

**English Textbook and Instructional Materials Correlation to the
Grade 1 South Carolina College- and Career-Ready Standards and Indicators for English Language Arts**

Publisher Information

	<p>Text: Superkids Reading Program, First Grade</p> <p><u>First Semester: <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><u>Second Semester: <i>More Adventures of the Superkids</i></u> Teacher’s Guides, Units 9–16 (one guide per unit)</p> <p><u>Used Throughout First Grade</u> <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
<p>Publisher: Zaner-Bloser, Inc.</p>	
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Grade 1 South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
Inquiry-Based Literacy Standards (I)	
<u>Principles of Reading</u>	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Translate “wonderings” into questions that lead to group conversations, explorations, and investigations.	Teacher’s Guide, Review Unit: 14–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 89, 133–134, 150–152, 161 Teacher’s Guide, Unit 1: 20–22, 27, 29, 35, 37–39, 44, 47–52, 61–62, 71–73, 78–79, 84–85, 88–90, 98 Teacher’s Guide, Unit 2: 9, 19–21, 26–27, 33–37, 45–51, 60–61, 70–71, 77, 82, 84–88, 95–96 Teacher’s Guide, Unit 3: 17–19, 30, 32–34, 41–48, 67–70, 77, 83, 86–89, 95 Teacher’s Guide, Unit 4: 9, 17–20, 27, 32, 33–36, 43–52, 71–74, 80, 86, 88–91, 98 Teacher’s Guide, Unit 5: 21–23, 31, 36, 38–40, 48–49, 50–55, 64, 74–76, 82, 84, 89, 93–95, 102 Teacher’s Guide, Unit 6: 9, 20–23, 31–32, 37, 39, 40–41, 48–55, 75–78, 90, 93–96, 101–102 Teacher’s Guide, Unit 7: 8, 18–20, 28, 35–37, 45–53, 65, 75–78, 87, 92, 95–98, 104–106

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	<p>Teacher’s Guide, Unit 8: 8–9, 18–21, 26–27, 34, 36–38, 46–53, 2, 71–73, 80, 86, 89–91, 98</p> <p>Teacher’s Guide, Unit 9: 9, 19–24, 30, 35, 38–40, 48–54, 63, 73–76, 90–91, 94–96, 101–104, 110, 163–167</p> <p>Teacher’s Guide, Unit 10: 10, 21–23, 31, 39–41, 47, 49–56, 65, 75–79, 86, 91, 93–97, 104–105</p> <p>Teacher’s Guide, Unit 11: 9, 19–23, 29, 36, 38–40, 48–55, 65, 76–80, 85–87, 93, 97–99, 106–107</p> <p>Teacher’s Guide, Unit 12: 9, 21–24, 32–33, 39, 41–43, 46, 49–56, 66, 79–82, 88–89, 93, 95, 98–101, 108–109</p> <p>Teacher’s Guide, Unit 13: 9, 19–22, 29, 35–38, 39, 47–55, 64–65, 74–78, 86, 92, 95–98, 105–106</p> <p>Teacher’s Guide, Unit 14: 9, 22–27, 34–35, 41, 43–45, 52–63, 73, 84–87, 94, 101, 104–107, 114</p> <p>Teacher’s Guide, Unit 15: 17–20, 28, 35, 37–39, 47–55, 64, 74–77, 83–84, 91, 94–97, 104</p> <p>Teacher’s Guide, Unit 16: 10, 22–25, 32–33, 41, 44–47, 53–60, 70, 81–85, 92–93, 99, 102–106, 111–113</p> <p><i>Superkids Skill-Building Book:</i> 161–174, 178, 180</p>

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Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.	
2.1 Engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.	Teacher’s Guide, Review Unit: 37, 89, 103, 111 Teacher’s Guide, Unit 3: 25 Teacher’s Guide, Unit 4: 18, 52, 74 Teacher’s Guide, Unit 5: 50, 76, 91, 94–95 Teacher’s Guide, Unit 6: 21, 50, 84, 91, 94, 96 Teacher’s Guide, Unit 7: 20, 48, 93 Teacher’s Guide, Unit 8: 48, 53, 87 Teacher’s Guide, Unit 9: 50, 52, 91, 96 Teacher’s Guide, Unit 10: 51, 56, 92, 94, 96–97 Teacher’s Guide, Unit 11: 50, 55, 94 Teacher’s Guide, Unit 12: 24, 52, 96, 100 Teacher’s Guide, Unit 13: 22, 49, 51, 53–55, 78, 93–94, 98 Teacher’s Guide, Units 14: 26, 57, 62–63, 87, 102, 107 Teacher’s Guide, Units 15: 18, 20, 49–50, 55, 77, 92 Teacher’s Guide, Units 16: 56, 60, 85, 101, 106

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.	
3.1 Develop a plan of action for collecting relevant information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.	Teacher’s Guide, Unit 2: 21–22, 29–30, 38–39, 52, 63–64, 78–79 Teacher’s Guide, Unit 5: 13–14, 24–25, 32–33 Teacher’s Guide, Unit 6: 12–13, 24–25, 33–34, 56, 68–69 Teacher’s Guide, Unit 7: 21–22 Teacher’s Guide, Unit 8: 21–22, 65 Teacher’s Guide, Unit 10: 32–33, 103 Teacher’s Guide, Unit 12: 13–15, 72, 82–83 Teacher’s Guide, Unit 14: 98 Teacher’s Guide, Unit 15: 21–23, 30–31 Teacher’s Guide, Unit 16: 15, 38, 48, 62
3.2 Select the most important information, revise ideas, and record and communicate findings.	Teacher’s Guide, Unit 2: 52, 63–64, 78–79 Teacher’s Guide, Unit 5: 13–14, 24–25, 32–33 Teacher’s Guide, Unit 6: 12–13, 24–25, 33–34, 56, 68–69 Teacher’s Guide, Unit 7: 21–22 Teacher’s Guide, Unit 8: 21–22, 65 Teacher’s Guide, Unit 10: 32–33, 103 Teacher’s Guide, Unit 12: 13–15, 72, 82–83 Teacher’s Guide, Unit 15: 21–23, 30–31

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 Draw conclusions from relationships and patterns discovered during the inquiry process.	Teacher’s Guide, Unit 1: 98 Teacher’s Guide, Unit 2: 78–79, 96–97 Teacher’s Guide, Unit 3: 97 Teacher’s Guide, Unit 4: 100 Teacher’s Guide, Unit 5: 104 Teacher’s Guide, Unit 6: 33–34, 69, 104 Teacher’s Guide, Unit 7: 11–12, 106 Teacher’s Guide, Unit 8: 100 Teacher’s Guide, Unit 10: 105 Teacher’s Guide, Unit 11: 108 Teacher’s Guide, Unit 12: 109 Teacher’s Guide, Unit 13: 106 Teacher’s Guide, Units 16: 114
4.2 Determine appropriate tools to communicate findings.	Teacher’s Guide, Unit 2: 78–79 Teacher’s Guide, Unit 5: 24–25, 32–33 Teacher’s Guide, Unit 6: 33–34 Teacher’s Guide, Unit 8: 21–22, 65 Teacher’s Guide, Unit 12: 72, 82–83 Teacher’s Guide, Unit 15: 21–23, 30–31

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STANDARD	CORRELATION Page numbers are listed for each component.
4.3 Reflect on findings and take action.	Teacher’s Guide, Unit 3: 35, 70–71, 79–80, 89–90, 98 Teacher’s Guide, Unit 7: 11–12 Teacher’s Guide, Unit 8: 11–12, 21–22, 29–30, 39–40, 54–55, 73–74, 82–83
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 Recognize the value of individual and collective thinking.	Teacher’s Guide, Review Unit: 14–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 89, 133–134, 143–144, 150–152, 161 Teacher’s Guide, Unit 1: 20–22, 27, 29, 35, 37–39, 44, 47–52, 61–62, 71–73, 78–79, 84–85, 88–90, 98 Teacher’s Guide, Unit 2: 9, 19–21, 26–27, 33–37, 45–51, 60–61, 70–71, 77, 82, 84–88, 95–96 Teacher’s Guide, Unit 3: 17–19, 30, 32–34, 41–48, 67–70, 77, 83, 86–89, 95 Teacher’s Guide, Unit 4: 9, 17–20, 27, 32, 33–36, 43–52, 71–74, 80, 86, 88–91, 98 Teacher’s Guide, Unit 5: 21–23, 31, 36, 38–40, 48–49, 50–55, 64, 74–76, 82, 84, 89, 93–95, 102 Teacher’s Guide, Unit 6: 9, 20–23, 31–32, 37, 39, 40–41, 48–55, 75–78, 90, 93–96, 101–102 Teacher’s Guide, Unit 7: 8, 18–20, 28, 35–37, 45–53, 65, 75–78, 87, 92, 95–98, 104–106

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STANDARD	CORRELATION Page numbers are listed for each component.
5.2 Monitor and assess learning to guide inquiry.	Teacher’s Guide, Unit 2: 21–22, 29–30, 38–39, 52, 63–64, 78–79 Teacher’s Guide, Unit 5: 13–14, 24–25, 32–33 Teacher’s Guide, Unit 6: 12–13, 24–25, 33–34, 56, 68–69 Teacher’s Guide, Unit 7: 21–22 Teacher’s Guide, Unit 8: 21–22, 65 Teacher’s Guide, Unit 10: 32–33, 103 Teacher’s Guide, Unit 12: 13–15, 72, 82–83 Teacher’s Guide, Unit 14: 98 Teacher’s Guide, Unit 15: 21–23, 30–31 Teacher’s Guide, Unit 16: 15, 38, 48, 62
5.3 Articulate the thinking process.	Teacher’s Guide, Review Unit: 81, 134 Teacher’s Guide, Unit 2: 71 Teacher’s Guide, Unit 3: 18, 33 Teacher’s Guide, Unit 4: 18, 34, 47 Teacher’s Guide, Unit 5: 21, 76 Teacher’s Guide, Unit 6: 22, 39–42, 75 Teacher’s Guide, Unit 7: 19, 35, 95–97 Teacher’s Guide, Unit 8: 72, 91 Teacher’s Guide, Unit 9: 20–22, 74 Teacher’s Guide, Unit 10: 40, 78, 95 Teacher’s Guide, Unit 11: 19, 77–78 Teacher’s Guide, Unit 12: 42–43, 80, 101

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	<p>Teacher’s Guide, Units 15: 18–19, 54, 94 Teacher’s Guide, Units 16: 105</p>
<p><u>Fundamentals of Reading</u></p> <ul style="list-style-type: none"> • Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text. • Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting. • Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing. • Use metacognition to monitor meaning and adjust strategies while reading. • Notice and analyze the style and techniques authors use to help readers construct meaning. 	

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Reading – Literary Text (RL)	
<i>Principles of Reading</i>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Recognize the distinguishing features of a sentence.	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 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

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	<i>Superkids Skill-Building Book: 37, 220–223, 227–230</i>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowels 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 <i>Superkids Skill-Building Book: 21–23</i>
2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	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>

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STANDARD	CORRELATION Page numbers are listed for each component.
2.3 Isolate and pronounce initial, medial, and final sounds in spoken single-syllable words.	<p>Teacher’s Guide, Review Unit: 11, 22–25, 29, 31–33, 35, 43, 51, 54–55, 67–68, 76–78, 86–87, 170</p> <p>Teacher’s Guide, Unit 1: 6–7, 14, 16, 59–60, 93</p> <p>Teacher’s Guide, Unit 2: 6–7, 13, 58, 65</p> <p>Teacher’s Guide, Unit 3: 6–7, 12, 75, 81, 91</p> <p>Teacher’s Guide, Unit 4: 13, 59–60</p> <p>Teacher’s Guide, Unit 7: 6–8</p> <p>Teacher’s Guide, Unit 10: 6–8, 17–18</p> <p>Teacher’s Guide, Unit 12: 6–7, 64, 73</p> <p>Teacher’s Guide, Unit 13: 6–7, 14, 42, 62–63, 83–84</p> <p>Teacher’s Guide, Unit 14: 6–8, 70–71, 89</p> <p>Teacher’s Guide, Unit 15: 6–7, 62–63</p> <p>Teacher’s Guide, Unit 16: 6–8, 68–70</p> <p><i>Superkids Skill-Building Book:</i> 21–24, 30–32</p>
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	<p>Teacher’s Guide, Review Unit: 74, 155, 170</p> <p>Teacher’s Guide, Unit 1: 14, 66</p> <p>Teacher’s Guide, Unit 2: 31, 91</p> <p>Teacher’s Guide, Unit 6: 70</p> <p>Teacher’s Guide, Unit 7: 23, 56</p> <p>Teacher’s Guide, Unit 15: 42, 80</p> <p><i>Superkids Skill-Building Book:</i> 26</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	<p>Teacher’s Guide, Review Unit: 12, 29, 68–69 Teacher’s Guide, Unit 1: 6–7, 9–11, 14, 16, 18, 24, 26, 35–36, 41, 43–44, 47, 54, 59–62, 66, 68–70, 77–78, 84, 87, 93, 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 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</p> <p><i>Superkids Skill-Building Book:</i> 25–29, 55–58, 63–64, 72, 74–76</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	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 <i>Superkids Skill-Building Book:</i> 94–95, 101–102
3.3 Read a two-syllable word by breaking the word into syllables.	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 Teacher’s Guide, Unit 14: 70–72, 74, 79, 81–83, 89, 93, 99, 103–104, 114, 119

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	<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>
3.4 Use final-e and common vowel team conventions to read words with long vowel sounds.	<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:</i> 63–64, 66–67, 70</p>

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3.5 Read words with inflectional endings.	<p>Teacher’s Guide, Unit 3: 28, 50 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 Teacher’s Guide, Unit 5: 6–10, 15, 17, 19, 28, 36, 45, 62–63, 65, 71, 72, 81, 89, 100, 107 Teacher’s Guide, Unit 6: 6 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 Teacher’s Guide, Unit 8: 6, 77–78, 96 Teacher’s Guide, Unit 9: 92 Teacher’s Guide, Unit 11: 95 Teacher’s Guide, Unit 12: 59, 66, 77, 95, 97, 114 Teacher’s Guide, Unit 15: 16, 64, 71–73, 92 Teacher’s Guide, Unit 16: 20</p> <p><i>Superkids Skill-Building Book:</i> 80–84, 101–102</p> <p>Superkids Online Games for First Grade: <i>Odd Animal</i></p>
3.6 Recognize and read grade-appropriate irregularly spelled words.	<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 Teacher’s Guide, Unit 1: 17–18, 28, 35, 69, 77–78, 87</p>

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	<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> <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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts with purpose and understanding.	<p>Teacher’s Guide, Review Unit: 47–49, 57–59, 71–72, 80–82, 89, 93, 124–125, 132–134, 140, 149–152, 159</p> <p>Teacher’s Guide, Unit 1: 9–10, 19–22, 28, 36, 38, 61–62, 70</p> <p>Teacher’s Guide, Unit 2: 10–11, 18, 26–27, 34, 44, 60–62, 69, 76–77</p> <p>Teacher’s Guide, Unit 3: 8–9, 16–17, 24, 31, 33, 57–59, 66–70, 76</p> <p>Teacher’s Guide, Unit 4: 9–10, 16–20, 33–36, 42, 62–63, 70–74</p> <p>Teacher’s Guide, Unit 5: 10–11, 20–23, 30, 65–66, 73–76, 83</p> <p>Teacher’s Guide, Unit 6: 10–11, 19–23, 30, 38–39, 41, 47, 66, 74–77, 83</p>

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	<p>Teacher’s Guide, Unit 7: 9–10, 17–20, 27, 34–36, 45, 65–66, 74–78</p> <p>Teacher’s Guide, Unit 8: 9, 17–21, 35–37, 45, 62–64, 70–72</p> <p>Teacher’s Guide, Unit 9: 10–11, 18–24, 29, 64–65, 72, 83</p> <p>Teacher’s Guide, Unit 10: 11–12, 20, 30, 38–41, 47, 48, 66–67, 74–79, 85</p> <p>Teacher’s Guide, Unit 11: 10–11, 18–23, 28–29, 40, 47, 49, 66–67, 75–79, 85–86</p> <p>Teacher’s Guide, Unit 12: 10–11, 20–24, 31–32, 40, 43, 49, 67–68, 78–81, 87–88</p> <p>Teacher’s Guide, Unit 13: 10–11, 18–22, 28, 36, 39, 46, 48, 65–66, 73–78, 85</p> <p>Teacher’s Guide, Unit 14: 11–12, 21–26, 33–34, 42–44, 54–56, 74–75, 83–87, 93</p> <p>Teacher’s Guide, Unit 15: 9–10, 16–21, 27–28, 36–37, 46–47, 65–66, 73–77, 83–84</p> <p>Teacher’s Guide, Unit 16: 11–12, 21–25, 31, 41, 43, 46–47, 55, 71–72, 80–84, 91</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<p>Teacher’s Guide, Review Unit: 49, 59, 71–72, 80–82, 88–89, 124–125, 132–134, 140, 145, 149–152, 159</p> <p>Teacher’s Guide, Unit 1: 10–11, 61–63, 70–73, 78</p> <p>Teacher’s Guide, Unit 2: 10–11, 18, 27, 34, 37, 62, 69, 76–77</p> <p>Teacher’s Guide, Unit 3: 8–10, 17, 24, 31, 59, 66–70, 76</p> <p>Teacher’s Guide, Unit 4: 10, 16–20, 26, 33–36, 62–63, 71–73, 79–80</p> <p>Teacher’s Guide, Unit 5: 10–11, 20–23, 30, 65–66, 73–76, 83</p> <p>Teacher’s Guide, Unit 6: 10–11, 19–23, 26, 30, 38–39, 41, 66–67, 74–77, 83</p> <p>Teacher’s Guide, Unit 7: 9–10, 17–20, 27, 34–36, 66–67, 74–78, 86</p> <p>Teacher’s Guide, Unit 8: 9–10, 17–21, 26, 35, 38, 45, 62–64, 70–72, 79–80</p> <p>Teacher’s Guide, Unit 9: 10–11, 18–23, 29, 64–65, 72, 83</p> <p>Teacher’s Guide, Unit 10: 11–12, 20, 30, 38–41, 48, 66–67, 74–79, 85, 107</p> <p>Teacher’s Guide, Unit 11: 10–11, 18–23, 28–29, 37, 40, 47, 66–67, 75–79, 85–86</p> <p>Teacher’s Guide, Unit 12: 10–11, 20–24, 31–32, 40–42, 49, 67–68, 78–81, 84, 87–88, 113</p> <p>Teacher’s Guide, Unit 13: 10–11, 18–22, 28, 39, 42, 46, 65–66, 73–78, 85, 108</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 14: 11–12, 17, 21–26, 33–34, 42–44, 52–53, 56, 74–75, 83–87, 93</p> <p>Teacher’s Guide, Unit 15: 9–10, 16–21, 27–28, 36–37, 46–47, 65–66, 73–77, 83–84, 106</p> <p>Teacher’s Guide, Unit 16: 11–12, 21–25, 31, 43, 45–46, 55, 71–72, 80–84, 91, 107, 116</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p>
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<p>Teacher’s Guide, Review Unit: 36, 47–48, 133–134</p> <p>Teacher’s Guide, Unit 1: 21</p> <p>Teacher’s Guide, Unit 9: 43</p> <p>Teacher’s Guide, Unit 11: 77</p> <p>Teacher’s Guide, Unit 16: 23</p> <p><i>Superkids Skill-Building Book:</i> 148–149, 167–168</p> <p>Superkids Online Games for First Grade: <i>Tug of War</i></p> <p>Superkids Online Games for First Grade: <i>Oswald Paints</i></p>

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<i>Meaning and Context</i>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	Teacher’s Guide, Review Unit: 14–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 89, 133–134, 150–152, 161 Teacher’s Guide, Unit 1: 20–22, 27, 29, 35, 38, 44, 47, 61–62, 71–73, 78–79, 84–85 Teacher’s Guide, Unit 2: 9, 19–21, 26–27, 33–35, 37, 45–46, 60–61, 70–71, 77, 82 Teacher’s Guide, Unit 3: 17–19, 30, 33, 41–42, 67–70, 77, 83, 86 Teacher’s Guide, Unit 4: 9, 17–20, 27, 32, 33–36, 43–44, 71–74, 80, 86, 88 Teacher’s Guide, Unit 5: 21–23, 31, 36, 64, 74–76, 82, 84, 89 Teacher’s Guide, Unit 6: 9, 20–23, 31–32, 37, 39, 41, 48, 75–78, 90 Teacher’s Guide, Unit 7: 8, 18–20, 28, 35–36, 45–47, 65, 75–78, 87, 92 Teacher’s Guide, Unit 8: 8–9, 18–21, 26–27, 34, 38, 47, 62, 71–73, 80, 86

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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> <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>Superkids Skill-Building Book: 161–165, 169–174, 180</p>
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<p>Teacher’s Guide, Review Unit: 82</p> <p>Teacher’s Guide, Unit 3: 68</p> <p>Teacher’s Guide, Unit 4: 72</p> <p>Teacher’s Guide, Unit 5: 22–23, 74–75</p> <p>Teacher’s Guide, Unit 6: 22, 73, 76</p> <p>Teacher’s Guide, Unit 7: 19–20, 76</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	Teacher’s Guide, Unit 10: 21, 74, 77–78 Teacher’s Guide, Unit 11: 20, 22–23 Teacher’s Guide, Unit 12: 23, 77, 79 Teacher’s Guide, Units 14: 85 Teacher’s Guide, Units 16: 22, 84 <i>Superkids Skill-Building Book:</i> 161–163
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Describe the relationship between the illustrations and the characters, setting, or events.	Teacher’s Guide, Review Unit: 13–15, 25–26, 36–37, 47–48, 57–58, 70, 81–82, 133–134, 150–152, 160–161 Teacher’s Guide, Unit 1: 20–22, 71–73, 79, 85 Teacher’s Guide, Unit 2: 9, 19–21, 27, 35, 37, 45–46, 60–61, 70–71, 77 Teacher’s Guide, Unit 3: 17–19, 33, 41–42, 67–70 Teacher’s Guide, Unit 4: 9, 17–20, 32, 34–36, 43–44, 71–74 Teacher’s Guide, Unit 5: 21–23, 36, 64, 74–76, 84 Teacher’s Guide, Unit 6: 20–23, 39, 41, 75–78, 84 Teacher’s Guide, Unit 7: 18–20, 35–36, 65, 75–78 Teacher’s Guide, Unit 8: 8–9, 18–21, 27, 38, 47, 62, 71–73 Teacher’s Guide, Unit 9: 9, 19–24, 30, 63, 73–76

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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> <p>Teacher’s Guide, Unit 15: 17–20, 37, 47, 64, 77</p> <p>Teacher’s Guide, Unit 16: 10, 22–25, 32–33, 45–47, 70, 81–85, 92–93</p> <p>Superkids Skill-Building Book: 161, 163–165, 169–174, 180</p>
Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Retell text, including beginning, middle, and end; use key details to determine the theme in a text heard or read.	<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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 7: 28, 46–47, 87 Teacher’s Guide, Unit 8: 26, 41, 72 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>
7.2 Read or listen closely to compare and contrast familiar texts and texts in author and genre studies.	<p>Teacher’s Guide, Unit 1: 73 Teacher’s Guide, Unit 3: 25 Teacher’s Guide, Unit 4: 74 Teacher’s Guide, Unit 11: 86 Teacher’s Guide, Unit 13: 12, 78</p>

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Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 Read or listen closely to:	
a. describe characters' actions and feelings;	Teacher's Guide, Review Unit: 15, 26, 48, 57–58, 81, 90, 133–134 Teacher's Guide, Unit 1: 20, 22, 71–73, 78 Teacher's Guide, Unit 2: 19–21, 40, 71 Teacher's Guide, Unit 3: 25, 41, 69 Teacher's Guide, Unit 4: 18–19, 43, 71, 73 Teacher's Guide, Unit 5: 20–23, 31, 46, 74–76 Teacher's Guide, Unit 6: 19–23, 30–31, 76–77 Teacher's Guide, Unit 7: 20, 74–75, 77–78, 86 Teacher's Guide, Unit 8: 19–21, 71–73, 84 Teacher's Guide, Unit 9: 11, 18–24, 29, 73–76 Teacher's Guide, Unit 10: 50, 76–77, 79, 85 Teacher's Guide, Unit 11: 19, 21, 23, 77–79 Teacher's Guide, Unit 12: 21, 68, 81 Teacher's Guide, Unit 13: 12, 19–24, 28–29, 32, 36, 78, 86 Teacher's Guide, Units 14: 22, 24–27, 34–35, 85, 87 Teacher's Guide, Units 15: 17–20, 74–77, 91

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	Teacher’s Guide, Units 16: 24, 85
b. compare and contrast characters’ experiences to those of the reader;	Teacher’s Guide, Unit 5: 76 Teacher’s Guide, Unit 6: 21, 31, 84 Teacher’s Guide, Unit 7: 20 Teacher’s Guide, Unit 11: 41 Teacher’s Guide, Units 14: 25–26 Teacher’s Guide, Units 15: 18, 20 Teacher’s Guide, Units 16: 85
c. describe setting;	Teacher’s Guide, Review Unit: 14, 57, 133–134, 155 Teacher’s Guide, Unit 2: 18–20, 27, 46 Teacher’s Guide, Unit 3: 18 Teacher’s Guide, Unit 4: 17, 74 Teacher’s Guide, Unit 7: 75 Teacher’s Guide, Unit 8: 18–21, 27, 31 Teacher’s Guide, Unit 9: 20, 73 Teacher’s Guide, Unit 10: 21, 49 Teacher’s Guide, Unit 11: 19–20, 29, 43 Teacher’s Guide, Unit 13: 12–13, 23–24, 41, 56, 68, 79, 88 Teacher’s Guide, Units 15: 19, 75 Teacher’s Guide, Units 16: 82

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d. identify the plot including problem and solution; and	Teacher’s Guide, Review Unit: 58 Teacher’s Guide, Unit 1: 20–21, 29 Teacher’s Guide, Unit 2: 19, 21 Teacher’s Guide, Unit 3: 68–69, 77 Teacher’s Guide, Unit 4: 20, 71–73, 80–81 Teacher’s Guide, Unit 5: 76 Teacher’s Guide, Unit 6: 21, 23 Teacher’s Guide, Unit 7: 75, 87 Teacher’s Guide, Unit 8: 19–21 Teacher’s Guide, Unit 9: 19, 22, 30, 73–76, 83 Teacher’s Guide, Unit 11: 21, 23 Teacher’s Guide, Unit 12: 22–23 Teacher’s Guide, Unit 13: 29, 31–32, 40–41 Teacher’s Guide, Units 14: 24, 86 Teacher’s Guide, Units 16: 22–25, 32
e. describe cause and effect relationships.	Teacher’s Guide, Review Unit: 26, 48, 82, 132, 134, 140 Teacher’s Guide, Unit 1: 70–72, 75, 79, 82 Teacher’s Guide, Unit 4: 18 Teacher’s Guide, Unit 5: 22, 74–76, 83–84 Teacher’s Guide, Unit 7: 78 Teacher’s Guide, Unit 8: 71–72, 80 Teacher’s Guide, Unit 10: 76, 78–79 Teacher’s Guide, Unit 11: 20–21, 77, 79

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	Teacher’s Guide, Unit 12: 50, 78–82, 88–89, 93, 98 Teacher’s Guide, Units 14: 84
<u>Language, Craft, and Structure</u>	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 Identify the literary devices of rhythm, repetitive language, and simile and sound devices of rhyme, onomatopoeia, and alliteration; explain how the author uses each.	Teacher’s Guide, Review Unit: 81, 130 Teacher’s Guide, Unit 1: 61–62, 93 Teacher’s Guide, Unit 2: 91 Teacher’s Guide, Unit 3: 8, 10, 16–17, 24, 36, 94 Teacher’s Guide, Unit 6: 9, 11, 75–76, 78 Teacher’s Guide, Unit 7: 8, 10, 36, 72 Teacher’s Guide, Unit 9: 21 Teacher’s Guide, Unit 10: 10 Teacher’s Guide, Unit 14: 14, 95 Teacher’s Guide, Unit 16: 70, 94–95
9.2 Identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	Teacher’s Guide, Unit 5: 105–106 Teacher’s Guide, Unit 6: 32–33 Teacher’s Guide, Unit 8: 44, 55 Teacher’s Guide, Unit 9: 21

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Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
10.1 Ask and answer questions about known and unknown words.	Teacher’s Guide, Review Unit: 13, 15, 25–26, 36, 46–48, 58, 72, 101, 133–134, 142 Teacher’s Guide, Unit 1: 11, 20–22, 31, 71,–73, 80, 96 Teacher’s Guide, Unit 2: 11, 20–21, 37, 62–63, 70, 78, 97 Teacher’s Guide, Unit 3: 10, 17–18, 59–60, 68, 70, 97 Teacher’s Guide, Unit 4: 11, 17–18, 34–36, 63–64, 71–73, 100 Teacher’s Guide, Unit 5: 12, 21–23, 66, 104–105 Teacher’s Guide, Unit 6: 11–12, 21–23, 41, 67–68, 75–78, 104–105 Teacher’s Guide, Unit 7: 10–11, 20, 35, 67–68, 76, 78, 106–107 Teacher’s Guide, Unit 8: 10–11, 19–21, 38, 64, 71–72 Teacher’s Guide, Unit 9: 11, 20–23, 65, 73–75, 105 Teacher’s Guide, Unit 10: 12–13, 21–23, 39–40, 67–68, 76, 78–79, 106

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	<p>Teacher’s Guide, Unit 11: 11, 19–20, 22, 40, 67, 78–79, 108–109</p> <p>Teacher’s Guide, Unit 12: 11–13, 21–22, 41–42, 68–70, 80, 110–111</p> <p>Teacher’s Guide, Unit 13: 11, 19, 21–22, 66–67, 74–78, 107</p> <p>Teacher’s Guide, Units 14: 12–14, 43–44, 75–76, 116–117</p> <p>Teacher’s Guide, Units 15: 10–11, 17–19, 37, 66, 74–75, 77, 105</p> <p>Teacher’s Guide, Units 16: 12–13, 23–25, 45–46, 72–73, 81, 114–115</p> <p><i>Superkids Skill-Building Book:</i> 140–143, 148–150</p>
10.2 Identify new meanings for familiar words and apply them accurately.	<p>Teacher’s Guide, Review Unit: 47, 133, 142</p> <p>Teacher’s Guide, Unit 1: 30, 96, 101</p> <p>Teacher’s Guide, Unit 3: 18</p> <p>Teacher’s Guide, Unit 7: 20</p> <p>Teacher’s Guide, Unit 14: 30, 36, 79</p> <p>Teacher’s Guide, Unit 16: 23</p>
10.3 Use inflectional endings and affixes to determine the meaning of unknown words.	<p>Teacher’s Guide, Review Unit: 107–108, 114</p> <p>Teacher’s Guide, Unit 1: 22</p> <p>Teacher’s Guide, Unit 4: 24–25, 39, 81–82, 84</p> <p>Teacher’s Guide, Unit 5: 71–73, 79, 81</p> <p>Teacher’s Guide, Unit 6: 85</p>

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	<p>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</p> <p><i>Superkids Skill-Building Book:</i> 80–93, 101–102</p>
10.4 Identify the individual words used to form a compound word.	<p>Teacher’s Guide, Unit 9: 23, 31, 33, 46–47, 56, 79, 90</p> <p><i>Superkids Skill-Building Book:</i> 96–98</p>
10.5 Use print and multimedia resources to explore word relationships and nuances in word meanings.	<p>Teacher’s Guide, Review Unit: 16, 90 Teacher’s Guide, Unit 1: 11, 63–64, 90, 98–99, 101 Teacher’s Guide, Unit 2: 9, 11, 18, 25–26, 28, 62–63, 85, 96–97 Teacher’s Guide, Unit 3: 10, 27, 59–60, 97, 99 Teacher’s Guide, Unit 4: 11, 20, 26, 45, 63–64, 73, 100 Teacher’s Guide, Unit 5: 10, 12–13, 30, 32, 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</p>

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	<p>Teacher’s Guide, Unit 8: 10–11, 28, 35, 64, 100–101 Teacher’s Guide, Unit 9: 11, 65, 85, 105, 108 Teacher’s Guide, Unit 10: 12–13, 32, 67–68, 82, 106 Teacher’s Guide, Unit 11: 11, 67, 105, 108–109, 112 Teacher’s Guide, Unit 12: 11–13, 34–36, 68–70, 110–111, 114 Teacher’s Guide, Unit 13: 11, 13, 66–67, 107 Teacher’s Guide, Unit 14: 12–14, 75–76, 91–92, 95–96, 99, 116–117 Teacher’s Guide, Unit 15: 10–11, 32, 66, 85–86, 105 Teacher’s Guide, Unit 16: 12–13, 36–37, 72–73, 114–115</p> <p><i>Superkids Skill-Building Book:</i> 125–126, 133–138, 146–147, 154</p>
10.6 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	<p>Teacher’s Guide, Review Unit: 13, 15, 25–26, 36, 46–48, 58, 72, 101, 133–134, 142 Teacher’s Guide, Unit 1: 11, 20–22, 31, 71,–73, 80, 96 Teacher’s Guide, Unit 2: 11, 20–21, 37, 62–63, 70, 78, 97 Teacher’s Guide, Unit 3: 10, 17–18, 59–60, 68, 70, 97 Teacher’s Guide, Unit 4: 11, 17–18, 34–36, 63–64, 71–73, 100 Teacher’s Guide, Unit 5: 12, 21–23, 66, 104–105</p>

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	<p>Teacher’s Guide, Unit 6: 11–12, 21–23, 41, 67–68, 75–78, 104–105</p> <p>Teacher’s Guide, Unit 7: 10–11, 20, 35, 67–68, 76, 78, 106–107</p> <p>Teacher’s Guide, Unit 8: 10–11, 19–21, 38, 64, 71–72</p> <p>Teacher’s Guide, Unit 9: 11, 20–23, 65, 73–75, 105</p> <p>Teacher’s Guide, Unit 10: 12–13, 21–23, 39–40, 67–68, 76, 78–79, 106</p> <p>Teacher’s Guide, Unit 11: 11, 19–20, 22, 40, 67, 78–79, 108–109</p> <p>Teacher’s Guide, Unit 12: 11–13, 21–22, 41–42, 68–70, 80, 110–111</p> <p>Teacher’s Guide, Unit 13: 11, 19, 21–22, 66–67, 74–78, 107</p> <p>Teacher’s Guide, Units 14: 12–14, 43–44, 75–76, 116–117</p> <p>Teacher’s Guide, Units 15: 10–11, 17–19, 37, 66, 74–75, 77, 105</p> <p>Teacher’s Guide, Units 16: 12–13, 23–25, 45–46, 72–73, 81, 114–115</p> <p><i>Superkids Skill-Building Book:</i> 140–143, 148–150</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1 Identify the author’s purpose—to explain, entertain, inform, or convince.	Teacher’s Guide, Unit 1: 45 Teacher’s Guide, Unit 6: 95–96 Teacher’s Guide, Unit 7: 53 Teacher’s Guide, Unit 8: 99 Teacher’s Guide, Unit 9: 48 Teacher’s Guide, Unit 10: 24, 97, 104, 108 Teacher’s Guide, Unit 12: 51, 56, 101, 109 Teacher’s Guide, Unit 14: 58, 63 Teacher’s Guide, Unit 15: 104 Teacher’s Guide, Unit 16: 60
11.2 Distinguish who is telling the story at various points in a text, the narrator or characters.	Teacher’s Guide, Unit 1: 20 Teacher’s Guide, Unit 2: 70 Teacher’s Guide, Unit 6: 37, 76 Teacher’s Guide, Unit 8: 62, 71 Teacher’s Guide, Unit 9: 9 Teacher’s Guide, Unit 14: 55

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Classify literary texts according to characteristics of a genre.	Teacher’s Guide, Unit 16: 34–37
12.2 Recognize how the author uses crafted text structures of recurring phrases and dialogue.	Teacher’s Guide, Review Unit: 81, 137, 145 Teacher’s Guide, Unit 2: 9–10, 61, 70 Teacher’s Guide, Unit 3: 36, 68–70 Teacher’s Guide, Unit 6: 76 Teacher’s Guide, Unit 14: 55
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
13.1 Engage in whole and small group reading with purpose and understanding.	Teacher’s Guide, Review Unit: 47–49, 57–59, 71–72, 80–82, 89, 93, 124–125, 132–134, 140, 149–152, 159 Teacher’s Guide, Unit 1: 9–10, 19–22, 28, 36, 38, 61–62, 70 Teacher’s Guide, Unit 2: 10–11, 18, 26–27, 34, 44, 60–62, 69, 76–77 Teacher’s Guide, Unit 3: 8–9, 16–17, 24, 31, 33, 57–59, 66–70, 76

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 4: 9–10, 16–20, 33–36, 42, 62–63, 70–74</p> <p>Teacher’s Guide, Unit 5: 10–11, 20–23, 30, 65–66, 73–76, 83</p> <p>Teacher’s Guide, Unit 6: 10–11, 19–23, 30, 38–39, 41, 47, 66, 74–77, 83</p> <p>Teacher’s Guide, Unit 7: 9–10, 17–20, 27, 34–36, 45, 65–66, 74–78</p> <p>Teacher’s Guide, Unit 8: 9, 17–21, 35–37, 45, 62–64, 70–72</p> <p>Teacher’s Guide, Unit 9: 10–11, 18–24, 29, 64–65, 72, 83</p> <p>Teacher’s Guide, Unit 10: 11–12, 20, 30, 38–41, 47, 48, 66–67, 74–79, 85</p> <p>Teacher’s Guide, Unit 11: 10–11, 18–23, 28–29, 40, 47, 49, 66–67, 75–79, 85–86</p> <p>Teacher’s Guide, Unit 12: 10–11, 20–24, 31–32, 40, 43, 49, 67–68, 78–81, 87–88</p> <p>Teacher’s Guide, Unit 13: 10–11, 18–22, 28, 36, 39, 46, 48, 65–66, 73–78, 85</p> <p>Teacher’s Guide, Unit 14: 11–12, 21–26, 33–34, 42–44, 54–56, 74–75, 83–87, 93</p> <p>Teacher’s Guide, Unit 15: 9–10, 16–21, 27–28, 36–37, 46–47, 65–66, 73–77, 83–84</p> <p>Teacher’s Guide, Unit 16: 11–12, 21–25, 31, 41, 43, 46–47, 55, 71–72, 80–84, 91</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<i>Superkids Skill-Building Book:</i> 112–118
13.2 Read independently for sustained periods of time to build stamina.	Teacher’s Guide, Review Unit: 49, 59, 71, 80, 88, 132, 140, 148–152 Teacher’s Guide, Unit 1: 10, 19, 62, 70, 78 Teacher’s Guide, Unit 2: 10, 18, 26, 34–35, 37, 44 Teacher’s Guide, Unit 3: 31, 33 Teacher’s Guide, Unit 4: 33–36 Teacher’s Guide, Unit 6: 38, 40 Teacher’s Guide, Unit 7: 34–36 Teacher’s Guide, Unit 8: 35, 38 Teacher’s Guide, Unit 10: 38–41 Teacher’s Guide, Unit 11: 37, 40 Teacher’s Guide, Unit 12: 40–42 Teacher’s Guide, Unit 13: 36, 39 Teacher’s Guide, Units 14: 42–44 Teacher’s Guide, Units 15: 36–37 Teacher’s Guide, Units 16: 43, 45 <i>Superkids Skill-Building Book:</i> 112–118

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Grade 1 South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>Teacher’s Guide, Review Unit: 47–49, 57–59, 71–72, 80–82, 89, 93, 124–125, 132–134, 140, 149–152, 159</p> <p>Teacher’s Guide, Unit 1: 9–10, 19–22, 28, 36, 38, 61–62, 70</p> <p>Teacher’s Guide, Unit 2: 10–11, 18, 26–27, 34, 44, 60–62, 69, 76–77</p> <p>Teacher’s Guide, Unit 3: 8–9, 16–17, 24, 31, 33, 57–59, 66–70, 76</p> <p>Teacher’s Guide, Unit 4: 9–10, 16–20, 33–36, 42, 62–63, 70–74</p> <p>Teacher’s Guide, Unit 5: 10–11, 20–23, 30, 65–66, 73–76, 83</p> <p>Teacher’s Guide, Unit 6: 10–11, 19–23, 30, 38–39, 41, 47, 66, 74–77, 83</p> <p>Teacher’s Guide, Unit 7: 9–10, 17–20, 27, 34–36, 45, 65–66, 74–78</p> <p>Teacher’s Guide, Unit 8: 9, 17–21, 35–37, 45, 62–64, 70–72</p> <p>Teacher’s Guide, Unit 9: 10–11, 18–24, 29, 64–65, 72, 83</p> <p>Teacher’s Guide, Unit 10: 11–12, 20, 30, 38–41, 47, 48, 66–67, 74–79, 85</p> <p>Teacher’s Guide, Unit 11: 10–11, 18–23, 28–29, 40, 47, 49, 66–67, 75–79, 85–86</p> <p>Teacher’s Guide, Unit 12: 10–11, 20–24, 31–32, 40, 43, 49, 67–68, 78–81, 87–88</p>

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	<p>Teacher’s Guide, Unit 13: 10–11, 18–22, 28, 36, 39, 46, 48, 65–66, 73–78, 85</p> <p>Teacher’s Guide, Unit 14: 11–12, 21–26, 33–34, 42–44, 54–56, 74–75, 83–87, 93</p> <p>Teacher’s Guide, Unit 15: 9–10, 16–21, 27–28, 36–37, 46–47, 65–66, 73–77, 83–84</p> <p>Teacher’s Guide, Unit 16: 11–12, 21–25, 31, 41, 43, 46–47, 55, 71–72, 80–84, 91</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p>
Reading – Informational Text (RI)	
<i>Principles of Reading</i>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Recognize the distinguishing features of a sentence.	<p>Teacher’s Guide, Review Unit: 44, 49–51, 83, 95, 104, 114, 119, 123, 125–126, 129, 130–131, 137, 168–169</p> <p>Teacher’s Guide, Unit 1: 9, 11, 22, 52, 99–100</p> <p>Teacher’s Guide, Unit 2: 9, 22–23, 33, 40, 97</p> <p>Teacher’s Guide, Unit 3: 98</p> <p>Teacher’s Guide, Unit 4: 53, 62</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>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</p> <p><i>Superkids Skill-Building Book:</i> 37, 220–223, 227–230</p>
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Distinguish long from short vowel sounds in spoken single-syllable words.	<p>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</p> <p><i>Superkids Skill-Building Book:</i> 21–23</p>

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2.2 Orally produce single-syllable words by blending sounds, including consonant blends in spoken words.	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:</i> 25–29
2.3 Isolate and pronounce initial, medial, and final sounds 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 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

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STANDARD	CORRELATION Page numbers are listed for each component.
2.4 Segment spoken single-syllable words into their complete sequence of individual sounds.	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
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Demonstrate the sound correspondences for common consonant blends and digraphs.	Teacher’s Guide, Review Unit: 12, 29, 68–69 Teacher’s Guide, Unit 1: 6–7, 9–11, 14, 16, 18, 24, 26, 35–36, 41, 43–44, 47, 54, 59–62, 66, 68–70, 77–78, 84, 87, 93, 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 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

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	<p>Teacher’s Guide, Unit 12: 6, 16 Teacher’s Guide, Unit 13: 14, 25</p> <p><i>Superkids Skill-Building Book:</i> 25–29, 55–58, 63–64, 72, 74–76</p>
3.2 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words.	<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>
3.3 Read a two-syllable word by breaking the word 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</p>

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	<p>Teacher’s Guide, Unit 10: 6–11, 15, 17, 19–20, 28, 30, 36–41, 46, 48, 62, 64, 66, 84, 91–93, 101</p> <p>Teacher’s Guide, Unit 11: 62–64, 66, 71, 73–75, 84–85, 91, 93–94–96, 102, 104, 106</p> <p>Teacher’s Guide, Unit 12: 6, 18, 29–30, 39, 48, 64, 86, 97, 114</p> <p>Teacher’s Guide, Unit 13: 6, 10, 33, 90, 94, 101</p> <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>
3.4 Use final -e and common vowel team conventions to read words with long vowel sounds.	<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>

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	<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:</i> 63–64, 66–67, 70</p>
3. 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>

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	<p>Teacher’s Guide, Unit 16: 20</p> <p><i>Superkids Skill-Building Book:</i> 80–84, 101–102</p> <p>Superkids Online Games for First Grade: <i>Odd Animal</i></p>
3.6 Recognize and read grade-appropriate irregularly spelled words.	<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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	<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></p> <p>Superkids Online Games for First Grade: <i>A Superkids Story</i></p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read grade-level texts with purpose and understanding.	<p>Teacher’s Guide, Review Unit: 100–103, 110</p> <p>Teacher’s Guide, Unit 1: 36–37, 39, 88–90, 97</p> <p>Teacher’s Guide, Unit 2: 34, 44, 85–88</p> <p>Teacher’s Guide, Unit 3: 31–32, 34, 85–89</p>

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Text: Superkids Reading Program, First Grade

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 4: 88–91, 98 Teacher’s Guide, Unit 5: 37–40, 47, 92–95, 102 Teacher’s Guide, Unit 6: 38, 40, 47, 92–95, 102 Teacher’s Guide, Unit 7: 34, 37, 45, 94–97 Teacher’s Guide, Unit 8: 35–37, 45, 89–91 Teacher’s Guide, Unit 9: 37, 47, 93, 103 Teacher’s Guide, Unit 10: 93–96, 103 Teacher’s Guide, Unit 11: 37–39, 47–49, 96–99, 106 Teacher’s Guide, Unit 12: 40, 43, 49, 98–101, 108 Teacher’s Guide, Unit 13: 36–38, 46–47, 95–98, 105 Teacher’s Guide, Unit 14: 42, 45, 54–56, 104–107, 114 Teacher’s Guide, Unit 15: 36, 38–39, 46–48, 93–96, 103 Teacher’s Guide, Unit 16: 43–45, 102–105, 112–113</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p>
4.2 Read grade-level texts orally with accuracy, appropriate rate, and expression on successive readings.	<p>Teacher’s Guide, Review Unit: 100–103, 110 Teacher’s Guide, Unit 1: 36–37, 39, 87, 97 Teacher’s Guide, Unit 2: 34, 36, 95 Teacher’s Guide, Unit 3: 31–32, 34, 86–89, 95 Teacher’s Guide, Unit 4: 89–91, 98 Teacher’s Guide, Unit 5: 37–40, 93–95, 102 Teacher’s Guide, Unit 6: 47–48, 92–95, 102</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 7: 45, 47, 95–97, 104 Teacher’s Guide, Unit 8: 45–47, 89–91, 98 Teacher’s Guide, Unit 9: 47–49, 93, 103 Teacher’s Guide, Unit 10: 93–96, 103, 107 Teacher’s Guide, Unit 11: 37–40, 96–99, 106 Teacher’s Guide, Unit 12: 51, 43, 98–101, 108 Teacher’s Guide, Unit 13: 46–48, 95–98, 105 Teacher’s Guide, Unit 14: 104–107, 114 Teacher’s Guide, Unit 15: 36, 38–39, 93–96, 103, 106 Teacher’s Guide, Unit 16: 43–44, 102–105, 112–113</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p>
4.3 Use context to confirm or self-correct word recognition and understanding rereading as necessary.	<p>Teacher’s Guide, Review Unit: 103 Teacher’s Guide, Unit 3: 88 Teacher’s Guide, Unit 5: 95 Teacher’s Guide, Unit 9: 43 Teacher’s Guide, Unit 16: 104</p> <p><i>Superkids Skill-Building Book:</i> 148–149, 167–168</p> <p>Superkids Online Games for First Grade: <i>Tug of War</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.
<u>Meaning and Context</u>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 Ask and answer who, what, when, where, why, and how questions to demonstrate understanding of a text; use key details to make inferences and draw conclusions in texts heard or read.	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 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 Teacher’s Guide, Unit 15: 38–39, 47–55, 94–97, 104

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STANDARD	CORRELATION Page numbers are listed for each component.
	Teacher’s Guide, Unit 16: 44, 53, 56–60, 103–106, 113 <i>Superkids Skill-Building Book:</i> 166, 178, 180
5.2 Make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	Teacher’s Guide, Unit 5: 51–52 Teacher’s Guide, Unit 11: 51 Teacher’s Guide, Unit 13: 49–50, 52 Teacher’s Guide, Units 14: 59 Teacher’s Guide, Unit 15: 49, 51–52 Teacher’s Guide, Unit 16: 58, 105 <i>Superkids Skill-Building Book:</i> 161–163
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 Retell the central idea and key details to summarize a text heard, read, or viewed.	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

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Grade 1 South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	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 <i>Superkids Skill-Building Book:</i> 178, 180
Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.	
7.1 Compare and contrast topics or ideas within a thematic or author study heard, read, or viewed.	Teacher’s Guide, Review Unit: 111 Teacher’s Guide, Unit 1: 51–52 Teacher’s Guide, Unit 2: 48 Teacher’s Guide, Unit 3: 41, 43, 45–47 Teacher’s Guide, Unit 4: 48, 51, 89–91, 99 Teacher’s Guide, Unit 5: 51–52, 57, 94 Teacher’s Guide, Unit 6: 53 Teacher’s Guide, Unit 7: 49–51, 96 Teacher’s Guide, Unit 8: 49

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STANDARD	CORRELATION Page numbers are listed for each component.
	Teacher’s Guide, Unit 10: 13, 54 Teacher’s Guide, Unit 11: 52, 98 Teacher’s Guide, Unit 12: 99–101 Teacher’s Guide, Units 14: 60–61 Teacher’s Guide, Units 15: 50–53, 97 Teacher’s Guide, Units 16: 106
<u><i>Language, Craft, and Structure</i></u>	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 Identify words, phrases, illustrations, and photographs used to provide information.	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 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

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>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>
8.2 Use front cover, title page, illustrations/ photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<p>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</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 16: 103, 105</p> <p><i>Superkids Skill-Building Book:</i> 36, 175–176</p>
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 Ask and answer questions about known and unknown words in a text.	<p>Teacher’s Guide, Review Unit: 163–164, 167–168</p> <p>Teacher’s Guide, Unit 1: 11, 37, 49, 51–52, 62–63, 88–90, 99</p> <p>Teacher’s Guide, Unit 2: 11, 36, 49, 51, 86–88, 97</p> <p>Teacher’s Guide, Unit 3: 10, 34, 44, 47, 59–60, 88, 97</p> <p>Teacher’s Guide, Unit 4: 11, 47, 52, 63–64, 100</p> <p>Teacher’s Guide, Unit 5: 12, 38–40, 51, 54–55, 66, 93–95</p> <p>Teacher’s Guide, Unit 6: 11–12, 40, 50–52, 55, 67–68, 94–95, 104–105</p> <p>Teacher’s Guide, Unit 7: 10–11, 37, 53, 67–68, 93, 96, 98, 106–107</p> <p>Teacher’s Guide, Unit 8: 10–11, 37, 49, 52–53, 64, 90</p> <p>Teacher’s Guide, Unit 9: 11, 38–40, 51–53, 65, 94–95, 105</p> <p>Teacher’s Guide, Unit 10: 12–13, 51–53, 67–68, 94, 96, 106</p> <p>Teacher’s Guide, Unit 11: 11, 39, 67, 99, 108–109</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 12: 11–13, 43, 54–56, 68–70, 99–100, 110–111</p> <p>Teacher’s Guide, Unit 13: 11, 51, 54, 66–67, 97, 107</p> <p>Teacher’s Guide, Units 14: 12–14, 45, 58–62, 75–76, 106–107, 116–117</p> <p>Teacher’s Guide, Units 15: 10–11, 39, 66, 94–96, 105</p> <p>Teacher’s Guide, Units 16: 12–13, 44, 57–58, 60, 72–73, 104, 114–115</p> <p><i>Superkids Skill-Building Book:</i> 140–143, 148–150</p>
9.2 Identify new meanings for familiar words and apply them accurately.	<p>Teacher’s Guide, Unit 1: 30, 96, 101</p> <p>Teacher’s Guide, Unit 7: 95</p> <p>Teacher’s Guide, Unit 14: 30, 36, 79</p> <p>Teacher’s Guide, Unit 16: 117</p>
9.3 Use inflectional endings and affixes to determine the meaning of unknown words.	<p>Teacher’s Guide, Review Unit: 107–108, 114</p> <p>Teacher’s Guide, Unit 4: 24–25, 39, 81–82, 84</p> <p>Teacher’s Guide, Unit 5: 71–73, 79, 81</p> <p>Teacher’s Guide, Unit 6: 85</p> <p>Teacher’s Guide, Unit 9: 81–83, 88, 99</p> <p>Teacher’s Guide, Unit 10: 28–29, 44, 62–64, 70, 72–73, 82, 108</p> <p>Teacher’s Guide, Unit 13: 28, 30, 33, 87, 90</p> <p>Teacher’s Guide, Unit 14: 32–33, 37, 39, 101, 110, 113</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 15: 29, 34–35, 42 Teacher’s Guide, Unit 16: 48</p> <p><i>Superkids Skill-Building Book:</i> 80–93, 101–102</p>
9.4 Use print and multimedia resources to explore word relationships and meanings.	<p>Teacher’s Guide, Review Unit: 16, 90 Teacher’s Guide, Unit 1: 11, 63–64, 90, 98–99, 101 Teacher’s Guide, Unit 2: 9, 11, 18, 25–26, 28, 62–63, 85, 96–97 Teacher’s Guide, Unit 3: 10, 27, 59–60, 97, 99 Teacher’s Guide, Unit 4: 11, 20, 26, 45, 63–64, 73, 100 Teacher’s Guide, Unit 5: 10, 12–13, 30, 32, 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, 28, 35, 64, 100–101 Teacher’s Guide, Unit 9: 11, 65, 85, 105, 108 Teacher’s Guide, Unit 10: 12–13, 32, 67–68, 82, 106 Teacher’s Guide, Unit 11: 11, 67, 105, 108–109, 112 Teacher’s Guide, Unit 12: 11–13, 34–36, 68–70, 110–111, 114 Teacher’s Guide, Unit 13: 11, 13, 66–67, 107 Teacher’s Guide, Unit 14: 12–14, 75–76, 91–92, 95–96, 99, 116–117 Teacher’s Guide, Unit 15: 10–11, 32, 66, 85–86, 105</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 16: 12–13, 36–37, 72–73, 114–115</p> <p><i>Superkids Skill-Building Book:</i> 125–126, 133–138, 146–147, 154</p>
9.5 Use words and phrases acquired through talk and text; explore nuances of words and phrases.	<p>Teacher’s Guide, Review Unit: 163–164, 167–168</p> <p>Teacher’s Guide, Unit 1: 11, 37, 49, 51–52, 62–63, 88–90, 99</p> <p>Teacher’s Guide, Unit 2: 11, 36, 49, 51, 86–88, 97</p> <p>Teacher’s Guide, Unit 3: 10, 34, 44, 47, 59–60, 88, 97</p> <p>Teacher’s Guide, Unit 4: 11, 47, 52, 63–64, 100</p> <p>Teacher’s Guide, Unit 5: 12, 38–40, 51, 54–55, 66, 93–95</p> <p>Teacher’s Guide, Unit 6: 11–12, 40, 50–52, 55, 67–68, 94–95, 104–105</p> <p>Teacher’s Guide, Unit 7: 10–11, 37, 53, 67–68, 93, 96, 98, 106–107</p> <p>Teacher’s Guide, Unit 8: 10–11, 37, 49, 52–53, 64, 90</p> <p>Teacher’s Guide, Unit 9: 11, 38–40, 51–53, 65, 94–95, 105</p> <p>Teacher’s Guide, Unit 10: 12–13, 51–53, 67–68, 94, 96, 106</p> <p>Teacher’s Guide, Unit 11: 11, 39, 67, 99, 108–109</p> <p>Teacher’s Guide, Unit 12: 11–13, 43, 54–56, 68–70, 99–100, 110–111</p> <p>Teacher’s Guide, Unit 13: 11, 51, 54, 66–67, 97, 107</p> <p>Teacher’s Guide, Units 14: 12–14, 45, 58–62, 75–76, 106–107, 116–117</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Units 15: 10–11, 39, 66, 94–96, 105 Teacher’s Guide, Units 16: 12–13, 44, 57–58, 60, 72–73, 104, 114–115</p> <p><i>Superkids Skill-Building Book:</i> 140–143, 148–150</p>
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify the author’s purpose – to explain, entertain, inform, or convince.	<p>Teacher’s Guide, Unit 1: 45 Teacher’s Guide, Unit 6: 95–96 Teacher’s Guide, Unit 7: 53 Teacher’s Guide, Unit 8: 99 Teacher’s Guide, Unit 9: 48 Teacher’s Guide, Unit 10: 24, 97, 104, 108 Teacher’s Guide, Unit 12: 51, 56, 101, 109 Teacher’s Guide, Unit 14: 58, 63 Teacher’s Guide, Unit 15: 104 Teacher’s Guide, Unit 16: 60</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 Explore informational text structures within texts heard or read; identify sequential order and compare and contrast relationships.	Teacher’s Guide, Unit 1: 90, 98 Teacher’s Guide, Unit 2: 96 Teacher’s Guide, Unit 3: 41, 87, 89, 97 Teacher’s Guide, Unit 4: 47, 50, 89–90, 99 Teacher’s Guide, Unit 5: 52 Teacher’s Guide, Unit 6: 53–55 Teacher’s Guide, Unit 8: 89–91, 99 Teacher’s Guide, Unit 9: 104 Teacher’s Guide, Unit 11: 48 Teacher’s Guide, Unit 13: 106 Teacher’s Guide, Unit 16: 103, 105, 113, 117
11.2 Identify the reasons an author gives to support a position.	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

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STANDARD	CORRELATION Page numbers are listed for each component.
<u>Range and Complexity</u>	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	Teacher’s Guide, Review Unit: 100–103, 110 Teacher’s Guide, Unit 1: 36–37, 39, 88–90, 97 Teacher’s Guide, Unit 2: 34, 44, 85–88 Teacher’s Guide, Unit 3: 31–32, 34, 85–89 Teacher’s Guide, Unit 4: 88–91, 98 Teacher’s Guide, Unit 5: 37–40, 47, 92–95, 102 Teacher’s Guide, Unit 6: 38, 40, 47, 92–95, 102 Teacher’s Guide, Unit 7: 34, 37, 45, 94–97 Teacher’s Guide, Unit 8: 35–37, 45, 89–91 Teacher’s Guide, Unit 9: 37, 47, 93, 103 Teacher’s Guide, Unit 10: 93–96, 103 Teacher’s Guide, Unit 11: 37–39, 47–49, 96–99, 106 Teacher’s Guide, Unit 12: 40, 43, 49, 98–101, 108 Teacher’s Guide, Unit 13: 36–38, 46–47, 95–98, 105 Teacher’s Guide, Unit 14: 42, 45, 54–56, 104–107, 114 Teacher’s Guide, Unit 15: 36, 38–39, 46–48, 93–96, 103 Teacher’s Guide, Unit 16: 43–45, 102–105, 112–113

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STANDARD	CORRELATION Page numbers are listed for each component.
	<i>Superkids Skill-Building Book: 112–118</i>
12.2 Read independently for sustained periods of time.	Teacher’s Guide, Unit 1: 87, 97 Teacher’s Guide, Unit 2: 34, 36, 44 Teacher’s Guide, Unit 3: 31–32, 34 Teacher’s Guide, Unit 5: 37–40 Teacher’s Guide, Unit 6: 38–39, 41 Teacher’s Guide, Unit 7: 34, 37 Teacher’s Guide, Unit 8: 35–37 Teacher’s Guide, Unit 9: 37–40 Teacher’s Guide, Unit 11: 37–39 Teacher’s Guide, Unit 12: 40, 43 Teacher’s Guide, Unit 13: 36–38 Teacher’s Guide, Units 14: 42, 45 Teacher’s Guide, Units 15: 36, 38–39 Teacher’s Guide, Units 16: 43–44 <i>Superkids Skill-Building Book: 112–118</i>

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STANDARD	CORRELATION Page numbers are listed for each component.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>Teacher’s Guide, Review Unit: 100–103, 110 Teacher’s Guide, Unit 1: 36–37, 39, 88–90, 97 Teacher’s Guide, Unit 2: 34, 44, 85–88 Teacher’s Guide, Unit 3: 31–32, 34, 85–89 Teacher’s Guide, Unit 4: 88–91, 98 Teacher’s Guide, Unit 5: 37–40, 47, 92–95, 102 Teacher’s Guide, Unit 6: 38, 40, 47, 92–95, 102 Teacher’s Guide, Unit 7: 34, 37, 45, 94–97 Teacher’s Guide, Unit 8: 35–37, 45, 89–91 Teacher’s Guide, Unit 9: 37, 47, 93, 103 Teacher’s Guide, Unit 10: 93–96, 103 Teacher’s Guide, Unit 11: 37–39, 47–49, 96–99, 106 Teacher’s Guide, Unit 12: 40, 43, 49, 98–101, 108 Teacher’s Guide, Unit 13: 36–38, 46–47, 95–98, 105 Teacher’s Guide, Unit 14: 42, 45, 54–56, 104–107, 114 Teacher’s Guide, Unit 15: 36, 38–39, 46–48, 93–96, 103 Teacher’s Guide, Unit 16: 43–45, 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.
Writing (W)	
<p><u>Fundamentals of Writing</u></p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	

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STANDARD	CORRELATION Page numbers are listed for each component.
<i>Meaning, Context, and Craft</i>	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Explore print and multimedia sources to write opinion pieces that introduce the topic, state an opinion, give a reason for the opinion, and provide a sense of closure.	Teacher’s Guide, Unit 3: 19–20, 26–27, 35, 70–71, 79–80, 89–90, 98 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 <i>Superkids Skill-Building Book:</i> 244–246, 250, 252
1.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Teacher’s Guide, Review Unit: 91–92, 137 Teacher’s Guide, Unit 3: 19–20, 26–27, 35, 70–71, 79–80, 89–90, 98 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 <i>Superkids Skill-Building Book:</i> 241–242

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
2.1 Explore print and multimedia sources to write informative/explanatory texts that name a topic, supply facts about the topic, and provide a sense of closure.	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: 42–43, 56–57, 68–69, 80–81, 88 Teacher’s Guide, Unit 15: 11–12, 30–31, 40–41, 55–56, 68 Teacher’s Guide, Unit 16: 47–48 <i>Superkids Skill-Building Book:</i> 239–240, 244–246, 252
2.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Teacher’s Guide, Review Unit: 91–92, 137 Teacher’s Guide, Unit 2: 12, 88–90, 97 Teacher’s Guide, Unit 6: 24–25, 33–34, 56, 68–69, 78–79, 86–87 Teacher’s Guide, Unit 10: 42–43, 56–57, 68–69, 80–81, 88 Teacher’s Guide, Unit 15: 11–12, 30–31, 40–41, 55–56, 68 <i>Superkids Skill-Building Book:</i> 239–240, 244–246, 252

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Explore multiple texts to write narratives that recount two or more sequenced events, include details, use temporal words to signal event order, and provide a sense of closure.	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 <i>Superkids Skill-Building Book:</i> 244–246, 251–252
3.2 Plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Teacher’s Guide, Review Unit: 91–92, 137 Teacher’s Guide, Unit 1: 12–13, 23, 31–32, 40, 64–65, 73–74, 80–81, 92 Teacher’s Guide, Unit 4: 28–29, 37–38, 53, 64–65, 74–75, 82–83, 92–93

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STANDARD	CORRELATION Page numbers are listed for each component.
	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 <i>Superkids Skill-Building Book:</i> 244–246, 251–252
<u>Language</u>	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 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
4.2 Use singular and plural nouns with matching verbs in basic sentences.	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

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Grade 1 South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
4.3 Use personal, possessive, and indefinite pronouns.	<p>Teacher’s Guide, Unit 1: 17, 20, 26–27, 33, 40, 68–69, 75, 77, 87</p> <p>Teacher’s Guide, Unit 11: 6–8, 13–14, 25, 35, 64</p> <p><i>Superkids Skill-Building Book:</i> 210–211, 230</p>
4.4 Use verbs to convey a sense of past, present, and future.	<p>Teacher’s Guide, Unit 4: 30</p> <p>Teacher’s Guide, Unit 5: 18–19, 26, 47, 57, 65</p> <p>Teacher’s Guide, Unit 7: 100</p> <p>Teacher’s Guide, Unit 8: 77–78, 94</p> <p>Teacher’s Guide, Unit 10: 44</p> <p>Teacher’s Guide, Unit 11: 7–8</p> <p>Teacher’s Guide, Unit 12: 35–37, 71, 102–103</p> <p>Teacher’s Guide, Unit 14: 14–16, 27–30, 37–38, 46–48, 63–64, 76–78</p> <p>Teacher’s Guide, Unit 16: 61–62, 74, 94–95, 97</p> <p><i>Superkids Skill-Building Book:</i> 213–214, 219</p>
4.5 Use adjectives and adverbs.	<p>Teacher’s Guide, Review Unit: 91–93</p> <p>Teacher’s Guide, Unit 5: 14, 67, 77–78, 96</p> <p>Teacher’s Guide, Unit 6: 32–33</p> <p>Teacher’s Guide, Unit 7: 29, 31, 44, 56</p> <p>Teacher’s Guide, Unit 8: 44, 55</p> <p>Teacher’s Guide, Unit 9: 99</p>

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Grade 1 South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>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, 28, 32–33, 37–39, 46–48, 63–65, 76–78, 88, 96, 101, 108–110, 113 Teacher’s Guide, Unit 16: 48, 61–62, 74, 94–95, 97</p> <p><i>Superkids Skill-Building Book:</i> 85–86, 89, 215–216, 218–219</p>
4.6 Use prepositional phrases.	<p>Teacher’s Guide, Unit 12: 57–59, 71 Teacher’s Guide, Unit 14: 108</p> <p><i>Superkids Skill-Building Book:</i> 127</p>
4.7 Use conjunctions.	<p>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</p> <p><i>Superkids Skill-Building Book:</i> 217</p>
4.8 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences.	<p>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 Teacher’s Guide, Unit 4: 10, 38, 45, 75, 94</p>

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

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word of a sentence, dates, names, and the pronoun <i>I</i> .	<p>Teacher’s Guide, Review Unit: 17, 50, 126, 135 Teacher’s Guide, Unit 1: 26–28, 33, 40, 47, 52, 75, 77–78, 81, 87, 99 Teacher’s Guide, Unit 3: 98 Teacher’s Guide, Unit 4: 53 Teacher’s Guide, Unit 6: 105–106 Teacher’s Guide, Unit 7: 68–69, 79–80, 89, 98–99 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 15: 34, 86–87</p> <p><i>Superkids Skill-Building Book:</i> 227–230</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
5.2 Use:	
a. periods, question marks, and exclamation marks at the end of sentences; and	<p>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 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>

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Grade 1 South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
b. commas in dates and to separate items in a series.	Teacher’s Guide, Unit 7: 68, 79–80, 89 Teacher’s Guide, Unit 10: 88 Teacher’s Guide, Unit 16: 61 <i>Superkids Skill-Building Book:</i> 220–221, 224, 227–230
5.3 Use conventional spelling for words with common spelling patterns.	Teacher’s Guide, Review Unit: 39, 74, 86–88, 96–97, 107–108, 114, 119–122, 127, 157–158 Teacher’s Guide, Unit 1: 7–8, 10, 14, 19, 36, 43, 61, 77, 87, 95, 101 Teacher’s Guide, Unit 2: 8, 42, 53, 59–61, 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, 66, 72, 74–76, 81, 93, 99 Teacher’s Guide, Unit 4: 7–8, 10, 20, 30, 33, 39, 41–42, 60–62, 70, 76, 88, 96, 102 Teacher’s Guide, Unit 5: 7–8, 10, 15, 28–29, 34, 37, 43, 45, 47, 62–63, 69, 71–73, 79, 81, 87, 92, 100–101, 107 Teacher’s Guide, Unit 6: 7–8, 14, 17, 38, 45–46, 57, 63–64, 70, 80, 82, 88, 90, 92, 100, 107 Teacher’s Guide, Unit 7: 7, 9, 23, 25–27, 31, 38, 43, 56, 61–62, 64, 66, 70, 74, 81, 83–84, 86, 90, 94, 102, 109 Teacher’s Guide, Unit 8: 7, 13, 25, 31, 33, 35, 41, 43, 55, 61, 66, 68–69, 75, 77–79, 84, 88, 96

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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, 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, 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, 29, 32, 39, 40, 48, 64–65, 75–76, 84, 95, 98, 106–107</p> <p>Teacher’s Guide, Unit 13: 8, 16, 27, 40, 44–45, 57, 63–64, 69, 84, 103, 104, 109</p> <p>Teacher’s Guide, Unit 14: 8–9, 17, 19, 51, 65, 70, 72, 74, 79, 81–82, 91, 99, 102, 104, 110, 112</p> <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, 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>

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STANDARD	CORRELATION Page numbers are listed for each component.
5.4 Spell unknown words phonetically; spell common irregularly-spelled, grade-appropriate high-frequency words.	<p>Teacher’s Guide, Review Unit: 34–35, 38, 77–78, 84, 96–97, 104, 107–108, 113, 119–121, 126, 129, 139, 147, 155, 170</p> <p>Teacher’s Guide, Unit 1: 6, 8, 14, 16–18, 26, 35, 41, 54, 59–60, 68, 70, 75, 77, 82, 84, 93</p> <p>Teacher’s Guide, Unit 2: 6, 15-16, 25–26, 31, 33–34, 53, 58–59, 67, 75, 82</p> <p>Teacher’s Guide, Unit 3: 6, 14, 23, 30, 50, 55, 64, 74, 83–84, 91</p> <p>Teacher’s Guide, Unit 4: 6, 15, 22, 24, 32, 59, 68, 78, 86</p> <p>Teacher’s Guide, Unit 5: 6–7, 17–20, 28, 36, 62, 71, 81, 89</p> <p>Teacher’s Guide, Unit 6: 6, 16–17, 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, 15–16, 25, 33, 60, 68, 77, 86</p> <p>Teacher’s Guide, Unit 9: 6, 16, 28, 35, 61, 70, 81, 90</p> <p>Teacher’s Guide, Unit 10: 6, 17–18, 28, 36, 57, 62, 72, 84, 91</p> <p>Teacher’s Guide, Unit 11: 6, 16–17, 27, 35, 62, 73, 84, 93</p> <p>Teacher’s Guide, Unit 12: 6, 18–19, 27, 29, 39, 64, 75, 84, 86, 95</p> <p>Teacher’s Guide, Unit 13: 6, 16–17, 25, 27, 35, 57, 62, 69, 71, 83, 90, 92, 101</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 14: 6, 19–20, 32, 41, 49, 65, 70, 81, 91, 101</p> <p>Teacher’s Guide, Unit 15: 6, 13, 15, 18–19, 24, 26, 34, 57, 62, 71, 82, 90</p> <p>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>
5.5 Consult print and multimedia resources to check and correct spellings.	<p>Teacher’s Guide, Review Unit: 119, 122</p> <p>Teacher’s Guide, Unit 14: 91</p>
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 Write routinely and persevere in writing tasks for a variety of purposes and audiences.	<p>Teacher’s Guide, Review Unit: 91–92, 137</p> <p>Teacher’s Guide, Unit 1: 12–13, 23, 31–32, 40, 64–65, 73–74, 80–81, 92</p> <p>Teacher’s Guide, Unit 2: 12, 88–90, 97</p> <p>Teacher’s Guide, Unit 3: 19–20, 26–27, 35, 70–71, 79–80, 89–90, 98</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 4: 28–29, 37–38, 53, 64–65, 74–75, 82–83, 92–93</p> <p>Teacher’s Guide, Unit 6: 24–25, 33–34, 56, 68–69, 78–79, 86–87</p> <p>Teacher’s Guide, Unit 8: 11–12, 21–22, 29–30, 39–40, 54–55, 73–74, 82–83</p> <p>Teacher’s Guide, Unit 9: 24–25, 31–32, 41–42, 54–56</p> <p>Teacher’s Guide, Unit 10: 42–43, 56–57, 68–69, 80–81, 88</p> <p>Teacher’s Guide, Unit 11: 23–24, 31–32, 55–56, 68–70, 80–81, 88–90, 100–101</p> <p>Teacher’s Guide, Unit 13: 24, 31–32, 41, 56, 67–68</p> <p>Teacher’s Guide, Unit 15: 11–12, 30–31, 40–41, 55–56, 68</p> <p><i>Superkids Skill-Building Book: 239–240, 244–246, 251–252</i></p>
6.2 Print upper- and lower-case letters proportionally, using appropriate handwriting techniques.	<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>

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	<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> <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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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>
6.3 Write left to right leaving space between words.	<p>Teacher’s Guide, Review Unit: 20, 28, 31, 41, 53, 71, 76, 86, 95, 107</p> <p>Teacher’s Guide, Unit 7: 54</p>
6.4 Locate letter keys on an electronic device to type simple messages.	Teacher’s Guide, Unit 7: 107–108
Communication (C)	
<u>Fundamentals of Communication</u>	
<ul style="list-style-type: none"> • Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting. • Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience. 	

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STANDARD	CORRELATION Page numbers are listed for each component.
<ul style="list-style-type: none"> • Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information. • Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed. • Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas. • Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts. 	
<u>Meaning and Context</u>	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	

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STANDARD	CORRELATION Page numbers are listed for each component.
1.1 Explore and create meaning through conversation, drama, questioning, and story-telling.	<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> <p>Teacher’s Guide, Unit 11: 9, 19–23, 29, 36, 40, 49, 65, 76–80, 85–87, 93</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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>Superkids Skill-Building Book: 161–165, 169–174, 180</p>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	<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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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> <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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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>
1.3 Practice techniques of volume, eye contact, facial expressions, posture, gestures, and space.	<p>Teacher’s Guide, Unit 6: 11, 20, 26, 31, 65–67</p> <p>Teacher’s Guide, Unit 7: 65, 67</p> <p>Teacher’s Guide, Unit 9: 9, 11, 63, 65</p> <p>Teacher’s Guide, Unit 10: 66–67, 75</p> <p>Teacher’s Guide, Unit 11: 9–11, 28</p>
1.4 Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.	<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> <p>Teacher’s Guide, Unit 1: 9, 17, 27, 48–52, 62, 87</p> <p>Teacher’s Guide, Unit 2: 7, 9, 40, 47–51, 60–61, 84</p> <p>Teacher’s Guide, Unit 3: 6, 8, 43–48, 57, 64, 94</p> <p>Teacher’s Guide, Unit 4: 9, 45–52, 61, 68, 88</p> <p>Teacher’s Guide, Unit 5: 9–10, 17, 50–55, 64, 86, 92</p> <p>Teacher’s Guide, Unit 6: 9, 16, 50–55, 65–66, 92</p> <p>Teacher’s Guide, Unit 7: 8, 15, 65, 72, 94</p> <p>Teacher’s Guide, Unit 8: 8–9, 16, 48–53, 61–62</p> <p>Teacher’s Guide, Unit 9: 8–9, 16, 50–54, 63, 92</p> <p>Teacher’s Guide, Unit 10: 10, 44, 51–56, 65, 93, 108</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>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>
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	<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 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 Teacher’s Guide, Unit 2: 9, 11, 17, 18–21, 27–28, 35–37, 45–51, 68, 70–71, 77, 83–88, 96 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 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 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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STANDARD	CORRELATION Page numbers are listed for each component.
	<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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Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.	
2.1 Express ideas gathered from various print and multimedia sources in a clear and concise manner.	Teacher’s Guide, Unit 2: 72, 78–79, 88–90 Teacher’s Guide, Unit 15: 21–23 <i>Superkids Skill-Building Book:</i> 239–240
2.2 Participate in shared research exploring a variety of texts; express opinions and talk about findings.	Teacher’s Guide, Unit 2: 72, 78–79, 88–90 Teacher’s Guide, Unit 15: 21–23
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore and compare how ideas and topics are depicted in a variety of media and formats.	Teacher’s Guide, Review Unit: 111 Teacher’s Guide, Unit 1: 51–52 Teacher’s Guide, Unit 2: 48 Teacher’s Guide, Unit 3: 41, 43, 45–47 Teacher’s Guide, Unit 4: 48, 51, 89–91, 99 Teacher’s Guide, Unit 5: 51–52, 57, 94 Teacher’s Guide, Unit 6: 53 Teacher’s Guide, Unit 7: 49–51, 96 Teacher’s Guide, Unit 8: 49

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Teacher’s Guide, Unit 10: 13, 54 Teacher’s Guide, Unit 11: 52, 98 Teacher’s Guide, Unit 12: 99–101 Teacher’s Guide, Units 14: 60–61 Teacher’s Guide, Units 15: 50–53, 97 Teacher’s Guide, Units 16: 106</p>
3.2 Use visual displays to support verbal communication and 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 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</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	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
<u>Language, Craft, and Structure</u>	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Identify speaker’s purpose and details that keep the listener engaged.	
4.2 Identify the introduction, body, and conclusion of a presentation.	
4.3 Identify when the speaker uses intonation and word stress and includes media.	Teacher’s Guide, Unit 11: 65, 67
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	

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STANDARD	CORRELATION Page numbers are listed for each component.
5.1 Present poems, short stories, role-plays, or songs using voice inflection, expression, rhythm, and rhyme.	Teacher’s Guide, Review Unit: 100–103, 110 Teacher’s Guide, Unit 1: 36–37, 39, 87, 97 Teacher’s Guide, Unit 2: 34, 36, 95 Teacher’s Guide, Unit 3: 31–32, 34, 86–89, 95 Teacher’s Guide, Unit 4: 89–91, 98 Teacher’s Guide, Unit 5: 37–40, 93–95, 102 Teacher’s Guide, Unit 6: 47–48, 92–95, 102 Teacher’s Guide, Unit 7: 45, 47, 95–97, 104 Teacher’s Guide, Unit 8: 45–47, 89–91, 98 Teacher’s Guide, Unit 9: 47–49, 93, 103 Teacher’s Guide, Unit 10: 93–96, 103, 107 Teacher’s Guide, Unit 11: 37–40, 96–99, 106 Teacher’s Guide, Unit 12: 51, 43, 98–101, 108 Teacher’s Guide, Unit 13: 46–48, 95–98, 105 Teacher’s Guide, Unit 14: 104–107, 114, 118 Teacher’s Guide, Unit 15: 36, 38–39, 93–96, 103, 106 Teacher’s Guide, Unit 16: 43–44, 102–105, 112–113 Superkids Skill-Building Book: 112–118
5.2 Employ a combination of words, phrases, rhythm, rhyme, repetitive language, similes, onomatopoeia, and alliteration for impact.	Teacher’s Guide, Units 14: 27–30, 37–38, 46–48, 63–64, 76–78, 88, 96–98, 107–108, 118