



**Correlation of the Superkids Kindergarten Levels,
Meet the Superkids and *Superkids' Club*,
 to the Massachusetts Curriculum Frameworks for Kindergarten**

Massachusetts Curriculum Frameworks for Kindergarten	<i>Meet the Superkids</i> and <i>Superkids' Club</i> Lessons* and Program Materials
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>Lessons 4, 5, 8, 16, 20, 22, 29, 36, 40, 48, 52, 54, 59, 61, 64, 72, 73, 77, 79, 83, 85, 89, 90, 93, 94, 98, 99, 103-104, 105, 109-110, 111, 114, 115, 118, 119, 123, 124, 125, 126, 130, 135-136, 137, 140, 141</p> <p><i>Meet the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p><i>Superkids' Club</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> Challenging Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids Skill-Building Book</i>, pp. 167, 180</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, Superkids Library Books, and suggested Read-Aloud Books.</p>

*Lessons 1–85 are in *Meet the Superkids* Teacher's Guides. Lessons 86–145 are in *Superkids' Club* Teacher's Guides.

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Reading Standards for Literature (continued)	
<i>Key Ideas and Details (continued)</i>	
2. With prompting and support, retell familiar stories, including key details.	<p>Lessons 40, 79, 90, 94, 99, 105, 111, 115, 119, 125, 126, 137, 141</p> <p><i>Meet the Superkids</i> On-Level Library: Units 6, 8</p> <p><i>Superkids' Club</i> Easy Library: Units 7, 9</p> <p><i>Superkids' Club</i> On-Level Library: Units 2, 7</p> <p><i>Superkids' Club</i> Challenging Library: Unit 2</p> <p><i>Superkids Skill-Building Book</i>, p. 177</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, Superkids Library Books, and suggested Read-Aloud Books.</p>
3. With prompting and support, identify characters, settings, and major events in a story.	<p>Lessons 8, 16, 22, 31, 40, 52, 54, 59, 61, 64, 72, 73, 77, 79, 83, 85, 89, 90, 93, 94, 98, 99, 103-104, 105, 109-110, 111, 114, 115, 118, 119, 123, 124, 125, 126, 130, 135-136, 137, 140, 141</p> <p><i>Meet the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p><i>Superkids' Club</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> Challenging Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids Skill-Building Book</i>, pp. 170, 172–173</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, Superkids Library Books, and suggested Read-Aloud Books.</p>

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Reading Standards for Literature (continued)	
<i>Craft and Structure</i>	
4. Ask and answer questions about unknown words in a text.	<p>Lessons 8, 16, 20, 22, 29, 36, 40, 48, 52, 54, 61, 73, 79, 83, 85, 89, 93, 98, 103-104, 109-110, 114, 118, 123, 124, 125, 130, 135-136, 140</p> <p><i>Meet the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p><i>Superkids' Club</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids Skill-Building Book</i>, pp. 148–149</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, Superkids Library Books, and suggested Read-Aloud Books.</p>
5. Recognize common types of texts (e.g., storybooks, poems).	<p>Lessons 4, 5, 8, 20, 29, 48, 123, 124, 125, 130</p> <p><i>Meet the Superkids</i> On-Level Library: Unit 12</p> <p><i>Superkids' Club</i> Easy Library: Unit 4</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, Superkids Library Books, and suggested Read-Aloud Books.</p>

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Reading Standards for Literature (continued)	
<i>Craft and Structure (continued)</i>	
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<p>Lesson 8</p> <p><i>Meet the Superkids</i> Teacher's Guide, Unit 4, p. 3</p> <p><i>Meet the Superkids</i> On-Level Library: Unit 1</p> <p><i>Superkids' Club</i> On-Level Library: Unit 1</p> <p><i>Superkids Skill-Building Book</i>, p. 36</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, <i>Superkids</i> Library Books, and suggested Read-Aloud Books.</p>
<i>Integration of knowledge and ideas</i>	
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<p>Lessons 34, 40, 52, 59, 64, 72, 77, 83, 89, 93, 98, 103-104, 109-110, 114, 118, 123, 124, 125, 130, 135-136, 140</p> <p><i>Meet the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p><i>Superkids' Club</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids Skill-Building Book</i>, p. 161</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, <i>Student Book Stories</i>, <i>Superkids</i> Library Books, and suggested Read-Aloud Books.</p>
8. (Not applicable to literature)	N/A
MA.8.A. Identify and respond to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.	<p>Lessons 4, 5, 20, 29, 48, 91, 130</p> <p><i>Building Blocks of Reading</i>, p. 6</p> <p><i>Superkids Skill-Building Book</i>, pp. 9, 32</p> <p>Texts for instruction include Read-Aloud Poems in <i>Meet the Superkids</i> Teacher's Guides, and suggested Read-Aloud Books.</p>

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Reading Standards for Literature (continued)	
<i>Integration of knowledge and ideas (continued)</i>	
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<p>Lessons 59, 64, 79, 83, 85, 89, 93, 103-104, 111, 114, 118, 123, 124, 125, 126, 135-136, 140</p> <p><i>Meet the Superkids</i> On-Level Library: Units 2, 3, 4, 5, 7, 11</p> <p><i>Superkids' Club</i> Easy Library: 3, 4, 6, 9, 10 <i>Superkids' Club</i> On-Level Library: 1, 2, 3, 4, 7, 8, 9</p> <p><i>Superkids Skill-Building Book</i>, pp. 172, 174</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, Superkids Library Books, and suggested Read-Aloud Books.</p>
<i>Range of Reading and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	<p>Lessons 4, 5, 8, 16, 20, 22, 29, 36, 40, 48, 52, 54, 59, 64, 72, 73, 77, 79, 83, 85, 89, 93, 98, 103-104, 109-110, 114, 118, 123, 125, 130, 135-136, 140</p> <p><i>Meet the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</p> <p><i>Superkids' Club</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> Challenging Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids Skill-Building Book</i>, pp. 114-118</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, Superkids Library Books, and suggested Read-Aloud Books.</p>

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Massachusetts Curriculum Frameworks for Kindergarten	<i>Meet the Superkids and Superkids' Club</i> Lessons* and Program Materials
Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
1. With prompting and support, ask and answer questions about key details in a text.	<p>Lessons 7, 10, 21, 42, 67</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 12, 13</i></p> <p><i>Superkids Skill-Building Book, pp. 166–167, 178–180</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides, Super Smart: Informational Text Read-Alouds (multimedia), Superkids Library Books, and suggested Read-Aloud Books.</i></p>
2. With prompting and support, identify the main topic and retell key details of a text.	<p>Lessons 7, 10, 21, 42, 67</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 12, 13</i></p> <p><i>Superkids Skill-Building Book, p. 178</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides, Super Smart: Informational Text Read-Alouds (multimedia), Superkids Library Books, and suggested Read-Aloud Books.</i></p>
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<p>Lessons 7, 10, 21, 42, 67</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 12, 13</i></p> <p><i>Superkids Skill-Building Book, pp. 161, 169</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides, Super Smart: Informational Text Read-Alouds (multimedia), Superkids Library Books, and suggested Read-Aloud Books.</i></p>

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Reading Standards for Informational Text (continued)	
<i>Craft and Structure</i>	
4. With prompting and support, ask and answer questions about unknown words in a text.	<p>Lessons 7, 10, 42, 67</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 12, 13</i></p> <p><i>Superkids Skill-Building Book, p. 148</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides, Super Smart: Informational Text Read-Alouds (multimedia), Superkids Library Books, and suggested Read-Aloud Books.</i></p>
5. Identify the front cover, back cover, and title page of a book.	<p>Lessons 1, 7, 9, 17, 21, 22, 30, 37, 43, 49, 55, 62, 68, 74, 80, 86, 96</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 12, 13</i></p> <p><i>Superkids Skill-Building Book, p. 36</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Student Books, <i>Super Smart: Informational Text Read-Alouds (multimedia), Superkids Library Books, and suggested Read-Aloud Books.</i></p>
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<p>Lesson 42</p> <p><i>Meet the Superkids Teacher's Guide Unit 4, p. 3</i></p> <p><i>Meet the Superkids: Super Smart: Informational Text Read-Alouds, Units 1, 2</i></p> <p><i>Superkids Skill-Building Book, p. 36</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides, Super Smart: Informational Text Read-Alouds (multimedia), Superkids Library Books, and suggested Read-Aloud Books.</i></p>

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Reading Standards for Informational Text (continued)	
<i>Integration of Knowledge and Ideas</i>	
7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p>Lessons 7, 10, 21</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 12, 13</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides</i>, <i>Super Smart: Informational Text Read-Alouds (multimedia)</i>, <i>Superkids Library Books</i>, and suggested Read-Aloud Books.</p>
8. With prompting and support, identify the reasons an author gives to support points in a text.	<p>Lessons 7, 10, 21, 42, 67</p> <p><i>Meet the Superkids: Super Smart: Informational Text Read-Aloud, Unit 4</i></p> <p><i>Superkids' Club: Super Smart: Informational Text Read-Alouds, Units 3, 5, 8, 9, 10</i></p> <p><i>Meet the Superkids On-Level Library: Unit 13</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides</i>, <i>Super Smart: Informational Text Read-Alouds (multimedia)</i>, and suggested Read-Aloud Books.</p>
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>Lessons 7, 10, 21, 67</p> <p><i>Meet the Superkids: Super Smart: Informational Text Read-Alouds, Reinforcement and Extension Activities in Units 6, 12</i></p> <p><i>Superkids' Club: Super Smart: Informational Text Read-Aloud, Reinforcement and Extension Activity in Unit 8</i></p> <p><i>Meet the Superkids On-Level Library: Unit 13</i></p> <p><i>Daily Read-Aloud Routine card</i></p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides</i>, <i>Super Smart: Informational Text Read-Alouds (multimedia)</i>, and suggested Read-Aloud Books.</p>

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Reading Standards for Informational Text (continued)	
<i>Range of Reading and Level of Text Complexity</i>	
10. Actively engage in group reading activities with purpose and understanding.	<p>Lessons 7, 10, 21, 42, 67</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 12, 13</i></p> <p><i>Superkids Skill-Building Book</i>, pp. 114–118</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Texts in <i>Meet the Superkids Teacher's Guides</i>, <i>Super Smart: Informational Text Read-Alouds (multimedia)</i>, <i>Superkids Library Books</i>, and suggested Read-Aloud Books.</p>
Reading Standards: Foundational Skills	
<i>Print Concepts</i>	
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>Lessons 1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30, 31, 32, 34, 35, 37, 38, 39, 40, 41, 43, 44, 45, 47, 49, 50, 52, 54, 55, 56, 58, 59, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 89, 91, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103-104, 107, 109-110, 112, 113, 114, 116, 117, 118, 120, 121, 123, 124, 125, 127, 132, 133, 135-136, 138, 140, 143</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Superkids Library Books</i></p> <p><i>Superkids Skill-Building Book</i>, pp. 36–44</p> <p><i>Daily Read-Aloud Routine</i> card</p>

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Reading Standards: Foundational Skills (continued)	
<i>Phonological Awareness</i>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend, segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>Daily Phonemic Awareness Routines</p> <p>Lessons 1, 2, 4, 5, 6, 7, 9, 10, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 26, 27, 30, 31, 33, 37, 38, 43, 44, 45, 48, 49, 51, 55, 56, 57, 58, 60, 62, 63, 65, 68, 69, 70, 74, 75, 78, 80, 82, 86, 87, 91, 92, 96, 99, 101, 107, 108, 112, 116, 120, 127, 128, 130, 131, 132, 138</p> <p><i>Quick Guide to Blending</i> card</p> <p><i>Superkids Big Book of Blending</i></p> <p><i>Superkids Skill-Building Book</i>, pp. 8–13, 18–32</p>
<i>Phonics and Word Recognition</i>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is are, do does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Daily Blending Routines</p> <p>Lessons 1, 2, 7, 9, 10, 12, 13, 14, 15, 17, 19, 20, 21, 23, 27, 30, 31, 32, 33, 34, 35, 37, 38, 39, 41, 43, 44, 45, 46, 47, 49, 50, 51, 53, 55, 56, 57, 58, 60, 62, 63, 65, 66, 68, 69, 70, 71, 74, 75, 76, 78, 80, 81, 82, 84, 86, 87, 88, 90, 91, 92, 95, 96, 97, 99, 100, 101, 102, 105, 106, 107, 108, 112, 113, 116, 117, 120, 122, 127, 128, 129, 131, 132, 134, 139, 142, 143, 144</p> <p>Superkids Library Books</p> <p><i>Quick Guide to Blending</i></p> <p><i>Superkids Big Book of Blending</i></p> <p><i>Superkids Skill-Building Book</i>, pp. 55–64, 106–108, 110–111</p>

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Reading Standards: Foundational Skills (continued)	
<i>Fluency</i>	
4. Read emergent-reader texts with purpose and understanding.	Lessons 40, 52, 59, 64, 72, 77, 83, 89, 93, 98, 103-104, 109-110, 114, 118, 123, 124, 125, 130, 135-136, 140 Independent Activities in Superkids Library Books <i>Superkids Skill-Building Book</i> , pp. 114–118 Texts for fluency practice include Student Book Stories and Superkids Library Books.
Writing Standards	
<i>Text types and Purposes</i>	
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or books (e.g., <i>My favorite book is...</i>).	Lessons 2, 51, 57, 82, 94, 126, 137, 144 <i>Superkids Skill-Building Book</i> , pp. 249–250
2. Use a combination of drawing, dictating, and writing to compose information/explanatory texts in which they name what they are writing about and supply some information about the topic.	Lessons 4, 10, 14, 18, 29, 36, 39, 42, 44, 52, 70, 72, 76, 88, 90, 95, 99, 100, 102, 105, 113, 115, 129, 134, 145 <i>Superkids Skill-Building Book</i> , pp. 239–240, 249–250
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Lessons 8, 16, 22, 23, 34, 40, 46, 59, 64, 66, 73, 77, 79, 83, 111, 119, 123, 131, 141, 142, 143 Independent Activities in: <i>Superkids' Club On-Level Library</i> : Unit 3 <i>Superkids' Club Challenging Library</i> : Unit 3 <i>Superkids Skill-Building Book</i> , pp. 249–251
MA.3.A. With prompting and support, write or dictate poems with rhyme and repetition.	Lesson 48
<i>Production and Distribution of Writing</i>	
4. (Begins in grade 3)	N/A
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Lessons 51, 64, 111, 131, 143

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Writing Standards (continued)	
<i>Production and Distribution of Writing (continued)</i>	
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Lessons 39, 143, 144 (Tuck-In)
<i>Research to Build and Present Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Lesson 67
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Lessons 10, 42, 67, 76, 113 <i>Meet the Superkids On-Level Library: Unit 13</i>
9. (Begins in grade 4)	N/A
<i>Range of Writing</i>	
10. (Begins in grade 3)	N/A
Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Lasting Lesson discussions in Lessons 4, 16, 22, 25, 36, 38, 47, 53, 58, 63, 71, 79, 84, 87, 94, 99, 106, 108, 115, 119, 126, 130, 137, 145 Speaking and Listening Tuck-Ins in Lessons 6, 14, 17, 32, 65, 129, 137 <i>Super Smart: Informational Text Read-Alouds (multimedia)</i> Superkids Library Books

*Lessons 1–85 are in *Meet the Superkids Teacher's Guides*. Lessons 86–145 are in *Superkids' Club Teacher's Guides*.

**Correlation of the Superkids Kindergarten Levels,
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Massachusetts Curriculum Frameworks for Kindergarten	<i>Meet the Superkids and Superkids' Club</i> Lessons* and Program Materials
Speaking and Listening Standards (continued)	
<i>Comprehension and Collaboration (continued)</i>	
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	<p>Discussion of Read-Aloud Texts in Lessons 8, 10, 16, 22, 29, 36, 42, 48, 54, 61, 67, 73, 79, 83</p> <p>Discussions of suggested Read-Aloud Books, <i>Super Smart: Informational Text Read-Alouds</i> (multimedia), Superkids Library Books, recorded readings and songs on CD, and Character Song Animations (online)</p> <p><i>Superkids Skill-Building Book</i>, pp. 161–162, 165–166, 170, 172–174, 177–180</p> <p><i>Daily Read-Aloud Routine</i> card</p>
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<p>Lessons 8, 16, 22, 29, 36, 40, 42, 48, 52, 54, 59, 61, 64, 67, 72, 73, 77, 79, 83, 85, 89, 93, 98, 103–104, 109–110, 114, 118, 123, 124, 125, 135–136, 140</p> <p>Guide listening and comprehension in <i>Super Smart: Informational Text Read-Alouds</i> (multimedia)</p> <p>Guide reading as needed and Discuss the book after reading it for Superkids Library Books</p> <p><i>Superkids Skill-Building Book</i>, pp. 166–167</p>
<i>Presentation of Knowledge and Ideas</i>	
4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p>Unit concept discussions in Lessons 2, 4, 10, 17, 23, 24, 28, 30, 37, 38, 43, 55, 62, 68, 74, 86, 91, 96, 101, 107, 112, 116, 120, 132</p> <p>Building-background discussions in Lessons 8, 16, 22, 29, 36, 40, 42, 48, 52, 54, 59, 61, 64, 67, 72, 73, 77, 79, 83, 85, 89, 93, 98, 103–104, 109–110, 114, 118, 123, 124, 125, 135–136, 140</p> <p><i>Super Smart: Informational Text Read-Alouds</i> (multimedia)</p> <p><i>Superkids' Club Easy Library: Unit 7</i> <i>Superkids' Club On-Level Library: Units 2, 8, 9</i> <i>Superkids Skill-Building Book</i>, pp. 128–129, 215</p>

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Speaking and Listening Standards (continued)	
<i>Presentation of Knowledge and Ideas (continued)</i>	
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Sharing about pictures and writing in Lessons 4, 8, 14, 16, 18, 24, 36, 39, 40, 42, 44, 46, 51, 61, 64, 66, 67, 72, 76, 77, 79, 83, 90, 94, 99, 100, 105, 111, 123, 126, 131, 134, 137, 143 <i>Superkids' Club</i> Easy Library: Unit 7 <i>Superkids' Club</i> On-Level Library: Units 2, 8, 9
6. Speak audibly and express thoughts, feelings, and ideas clearly.	Sharing about writing in Lessons 4, 8, 14, 16, 24, 36, 40, 44, 46, 51, 66, 67, 72, 73, 77, 79, 83, 90, 94, 99, 100, 105, 111, 123, 126, 131, 134, 137, 143 Lasting Lesson discussions in Lessons 4, 16, 22, 25, 36, 38, 47, 53, 58, 63, 71, 79, 84, 87, 94, 99, 106, 108, 115, 119, 126, 130, 137, 145 Speaking and Listening Tuck-Ins in Lessons 6, 14, 17, 32, 65, 129, 137 <i>Super Smart</i> : Informational Text Read-Alouds (multimedia) Superkids Library Books
Language Standards	
<i>Conventions of Standard English</i>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities.	Daily Handwriting Routines Lessons 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 24, 25, 26, 27, 29, 31, 32, 34, 35, 38, 39, 40, 41, 42, 44, 45, 46, 47, 50, 51, 52, 53, 56, 57, 58, 59, 60, 63, 64, 65, 67, 69, 70, 72, 73, 75, 76, 77, 79, 80, 81, 82, 83, 84, 85, 87, 88, 90, 91, 92, 94, 95, 97, 102, 105, 106, 107, 112, 113, 115, 117, 119, 121, 122, 123, 126, 127, 128, 131, 132, 133, 134, 138, 139, 140, 142, 143, 144, 145 Expressive Activities in <i>Superkids' Club</i> Challenging Library <i>Superkids Skill-Building Book</i> , pp. 45–51, 127, 192–193, 206–209, 212–213, 236–237 <i>Superkids Guide to Forming Manuscript Letters</i>

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Massachusetts Curriculum Frameworks for Kindergarten	<i>Meet the Superkids and Superkids' Club</i> Lessons* and Program Materials
Language Standards (continued)	
<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 the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Daily Dictation Routines</p> <p>Lessons 7, 10, 12, 13, 14, 18, 19, 20, 21, 26, 27, 32, 34, 35, 39, 41, 44, 45, 46, 47, 50, 51, 52, 53, 54, 56, 57, 58, 60, 63, 65, 69, 70, 76, 81, 84, 87, 88, 90, 92, 95, 97, 102, 105, 106, 107, 115, 117, 119, 122, 128, 129, 131, 133, 134, 137, 139, 142, 143, 145</p> <p><i>Superkids Skill-Building Book</i>, pp. 185–188, 220–223, 227–230</p>
<i>Knowledge of Language</i>	
3. (Begins in grade 2)	N/A
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re- un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>Lessons 48, 67, 88, 99, 109-110, 124, 132, 135-136, 139, 140</p> <p><i>Super Smart: Informational Text Read-Alouds (multimedia)</i></p> <p><i>Meet the Superkids On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</i></p> <p><i>Superkids' Club Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i></p> <p><i>Superkids' Club On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</i></p> <p><i>Superkids Skill-Building Book</i>, pp. 80–83, 140–141</p>

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Massachusetts Curriculum Frameworks for Kindergarten	<i>Meet the Superkids and Superkids' Club</i> Lessons* and Program Materials
Language Standards (continued)	
<i>Vocabulary Acquisition and Use (continued)</i>	
<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>Lessons 2, 4, 5, 9, 10, 17, 23, 24, 25, 27, 30, 31, 37, 43, 49, 55, 62, 68, 74, 76, 86, 88, 91, 94, 105, 107, 108, 115, 119, 126</p> <p><i>Meet the Superkids</i> On-Level Library: Unit 11</p> <p><i>Superkids' Club</i> Easy Library: Units 2, 5, 8, 10</p> <p><i>Superkids' Club</i> On-Level Library: Unit 5</p> <p><i>Superkids Skill-Building Book</i>, pp. 123–126, 135–141</p>
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Lessons 1, 2, 3, 7, 8, 9, 10, 13, 16, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 34, 35, 36, 37, 40, 41, 42, 43, 47, 48, 49, 52, 53, 54, 55, 61, 62, 65, 67, 68, 71, 73, 74, 76, 79, 80, 81, 83, 84, 85, 86, 88, 89, 90, 91, 93, 94, 97, 98, 99, 100, 101, 103-104, 108, 109-110, 112, 114, 115, 116, 117, 118, 120, 122, 123, 124, 125, 126, 127, 129, 130, 132, 134, 135-136, 137, 139, 140, 141</p> <p><i>Super Smart: Informational Text</i> Read-Alouds (multimedia)</p> <p><i>Meet the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13</p> <p><i>Superkids' Club</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids' Club</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids Skill-Building Book</i>, pp. 123–126</p> <p><i>Daily Read-Aloud Routine</i> card</p> <p>Texts for instruction include Read-Aloud Stories in <i>Meet the Superkids</i> Teacher's Guides, Student Book Stories, <i>Super Smart: Informational Text</i> Read-Alouds (multimedia), <i>Superkids</i> Library Books, and suggested Read-Aloud Books.</p>

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