guide, Unit 12: 59, 66, 77, 95, 97, 114</p> <p>Teacher’s Guide, Unit 15: 16, 64, 71–73, 92</p> <p>Teacher’s Guide, Unit 16: 20</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p><i>Superkids Skill-Building Book:</i> 80–84, 101–102</p> <p>Superkids Online Games for First Grade: <i>Odd Animal</i></p> |
| <p>g. Recognize and read grade-appropriate irregularly spelled words.</p> | <p>Teacher’s Guide, Review Unit: 34–35, 44–46, 56, 69, 79, 87–88, 93, 96–97, 100, 107–110, 119–120, 124, 127, 130–132, 137, 140, 147, 149, 157, 159</p> <p>Teacher’s Guide, Unit 1: 17–18, 28, 35, 69, 77–78, 87</p> <p>Teacher’s Guide, Unit 2: 7, 10, 15–17, 18, 23, 25–26, 31, 33–34, 43, 53, 68, 75</p> <p>Teacher’s Guide, Unit 3: 15, 23–24, 30, 50, 57, 64–65, 76, 84</p> <p>Teacher’s Guide, Unit 4: 15, 22, 26, 32, 42, 54, 60, 68, 70, 79, 86</p> <p>Teacher’s Guide, Unit 5: 17, 28, 30, 62–63, 69, 72, 81, 90, 98, 107</p> <p>Teacher’s Guide, Unit 6: 16, 18, 26, 28, 30, 46–47, 64, 66, 72–74, 80, 82–83, 92, 102</p> <p>Teacher’s Guide, Unit 7: 15–17, 23, 25, 64, 72–74, 81, 83</p> <p>Teacher’s Guide, Unit 8: 16–17, 26, 33, 43, 45, 61, 68, 77</p> <p>Teacher’s Guide, Unit 9: 7, 16–17, 26, 29, 36, 45, 61–63, 68, 70–72, 79, 81, 83, 90–91, 93, 102, 108</p> <p>Teacher’s Guide, Unit 10: 18–19, 26, 30, 36–37, 64, 74, 82, 91</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 11: 16–18, 27–28, 57, 62, 64, 84–85, 93, 96, 102</p> <p>Teacher’s Guide, Unit 12: 19–20, 32, 65, 76–77, 84, 86, 95</p> <p>Teacher’s Guide, Unit 13: 17–18, 25, 35, 45, 63–64, 69, 71–72, 81, 84, 95</p> <p>Teacher’s Guide, Unit 14: 20–21, 30, 32–33, 36, 49, 53, 72, 79, 82–83, 89, 101, 102, 110</p> <p>Teacher’s Guide, Unit 15: 15–16, 21, 24, 34, 45–46, 57, 72–73, 82, 93</p> <p>Teacher’s Guide, Unit 16: 18–20, 30, 42–43, 63, 69, 75, 78–79, 89, 100, 117</p> <p><i>Superkids Skill-Building Book:</i> 106–111, 118</p> <p>Superkids Online Games for First Grade: <i>Tug of War</i> Superkids Online Games for First Grade: <i>A Superkids Story</i></p> |

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| <i>Fluency</i> | |
| RF.1.4 Read with sufficient accuracy and fluency to support comprehension. | |
| a. Read grade-level text with purpose and understanding. | <p>Teacher’s Guide, Review Unit: 47–49, 57–59, 71–72, 80–82, 89, 93, 100–103, 110, 124–125, 132–134, 140, 149–152, 159</p> <p>Teacher’s Guide, Unit 1: 9–10, 19–22, 28, 36, 37–39, 61–62, 70, 88–90, 97</p> <p>Teacher’s Guide, Unit 2: 10–11, 18, 26–27, 34, 44, 60–62, 69, 76–77, 85–88</p> <p>Teacher’s Guide, Unit 3: 8–9, 16–17, 24, 31–34, 57–59, 66–70, 76, 85–89</p> <p>Teacher’s Guide, Unit 4: 9–10, 16–20, 33–36, 42, 62–63, 70–74, 88–91, 98</p> <p>Teacher’s Guide, Unit 5: 10–11, 20–23, 30, 37–40, 47, 65–66, 73–76, 83, 92–95, 102</p> <p>Teacher’s Guide, Unit 6: 10–11, 19–23, 30, 38–41, 47, 66, 74–77, 83, 92–95, 102</p> <p>Teacher’s Guide, Unit 7: 9–10, 17–20, 27, 33–37, 45, 65–66, 74–78, 94–97</p> <p>Teacher’s Guide, Unit 8: 9, 17–21, 35–38, 45, 62–64, 70–72, 89–91</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 9: 10–11, 18–23, 29, 37, 47, 64–65, 72, 83, 93, 103</p> <p>Teacher’s Guide, Unit 10: 11–12, 20, 30, 38–41, 47, 48, 66–67, 74–79, 85, 93–96, 103</p> <p>Teacher’s Guide, Unit 11: 10–11, 18–23, 28–29, 37–40, 47, 66–67, 75–79, 85–86, 96–99, 106</p> <p>Teacher’s Guide, Unit 12: 10–11, 20–24, 31–32, 40–43, 49, 67–68, 78–81, 87–88, 98–101, 104, 108</p> <p>Teacher’s Guide, Unit 13: 10–11, 18–22, 28, 36–39, 46, 62, 65–66, 73–78, 85, 95–98, 105</p> <p>Teacher’s Guide, Unit 14: 11–12, 21–26, 33–34, 42–45, 52–53, 56, 74–75, 83–87, 93, 104–107, 114</p> <p>Teacher’s Guide, Unit 15: 9–10, 16–21, 27–28, 36–39, 46, 65–66, 73–77, 83–84, 93–96, 103, 106</p> <p>Teacher’s Guide, Unit 16: 11–12, 21–25, 31, 41, 43–47, 55, 71–72, 80–84, 91, 102–105, 112–113</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> | <p>Teacher’s Guide, Review Unit: 49, 59, 71–72, 80–82, 88–89, 93, 100–103, 110, 124–125, 132–134, 140, 145, 149–152, 159 Teacher’s Guide, Unit 1: 11, 61–63, 70, 78, 87, 97 Teacher’s Guide, Unit 2: 10–11, 18, 27, 34, 62, 69, 76–77, 95 Teacher’s Guide, Unit 3: 8–10, 17, 24, 31, 59, 66–70, 76, 86–89, 95 Teacher’s Guide, Unit 4: 10, 16–20, 26, 33–36, 62–63, 71–73, 79–80, 89–91, 98 Teacher’s Guide, Unit 5: 10–11, 20–23, 30, 37–40, 65–66, 73–76, 83, 93–95, 102 Teacher’s Guide, Unit 6: 10–11, 19–23, 26, 30, 38–41, 66–67, 74–77, 83, 92–95, 102 Teacher’s Guide, Unit 7: 9–10, 17–20, 27, 34–37, 66–67, 74–78, 86, 95–97, 104 Teacher’s Guide, Unit 8: 9–10, 17–21, 26, 35–38, 45, 62–64, 70–72, 79–80, 89–91, 98 Teacher’s Guide, Unit 9: 10–11, 18–23, 29, 37, 47, 64–65, 72, 83, 93, 103, 107 Teacher’s Guide, Unit 10: 11–12, 20, 30, 38–41, 48, 66–67, 74–79, 85, 93–96, 103, 107 Teacher’s Guide, Unit 11: 10–11, 18–23, 28–29, 37–40, 47, 66–67, 75–79, 85–86, 96–99, 106</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 12: 10–11, 20–24, 31–32, 40–43, 49, 67–68, 78–81, 84, 87–88, 98–101, 108, 113</p> <p>Teacher’s Guide, Unit 13: 10–11, 18–22, 28, 36–39, 42, 46, 65–66, 73–78, 85, 95–98, 105, 108</p> <p>Teacher’s Guide, Unit 14: 11–12, 17, 21–26, 33–34, 42–45, 52–53, 56, 74–75, 83–87, 93, 104–107, 114</p> <p>Teacher’s Guide, Unit 15: 9–10, 16–21, 27–28, 36–39, 46, 65–66, 73–77, 83–84, 93–96, 103, 106</p> <p>Teacher’s Guide, Unit 16: 11–12, 21–25, 31, 43–47, 55, 71–72, 80–84, 91, 102–105, 107, 112–113, 116</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p> |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | <p>Teacher’s Guide, Review Unit: 36, 47–48, 103, 133–134</p> <p>Teacher’s Guide, Unit 1: 21</p> <p>Teacher’s Guide, Unit 3: 88</p> <p>Teacher’s Guide, Unit 5: 95</p> <p>Teacher’s Guide, Unit 9: 43</p> <p>Teacher’s Guide, Unit 11: 77</p> <p>Teacher’s Guide, Unit 16: 23, 104</p> <p><i>Superkids Skill-Building Book:</i> 148–149, 167–168</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Superkids Online Games for First Grade: <i>Tug of War</i> Superkids Online Games for First Grade: <i>Oswald Paints</i></p> |
| Writing | |
| <i>Text Types and Purposes</i> | |
| <p>W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> | <p>Teacher’s Guide, Unit 3: 19–20, 26–27, 35, 70–71, 79–80, 89–90, 98 Teacher’s Guide, Unit 4: 62 Teacher’s Guide, Unit 7: 104 Teacher’s Guide, Unit 8: 11–12, 21–22, 29–30, 39–40, 54–55, 73–74, 82–83 Teacher’s Guide, Unit 11: 23–24, 31–32, 55–56, 68–70, 80–81, 88–90, 100–101 Teacher’s Guide, Unit 16: 49</p> <p><i>Superkids Skill-Building Book:</i> 244–246, 250, 252</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <p>W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> | <p>Teacher’s Guide, Unit 1: 19, 87 Teacher’s Guide, Unit 2: 12, 69, 88–90, 97 Teacher’s Guide, Unit 6: 24–25, 33–34, 56, 68–69, 78–79, 86–87 Teacher’s Guide, Unit 10: 56–57, 81 Teacher’s Guide, Unit 15: 11–12, 30–31, 40–41, 55–56, 68 Teacher’s Guide, Unit 16: 47–48</p> <p><i>Superkids Skill-Building Book:</i> 239–240, 244–246, 252</p> |
| <p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> | <p>Teacher’s Guide, Unit 1: 12–13, 23, 31–32, 40, 64–65, 73–74, 80–81, 92 Teacher’s Guide, Unit 2: 34 Teacher’s Guide, Unit 3: 66, 76 Teacher’s Guide, Unit 4: 28–29, 37–38, 53, 64–65, 74–75, 82–83, 92–93 Teacher’s Guide, Unit 5: 37 Teacher’s Guide, Unit 6: 19 Teacher’s Guide, Unit 7: 17 Teacher’s Guide, Unit 9: 24–25, 31–32, 41–42, 54–56 Teacher’s Guide, Unit 13: 24, 31–32, 41, 56, 67–68 Teacher’s Guide, Unit 16: 26–27</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <i>Superkids Skill-Building Book: 244–246, 251–252</i> |
| <i>Production and Distribution of Writing</i> | |
| W.1.4 (Begins in grade 3) | |
| W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | Teacher’s Guide, Review Unit: 91–92, 137 Teacher’s Guide, Unit 9: 66–67 Teacher’s Guide, Unit 10: 68–69, 80–81 Teacher’s Guide, Unit 12: 25–26, 57–58, 101–103 Teacher’s Guide, Unit 13: 78–80 Teacher’s Guide, Unit 15: 67–68 Teacher’s Guide, Unit 16: 85–86 <i>Superkids Skill-Building Book: 241–242</i> |
| W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | Teacher’s Guide, Unit 7: 40, 107–108 Teacher’s Guide, Unit 9: 96–98 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| <i>Research to Build and Present Knowledge</i> | |
| W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | Teacher’s Guide, Unit 2: 72, 78–79, 88–90 Teacher’s Guide, Unit 10: 13–14, 24–25, 42–43 Teacher’s Guide, Unit 15: 21–23 |
| W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Teacher’s Guide, Review Unit: 28, 112–113, 125–126, 136, Teacher’s Guide, Unit 1: 78 Teacher’s Guide, Unit 2: 10, 21–22, 29–30, 38–39, 52, 63–64, 76, 78–79 Teacher’s Guide, Unit 3: 24, 31, 86 Teacher’s Guide, Unit 4: 26, 79, 98 Teacher’s Guide, Unit 6: 12–13, 24–25, 33–34, 56, 69 Teacher’s Guide, Unit 7: 21–22 Teacher’s Guide, Unit 8: 22, 65, 79 Teacher’s Guide, Unit 9: 72 Teacher’s Guide, Unit 10: 32–33, 103 Teacher’s Guide, Unit 11: 47, 56 Teacher’s Guide, Unit 12: 14–15, 72, 82–83, 91–92 Teacher’s Guide, Unit 14: 98 Teacher’s Guide, Unit 15: 21–23 Teacher’s Guide, Unit 16: 15, 38, 48, 62, 117 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <i>Superkids Skill-Building Book: 239–240</i> |
| W.1.9 (Begins in grade 4) | |
| <i>Range of Writing</i> | |
| W.1.10 (Begins in grade 3) | |
| Responding to Literature | |
| W.1.11 Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed. | Teacher’s Guide, Review Unit: 124, 137, 145 Teacher’s Guide, Unit 1: 36, 63, 87 Teacher’s Guide, Unit 2: 28, 34, 69, 85 Teacher’s Guide, Unit 3: 15, 30, 65, 85 Teacher’s Guide, Unit 4: 62, 79 Teacher’s Guide, Unit 5: 20, 30, 37, 73, 92, 102 Teacher’s Guide, Unit 6: 19, 30, 38, 66, 74, 83, 92 Teacher’s Guide, Unit 7: 17, 27, 74, 86 Teacher’s Guide, Unit 8: 9, 35, 64, 79–80 Teacher’s Guide, Unit 9: 18, 72 Teacher’s Guide, Unit 10: 30, 66, 74, 85 Teacher’s Guide, Unit 11: 30, 85, 87, 106 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Teacher’s Guide, Unit 12: 32, 33, 67, 87 Teacher’s Guide, Unit 13: 30, 40 Teacher’s Guide, Unit 14: 33, 74, 93 Teacher’s Guide, Unit 15: 65, 83 Teacher’s Guide, Unit 16: 31, 91 |
| Speaking and Listening | |
| <i>Comprehension and Collaboration</i> | |
| SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | |
| a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | Teacher’s Guide, Review Unit: 9, 12, 16–17, 20, 25–26, 31, 36–37, 41, 45–48, 53, 56–58, 65, 70, 76–77, 81–82, 89–90, 95–96, 98–103, 107, 111–112, 119–120, 123, 131, 133–135, 141, 143, 150–152, 160–167 Teacher’s Guide, Unit 1: 20–22, 29–30, 37–39, 45–46, 48–52, 61–62, 71–73, 79, 82, 86–90, 98–99 |

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| | <p>Teacher’s Guide, Unit 2: 9, 11, 17, 18–21, 27–28, 35–37, 45–51, 68, 70–71, 77, 83–88, 96</p> <p>Teacher’s Guide, Unit 3: 8, 10–11, 17–19, 27, 32–34, 40–48, 57, 59–61, 67–70, 77–78, 84–85, 87–89, 94, 96–97</p> <p>Teacher’s Guide, Unit 4: 9, 11–12, 16–21, 27, 34–36, 43–52, 61–64, 70–74, 80–81, 87, 89–91, 99–100</p> <p>Teacher’s Guide, Unit 5: 9–10, 12, 19, 21–23, 31–32, 38–41, 48–55, 57, 64, 66–67, 72, 74–76, 84–85, 91, 93–95, 103–105</p> <p>Teacher’s Guide, Unit 6: 9, 11–12, 18–23, 31–32, 39–41, 47–55, 65–66, 73, 75–78, 84, 91, 93–96, 101, 103–105</p> <p>Teacher’s Guide, Unit 7: 8, 10–12, 16, 18–20, 28–29, 35–37, 46–53, 65, 67–69, 73, 75–78, 87–88, 93, 95–98, 105–107</p> <p>Teacher’s Guide, Unit 8: 8–12, 17–21, 27–28, 36–38, 46–53, 61–62, 64, 70–73, 80–83, 87, 89–91, 99–101</p> <p>Teacher’s Guide, Unit 9: 8–9, 11–13, 16–17, 19–24, 30, 38–40, 48–56, 63, 65, 71, 73–76, 84–85, 91–92, 94–96, 104–105</p> <p>Teacher’s Guide, Unit 10: 10, 12–14, 19, 21–23, 31–33, 39–41, 48–56, 65, 73–79, 86–87, 92–97, 104–106</p> <p>Teacher’s Guide, Unit 11: 9, 11–13, 17, 19–23, 29–31, 38–41, 48–55, 65, 67, 75–80, 86–87, 94–99, 107–109</p> <p>Teacher’s Guide, Unit 12: 8–9, 11–13, 20–24, 32–34, 50–56, 66, 68–71, 77, 79–82, 88–89, 96–97, 99–101, 109–111</p> |

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| | <p>Teacher’s Guide, Unit 13: 8–9, 11–12, 18–23, 29–31, 37–39, 47–55, 64–67, 72, 74–78, 86–87, 93–94, 96–98, 106–107</p> <p>Teacher’s Guide, Unit 14: 9, 12–14, 21–27, 34–35, 43–45, 52–63, 65, 73–76, 82–87, 94–97, 102–103, 105–107, 115–117</p> <p>Teacher’s Guide, Unit 15: 8, 16–20, 28–29, 37–39, 47–55, 63–64, 66, 73–77, 84–85, 92, 94–98, 104–105</p> <p>Teacher’s Guide, Unit 16: 10–14, 20, 22–25, 32–37, 39, 43–47, 53–60, 70, 72–73, 79, 81–85, 92–95, 101, 103–106, 113–115</p> |
| <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> | <p>Teacher’s Guide, Review Unit: 9, 12, 16–17, 20, 25–26, 31, 36–37, 41, 45–48, 53, 56–58, 65, 70, 76–77, 81–82, 89–90, 95–96, 98–103, 107, 111–112, 119–120, 123, 131, 133–135, 141, 143, 150–152, 160–167</p> <p>Teacher’s Guide, Unit 1: 20–22, 29–30, 37–39, 45–46, 48–52, 61–62, 71–73, 79, 82, 86–90, 98–99</p> <p>Teacher’s Guide, Unit 2: 9, 11, 17, 18–21, 27–28, 35–37, 45–51, 68, 70–71, 77, 83–88, 96</p> <p>Teacher’s Guide, Unit 3: 8, 10–11, 17–19, 27, 32–34, 40–48, 57, 59–61, 67–70, 77–78, 84–85, 87–89, 94, 96–97</p> <p>Teacher’s Guide, Unit 4: 9, 11–12, 16–21, 27, 34–36, 43–52, 61–64, 70–74, 80–81, 87, 89–91, 99–100</p> <p>Teacher’s Guide, Unit 5: 9–10, 12, 19, 21–23, 31–32, 38–41, 48–55, 57, 64, 66–67, 72, 74–76, 84–85, 91, 93–95, 103–105</p> |

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| | <p>Teacher’s Guide, Unit 6: 9, 11–12, 18–23, 31–32, 39–41, 47–55, 65–66, 73, 75–78, 84, 91, 93–96, 101, 103–105</p> <p>Teacher’s Guide, Unit 7: 8, 10–12, 16, 18–20, 28–29, 35–37, 46–53, 65, 67–69, 73, 75–78, 87–88, 93, 95–98, 105–107</p> <p>Teacher’s Guide, Unit 8: 8–12, 17–21, 27–28, 36–38, 46–53, 61–62, 64, 70–73, 80–83, 87, 89–91, 99–101</p> <p>Teacher’s Guide, Unit 9: 8–9, 11–13, 16–17, 19–24, 30, 38–40, 48–56, 63, 65, 71, 73–76, 84–85, 91–92, 94–96, 104–105</p> <p>Teacher’s Guide, Unit 10: 10, 12–14, 19, 21–23, 31–33, 39–41, 48–56, 65, 73–79, 86–87, 92–97, 104–106</p> <p>Teacher’s Guide, Unit 11: 9, 11–13, 17, 19–23, 29–31, 38–41, 48–55, 65, 67, 75–80, 86–87, 94–99, 107–109</p> <p>Teacher’s Guide, Unit 12: 8–9, 11–13, 20–24, 32–34, 50–56, 66, 68–71, 77, 79–82, 88–89, 96–97, 99–101, 109–111</p> <p>Teacher’s Guide, Unit 13: 8–9, 11–12, 18–23, 29–31, 37–39, 47–55, 64–67, 72, 74–78, 86–87, 93–94, 96–98, 106–107</p> <p>Teacher’s Guide, Unit 14: 9, 12–14, 21–27, 34–35, 43–45, 52–63, 65, 73–76, 82–87, 94–97, 102–103, 105–107, 115–117</p> <p>Teacher’s Guide, Unit 15: 8, 16–20, 28–29, 37–39, 47–55, 63–64, 66, 73–77, 84–85, 92, 94–98, 104–105</p> <p>Teacher’s Guide, Unit 16: 10–14, 20, 22–25, 32–37, 39, 43–47, 53–60, 70, 72–73, 79, 81–85, 92–95, 101, 103–106, 113–115</p> |

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| <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p> | <p>Teacher’s Guide, Review Unit: 9, 12, 16–17, 20, 25–26, 31, 36–37, 41, 45–48, 53, 56–58, 65, 70, 76–77, 81–82, 89–90, 95–96, 98–103, 107, 111–112, 119–120, 123, 131, 133–135, 141, 143, 150–152, 160–167</p> <p>Teacher’s Guide, Unit 1: 20–22, 29, 37–39, 45–46, 48–52, 61–62, 71–73, 79, 86–90, 98–99</p> <p>Teacher’s Guide, Unit 2: 9, 11, 17, 18–21, 27–28, 35–37, 45–51, 68, 70–71, 77, 83–88, 96</p> <p>Teacher’s Guide, Unit 3: 8, 10–11, 17–19, 27, 32–34, 40–48, 57, 59–61, 67–70, 77–78, 84–85, 87–89, 94, 96–97</p> <p>Teacher’s Guide, Unit 4: 9, 11–12, 16–21, 27, 34–36, 43–52, 61–64, 70–74, 80–81, 87, 89–91, 99–100</p> <p>Teacher’s Guide, Unit 5: 9–10, 12, 19, 21–23, 31–32, 38–41, 48–55, 57, 64, 66–67, 72, 74–76, 84–85, 91, 93–95, 103–105</p> <p>Teacher’s Guide, Unit 6: 9, 11–12, 18–23, 31–32, 39–41, 47–55, 65–66, 73, 75–78, 84, 91, 93–96, 101, 103–105</p> <p>Teacher’s Guide, Unit 7: 8, 10–12, 16, 18–20, 28–29, 35–37, 46–53, 65, 67–69, 73, 75–78, 87–88, 93, 95–98, 105–107</p> <p>Teacher’s Guide, Unit 8: 8–12, 17–21, 27–28, 36–38, 46–53, 61–62, 64, 70–73, 80–83, 87, 89–91, 99–101</p> <p>Teacher’s Guide, Unit 9: 8–9, 11–13, 16–17, 19–23, 30, 38–40, 48–56, 63, 65, 71, 73–76, 84–85, 91–92, 94–96, 104–105</p> |

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| | <p>Teacher’s Guide, Unit 10: 10, 12–14, 19, 21–23, 31–33, 39–41, 48–56, 65, 73–79, 86–87, 92–97, 104–106</p> <p>Teacher’s Guide, Unit 11: 9, 11–13, 17, 19–23, 29–31, 38–41, 48–55, 65, 67, 75–80, 86–87, 94–99, 107–109</p> <p>Teacher’s Guide, Unit 12: 8–9, 11–13, 20–24, 32–34, 50–56, 66, 68–71, 77, 79–82, 88–89, 96–97, 99–101, 109–111</p> <p>Teacher’s Guide, Unit 13: 8–9, 11–12, 18–23, 29–31, 37–39, 47–55, 64–67, 72, 74–78, 86–87, 93–94, 96–98, 106–107</p> <p>Teacher’s Guide, Unit 14: 9, 12–14, 21–27, 34–35, 43–45, 52–63, 65, 73–76, 82–87, 94–97, 102–103, 105–107, 115–117</p> <p>Teacher’s Guide, Unit 15: 8, 16–20, 28–29, 37–39, 47–55, 63–64, 66, 73–77, 84–85, 92, 94–98, 104–105</p> <p>Teacher’s Guide, Unit 16: 10–14, 20, 22–25, 32–37, 39, 43–47, 53–60, 70, 72–73, 79, 81–85, 92–95, 101, 103–106, 113–115</p> |
| d. Seek to understand and communicate with individuals from different cultural backgrounds. | <p>Teacher’s Guide, Unit 3: 31, 33</p> <p>Teacher’s Guide, Unit 7: 37</p> <p>Teacher’s Guide, Unit 10: 94–97</p> <p>Teacher’s Guide, Unit 15: 38, 47, 49–55</p> <p>Teacher’s Guide, Unit 16: 44, 53</p> |
| SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | <p>Teacher’s Guide, Review Unit: 9, 14–15, 20, 25–26, 31, 36–37, 41, 53, 56, 65, 70, 76–77, 86, 95–96, 107, 123, 162–167</p> |

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| | <p>Teacher’s Guide, Unit 1: 9, 17, 27, 48–52, 62, 87 Teacher’s Guide, Unit 2: 7, 9, 40, 47–51, 60–61, 84 Teacher’s Guide, Unit 3: 6, 8, 43–48, 57, 64, 94 Teacher’s Guide, Unit 4: 9, 45–52, 61, 68, 88 Teacher’s Guide, Unit 5: 9–10, 17, 50–55, 64, 86, 92 Teacher’s Guide, Unit 6: 9, 16, 50–55, 65–66, 92 Teacher’s Guide, Unit 7: 8, 15, 65, 72, 94 Teacher’s Guide, Unit 8: 8–9, 16, 48–53, 61–62 Teacher’s Guide, Unit 9: 8–9, 16, 50–54, 63, 92 Teacher’s Guide, Unit 10: 10, 44, 51–56, 65, 93, 108 Teacher’s Guide, Unit 11: 9, 16–17, 50–55, 65, 96 Teacher’s Guide, Unit 12: 9, 19, 53–56, 66 Teacher’s Guide, Unit 13: 9, 49–55, 63–65 Teacher’s Guide, Unit 14: 9, 20, 52–53, 57–63, 65, 73 Teacher’s Guide, Unit 15: 8, 15, 64 Teacher’s Guide, Unit 16: 10–11, 56–60, 70</p> <p><i>Superkids Skill-Building Book:</i> 167</p> |
| SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | <p>Teacher’s Guide, Unit 1: 32, 53, 92, 98 Teacher’s Guide, Unit 2: 12, 22, 25–26, 52, 91 Teacher’s Guide, Unit 3: 20, 49, 98 Teacher’s Guide, Unit 4: 38, 53, 101</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | Teacher’s Guide, Unit 5: 42 Teacher’s Guide, Unit 6: 42 Teacher’s Guide, Unit 7: 55 Teacher’s Guide, Unit 8: 55, 101 Teacher’s Guide, Unit 9: 107 Teacher’s Guide, Unit 10: 107 Teacher’s Guide, Unit 12: 113 Teacher’s Guide, Unit 13: 32, 108 Teacher’s Guide, Unit 16: 107, 116 |
| <i>Presentation of Knowledge and Ideas</i> | |
| SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Teacher’s Guide, Review Unit: 93, 155, 164–165 Teacher’s Guide, Unit 1: 23, 53, 75, 79, 82, 98–99 Teacher’s Guide, Unit 2: 18, 27–28 Teacher’s Guide, Unit 3: 11, 60–61 Teacher’s Guide, Unit 4: 12, 101 Teacher’s Guide, Unit 5: 10, 13–14, 20, 24–25, 30–33, 37, 47, 55–57, 67–68, 77–78, 85–86, 96–97, 102, 105–106 Teacher’s Guide, Unit 6: 42 Teacher’s Guide, Unit 7: 69 Teacher’s Guide, Unit 8: 12, 22, 31, 84, 92–93, 101 Teacher’s Guide, Unit 9: 12–13 |

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| | <p>Teacher’s Guide, Unit 10: 34, 103 Teacher’s Guide, Unit 11: 42 Teacher’s Guide, Unit 12: 13–14, 25–27 Teacher’s Guide, Unit 13: 32, 57 Teacher’s Guide, Unit 14: 14–15, 28, 37, 46–47, 65, 76–78 Teacher’s Guide, Unit 16: 14, 94–95, 97</p> <p><i>Superkids Skill-Building Book:</i> 128–129</p> |
| SL1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | <p>Teacher’s Guide, Review Unit: 17, 28, 60, 71, 74, 83, 88, 92, 104, 124, 126, 136, 140, 154 Teacher’s Guide, Unit 1: 19, 32, 64–65, 70, 78, 81, 87, 92 Teacher’s Guide, Unit 2: 10, 34, 69, 76, 85, 90, 95, 97 Teacher’s Guide, Unit 3: 16, 31, 39, 66, 76, 86, 89–90 Teacher’s Guide, Unit 4: 10, 26, 38, 45, 79, 82–83, 92–93, 98 Teacher’s Guide, Unit 5: 20, 30, 33, 41–42, 47, 57, 73, 92, 102, 105 Teacher’s Guide, Unit 6: 19, 30, 34, 74, 83, 92, 96–97, 101–102 Teacher’s Guide, Unit 7: 12, 17, 27, 30, 74, 104 Teacher’s Guide, Unit 8: 9, 35, 45, 63, 70, 88, 98 Teacher’s Guide, Unit 9: 18, 64, 72, 78, 97–98 Teacher’s Guide, Unit 10: 20, 30, 48, 66, 74, 85, 98, 103</p> |

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Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, First Grade

| Grade 1 New York State Standards for English Language Arts | |
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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 11: 18, 37, 47, 56, 75, 85, 106, 111 Teacher’s Guide, Unit 12: 20, 32, 67, 78, 87, 98 Teacher’s Guide, Unit 13: 18, 40, 46, 99–100 Teacher’s Guide, Unit 14: 33, 42, 56, 64, 74, 93, 114, 119 Teacher’s Guide, Unit 15: 9, 21, 27, 79, 86–87, 93 Teacher’s Guide, Unit 16: 21, 31, 43, 55, 80, 91, 96, 112, 117</p> |
| <p>SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)</p> | <p>Teacher’s Guide, Review Unit: 49, 51, 59–60, 73, 83, 104, 135, 153 Teacher’s Guide, Unit 1: 47 Teacher’s Guide, Unit 2: 21–22, 38–39, 52, 72 Teacher’s Guide, Unit 3: 20, 79 Teacher’s Guide, Unit 4: 75 Teacher’s Guide, Unit 6: 69 Teacher’s Guide, Unit 7: 88, 108 Teacher’s Guide, Unit 10: 44, 57, 93 Teacher’s Guide, Unit 12: 14 Teacher’s Guide, Unit 14: 79 Teacher’s Guide, Unit 16: 97</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| Language | |
| <i>Conventions of Standard English</i> | |
| L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | |
| a. Print all upper- and lowercase letters. | <p>Teacher’s Guide, Review Unit: 9–10, 12, 18, 20–21, 23, 31–33, 41–42, 44–45, 53–56, 60, 65–67, 71, 76, 80, 86, 88, 95, 100, 105, 107, 110, 119, 124, 129, 132, 139–140, 147, 149, 157, 159</p> <p>Teacher’s Guide, Unit 1: 6, 10, 16, 19, 26, 28, 35–36, 43, 47, 59, 62, 68, 70, 77–78, 84, 87, 95, 97</p> <p>Teacher’s Guide, Unit 2: 6, 10, 15, 18, 25–26, 33–34, 42, 44, 58, 61, 67, 69, 75–76, 82, 85, 93, 95</p> <p>Teacher’s Guide, Unit 3: 6, 9, 14, 16, 23–24, 30–31, 38, 40, 55, 58, 64, 66, 74, 76, 83, 86, 93, 95</p> <p>Teacher’s Guide, Unit 4: 6, 10, 15, 20, 24, 26, 32–33, 41, 45, 59, 62, 68, 70, 78–79, 86, 88, 96, 98</p> <p>Teacher’s Guide, Unit 5: 6, 10, 17, 20, 28, 30, 36–37, 45, 47, 62, 65, 71, 73, 81, 83, 89, 92, 100, 102</p> <p>Teacher’s Guide, Unit 6: 6, 10, 16, 19, 28, 30, 37–38, 45, 47, 62, 66, 72, 74, 82–83, 90, 92, 100, 102</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 7: 6, 9, 15, 17, 25, 27, 33, 38, 43, 45, 61, 66, 74, 83, 86, 92, 94, 102, 104</p> <p>Teacher’s Guide, Unit 8: 6, 9, 15, 17, 25–26, 33, 35, 43, 45, 60, 63, 68, 70, 77, 79, 86, 88, 96, 98</p> <p>Teacher’s Guide, Unit 9: 6, 10, 16, 18, 28–29, 35, 37, 45, 47, 61, 64, 70, 72, 78, 81, 83, 90, 93, 101, 103</p> <p>Teacher’s Guide, Unit 10: 6, 11, 17, 20, 28, 30, 36, 38, 46, 48, 62, 66, 72, 74, 84–85, 91, 93, 101, 103</p> <p>Teacher’s Guide, Unit 11: 6, 10, 16, 18, 27–28, 35, 37, 45, 47, 62, 66, 73, 75, 84–85, 93, 96, 104, 106, 111</p> <p>Teacher’s Guide, Unit 12: 6, 10, 18, 20, 29, 32, 39–40, 48, 52, 64, 67, 75, 78, 86, 87, 95, 98, 106, 108</p> <p>Teacher’s Guide, Unit 13: 6, 10, 16, 18, 27–28, 35, 40, 44, 46, 62, 65, 71, 73, 83, 85, 89, 92, 95, 103, 105</p> <p>Teacher’s Guide, Unit 14: 6, 11, 19, 21, 32–33, 41–42, 51, 56, 70, 74, 81, 83, 91, 93, 101, 104, 112, 114, 117–118</p> <p>Teacher’s Guide, Unit 15: 6, 9, 15, 21, 26–27, 34, 36, 44, 46, 62, 65, 71, 73, 79, 82–83, 90, 93, 101, 103</p> <p>Teacher’s Guide, Unit 16: 6, 11, 18, 21, 30–31, 41, 43, 51, 55, 68, 71, 77, 80, 89, 91, 96, 99, 102, 110, 112</p> <p><i>Superkids Skill-Building Book:</i> 45–52</p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| b. Use common, proper, and possessive nouns. | Teacher’s Guide, Review Unit: 59–60, 139, 145, Teacher’s Guide, Unit 1: 9, 80, 91 Teacher’s Guide, Unit 4: 78–79, 84 Teacher’s Guide, Unit 16: 94–95 <i>Superkids Skill-Building Book:</i> 206–207, 209, 230 |
| c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). | Teacher’s Guide, Review Unit: 73 Teacher’s Guide, Unit 3: 20 Teacher’s Guide, Unit 4: 54 <i>Superkids Skill-Building Book:</i> 208–209, 212–213 |
| d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). | Teacher’s Guide, Unit 1: 17, 20, 26–27, 33, 40, 68–69, 75, 77, 87 Teacher’s Guide, Unit 11: 6–8, 13–14, 25, 35, 64 <i>Superkids Skill-Building Book:</i> 210–211, 230 |
| e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). | Teacher’s Guide, Unit 4: 30 Teacher’s Guide, Unit 5: 18–19, 26, 47, 57, 65 Teacher’s Guide, Unit 7: 100 Teacher’s Guide, Unit 8: 77–78, 94 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 10: 44 Teacher’s Guide, Unit 11: 7–8 Teacher’s Guide, Unit 12: 35–37, 71, 102–103 Teacher’s Guide, Unit 14: 14–16, 27–30, 37–38, 46–48, 63–64, 76–78 Teacher’s Guide, Unit 16: 61–62, 74, 94–95, 97</p> <p><i>Superkids Skill-Building Book:</i> 213–214, 219</p> |
| f. Use frequently occurring adjectives. | <p>Teacher’s Guide, Review Unit: 91–93, Teacher’s Guide, Unit 5: 14, 67, 77–78, 96 Teacher’s Guide, Unit 6: 32–33 Teacher’s Guide, Unit 7: 29, 31, 44, 56 Teacher’s Guide, Unit 8: 44, 55 Teacher’s Guide, Unit 9: 99 Teacher’s Guide, Unit 10: 28–29, 32, 44, 62–64, 72–73, 82 Teacher’s Guide, Unit 12: 25–27, 71, 101–103 Teacher’s Guide, Unit 14: 14–16, 46–48, 63–64, 76–78 Teacher’s Guide, Unit 16: 48, 61–62, 74, 94–95, 97</p> <p><i>Superkids Skill-Building Book:</i> 215, 218–219</p> |

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| g. Use frequently occurring conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i> , <i>so</i> , <i>because</i>). | Teacher’s Guide, Unit 5: 82, 87 Teacher’s Guide, Unit 11: 31–32 Teacher’s Guide, Unit 12: 44–45, 52, 71, 90–91 <i>Superkids Skill-Building Book:</i> 217 |
| h. Use determiners (e.g., articles, demonstratives). | Teacher’s Guide, Unit 1: 26–27, 68–69, 77 Teacher’s Guide, Unit 2: 80 Teacher’s Guide, Unit 3: 23, 50, 76 Teacher’s Guide, Unit 4: 15, 26, 42, 68 <i>Superkids Skill-Building Book:</i> 210 |
| i. Use frequently occurring prepositions (e.g., <i>during</i> , <i>beyond</i> , <i>toward</i>). | Teacher’s Guide, Unit 12: 57–59, 71 Teacher’s Guide, Unit 14: 108 <i>Superkids Skill-Building Book:</i> 127 |
| j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | Teacher’s Guide, Review Unit: 59–60, 73–74, 83–84, 91–92, 104–105, 124, 126, 136–137, 140, 154 Teacher’s Guide, Unit 1: 47, 53 Teacher’s Guide, Unit 2: 21–22, 29–30, 38–40, 52, 63–64, 72, 90, 94 Teacher’s Guide, Unit 3: 16, 20, 27, 35, 79–80 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 4: 10, 38, 45, 75, 94 Teacher’s Guide, Unit 5: 30, 33, 77–78, 83, 105–106 Teacher’s Guide, Unit 6: 34, 47, 69 Teacher’s Guide, Unit 7: 39, 55, 74, 79–80, 88–89, 109 Teacher’s Guide, Unit 8: 39–40, 45, 54–55, 63, 70, 88 Teacher’s Guide, Unit 9: 18, 32, 42, 55–56, 64, 87, 107 Teacher’s Guide, Unit 10: 30, 44, 48, 66 Teacher’s Guide, Unit 11: 12–13, 18, 24, 32, 36–37, 47, 56, 69–70, 85, 90, 101, 106 Teacher’s Guide, Unit 12: 14–15, 20, 32, 39, 44–46, 52, 58–59, 67, 83, 91–92, 108 Teacher’s Guide, Unit 13: 18, 40, 46, 56, 68, 85, 92, 108 Teacher’s Guide, Unit 14: 33, 74, 83, 88, 113 Teacher’s Guide, Unit 15: 9, 41, 56, 83, 91 Teacher’s Guide, Unit 16: 27, 31, 48–49, 55, 61, 91, 99, 112, 117</p> <p><i>Superkids Skill-Building Book: 235–238</i></p> <p>Superkids Online Games for First Grade: <i>A Superkids Story</i> Superkids Online Games for First Grade: <i>Oswald Paints</i></p> |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | |
| a. Capitalize dates and names of people. | Teacher’s Guide, Review Unit: 17 Teacher’s Guide, Unit 7: 68–69, 79–80, 89, 98–99 Teacher’s Guide, Unit 9: 86–87 Teacher’s Guide, Unit 11: 109–111 Teacher’s Guide, Unit 13: 99–100 Teacher’s Guide, Unit 15: 86–87 <i>Superkids Skill-Building Book: 227–230</i> |
| b. Use end punctuation for sentences. | Teacher’s Guide, Review Unit: 51, 83–84, 104, 108–109, 114, 126, 139, 147, 168–169 Teacher’s Guide, Unit 1: 53, 100 Teacher’s Guide, Unit 2: 15–16, 22–23, 26, 29–30, 33, 38–40, 72, 97 Teacher’s Guide, Unit 3: 98 Teacher’s Guide, Unit 4: 53 Teacher’s Guide, Unit 6: 34, 105–106 Teacher’s Guide, Unit 7: 89 Teacher’s Guide, Unit 9: 86–87 Teacher’s Guide, Unit 10: 88 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 11: 109–111 Teacher’s Guide, Unit 12: 39 Teacher’s Guide, Unit 13: 92, 99–100 Teacher’s Guide, Unit 14: 117–118 Teacher’s Guide, Unit 15: 79, 86–87 Teacher’s Guide, Unit 16: 86</p> <p><i>Superkids Skill-Building Book:</i> 220–223, 227–230</p> |
| c. Use commas in dates and to separate single words in a series. | <p>Teacher’s Guide, Unit 7: 68, 79–80, 89 Teacher’s Guide, Unit 10: 88 Teacher’s Guide, Unit 16: 61</p> <p><i>Superkids Skill-Building Book:</i> 220–221, 224, 227–230</p> |
| d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | <p>Teacher’s Guide, Review Unit: 34–35, 39, 74, 86–88, 96–97, 107–108, 114, 119–122, 127, 157–158 Teacher’s Guide, Unit 1: 7–8, 10, 14, 17, 19, 36, 43, 61, 75, 77, 87, 95, 101 Teacher’s Guide, Unit 2: 8, 15–16, 25–26, 33–34, 42, 53, 59–60–61, 67, 73, 75–76, 85, 91, 93, 98 Teacher’s Guide, Unit 3: 7–9, 14, 16, 21, 31, 36, 38, 40, 50, 56–57, 64, 66, 72, 74–76, 81, 84, 91, 93, 99</p> |

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| | <p>Teacher’s Guide, Unit 4: 7–8, 10, 15, 20, 22, 30, 33, 39, 41–42, 60–62, 68, 70, 76, 88, 96, 102</p> <p>Teacher’s Guide, Unit 5: 7–8, 10, 15, 17–20, 28–29, 34, 37, 43, 45, 47, 62–63, 69, 71–73, 79, 81, 87, 92, 100–101, 107</p> <p>Teacher’s Guide, Unit 6: 7–8, 14, 16–17, 38, 45–46, 57, 63–64, 70, 72, 80, 82, 88, 90, 92, 100, 107</p> <p>Teacher’s Guide, Unit 7: 7, 9, 15, 23, 25–27, 31, 38, 43, 56, 61–62, 64, 66, 70, 74, 81, 83–84, 86, 90, 94, 102, 109</p> <p>Teacher’s Guide, Unit 8: 7, 13, 16, 25, 31, 33, 35, 41, 43, 55, 61, 66, 68–69, 75, 77–79, 84, 88, 96</p> <p>Teacher’s Guide, Unit 9: 7–8, 26, 28, 37, 43, 45, 56, 61–62, 70, 79, 81–82, 86–88, 93, 99, 101–102, 108</p> <p>Teacher’s Guide, Unit 10: 9, 18, 26, 28–29, 37–38, 46, 62–64, 66, 70, 74, 82, 84, 91, 93, 99, 101–102, 108</p> <p>Teacher’s Guide, Unit 11: 8, 16–17, 35, 37, 45, 57, 63–64, 82, 84–85, 91, 94, 96, 102, 104, 112</p> <p>Teacher’s Guide, Unit 12: 7–8, 18–19, 29, 32, 39, 40, 48, 64–65, 75–76, 84, 95, 98, 106–107</p> <p>Teacher’s Guide, Unit 13: 8, 16–17, 27, 40, 44–45, 57, 63–64, 69, 84, 103, 104, 109</p> <p>Teacher’s Guide, Unit 14: 8–9, 17, 19–20, 51, 65, 70, 72, 74, 79, 81–82, 91, 99, 102, 104, 110, 112</p> |

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| | <p>Teacher’s Guide, Unit 15: 8, 24, 26–27, 34–36, 42, 44–45, 57, 63, 71–72, 80, 99, 101, 107</p> <p>Teacher’s Guide, Unit 16: 9, 18–20, 26, 41–42, 49, 51–52, 63, 68–69, 75, 78–79, 86–87, 89–90, 97, 99–100, 102, 110</p> <p><i>Superkids Skill-Building Book:</i> 188–191, 194–202</p> <p>Superkids Online Games for First Grade: <i>Doc to the Rescue</i> Superkids Online Games for First Grade: <i>Spell Me a Joke</i> Superkids Online Games for First Grade: <i>Odd Animal</i></p> |
| e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | <p>Teacher’s Guide, Review Unit: 38, 77–78, 84, 104, 113, 119, 126, 129, 139, 147, 155, 170</p> <p>Teacher’s Guide, Unit 1: 6, 8, 14, 16, 26, 35, 41, 54, 59–60, 68, 70, 77, 82, 84, 93</p> <p>Teacher’s Guide, Unit 2: 6, 15, 25, 31, 33, 53, 58–59, 67, 75, 82</p> <p>Teacher’s Guide, Unit 3: 6, 14, 23, 30, 50, 55, 64, 74, 83</p> <p>Teacher’s Guide, Unit 4: 6, 15, 24, 32, 59, 68, 78, 86</p> <p>Teacher’s Guide, Unit 5: 6–7, 17, 28, 36, 62, 71, 81, 89</p> <p>Teacher’s Guide, Unit 6: 6, 16, 19, 28, 37, 62, 72, 82, 90, 107</p> <p>Teacher’s Guide, Unit 7: 6, 15, 25, 33, 61, 83, 92</p> <p>Teacher’s Guide, Unit 8: 6, 15, 25, 33, 60, 68, 77, 86</p> |

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| | <p>Teacher’s Guide, Unit 9: 6, 16, 28, 35, 61, 70, 81, 90 Teacher’s Guide, Unit 10: 6, 17, 28, 36, 57, 62, 72, 84, 91 Teacher’s Guide, Unit 11: 6, 16, 27, 35, 62, 73, 84, 93 Teacher’s Guide, Unit 12: 6, 18, 27, 29, 39, 64, 75, 84, 86, 95 Teacher’s Guide, Unit 13: 6, 16, 25, 27, 35, 57, 62, 69, 71, 83, 90, 92, 101 Teacher’s Guide, Unit 14: 6, 19, 32, 41, 49, 65, 70, 81, 91, 101 Teacher’s Guide, Unit 15: 6, 13, 15, 24, 26, 34, 57, 62, 71, 82, 90 Teacher’s Guide, Unit 16: 6, 18, 30, 41, 63, 68, 71, 77, 87, 89, 99, 108</p> <p><i>Superkids Skill-Building Book:</i> 185–188, 194–195, 202</p> |
| <i>Knowledge of Language</i> | |
| L.1.3 (Begins in grade 2) | |
| <i>Vocabulary Acquisition and Use</i> | |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. | |
| a. Use sentence-level context as a clue to the meaning of a word or phrase. | Teacher’s Guide, Review Unit: 36, 47–48, 133–134, 142 Teacher’s Guide, Unit 1: 31, 80, 96 Teacher’s Guide, Unit 2: 78 Teacher’s Guide, Unit 5: 95 Teacher’s Guide, Unit 7: 20, 95 Teacher’s Guide, Unit 8: 81–82, 88, 90 Teacher’s Guide, Unit 9: 43 Teacher’s Guide, Unit 10: 18, 87, 89 Teacher’s Guide, Unit 11: 16–17, 27–28, 33, 57, 77, 87–88 Teacher’s Guide, Unit 14: 36, 65 Teacher’s Guide, Unit 15: 80 Teacher’s Guide, Unit 16: 23, 26, 63, 90, 97, 99, 108 <i>Superkids Skill-Building Book:</i> 140–143, 148–150 |
| b. Use frequently occurring affixes as a clue to the meaning of a word. | Teacher’s Guide, Review Unit: 107–108, 114 Teacher’s Guide, Unit 1: 22 Teacher’s Guide, Unit 4: 24–25, 39, 81–82, 84 Teacher’s Guide, Unit 5: 71–73, 79, 81 |

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| STANDARD | CORRELATION Page numbers are listed for each component. |
| | <p>Teacher’s Guide, Unit 6: 85 Teacher’s Guide, Unit 9: 81–83, 88, 99 Teacher’s Guide, Unit 10: 28–29, 44, 62–64, 70, 72–73, 82, 108 Teacher’s Guide, Unit 13: 28, 30, 33, 87, 90 Teacher’s Guide, Unit 14: 32–33, 37, 39, 101, 110, 113 Teacher’s Guide, Unit 15: 29, 34–35, 42 Teacher’s Guide, Unit 16: 48, 61</p> <p><i>Superkids Skill-Building Book:</i> 80–93, 101–102</p> |
| <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i>, <i>looked</i>, <i>looking</i>).</p> | <p>Teacher’s Guide, Unit 4: 25, 69, 76, 102 Teacher’s Guide, Unit 5: 6–8, 11, 15, 18–20, 26, 28–29, 34, 43, 57, 65, 79, 83, 92, 101–102, 107 Teacher’s Guide, Unit 7: 6–7, 13, 16, 25–26, 31, 61–63, 66, 70, 74, 81, 83–86, 90, 94, 103 Teacher’s Guide, Unit 8: 77–78, 84, 94 Teacher’s Guide, Unit 12: 59 Teacher’s Guide, Unit 14: 46–48, 63–64</p> <p><i>Superkids Skill-Building Book:</i> 80–84, 208–209, 213–214</p> <p>Superkids Online Games for First Grade: <i>Odd Animal</i></p> |

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| L.1.5 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings. | |
| a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | Teacher’s Guide, Unit 2: 25–26, 28, 85 Teacher’s Guide, Unit 8: 28, 35 Teacher’s Guide, Unit 10: 32, 82 Teacher’s Guide, Unit 12: 34 Teacher’s Guide, Unit 13: 13 Teacher’s Guide, Unit 14: 91–92, 99 Teacher’s Guide, Unit 16: 36–37 <i>Superkids Skill-Building Book:</i> 135–137, 146 |
| b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). | Teacher’s Guide, Unit 1: 101 Teacher’s Guide, Unit 2: 9 Teacher’s Guide, Unit 5: 10 Teacher’s Guide, Unit 9: 85, 108 Teacher’s Guide, Unit 14: 95–96 Teacher’s Guide, Unit 15: 32 <i>Superkids Skill-Building Book:</i> 125–126, 133 |

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| <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>.)</p> | <p>Teacher’s Guide, Review Unit: 16 Teacher’s Guide, Unit 1: 11, 63–64, 90, 98–99 Teacher’s Guide, Unit 2: 11, 18, 26, 28, 62–63, 96–97 Teacher’s Guide, Unit 3: 10, 59–60, 97 Teacher’s Guide, Unit 4: 11, 20, 26, 45, 63–64, 73, 100 Teacher’s Guide, Unit 5: 12, 30, 66, 104–105 Teacher’s Guide, Unit 6: 11–12, 19, 30, 67–68, 92, 102, 104–105 Teacher’s Guide, Unit 7: 11, 45, 67, 74, 106–107 Teacher’s Guide, Unit 8: 10–11, 35, 64, 100–101 Teacher’s Guide, Unit 9: 11, 65, 105 Teacher’s Guide, Unit 10: 12–13, 67–68, 106 Teacher’s Guide, Unit 11: 11, 67, 108–109 Teacher’s Guide, Unit 12: 11–13, 68–70, 110–111 Teacher’s Guide, Unit 13: 11, 66–67, 107 Teacher’s Guide, Unit 14: 12–14, 75–76, 116–117 Teacher’s Guide, Unit 15: 10–11, 66, 105 Teacher’s Guide, Unit 16: 12–13, 36–37, 72–73, 114–115</p> <p><i>Superkids Skill-Building Book:</i> 123–126, 133–134, 154</p> |

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| <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p> | <p>Teacher’s Guide, Review Unit: 90 Teacher’s Guide, Unit 3: 27, 99 Teacher’s Guide, Unit 5: 13, 32 Teacher’s Guide, Unit 11: 105, 112 Teacher’s Guide, Unit 12: 35–36, 114 Teacher’s Guide, Unit 15: 85–86</p> <p><i>Superkids Skill-Building Book:</i> 137–138, 146–147</p> |
| <p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p> | <p>Teacher’s Guide, Review Unit: 8, 13, 15–16, 25–26, 36, 41, 45, 47–48, 56, 58, 70–72, 79–80, 88, 90, 99, 101, 103, 123, 129–131, 133–134, 142, 150–152, 155, 162–164, 167–168 Teacher’s Guide, Unit 1: 9, 11, 19–22, 28, 30–31, 37–39, 48–52, 61–64, 69, 71–73, 80, 86, 88–90, 96–97, 99, 101 Teacher’s Guide, Unit 2: 7, 9, 11–12, 17–18, 20–21, 23, 26, 28, 35–37, 43, 47–51, 60–63, 70–71, 78, 80, 84–88, 91, 97 Teacher’s Guide, Unit 3: 8, 10, 15–19, 24, 26, 32–34, 39, 44, 46, 57, 59–60, 67–70, 78, 85, 88, 95, 97 Teacher’s Guide, Unit 4: 9, 11, 16–18, 20, 26, 28, 33–36, 43, 45–47, 52, 61, 63–64, 70–73, 78–79, 84, 87–88, 94, 97–98, 100 Teacher’s Guide, Unit 5: 9, 12, 19, 21–23, 30, 32, 37–40, 51, 54–55, 66, 72–73, 82, 84–85, 87, 91, 93–97, 102, 104–105</p> |

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