



**Correlation of the Superkids Second-Grade Levels,  
Level 5: *The Superkids Hit Second Grade* and Level 6: *The Superkids Take Off*,  
to the Massachusetts Curriculum Framework for Second Grade**

Massachusetts Curriculum Framework for Second Grade	Superkids Levels 5 and 6 Units/Lessons and Materials*
<b>Reading Standards for Literature</b>	
<i>Texts for instruction include stories, poems, and plays in the Decodable Readers; graphic novel stories and poems in SUPER magazines; Book Club books; sample stories and poems in Write It Right; and suggested read-aloud books.</i>	
<b>Key Ideas and Details</b>	
<p>1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p><b>WWB</b> 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 1/9, 10; <b>BC</b> 1/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p><b>WWB</b> 2/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 2/9, 10; <b>BC</b> 2/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>WIR</b> 2/8–9, 10, 14–15</p> <p><b>WWB</b> 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 3/9, 10; <b>BC</b> 3/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p><b>WWB</b> 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 4/9, 10; <b>BC</b> 4/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p><b>WWB</b> 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 5/9, 10; <b>BC</b> 5/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>WIR</b> 5/1, 6–7, 10</p> <p><b>WWB</b> 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 6/9, 10; <b>BC</b> 6/11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>WIR</b> 6/1, 10 (also pp. 52–55)</p> <p><b>WWB</b> 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 7/9, 10; <b>BC</b> 7/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p><b>WWB</b> 8/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; <b>SM</b> 8/9, 10; <b>BC</b> 8/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</p> <p>Book Talk Journals and Discussion Starters</p> <p><i>Superkids Skill-Building Book</i>: pp. 161–165, 167–168, 172–174, 178–180</p>

\*Skill instruction is listed for each second-grade component by unit and then lessons. Units 1–4 are taught in Level 5. Units 5–8 are taught in Level 6. Abbreviations for components are: Word Work Book (**WWB**) SUPER Magazine (**SM**) Book Club (**BC**) Write It Right (**WIR**)

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<b>Reading Standards for Literature (continued)</b>	
<i>Key Ideas and Details (continued)</i>	
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	<p><b>BC 2/20</b>  <b>BC 4/19</b>  <b>BC 6/15, 18</b>  <b>BC 7/20</b>  <b>BC 8/20; WWB 8/18</b></p> <p><i>Superkids Skill-Building Book: pp. 177–178</i></p>
3. Describe how characters in a story respond to major events and challenges.	<p><b>WWB 1/1, 3, 4, 6, 8, 10, 11, 12, 14, 15, 18, 19, 20; BC 1/12, 13, 14, 15, 16, 17, 18, 19</b>  <b>WWB 2/1, 2, 3, 4, 8, 10, 11, 12, 13, 14, 15, 16, 19, 20; BC 2/11, 12, 13, 14, 16, 18, 19</b>  <b>WWB 3/1, 2, 5, 7, 10, 11, 14, 15, 16, 18, 19, 20; SM 3/9; BC 3/11, 13, 16, 17, 18, 19</b>  <b>WWB 4/1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20; BC 4/11, 13, 14, 16, 17, 18</b>  <b>WWB 5/1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; BC 5/11, 12, 13, 14, 15, 16, 17, 18, 19; WIR 5/10</b>  <b>WWB 6/1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; BC 6/11, 12, 13, 14, 15, 16, 17, 18, 19</b>  <b>WWB 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20; BC 7/11, 12, 13, 14, 15, 16, 17, 18, 19</b>  <b>WWB 8/1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20; BC 8/11, 12, 13, 14, 15, 16, 17, 18, 19</b></p> <p><i>Superkids Skill-Building Book: pp. 173–174</i></p>
<i>Craft and Structure</i>	
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<p><b>WWB 1/4, 5, 12, 16; SM 1/9, 10; BC 1/13</b>  <b>WWB 2/1; SM 2/9, 10; BC 2/17; WIR 2/10, 13, 14–15</b>  <b>WWB 3/15; SM 3/9, 10</b>  <b>WWB 4/1; SM 4/10; BC 4/16</b>  <b>WWB 5/10, 13; SM 5/10; BC 5/11, 12, 13</b>  <b>WWB 6/3, 11, 20; SM 6/9, 10</b>  <b>WWB 7/1, 2, 10 (Tuck-In), 13, 17, 18, 20; SM 7/9, 10; BC 7/15</b>  <b>WWB 8/7, 10, 11, 19; SM 8/9, 10</b></p> <p><i>Superkids Skill-Building Book: pp. 6, 8–13, 130</i></p>

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<b>Reading Standards for Literature (continued)</b>	
<i>Craft and Structure (continued)</i>	
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	<b>BC 1/13</b> (Independent Activity), 20 <b>BC 2/20</b> <b>BC 3/13, 14, 18</b> (Independent Activity); <b>SM 3/9</b> <b>BC 4/12, 15</b> (Independent Activity) <b>BC 5/12, 15, 16</b> (Independent Activity), 18 (Independent Activity); <b>WIR 5/1, 2–3</b> <b>BC 6/12, 13</b> (Independent Activity), 19 (Independent Activity), 20; <b>WIR 6/1, 10</b> <b>BC 7/12, 16, 20</b> <b>BC 8/12, 17, 20</b> (Independent Activity) <i>Superkids Skill-Building Book: pp. 169–173, 180</i>
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>WWB 1/11, 12, 19; BC 1/16</b> <b>WWB 2/5, 16, 19; BC 2/20</b> <b>WWB 3/4, 8, 11, 13, 15, 19; BC 3/14, 15, 20</b> <b>WWB 4/8, 10; BC 4/11, 12</b> <b>WWB 5/2, 20; BC 5/11, 12, 16, 17</b> <b>WWB 6/8; BC 6/15</b> <b>WWB 7/3, 4, 6, 7</b> (Tuck-In), 9, 10 (Tuck-In), 14 <b>WWB 8/3, 4, 7</b> <i>Superkids Skill-Building Book: pp. 114–115, 174</i>
<i>Integration of Knowledge and Ideas</i>	
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>SM 1/9; BC 1/11, 15, 16, 18, 19</b> <b>SM 2/9; BC 2/11, 12, 13, 15, 16, 18</b> <b>WWB 3/8, 19; SM 3/9; BC 3/11, 12, 13, 16, 18, 19</b> <b>WWB 4/9, 10, 14, 19; SM 4/9, 10; BC 4/11, 12, 14, 15, 16, 17, 18, 19</b> <b>WWB 5/1, 3, 8; SM 5/9, 10; BC 5/11, 12, 13, 14, 16</b> <b>WWB 6/3, 5, 10; SM 6/9, 10; BC 6/11, 13, 14, 16</b> <b>SM 7/9, 10; BC 7/11, 15, 16, 17, 19</b> <b>WWB 8/7, 8, 12, 14, 15, 16; SM 8/9; BC 8/11, 16, 17</b> <i>Superkids Skill-Building Book: pp. 167–168, 172–174</i>
8. (Not applicable to literature.)	

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<b>Reading Standards for Literature (continued)</b>	
<i>Integration of Knowledge and Ideas (continued)</i>	
MA.8.A Identify dialogue as words spoken by characters (usually enclosed in quotation marks) and explain what dialogue adds to a particular story or poem.	<b>WWB 1/6; BC 1/18</b> <b>BC 2/13, 20</b> <b>WWB 3/8, 15 (Tuck-In), 16; BC 3/15, 16, 20</b> <b>WWB 4/9, 10, 15, 20; BC 4/13</b> <b>WWB 5/4, 5, 13, 14, 15, 16, 18</b> <b>WWB 6/2, 4, 6, 9, 11, 15, 16, 17; BC 6/15</b> <b>WWB 7/3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 19</b> <b>WWB 8/1, 3, 4, 7, 13, 15, 18, 20</b> <i>Superkids Skill-Building Book: pp. 114–115, 225</i>
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>BC 3/15 (Independent Activity)</b> <b>BC 4/16</b>
<b>Range of Reading and Level of Text Complexity</b>	
10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<b>WWB 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 1/9, 10; BC 1/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 2/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 2/9, 10; BC 2/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 3/9, 10; BC 3/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 4/9, 10; BC 4/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 5/9, 10; BC 5/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 6/9, 10; BC 6/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 7/9, 10; BC 7/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> <b>WWB 8/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 8/9, 10; BC 8/11, 12, 13, 14, 15, 16, 17, 18, 19, 20</b> Book Talk Journals and Discussion Starters <i>Quick Guide to Helping Children Read Well</i> <i>Superkids Skill-Building Book: pp. 114–118, 161–165, 167–174, 177–180</i>

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<b>Reading Standards for Informational Text</b>	
<i>Texts for instruction include nonfiction articles in SUPER magazines; books used for research in Write It Right; and suggested read-aloud books.</i>	
<b>Key Ideas and Details</b>	
1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	<p><b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 2/1, 2, 3–4, 5, 6, 7, 8, 10</b>  <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 3/3, 4–5</b>  <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 7/1, 2–3, 4–5, 11–12</b>  <b>SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10; WIR 8/11, 12–13</b></p> <p><i>Superkids Skill-Building Book: pp. 166–168, 175–176, 178–180</i></p>
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<p><b>SM 1/2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 2/1, 2, 3–4, 5, 6, 7, 8, 10</b>  <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 3/3, 4–5</b>  <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10;</b>  <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 7/2–3, 4–5, 11–12</b>  <b>SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10; WIR 8/12–13</b></p> <p><i>Superkids Skill-Building Book: p. 178</i></p>
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<p><b>SM 1/3, 4, 6, 8</b>  <b>SM 2/2, 3–4, 6, 7</b>  <b>SM 3/8</b>  <b>SM 4/2, 3, 4, 5, 7</b>  <b>SM 5/3, 6, 7, 8</b>  <b>SM 6/3, 4, 6, 8</b>  <b>SM 7/2, 3, 4, 7, 8</b>  <b>SM 8/3, 4–5, 8</b></p> <p><i>Superkids Skill-Building Book: pp. 161, 166, 169</i></p>

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<b>Reading Standards for Informational Text (continued)</b>	
<i>Craft and Structure</i>	
4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 2/1, 2, 3–4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 3/3, 4–5</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 7/2–3, 4–5, 11–12</b> <b>SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10; WIR 8/12–13</b> <i>Superkids Skill-Building Book: pp. 148–149</i>
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	<b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 2/1, 2, 3–4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 3/4–5</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 7/2–3, 4–5, 11–12</b> <b>SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10; WIR 8/12–13</b> <i>Superkids Skill-Building Book: pp. 36, 175–176</i>
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>SM 1/2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 2/1, 2, 3–4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10</b> <i>Superkids Skill-Building Book: pp. 166, 178</i>

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<b>Reading Standards for Informational Text (continued)</b>	
<i>Integration of Knowledge and Ideas</i>	
7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>SM 1/1, 2, 3, 6, 8, 10</b> <b>SM 2/1, 3–4, 5, 6, 7, 8, 10</b> <b>SM 3/1, 2, 4, 5, 6, 7, 8</b> <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8</b> <b>SM 6/1, 3, 4, 5, 6, 7, 8, 10</b> <b>SM 7/2, 3, 5, 6, 7, 8, 10</b> <b>SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10</b> <i>Superkids Skill-Building Book: pp. 175–176</i>
8. Describe how reasons support specific points the author makes in a text.	<b>SM 1/6</b> <b>SM 2/7 (Think Aloud), 8</b> <b>SM 3/3 (Tuck-In), 5, 7 (Tuck-In)</b> <b>WIR 4/13, 14–15, 16–17, 18–19, 20</b> <b>SM 7/8; WIR 7/6</b> <b>SM 8/2</b> <i>Superkids Skill-Building Book: p. 178</i>
9. Compare and contrast the most important points presented by two texts on the same topic.	<b>SM 1/2, 8</b> <b>SM 2/1</b> <b>SM 3/2, 5, 7</b> <b>SM 4/1, 3, 7</b> <b>SM 5/5</b> <b>SM 6/1, 3, 8</b> <b>SM 7/3, 6, 7</b> <b>SM 8/8</b>

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<b>Reading Standards for Informational Text (continued)</b>	
<i>Range of Reading and Level of Text Complexity</i>	
<p><b>10.</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p><b>SM 1/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 2/1, 2, 3–4, 5, 6, 7, 8, 10</b>  <b>SM 3/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 3/3, 4–5</b>  <b>SM 4/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 5/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 6/1, 2, 3, 4, 5, 6, 7, 8, 10</b>  <b>SM 7/1, 2, 3, 4, 5, 6, 7, 8, 10; WIR 7/2–3, 4–5, 11–12</b>  <b>SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10; WIR 8/12–13</b></p> <p><i>Quick Guide to Helping Children Read Well</i>  <i>Superkids Skill-Building Book: pp. 114–118, 161, 166–168, 175–176, 178–180</i></p>
<b>Reading Standards: Foundational Skills</b>	
<i>Phonics and Word Recognition</i>	
<p><b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p><b>a.</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>b.</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>c.</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>d.</b> Decode words with common prefixes and suffixes.</p> <p><b>e.</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>f.</b> Recognize and read grade-appropriate irregularly spelled words.</p>	<p>Daily Routines for Decoding</p> <p><b>WWB 1/1, 2, 5, 6, 10, 11, 12, 16, 17, 18, 19</b>  <b>WWB 2/1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 16, 17</b>  <b>WWB 3/1, 2, 6, 8, 11, 13, 14, 16</b>  <b>WWB 4/1, 2, 6, 7, 9, 11, 12, 16</b>  <b>WWB 5/1, 3, 6, 8, 9, 11, 14, 16, 18, 19</b>  <b>WWB 6/1, 6, 9, 11, 13, 14, 16</b>  <b>WWB 7/1, 6, 7, 9, 11, 13, 14, 16, 19</b>  <b>WWB 8/1, 4, 6, 9, 11, 14, 16, 17, 19, Bonus Lesson 1</b></p> <p><i>The Big Book of Decoding</i>  <i>Quick Guide to Helping Children Read Well</i>  <i>Superkids Skill-Building Book: pp. 55–76, 80–81, 93–97, 106–111</i></p>



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<b>Reading Standards: Foundational Skills (continued)</b>	
<i>Fluency</i>	
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>During guided-reading instruction in:</p> <p><b>WWB 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 1/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p><b>WWB 2/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 2/1, 2, 3–4, 5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p><b>WWB 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 3/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p><b>WWB 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 4/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p><b>WWB 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 5/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p><b>WWB 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 6/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p><b>WWB 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 7/1, 2, 3, 4, 5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p><b>WWB 8/1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 8/1, 2, 3, 4–5, 6, 7, 8, 9, 10; BC 11, 12, 13, 14, 16, 17, 18, 19</b></p> <p>Explicit instruction in fluency skills in:</p> <p><b>SM 1/7; BC 1/15, 20</b></p> <p><b>SM 2/3–4, 7; BC 2/15, 20</b></p> <p><b>SM 3/2, 6; BC 3/15, 20</b></p> <p><b>SM 4/2, 4; BC 4/15, 20</b></p> <p><b>SM 5/4, 7; BC 5/15, 20</b></p> <p><b>SM 6/2, 10; BC 6/15, 20</b></p> <p><b>SM 7/2, 6; BC 7/15, 20</b></p> <p><b>SM 8/7, 10; BC 8/15, 20</b></p> <p>Backpack Pages for weekly fluency practice in Teacher’s Guides for Decodable Reader &amp; Word Work Book <i>Superkids Skill-Building Book</i>: pp. 112–118</p>

**Correlation of the Superkids Second-Grade Levels,  
Level 5: *The Superkids Hit Second Grade* and Level 6: *The Superkids Take Off*,  
to the Massachusetts Curriculum Framework for Second Grade**

Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Writing Standards</b>	
<i>Text Types and Purposes</i>	
<p>1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p><b>WWB 2/5</b>  <b>WWB 4/20; WIR 4/11–12, 13, 16–17</b>  <b>WWB 7/16</b> (Pleasant’s Pointers)  <b>WWB 8/Bonus Lesson 2</b></p> <p>Independent Activities for writing in:  <b>SM 1/7, 9</b>  <b>SM 2/2, 8, 9</b>  <b>SM 3/9, 10</b>  <b>SM 4/3</b>  <b>SM 5/3, 6</b>  <b>SM 6/2, 10</b>  <b>SM 7/8, 9</b>  <b>SM 8/6, 8</b></p> <p>Book Talk Journals</p> <p>Book Review Form in <i>How to Teach Superkids Second Grade</i></p> <p><i>Superkids Skill-Building Book</i>: pp. 249–251</p>
<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p><b>WIR 1/12–13</b>  <b>WIR 3/14–15</b>  <b>WWB 4/5, 15</b>  <b>WIR 4/2–3, 7–8, 11–12, 13</b>  <b>WIR 7/6, 7–8, 11–12, 13–14</b>  <b>WIR 8/4–5, 9–10, 14–15, 17–18</b></p> <p>Independent Activities for writing in:  <b>SM 1/4, 5, 6, 8</b>  <b>SM 2/1, 2, 3–4, 7</b>  <b>SM 3/1, 3, 5</b>  <b>SM 4/2, 4, 6, 7</b>  <b>SM 5/5, 8, 9</b>  <b>SM 6/1, 3, 6</b>  <b>SM 7/7, 8</b>  <b>SM 8/2, 4–5, 9</b></p> <p><i>Superkids Skill-Building Book</i>: pp. 239–240, 249–251</p>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Writing Standards (continued)</b>	
<i>Text Types and Purposes (continued)</i>	
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>WWB 4/19</b> <b>WIR 5/4–5, 8–9, 11–12</b> <b>WIR 6/4–5, 6–7, 8–9, 11–12</b> <b>WWB 8/Bonus Lesson 3</b> Independent Activities for writing in: <b>SM 1/3, 9</b> <b>SM 2/2, 5, 8</b> <b>SM 3/6, 7</b> <b>SM 4/4</b> <b>SM 5/2, 5, 7</b> <b>SM 6/8, 9</b> <b>SM 7/1, 6</b> <b>SM 8/3, 7</b> <i>Superkids Skill-Building Book: pp. 241–242, 249–251</i>
MA.3.A Write stories or poems with dialogue.	<b>WIR 6/4–5, 6–7, 8–9, 11–12</b> <i>Superkids Skill-Building Book: pp. 226, 248</i>
<b>Production and Distribution of Writing</b>	
4. (Begins in grade 3)	
5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	<b>WIR 1/8–9, 14–15, 17–18</b> <b>WIR 2/4–5, 16–17, 18–19</b> <b>WIR 3/4–5, 16–17, 18–19</b> <b>WIR 4/2–3, 18–19</b> <b>WIR 5/13, 14–15</b> <b>WIR 6/13, 14–15</b> <b>WIR 7/15, 16–17</b> <b>WIR 8/2–3, 4–5, 9–10, 14–15, 17–18</b> <i>Superkids Skill-Building Book: pp. 239–242</i>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Writing Standards</b> (continued)	
<i>Production and Distribution of Writing</i> (continued)	
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>WIR 1/19–20</b> (Pleasant’s Pointers) <b>WIR 2/18–19</b> (Pleasant’s Pointers) <b>WIR 7/4–5, 11–12</b>  <b>WIR 8/12–13</b>  Independent Activities in: <b>SM 1/6, 7</b> <b>SM 2/1, 2, 3–4</b> (Tuck-In), 7, 8 <b>SM 3/1, 3, 5, 8</b> <b>SM 4/3, 4, 6, 7</b> <b>SM 5/5, 8, 9</b> <b>SM 6/1, 2, 6</b> <b>SM 7/1, 7, 8</b> <b>SM 8/2, 4–5, 6, 9</b>
<i>Research to Build and Present Knowledge</i>	
7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>WIR 3/3, 4–5</b> <b>WIR 7/1, 2–3, 4–5, 6, 7–8, 9–10, 11–12, 13–14, 15, 16–17, 18–19, 20</b> <b>WIR 8/11, 12–13, 14–15</b>  Cross-Curriculum Connections in: <b>SM 1/3, 5; BC 1/11</b> <b>SM 2/7</b> <b>SM 3/4, 8</b> <b>SM 4/4; BC 4/17</b> <b>SM 5/4, 8; BC 5/14</b> <b>BC 6/11</b> <b>BC 7/16, 20</b> <b>SM 8/4–5; BC 8/15</b>  Independent Activities in: <b>SM 1/4, 6, 7</b> <b>SM 2/1, 2, 3–4, 7</b> <b>SM 3/1, 3, 4, 5, 8</b> <b>SM 4/2, 3, 4, 6, 7</b> <b>SM 5/5, 8, 9</b> <b>SM 6/1, 2, 6, 9</b> <b>SM 7/1, 4, 7, 8</b> <b>SM 8/2, 3, 4–5, 6, 9</b>  <i>Superkids Skill-Building Book: pp. 166, 178</i>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Writing Standards</b> (continued)	
<i>Research to Build and Present Knowledge</i> (continued)	
8. Recall information from experiences or gather information from provided sources to answer a question.	<p>SM 1/4, 6, 7  SM 2/2, 3-4  SM 3/2, 4; WIR 3/3, 4-5  SM 4/3, 6  SM 5/2, 4, 5, 6  SM 6/2, 4, 5, 7  SM 7/3, 4; WIR 7/2-3, 4-5, 11-12  SM 8/3; WIR 8/7-8, 12-13</p> <p>Cross-Curriculum Connections in:  SM 1/2, 5; BC 1/11  SM 2/1, 2, 7  SM 3/1, 2, 4, 6  SM 4/1, 4, 5; BC 4/17  SM 5/2, 3, 6; BC 5/14  SM 6/3, 5, 6; BC 6/11  SM 7/5; BC 7/16, 20  SM 8/8, 9, 10</p> <p>Independent Activities in:  SM 1/4, 6, 7  SM 2/1, 2, 3-4, 7, 8  SM 3/1, 3, 4, 5, 6, 8  SM 4/3, 4, 6, 7  SM 5/4, 5, 8, 9  SM 6/1, 2, 3, 5, 6  SM 7/1, 2, 4, 5, 7, 8;  SM 8/1, 2, 4-5, 6, 7, 9</p> <p><i>Superkids Skill-Building Book</i>: pp. 166, 178</p>
9. (Begins in grade 4)	
<b>Range of Writing</b>	
10. (Begins in grade 3)	

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Speaking and Listening Standards</b>	
<i>Comprehension and Collaboration</i>	
<p>1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>Discussions about texts in every lesson of Word Work Book, SUPER magazine, and Book Club, plus suggested read-aloud books</p> <p>Lasting Lesson discussions in:  <b>WWB 1/5, 10, 15, 18; SM 1/9; BC 1/19</b>  <b>WWB 2/5, 8, 15, 20; SM 2/6, 7</b>  <b>WWB 3/5, 10, 11, 14, 19; SM 3/5, 7; BC 3/12</b>  <b>WWB 4/3, 8, 15, 18; BC 4/11, 13, 18</b>  <b>WWB 5/2, 9, 15, 20; SM 5/2, 3, 10; BC 5/11, 18</b>  <b>WWB 6/4, 9, 14, 20; SM 6/10; BC 6/14, 19</b>  <b>WWB 7/3, 9, 12, 19; SM 7/4; BC 7/14, 19</b>  <b>WWB 8/4, 9, 11, 17; BC 8/14, 19</b></p> <p>Planning and sharing about writing in:  <b>WIR 1/4–5, 11, 12–13, 14–15, 19–20</b>  <b>WIR 2/4–5, 6–7, 8–9, 11–12, 14–15, 16–17, 20</b>  <b>WIR 3/1–2, 3, 4–5, 6–7, 8–9, 10, 12–13, 16–17, 18–19</b>  <b>WIR 4/1, 2–3, 4–5, 6, 9–10, 11–12, 13, 14–15, 18–19, 20</b>  <b>WIR 5/1, 2–3, 4–5, 6–7, 8–9, 11–12, 13, 14–15, 20</b>  <b>WIR 6/1, 4–5, 10, 13, 14–15, 20</b>  <b>WIR 7/1, 2–3, 6, 16–17, 20</b>  <b>WIR 8/1, 4–5, 6, 7–8, 9–10, 17–18</b></p> <p>Book Talk Discussion Starters</p>
<p>2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p>Discussions generated from suggested read-aloud books, recorded readings on CD, and Superkids' own web pages.</p> <p>Additional discussions from other read-aloud texts in:  <b>WWB 1/1</b>  <b>WIR 2/8–9, 10, 14–15</b>  <b>WIR 3/3</b>  <b>WIR 5/1, 6–7, 10</b>  <b>WIR 6/1, 10, supplemental read-aloud stories</b>  <b>WIR 7/2–3, 4–5</b>  <b>WIR 8/12–13</b></p>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Speaking and Listening Standards (continued)</b>	
<i>Comprehension and Collaboration (continued)</i>	
<p>3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>Discussions about texts in every lesson of Word Work Book, SUPER magazine, and Book Club, plus suggested read-aloud books</p> <p>Lasting Lesson discussions in:  <b>WWB 1/5, 10, 15, 18; SM 1/9; BC 1/19</b>  <b>WWB 2/5, 8, 15, 20; SM 2/6, 7</b>  <b>WWB 3/5, 10, 11, 14, 19; SM 3/5, 7; BC 3/12</b>  <b>WWB 4/3, 8, 15, 18; BC 4/11, 13, 18</b>  <b>WWB 5/2, 9, 15, 20; SM 5/2, 3, 10; BC 5/11, 18</b>  <b>WWB 6/4, 9, 14, 20; SM 6/10; BC 6/14, 19</b>  <b>WWB 7/3, 9, 12, 19; SM 7/4; BC 7/14, 19</b>  <b>WWB 8/4, 9, 11, 17; BC 8/14, 19</b></p> <p>Sharing about writing in:  <b>WIR 1/4–5, 19–20</b>  <b>WIR 2/20</b>  <b>WIR 3/8–9, 10, 20</b>  <b>WIR 4/4–5, 11–12, 13</b>  <b>WIR 5/4–5, 8–9, 11–12, 20</b>  <b>WIR 6/20</b>  <b>WIR 7/20</b>  <b>WWB 8/Bonus Lesson 3; WIR 8/7–8</b></p>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Speaking and Listening Standards (continued)</b>	
<i>Presentation of Knowledge and Ideas</i>	
<p><b>4.</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>SM 1/3; WIR 1/4–5, 12–13</b>  <b>SM 2/10 (Tuck-In)</b>  <b>BC 3/15</b>  <b>SM 4/1 (Tuck-In)</b>  <b>WIR 5/2–3, 4–5, 8–9, 11–12, 20</b>  <b>SM 6/5; WIR 6/20</b>  <b>SM 7/7 (Tuck-In)</b>  <b>WWB 8/Bonus Lesson 3</b>            Lasting Lesson discussions in:  <b>WWB 1/5, 10, 15, 18; SM 1/9; BC 1/19</b>  <b>WWB 2/5, 8, 15, 20; SM 2/6, 7</b>  <b>WWB 3/5, 10, 11, 14, 19; SM 3/5, 7; BC 3/12</b>  <b>WWB 4/3, 8, 15, 18; BC 4/11, 13, 18</b>  <b>WWB 5/2, 9, 15, 20; SM 5/2, 3, 10; BC 5/11, 18</b>  <b>WWB 6/4, 9, 14, 20; SM 6/10; BC 6/14, 19</b>  <b>WWB 7/3, 9, 12, 19; SM 7/4; BC 7/14, 19</b>  <b>WWB 8/4, 9, 11, 17; BC 8/14, 19</b></p>
<p><b>5.</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p>Lasting Lesson discussions and products in:  <b>WWB 1/5, 10, 18</b>  <b>WWB 2/5, 8</b>  <b>WWB 3/5, 11, 14, 19</b>  <b>WWB 4/3, 8, 15, 18</b>  <b>WWB 5/2, 15, 20</b>  <b>WWB 6/9, 20</b>  <b>WWB 7/19</b>  <b>WWB 8/4, 9, 11, 17</b>            Publishing and presenting writing in:  <b>WIR 1/19–20</b>  <b>WIR 2/18–19, 20 (Pleasant’s Pointers)</b>  <b>WIR 3/8–9, 10</b>  <b>WIR 4/4–5, 11–12, 13</b>  <b>WIR 5/16–17, 18–19, 20</b>  <b>WIR 6/16–17, 18–19, 20</b>  <b>WIR 7/18–19, 20</b>  <b>WWB 8/Bonus Lesson 3; WIR 8/2–3, 4–5, 9–10, 14–15, 16, 19–20</b></p>



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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Speaking and Listening Standards (continued)</b>	
<i>Presentation of Knowledge and Ideas (continued)</i>	
<p>6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>Discussions about texts in every lesson of Word Work Book, SUPER magazine, and Book Club, plus suggested read-aloud books</p> <p>Lasting Lesson discussions in:  <b>WWB 1/5, 10, 15, 18; SM 1/9; BC 1/19</b>  <b>WWB 2/5, 8, 15, 20; SM 2/6, 7</b>  <b>WWB 3/5, 10, 11, 14, 19; SM 3/5, 7; BC 3/12</b>  <b>WWB 4/3, 8, 15, 18; BC 4/11, 13, 18</b>  <b>WWB 5/2, 9, 15, 20; SM 5/2, 3, 10; BC 5/11, 18</b>  <b>WWB 6/4, 9, 14, 20; SM 6/10; BC 6/14, 19</b>  <b>WWB 7/3, 9, 12, 19; SM 7/4; BC 7/14, 19</b>  <b>WWB 8/4, 9, 11, 17; BC 8/14, 19</b></p> <p>Sharing about writing in:  <b>WIR 1/4–5, 19–20</b>  <b>WIR 2/20</b>  <b>WIR 3/8–9, 10, 20</b>  <b>WIR 4/4–5, 11–12, 13</b>  <b>WIR 5/4–5, 8–9, 11–12, 20</b>  <b>WIR 6/20</b>  <b>WIR 7/20</b>  <b>WWB 8/Bonus Lesson 3; WIR 8/7–8</b></p> <p><i>Superkids Skill-Building Book: p. 14</i></p>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Language Standards</b>	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use collective nouns (e.g., <i>group</i>).</p> <p>b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>f. Produce, expand, and rearrange complete, simple, and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p><b>MA.1.g</b> Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods (e.g., Dr., Ms., Mrs., St., Rd., Ave., MA, U.S., months, days of the week, a.m., p.m.).</p>	<p>Explicit instruction in grammar and usage skills in:  <b>WWB 1/3, 7, 13, 15 (Tuck-In), 19</b>  <b>WWB 2/1, 4, 11, 13</b>  <b>WWB 3/9, 19, 20</b>  <b>WWB 4/6, 9</b>  <b>WWB 5/2, 5, 13, 14, 17</b>  <b>WWB 6/2, 7, 8 (Tuck-In), 10 (Tuck-In), 15 (Tuck-In), 18</b>  <b>WWB 7/3, 4, 15 (Tuck-In), 18</b>  <b>WWB 8/1, 2, 5 (Tuck-In), 7, 10 (Tuck-In), 12</b></p> <p>During writing conferences or when revising and editing work in:  <b>WIR 1/6–7, 8–9, 14–15</b>  <b>WIR 2/1–2, 3, 4–5, 16–17</b>  <b>WIR 3/16–17, 18–19</b>  <b>WIR 4/2–3, 11–12, 13, 18–19</b>  <b>WIR 5/13, 14–15</b>  <b>WIR 6/13, 14–15</b>  <b>WIR 7/15, 16–17</b>  <b>WIR 8/2–3, 4–5, 9–10, 14–15, 17–18</b></p> <p>Discussions about texts in every lesson of Word Work Book, SUPER magazine, and Book Club, plus read-aloud books</p> <p>Lasting Lesson discussions in:  <b>WWB 1/5, 10, 15, 18; SM 1/9; BC 1/19</b>  <b>WWB 2/5, 8, 15, 20; SM 2/6, 7</b>  <b>WWB 3/5, 10, 11, 14, 19; SM 3/5, 7; BC 3/12</b>  <b>WWB 4/3, 8, 15, 18; BC 4/11, 13, 18</b>  <b>WWB 5/2, 9, 15, 20; SM 5/2, 3, 10; BC 5/11, 18</b>  <b>WWB 6/4, 9, 14, 20; SM 6/10; BC 6/14, 19</b>  <b>WWB 7/3, 9, 12, 19; SM 7/4; BC 7/14, 19</b>  <b>WWB 8/4, 9, 11, 17; BC 8/14, 19</b></p> <p><i>Superkids Skill-Building Book</i>: pp. 145, 206–219, 229, 235–238, 241</p>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Language Standards (continued)</b>	
<i>Conventions of Standard English (continued)</i>	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Use commas in greetings and closings of letters.</p> <p>c. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>Daily Routines for Dictation and Spelling Daily Routines for Writing and Editing</p> <p><b>WWB</b> 1/2, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 19, 20; <b>WIR</b> 1/16, 17–18</p> <p><b>WWB</b> 2/1, 3, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 20; <b>WIR</b> 2/18–19</p> <p><b>WWB</b> 3/1, 4, 5, 6, 8, 10, 11, 15, 16, 18, 19, 20; <b>WIR</b> 3/11, 18–19</p> <p><b>WWB</b> 4/1, 3, 4, 5, 6, 10, 11, 13, 15, 16, 17, 20; <b>WIR</b> 4/18–19</p> <p><b>WWB</b> 5/1, 3, 4, 5, 6, 7, 9, 10, 11, 14, 15, 16, 19, 20; <b>WIR</b> 5/14–15</p> <p><b>WWB</b> 6/1, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 20; <b>WIR</b> 6/14–15</p> <p><b>WWB</b> 7/1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 20; <b>WIR</b> 7/16–17</p> <p><b>WWB</b> 8/1, 4, 5, 6, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20; <b>WIR</b> 8/2–3, 4–5, 9–10, 14–15, 17–18</p> <p><i>Superkids Skill-Building Book</i>: pp. 99, 152–153, 186–195, 206–207, 220–223, 227–229</p>
<i>Knowledge of Language</i>	
<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Compare formal and informal uses of English.</p>	<p><b>WWB</b> 1/16; <b>SM</b> 1/3 (Fun With Words)</p> <p><b>SM</b> 2/7 (Fun With Words)</p> <p><b>SM</b> 5/8 (Fun With Words)</p> <p><b>WWB</b> 8/5</p>

**Correlation of the Superkids Second-Grade Levels,  
Level 5: *The Superkids Hit Second Grade* and Level 6: *The Superkids Take Off*,  
to the Massachusetts Curriculum Framework for Second Grade**

Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Language Standards (continued)</b>	
<i>Vocabulary Acquisition and Use</i>	
<p><b>4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p><b>a.</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p><b>c.</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p><b>d.</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p><b>e.</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>During guided-reading instruction in every lesson in Word Work Book, SUPER Magazine, and Book Club, plus discussions of Read-Aloud Books</p> <p>Discussion of meanings of Pattern Words and Memory Words in Lessons 1, 6, 11, and 16 of every unit of Word Work Book</p> <p>Additional vocabulary instruction in:  <b>WWB 1/9, 10, 13; SM 1/3 (Tuck-In); WIR 1/16</b>  <b>WWB 2/7, 8, 9, 15 (Tuck-In), 18, 19, 20</b>  <b>WWB 3/7, 11, 14</b>  <b>WWB 4/2, 3, 4, 7, 12, 15 (Tuck-In), 18</b>  <b>WWB 5/3, 4 (Tuck-In), 9, 12, 18, 20 (Tuck-In); SM 5/3 (Fun With Words)</b>  <b>WWB 6/1 (Tuck-In), 13, 16; BC 6/11</b>  <b>WWB 7/3, 7, 8, 19; SM 7/2 (Fun With Words); WIR 7/2–3</b>  <b>WWB 8/8, 9, 10 (Tuck-In), 17; BC 8/16; WIR 8/12–13</b></p> <p><i>Superkids Skill-Building Book</i>, pp. 82–93, 96–98, 140–143, 148–154</p>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Language Standards</b> (continued)	
<i>Vocabulary Acquisition and Use</i> (continued)	
<p>5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i>, <i>throw</i>, <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i>, <i>slender</i>, <i>skinny</i>, <i>scrawny</i>).</p>	<p><b>WWB</b> 1/2, 19, 20 (Tuck-In)  <b>WWB</b> 2/20; <b>WIR</b> 2/1–2, 3  <b>WWB</b> 3/3, 4, 15 (Tuck-In), 17, 19, 20  <b>WWB</b> 4/8, 9 (Tuck-In), 17, 20 (Tuck-In)  <b>WWB</b> 5/8, 15 (Tuck-In); <b>BC</b> 5/20  <b>WWB</b> 6/9 (Tuck-In), 12; <b>BC</b> 6/15, 20  <b>WWB</b> 7/12, 15 (Tuck-In), 18, 20 (Tuck-In); <b>BC</b> 7/15, 20  <b>WWB</b> 8/4 (Tuck-In), 13, 20 (Tuck-In); <b>BC</b> 8/15, 20</p> <p>Fun with Words discussions in:  <b>SM</b> 1/2, 3, 4, 5, 7, 8, 9  <b>SM</b> 2/2, 3–4, 5, 6, 7  <b>SM</b> 3/1, 4, 6, 8  <b>SM4</b>/3, 5, 6, 8  <b>SM</b> 5/9, 10  <b>SM</b> 6/1, 3, 5, 9  <b>SM</b> 7/1, 2, 3, 7, 9  <b>SM</b> 8/1, 8, 10</p> <p><i>Superkids Skill-Building Book</i>, pp. 125–126, 128–131, 135–138, 212–216</p>

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Massachusetts Curriculum Framework for Second Grade	Superkids Level 5 and Level 6 Units/Lessons and Materials*
<b>Language Standards</b> (continued)	
<i>Vocabulary Acquisition and Use</i> (continued)	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>Discussions of texts in every lesson of Work Work Book, SUPER magazine, and Book Club, plus suggested Read-Aloud Books</p> <p>Through students' own writing and discussions about writing in every lesson of Write It Right</p> <p>Lasting Lesson discussions in:  <b>WWB 1/5, 10, 15, 18; SM 1/9; BC 1/19</b>  <b>WWB 2/5, 8, 15, 20; SM 2/6, 7</b>  <b>WWB 3/5, 10, 11, 14, 19; SM 3/5, 7; BC 3/12</b>  <b>WWB 4/3, 8, 15, 18; BC 4/11, 13, 18</b>  <b>WWB 5/2, 9, 15, 20; SM 5/2, 3, 10; BC 5/11, 18</b>  <b>WWB 6/4, 9, 14, 20; SM 6/10; BC 6/14, 19</b>  <b>WWB 7/3, 9, 12, 19; SM 7/4; BC 7/14, 19</b>  <b>WWB 8/4, 9, 11, 17; BC 8/14, 19</b></p> <p>Independent Activities in:  <b>SM 1/2; BC 1/11, 12, 16, 17, 18, 19</b>  <b>SM 2/1, 8; BC 2/11, 12, 14, 16, 17, 18, 19</b>  <b>SM 3/1, 6; BC 3/11, 13, 14, 16, 17, 18, 19</b>  <b>SM 4/2, 3, 4; BC 4/11, 12, 14, 16, 17, 18, 19</b>  <b>SM 5/1, 3, 6, 7; BC 5/12, 14, 17, 18</b>  <b>SM 6/1, 3, 7, 10; BC 6/11, 12, 16, 17</b>  <b>SM 7/1, 3, 5; BC 7/12, 14, 16</b>  <b>SM 8/1, 4–5; BC 8/11, 12, 13, 16, 17</b></p> <p><i>Superkids Skill-Building Book</i>: pp. 123–154, 215–216</p>