

**English Textbook and Instructional Materials Correlation to the
Grade K Colorado Reading, Writing, and Communicating Standards**

Publisher Information

Text: Superkids Reading Program, Kindergarten

First Semester: *Meet the Superkids*

Student Book Teacher's Guides, Units 1–13 (one guide per unit)

Writing Teacher's Guide, Units 1–13 (one guide for first semester)

Super Smart Teacher's Guide, Units 1–13 (one guide for first semester)

Library Book Teacher's Guide, Units 1–13 (one guide for first semester)

Second Semester: *Superkids' Club*

Student Book Teacher's Guides, Units 14–24 (one guide per two or three units)

Writing Teacher's Guide, Units 14–24 (one guide for second semester)

Super Smart Teacher's Guide, Units 14–24 (one guide for second semester)

Easy Library Book Teacher's Guide, Units 14–24 (one guide for second semester)

On-Level Library Book Teacher's Guide, Units 14–24 (one guide for second semester)

Challenging Library Book Teacher's Guide, Units 14–24 (one guide for second semester)

Informational Text Library Teacher's Guide, Units 14–24 (one guide for second semester)

Used Throughout Kindergarten

Superkids Skill-Building Book

Building Blocks of Reading

Superkids Kindergarten Online Games

- ***Crazy Catch, Silly Slides, and Treasure Beach:*** Practice with letter-sound correspondence
- ***Special Delivery, At the Zoo, and Super Scrapbook:*** Practice with decoding words
- ***Word Construction, Super Golf, and Birthday Treats:*** Practice with encoding words

Publisher: Zaner-Bloser, Inc.

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Copyright date: 2017

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
1. Oral Expression and Listening	
Concepts and skills students master:	
1. Oral communication skills are built within a language-rich environment	
Evidence Outcomes	
<i>Students can:</i>	
a. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)	Student Book Teacher’s Guide, Unit 1 (C): 11, 13, 22, 30–31, 42 Student Book Teacher’s Guide, Unit 2 (O): 6–7, 36 Student Book Teacher’s Guide, Unit 3 (G): 7, 17, 30, 31 Student Book Teacher’s Guide, Unit 4 (A): 10, 15, 31 Student Book Teacher’s Guide, Unit 5 (D): 15, 32–33 Student Book Teacher’s Guide, Unit 6 (S): 6–7, 12, 30 Student Book Teacher’s Guide, Unit 7 (L): 7–9, 20, 25, 29 Student Book Teacher’s Guide, Unit 8 (I): 6, 16, 24, 31 Student Book Teacher’s Guide, Unit 9 (T): 8, 19, 22 Student Book Teacher’s Guide, Unit 10 (F): 8, 12, 15, 21, 28 Student Book Teacher’s Guide, Unit 11 (E): 7, 9, 21, 24, 27, 31 Student Book Teacher’s Guide, Unit 12 (H): 19, 27, 30

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 13 (U): 9, 18, 23, 26, 30 Student Book Teacher’s Guide, Units 14–15 (B, R): 8, 11, 18 Student Book Teacher’s Guide, Units 16–17 (N, M): 6, 11, 13, 21, 25 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 21–22, 64 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 35, 55 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 27, 47, 67</p> <p>Writing Teacher’s Guide, Units 1–13: 11, 14–15, 18, 22, 30, 33, 45, 47, 49 Writing Teacher’s Guide, Units 14–24: 9–10, 13–16, 33–34, 74</p> <p>Library Book Teacher’s Guide, Units 1–13: 10, 14, 16, 22, 26, 32</p> <p><i>Superkids Skill-Building Book:</i> 128–129</p>
b. Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)	<p>Student Book Teacher’s Guide, Unit 2 (O): 37 Student Book Teacher’s Guide, Unit 4 (A): 15 Student Book Teacher’s Guide, Unit 5 (D): 26 Student Book Teacher’s Guide, Unit 9 (T): 19</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 10 (F): 21, 31 Student Book Teacher’s Guide, Units 14–15 (B, R): 28–29, 56 Student Book Teacher’s Guide, Units 16–17 (N, M): 50 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 41, 63, 65 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 35, 51 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 64, 67</p> <p>Writing Teacher’s Guide, Units 1–13: 9–10, 12, 16–17, 20–21, 23–24, 28–29, 30–33, 37, 40, 43, 47, 51, 54 Writing Teacher’s Guide, Units 14–24: 7–8, 13–14, 19–24, 37, 40–41, 51, 63, 70, 74, 76–78</p> <p>Library Book Teacher’s Guide, Units 1–13: 9, 11, 13, 15, 17, 19, 21, 23, 25, 29, 31, 33 Easy Library Book Teacher’s Guide, Units 14–24: 9, 11, 15, 17, 19, 21, 23, 25, 27 On-Level Library Book Teacher’s Guide, Units 14–24: 9, 11, 13, 15, 17, 19, 21, 23, 25, 27 Challenging Library Book Teacher’s Guide, Units 14–24: 9, 15, 19, 21, 23, 25, 27</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	Informational Text Library Teacher’s Guide, Units 14–24: 7, 9, 11, 13, 15, 17, 19, 21, 23, 25
c. Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)	Student Book Teacher’s Guide, Unit 1 (C): 22, 39–41, 42 Student Book Teacher’s Guide, Unit 2 (O): 31, 33–36 Student Book Teacher’s Guide, Unit 3 (G): 27–31 Student Book Teacher’s Guide, Unit 4 (A): 15, 28–30 Student Book Teacher’s Guide, Unit 5 (D): 15, 29–32 Student Book Teacher’s Guide, Unit 6 (S): 12, 26–29 Student Book Teacher’s Guide, Unit 7 (L): 25, 27–29 Student Book Teacher’s Guide, Unit 8 (I): 19–21, 24, 27–30, 31 Student Book Teacher’s Guide, Unit 9 (T): 19, 22–24, 30–33 Student Book Teacher’s Guide, Unit 10 (F): 12, 15–17, 28–30 Student Book Teacher’s Guide, Unit 11 (E): 7, 21, 24–25, 27–30 Student Book Teacher’s Guide, Unit 12 (H): 6–8, 19–21, 27–30 Student Book Teacher’s Guide, Unit 13 (U): 18–20, 26–30 Student Book Teacher’s Guide, Units 14–15 (B, R): 15, 49–50, 55 Student Book Teacher’s Guide, Units 16–17 (N, M): 21, 50

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	<p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 12, 41, 61</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 35, 55, 59</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19–23, 26–27, 41–43, 59, 63–64</p> <p>Writing Teacher’s Guide, Units 1–13: 5, 13, 41, 48, 56</p> <p>Writing Teacher’s Guide, Units 14–24: 11, 17, 24, 37, 57, 64, 72</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7–12, 14–19, 21–27, 29–35, 37–45, 47–52, 54–59, 61–68, 70–74, 76–81, 83–89, 91–98, 100–108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 4–12, 14–20, 22–29, 31–39, 41–48, 50–57, 59–65, 67–75, 77–85, 87–96, 98–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24</p> <p><i>Superkids Skill-Building Book:</i> 179</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
<p>d. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 13, 15, 23, 27, 42 Student Book Teacher’s Guide, Unit 2 (O): 12, 16, 27, 37 Student Book Teacher’s Guide, Unit 4 (A): 13 Student Book Teacher’s Guide, Unit 9 (T): 28 Student Book Teacher’s Guide, Unit 11 (E): 31 Student Book Teacher’s Guide, Units 16–17 (N, M): 50 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 42 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 65</p> <p>Writing Teacher’s Guide, Units 1–13: 45, 49 Writing Teacher’s Guide, Units 14–24: 71</p> <p>Super Smart Teacher’s Guide, Units 14–24: 35, Easy Library Book Teacher’s Guide, Units 14–24: 23 Informational Text Library Teacher’s Guide, Units 14–24: 15, 18 Superkids Skill-Building Book: 135–137, 146–147</p>
<p>e. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)</p>	<p>Student Book Teacher’s Guide, Unit 12 (H): 9 Student Book Teacher’s Guide, Units 16–17 (N, M): 45–46</p> <p>Writing Teacher’s Guide, Units 1–13: 31–32</p> <p>Superkids Skill-Building Book: 139, 147</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
f. Identify real-life connections between words and their use (e.g., note places at school that are colorful). (CCSS: L.K.5c)	<p>Student Book Teacher’s Guide, Unit 1 (C): 42 Student Book Teacher’s Guide, Unit 4 (A): 31 Student Book Teacher’s Guide, Unit 6 (S): 13, 30 Student Book Teacher’s Guide, Unit 13 (U): 9 Student Book Teacher’s Guide, Units 14–15 (B, R): 56 Student Book Teacher’s Guide, Units 16–17 (N, M): 51–52 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 64 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 26 Writing Teacher’s Guide, Units 14–24: 71</p> <p>Super Smart Teacher’s Guide, Units 1–13: 12, 27, 35, 45, 74, 98 Super Smart Teacher’s Guide, Units 14–24: 12, 39, 48, 96</p>
g. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. (CCSS: L.K.5d)	<p>Student Book Teacher’s Guide, Unit 1 (C): 15 Student Book Teacher’s Guide, Unit 12 (H): 9</p> <p><i>Superkids Skill-Building Book</i>: 125, 134</p>
h. Express words and word meanings as encountered in books and conversation.	<p>Student Book Teacher’s Guide, Unit 1 (C): 9, 11, 13–15, 17–19, 21, 23, 27, 34–35, 38–42 Student Book Teacher’s Guide, Unit 2 (O): 6–7, 10–11, 14, 19, 21–22, 33–37 Student Book Teacher’s Guide, Unit 3 (G): 17, 27–30</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 4 (A): 8, 10, 13, 24, 26, 28–31</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 11, 21, 26, 29–33</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 6–7, 10–13, 22, 26–29</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 6–9, 20–21, 24, 27–28</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 8, 15–16, 19–21, 27–31</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 6–8, 22–24, 30–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 6–8, 16–17, 19–22, 28–31</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 7, 9, 24–25, 27–30</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 7–9, 16, 19–20, 27–30</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 6–7, 9, 13, 15, 18–20, 22–23, 26–30</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 8–11, 19–20, 22, 28–29, 34, 43, 45, 48–49, 56</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 11, 13, 15–17, 21, 24, 31, 39–40, 45–46, 48–49</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 15–18, 21–22, 27, 31, 35–38, 41, 47, 55–57, 60–62</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 7, 16, 20–22, 24–27, 29–32, 34–35, 41, 43, 48, 50</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 7, 13, 17, 19–23, 26–27, 41–43, 47, 50, 65</p> <p>Writing Teacher’s Guide, Units 1–13: 5, 7, 11, 14, 17–18, 22, 26, 30–32, 34, 37, 42, 45, 49, 52</p> <p>Writing Teacher’s Guide, Units 14–24: 3, 7–8, 15–18, 25–27, 31–34, 38–40, 42, 67–68, 71</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7–12, 14–19, 21–27, 29–35, 37–45, 47–52, 54–59, 61–68, 70–74, 76–81, 83–89, 91–98, 100–108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 4–12, 14–20, 22–29, 31–39, 41–48, 50–57, 59–65, 67–75, 77–85, 87–96, 98–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Superkids Skill-Building Book: 123–126, 133–134, 154</p>

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i. Use new vocabulary that is directly taught through reading, speaking, and listening.	<p>Student Book Teacher’s Guide, Unit 1 (C): 11, 13, 15, 19, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 14, 32</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 17</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 10, 13, 24, 26, 28</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 11</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 26</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 7–9, 27</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 19, 27</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 8, 22, 28, 30</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 6, 8, 15–16, 22, 28–29</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 9, 20, 24–25, 27–28</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 7–9, 19, 27, 29</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 9, 13, 18–19, 26, 29</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9, 11, 18, 20, 34, 45, 48</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 11, 13, 16, 21, 45, 46, 50</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 21–22, 27, 42, 55, 56, 61</p>

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	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 25, 27 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 13, 17, 19, 21, 26, 47, 65</p> <p>Super Smart Teacher’s Guide, Units 1–13: 12, 19, 27, 35, 45, 59, 68, 74, 81, 98 Super Smart Teacher’s Guide, Units 14–24: 12, 20, 29, 39, 48, 57, 65, 75, 85, 96, 106</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–10, 12, 14, 16, 18, 20, 22–30, 32–33 Easy Library Book Teacher’s Guide, Units 14–24: 8, 10–14, 16–18, 20–22, 24–26 On-Level Library Book Teacher’s Guide, Units 14–24: 8–14, 16, 18–22, 24–26 Challenging Library Book Teacher’s Guide, Units 14–24: 8, 10–12, 14, 16, 18–20, 22–24, 26 Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Superkids Skill-Building Book:</i> 119–154</p>

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j. Relate new vocabulary to prior knowledge.	<p>Student Book Teacher’s Guide, Unit 1 (C): 38 Student Book Teacher’s Guide, Unit 2 (O): 33 Student Book Teacher’s Guide, Unit 3 (G): 27 Student Book Teacher’s Guide, Unit 4 (A): 28 Student Book Teacher’s Guide, Unit 5 (D): 29 Student Book Teacher’s Guide, Unit 7 (L): 27 Student Book Teacher’s Guide, Unit 8 (I): 19, 27 Student Book Teacher’s Guide, Unit 9 (T): 22, 30 Student Book Teacher’s Guide, Unit 10 (F): 15–16 Student Book Teacher’s Guide, Unit 11 (E): 24–25, 27 Student Book Teacher’s Guide, Unit 12 (H): 19, 27 Student Book Teacher’s Guide, Unit 13 (U): 18, 26 Student Book Teacher’s Guide, Units 14–15 (B, R): 22, 43 Student Book Teacher’s Guide, Units 16–17 (N, M): 15, 39 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 15, 35, 55 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20, 24, 29, 54 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19, 41</p> <p>Library Book Teacher’s Guide, Units 1–13: 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28</p>

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	<p>Easy Library Book Teacher’s Guide, Units 14–24: 8, 10, 12, 14, 16, 18, 20, 22, 24, 26</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8, 10, 12, 14, 16, 18, 20, 22, 24, 26</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8, 10, 12, 14, 16, 18, 20, 22, 24, 26</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6, 8, 10, 13–14, 16–21, 23, 25</p> <p><i>Superkids Skill-Building Book:</i> 166</p>
<p>Concepts and skills students master:</p> <p>2. Communication relies on effective verbal and nonverbal skills</p>	
<p>Evidence Outcomes</p> <p><i>Students can:</i></p>	
<p>a. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. (CCSS: SL.K.1)</p>	
<p>i. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 13, 22, 39–41, 42</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 6–7, 11, 33–36</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 6–7, 27–30</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 6–7, 10, 15, 28–30</p>

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	<p>Student Book Teacher’s Guide, Unit 5 (D): 6–7, 29–32</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 6–7, 12, 19–20, 26–29</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 7–8, 20, 25, 27–29</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 6, 19–21, 24, 27–30, 31</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 6–7, 19, 22–24, 30–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 6–7, 12, 15–17, 28–30</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 7, 21, 24–25, 27–30</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 6–8, 19–20, 27–30, 31</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 6–7, 18–20, 23, 26–30</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9, 15, 22, 24–25, 34, 43–45, 49, 55</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 6, 15–17, 20–21, 24, 31, 39–42, 50–51</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 12, 15–18, 27, 33, 35–38, 41, 55–57, 61, 63, 65</p>

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	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 6–7, 20–22, 24–27, 29–32, 34–35, 54–55, 59–60</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 6–7, 19–23, 26–27, 41–43, 59, 63–64, 66</p> <p>Writing Teacher’s Guide, Units 1–13: 5, 14, 30, 56</p> <p>Writing Teacher’s Guide, Units 14–24: 7, 12, 18, 27, 31, 33, 38, 50, 52–53, 58, 60, 73, 75</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7–12, 14–19, 21–27, 29–35, 37–45, 47–52, 54–59, 61–68, 70–74, 76–81, 83–89, 91–98, 100–108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 4–12, 14–20, 22–29, 31–39, 41–48, 50–57, 59–65, 67–75, 77–85, 87–96, 98–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>

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ii. Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)	Student Book Teacher’s Guide, Unit 1 (C): 13, 22, 39–41, 42 Student Book Teacher’s Guide, Unit 2 (O): 6–7, 11, 33–36 Student Book Teacher’s Guide, Unit 3 (G): 6–7, 27–30 Student Book Teacher’s Guide, Unit 4 (A): 6–7, 10, 15, 28–30 Student Book Teacher’s Guide, Unit 5 (D): 6–7, 29–32 Student Book Teacher’s Guide, Unit 6 (S): 6–7, 12, 19–20, 26–29 Student Book Teacher’s Guide, Unit 7 (L): 7–8, 20, 25, 27–29 Student Book Teacher’s Guide, Unit 8 (I): 6, 19–21, 24, 27–30, 31 Student Book Teacher’s Guide, Unit 9 (T): 6–7, 19, 22–24, 30–33 Student Book Teacher’s Guide, Unit 10 (F): 6–7, 12, 15–17, 28–30 Student Book Teacher’s Guide, Unit 11 (E): 7, 21, 24–25, 27–30 Student Book Teacher’s Guide, Unit 12 (H): 6–8, 19–20, 27–30, 31 Student Book Teacher’s Guide, Unit 13 (U): 6–7, 18–20, 23, 26–30 Student Book Teacher’s Guide, Units 14–15 (B, R): 9, 15, 22, 24–25, 34, 43–45, 49, 55

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	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 6, 15–17, 20–21, 24, 31, 39–42, 50–51</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 12, 15–18, 27, 33, 41, 55–57, 61, 63, 65</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 6–7, 20–22, 24–27, 29–32, 34–35, 54–55, 59–60</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 6–7, 19–23, 26–27, 41–43, 59, 63–64, 66</p> <p>Writing Teacher’s Guide, Units 1–13: 5, 14, 30, 56</p> <p>Writing Teacher’s Guide, Units 14–24: 7, 12, 18, 27, 31, 33, 38, 35–38, 50, 52–53, 58, 60, 73, 75</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7–12, 14–19, 21–27, 29–35, 37–45, 47–52, 54–59, 61–68, 70–74, 76–81, 83–89, 91–98, 100–108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 4–12, 14–20, 22–29, 31–39, 41–48, 50–57, 59–65, 67–75, 77–85, 87–96, 98–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>
<p>b. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (CCSS: SL.K.2)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 8, 10–11, 18, 21–22, 25, 27, 33–35, 39–41</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 6–8, 10, 21–22, 25–27, 29, 31, 34–36</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 6, 8, 16, 19, 23–25, 28–30</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 6–7, 18, 20, 24–25, 28–30</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 6–7, 14, 19, 29–32</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 6–8, 16, 22–24, 26–29, 30</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 6, 8, 13, 16, 24, 27–29</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 6–8, 12–13, 23–24, 28–30</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 6–7, 11, 27, 31–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 6–7, 21, 24–25, 29–30, 31</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 11 (E): 6, 8, 20–21, 27–30</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 6, 8, 13, 15, 23–24, 28–30</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 6, 8, 12, 22–23, 27–29</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9, 14–15, 27, 35, 40, 47, 52</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 7, 12, 20, 24, 30, 36, 44, 48</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 12, 20, 27, 29, 40, 48, 52, 60</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 6–7, 13, 16–17, 34, 41, 43, 46–47</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 6–7, 12, 16, 25, 32, 38</p> <p>Writing Teacher’s Guide, Units 1–13: 13</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7–12, 14–19, 21–27, 29–35, 37–45, 47–52, 54–59, 61–68, 70–74, 76–81, 83–89, 91–98, 100–108</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	Super Smart Teacher’s Guide, Units 14–24: 5–12, 15–20, 23–29, 32–39, 42–48, 51–57, 60–65, 67–75, 77–85, 88–96, 98–106
c. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3)	Student Book Teacher’s Guide, Unit 1 (C): 14, 39–41 Student Book Teacher’s Guide, Unit 2 (O): 10, 21, 33–36 Student Book Teacher’s Guide, Unit 3 (G): 27–30, 31 Student Book Teacher’s Guide, Unit 4 (A): 8, 10, 28–31 Student Book Teacher’s Guide, Unit 5 (D): 22–23, 29–32 Student Book Teacher’s Guide, Unit 6 (S): 19–20, 26–29 Student Book Teacher’s Guide, Unit 7 (L): 9, 27–28 Student Book Teacher’s Guide, Unit 8 (I): 19–21, 27–30 Student Book Teacher’s Guide, Unit 9 (T): 16, 19, 22–24, 31–33 Student Book Teacher’s Guide, Unit 10 (F): 15–17, 21–22, 28–30 Student Book Teacher’s Guide, Unit 11 (E): 14, 24–25, 27–30 Student Book Teacher’s Guide, Unit 12 (H): 19–20, 27–30 Student Book Teacher’s Guide, Unit 13 (U): 7, 18–20, 26–29 Student Book Teacher’s Guide, Units 14–15 (B, R): 22, 24–25, 44–45, 50 Student Book Teacher’s Guide, Units 16–17 (N, M): 15–17, 39–42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 15–18, 35–38, 55–57

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 17, 20–22, 24–27, 29–32, 54–55</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19–23, 41–43</p> <p>Writing Teacher’s Guide, Units 1–13: 38, 45</p> <p>Writing Teacher’s Guide, Units 14–24: 28</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7–11, 14–18, 21–26, 29–34, 37–44, 47–51, 54–58, 61–67, 70–73, 76–80, 83–88, 91–97, 100–107</p> <p>Super Smart Teacher’s Guide, Units 14–24: 5–11, 15–19, 23–28, 32–38, 41–48, 51–57, 60–65, 67–75, 77–85, 87–96, 98–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Superkids Skill-Building Book:</i> 167</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
d. Listen with comprehension to follow two-step directions.	<p>Student Book Teacher’s Guide, Unit 1 (C): 10–12, 15–16, 19–21, 23–24, 27–28, 30–33, 36–37</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 5, 8–10, 12–13, 16–17, 19–20, 23–32</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 5, 9–10, 13–18, 21–23, 25–26</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 5, 8–9, 11, 15–20, 22–24, 26–27</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 5, 7–8, 11–20, 23–24, 27–28</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 5, 8–9, 13–18, 21, 24–25</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 5, 9–10, 13–14, 17–18, 22–26</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 5–6, 9–10, 13–14, 17–18, 22, 25–26</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 5, 8–9, 12–13, 16–17, 20–21, 25, 28–29</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 5, 8–9, 13–14, 18, 22–23, 26–27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 5, 9–10, 14–15, 18–19, 22, 26</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 12 (H): 5, 9–10, 13–14, 17–18, 22, 25–26</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 5, 9–10, 13–14, 16–17, 21, 23–25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 11–12, 16–17, 20–21, 26–27, 29, 33, 37–38, 41–42, 46–47, 50–51, 54</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 5, 8–9, 13–14, 19–20, 22–23, 25, 29, 32–33, 37–38, 43–44, 46–47, 50</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 9–10, 13–14, 19–20, 22, 26, 29–30, 33–34, 39–40, 42, 46, 49–50, 53–54, 59–60, 62</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5, 9–10, 14–15, 18–19, 23, 28, 33–34, 36, 40, 44–45, 48–49, 52–53, 55–56, 58</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5, 8–9, 13–14, 17–18, 24–25, 27, 31, 35–36, 39–40, 44, 48–49, 52–53, 56–57, 60–61, 65</p> <p>Super Smart Teacher’s Guide, Units 1–13: 12, 19, 27, 35, 45, 52, 59, 68, 74, 81, 89, 98, 108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 12, 20, 29, 39, 48, 57, 65, 75, 85, 96, 106</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Library Book Teacher’s Guide, Units 1–13: 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 9, 11, 13, 15, 17, 19, 21, 23, 25, 27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 9, 11, 13, 15, 17, 19, 21, 23, 25, 27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 9, 11, 13, 15, 17, 19, 21, 23, 25, 27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 7, 9, 11, 13, 15, 17, 19, 21, 23, 25</p>
<p>e. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (CCSS: L.K.6)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 8–9, 11, 13–15, 17–19, 21, 23, 34–35, 38–42</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 6–7, 10–11, 14, 19, 21–22, 33–37</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 17, 27–30</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 8, 10, 13, 24, 26, 28–31</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 11, 21, 26, 29–33</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 6–7, 10–13, 22, 26–29</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 6–9, 20–21, 24, 27–28</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 8 (I): 8, 15–16, 19–21, 27–31</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 6–8, 22–24, 30–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 6–8, 16–17, 19–22, 28–31</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 7, 9, 24–25, 27–30</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 7–9, 16, 19–20, 27–30</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 6–7, 9, 13, 15, 18–20, 22–23, 26–30</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 8–11, 19–20, 22, 28–29, 34, 43, 45, 48–49, 56</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 11, 13, 15–17, 21, 24, 31, 39–40, 45–46, 48–49</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 15–18, 21–22, 27, 31, 35–38, 41, 47, 55–57, 60–62</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 7, 16, 20–22, 24–27, 29–32, 34–35, 41, 43, 48, 50</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 7, 13, 17, 19–23, 26–27, 41–43, 47, 50, 65</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Writing Teacher’s Guide, Units 1–13: 5, 7, 11, 14, 17–18, 22, 26, 30–32, 34, 37, 42, 45, 49, 52</p> <p>Writing Teacher’s Guide, Units 14–24: 3, 7–8, 15–18, 25–27, 31–34, 38–40, 42, 67–68, 71</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7–12, 14–19, 21–27, 29–35, 37–45, 47–52, 54–59, 61–68, 70–74, 76–81, 83–89, 91–98, 100–108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 4–12, 14–20, 22–29, 31–39, 41–48, 50–57, 59–65, 67–75, 77–85, 87–96, 98–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Superkids Skill-Building Book:</i> 123–126, 133–134, 154</p>

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<p>Concepts and skills students master:</p> <p>3. Vocal sounds produce words and meaning to create early knowledge of phonemic awareness</p>	
<p>Evidence Outcomes</p> <p><i>Students can:</i></p>	
<p>a. Identify and create rhyming words.</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 25, 27–28, 37 Student Book Teacher’s Guide, Unit 2 (O): 17, 24, 28 Student Book Teacher’s Guide, Unit 3 (G): 18–19, 25 Student Book Teacher’s Guide, Unit 4 (A): 5, 19 Student Book Teacher’s Guide, Unit 5 (D): 5, 16 Student Book Teacher’s Guide, Unit 6 (S): 14 Student Book Teacher’s Guide, Unit 7 (L): 5, 23, 28 Student Book Teacher’s Guide, Unit 8 (I): 5 Student Book Teacher’s Guide, Unit 9 (T): 12, 17 Student Book Teacher’s Guide, Unit 10 (F): 5, 13, 18 Student Book Teacher’s Guide, Unit 11 (E): 5, 19 Student Book Teacher’s Guide, Unit 12 (H): 14, 18, 24–25 Student Book Teacher’s Guide, Unit 13 (U): 5, 17 Student Book Teacher’s Guide, Units 14–15 (B, R): 17, 33, 35, 39, 41–42 Student Book Teacher’s Guide, Units 16–17 (N, M): 5, 14, 20, 29, 38</p>

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	<p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 26, 34, 46, 54</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 19, 40, 47–49, 55–58</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 14, 27, 35, 40, 65</p> <p>Writing Teacher’s Guide, Units 14–24: 67–68</p> <p><i>Building Blocks of Reading:</i> 6–7</p> <p><i>Superkids Skill-Building Book:</i> 8–13, 32</p>
b. Identify and create alliterations.	<p>Student Book Teacher’s Guide, Unit 1 (C): 8–9, 11, 13</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 7–11, 14, 16, 25–26</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 7–9, 11–12, 15, 18, 26</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 7–8, 11–12, 14, 19</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 7–11, 13, 16–17</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 7–10, 13</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 8–10, 12–14</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 6–9, 13, 27–28</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 7–9</p>

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	<p>Student Book Teacher’s Guide, Unit 11 (E): 6–10, 15 Student Book Teacher’s Guide, Unit 12 (H): 7–11, 13 Student Book Teacher’s Guide, Unit 13 (U): 7–10, 14 Student Book Teacher’s Guide, Units 14–15 (B, R): 9, 11–12, 15, 28–29, 34–35, 37, 41 Student Book Teacher’s Guide, Units 16–17 (N, M): Student Book Teacher’s Guide, Units 18–20 (P, V, W): Student Book Teacher’s Guide, Units 21–22 (KQ, J): Student Book Teacher’s Guide, Units 23–24 (XY, Z):</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 17</p> <p><i>Superkids Skill-Building Book:</i> 120</p>
c. Identify words orally according to shared beginning or ending sounds.	<p>Student Book Teacher’s Guide, Unit 3 (G): 7–11, 14, 16, 21–22, 24–26 Student Book Teacher’s Guide, Unit 4 (A): 7–9, 11–12, 15, 18, 26 Student Book Teacher’s Guide, Unit 5 (D): 7–8, 11–12, 14, 17, 19–20 Student Book Teacher’s Guide, Unit 6 (S): 7–11, 13, 16–18 Student Book Teacher’s Guide, Unit 7 (L): 7–10, 13, 16–17 Student Book Teacher’s Guide, Unit 8 (I): 8–10, 12–14, 26</p>

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	<p>Student Book Teacher’s Guide, Unit 9 (T): 6–9, 13–14, 16, 27–28</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 7–9, 27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 6–10, 15, 26</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 7–11, 13</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 5, 7–10, 14, 25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 28–29, 34–35, 37, 41</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 8–9, 30–32, 33, 37</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 9, 10, 13, 27–39, 47–50</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 6–7, 9–10, 14, 41, 44–46</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 6–8, 32, 35–36</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 17</p>
d. Blend sounds orally to make one-syllable words.	<p>Student Book Teacher’s Guide, Unit 5 (D): 21–22, 25–27, 28</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 5, 9, 21–22, 25</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 5, 10, 14, 18–22, 23–25, 26</p>

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	<p>Student Book Teacher’s Guide, Unit 8 (I): 15, 18, 22, 25, 26</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 15, 17, 21, 25–26, 29</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 13, 14, 18, 20, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 16–18, 19, 23, 26</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 18, 22, 26, 31</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 17, 21, 25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 17, 21, 26, 33, 42, 46, 51</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 14, 19, 23, 29, 37, 38, 43, 47</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 19, 27, 33, 34, 39, 46, 49, 54, 59</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 18, 19, 23, 28, 33, 40, 49, 53, 56</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5, 14, 18, 24, 27, 40, 44, 49, 53, 57, 61</p> <p>Library Book Teacher’s Guide, Units 1–13: 16–17</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 17</p> <p>Building Blocks of Reading: 10–11</p> <p>Superkids Skill-Building Book: 25–26, 59–62</p>

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e. Segment one-syllable words into sounds.	<p>Student Book Teacher’s Guide, Unit 2 (O): 23 Student Book Teacher’s Guide, Unit 3 (G): 5 Student Book Teacher’s Guide, Unit 5 (D): 11, 17–19, 21, 24, 28 Student Book Teacher’s Guide, Unit 6 (S): 5, 21, 24, 25 Student Book Teacher’s Guide, Unit 7 (L): 18, 23, 26 Student Book Teacher’s Guide, Unit 8 (I): 18, 22, 26 Student Book Teacher’s Guide, Unit 9 (T): 5, 17, 21, 25, 29 Student Book Teacher’s Guide, Unit 10 (F): 14, 18, 23, 27 Student Book Teacher’s Guide, Unit 11 (E): 23, 26 Student Book Teacher’s Guide, Unit 12 (H): 5, 18, 22, 26 Student Book Teacher’s Guide, Unit 13 (U): 7, 17, 21, 25 Student Book Teacher’s Guide, Units 14–15 (B, R): 17, 21, 26, 33, 42, 46, 51 Student Book Teacher’s Guide, Units 16–17 (N, M): 14, 19, 23, 29, 38, 43, 47 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 19, 26, 34, 39, 46, 54, 59, Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5, 19, 23, 28, 33, 40, 49, 53, 56 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5, 14, 18, 24, 27, 31, 40, 44, 49, 53, 57, 61</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Library Book Teacher’s Guide, Units 1–13: 16–17</p> <p><i>Building Blocks of Reading: 9, 11–12</i></p> <p><i>Superkids Skill-Building Book: 25–27, 32</i></p>
f. Segment spoken words into onset (initial consonant sounds) and rime (vowel to end of syllable).	<p>Student Book Teacher’s Guide, Unit 5 (D): 11</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 19–20, 22</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 18</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 17</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 13</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 19</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 18</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 17</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 33, 39, 41</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 29</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 29, 33, 46</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 18, 40, 56</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 61</p> <p><i>Superkids Skill-Building Book: 27, 34–35, 64, 66–67</i></p>

**English Textbook and Instructional Materials Correlation to the
Grade K Colorado Reading, Writing, and Communicating Standards**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
g. Identify the initial, medial, and final phoneme (speech sound) of spoken words.	<p>Student Book Teacher’s Guide, Unit 1 (C): 9, 12–14, 16, 19–21, 24, 30–31, 35</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 7, 9, 13, 20, 23, 28, 32</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 5, 7–8, 10–11, 13– 14, 16–17, 20–22, 24–26</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 6–7, 9, 11–12, 16, 21–23, 26, 27</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 7–9, 12, 17, 19–20, 27</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 5, 7–8, 9, 18</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 7, 10, 14, 16–17</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 7–8, 10, 14–15</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 5–7, 9, 13–14, 27, 34</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 7, 9, 18, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 7–8, 10, 14, 15–16, 19, 23</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 5, 7–8, 10–11, 13, 18, 22, 26, 31</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 7, 10, 14–15, 17, 21, 25</p>

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Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9–10, 12, 34, 38</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 5–7, 9, 30, 33</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 10, 12, 27, 30, 47, 50</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 7, 10, 15, 41, 45–46</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 7, 9, 31–32, 36, 46, 51, 55, 58, 62</p> <p>Library Book Teacher’s Guide, Units 1–13: 16–17</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 17</p> <p><i>Building Blocks of Reading:</i> 10–11</p> <p><i>Superkids Skill-Building Book:</i> 21–24, 30–32</p>

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Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
2. Reading for All Purposes	
Concepts and skills students master:	
1. A concept of print to read and a solid comprehension of literary texts are the building blocks for reading	
Evidence Outcomes <i>Students can:</i>	
a. Use Key Ideas and Details to:	
i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1)	Student Book Teacher’s Guide, Unit 1 (C): 39–41 Student Book Teacher’s Guide, Unit 2 (O): 33–36 Student Book Teacher’s Guide, Unit 3 (G): 28–30 Student Book Teacher’s Guide, Unit 4 (A): 29–30 Student Book Teacher’s Guide, Unit 5 (D): 30–32 Student Book Teacher’s Guide, Unit 6 (S): 19–20 Student Book Teacher’s Guide, Unit 7 (L): 28–29 Student Book Teacher’s Guide, Unit 8 (I): 21, 28–30 Student Book Teacher’s Guide, Unit 9 (T): 23–24, 31–33 Student Book Teacher’s Guide, Unit 10 (F): 16–17 Student Book Teacher’s Guide, Unit 11 (E): 24–25, 28–30 Student Book Teacher’s Guide, Unit 12 (H): 20, 28–30 Student Book Teacher’s Guide, Unit 13 (U): 19–20, 27–29 Student Book Teacher’s Guide, Units 14–15 (B, R): 24–25, 27, 44–45, 47

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Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 16–17, 20, 40–42, 44, 48–49</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16–18, 20–21, 36–38, 40, 56–57, 60, 62</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21–22, 25–27, 30–32, 34, 36, 54</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 20–23, 25, 37, 42–43, 48</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–29</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p><i>Superkids Skill-Building Book:</i> 165, 167–174, 180</p>
<p>ii. With prompting and support, retell familiar stories, including key details. (CCSS: RL.K.2)</p>	<p>Student Book Teacher’s Guide, Unit 5 (D): 32</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 24</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 29</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 20, 22, 46</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 17, 22, 42, 62</p>

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Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 27, 32, 36</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 27, 42–43, 45, 48</p> <p>Library Book Teacher’s Guide, Units 1–13: 15, 19</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 11, 13, 21–22, 25</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 11, 13, 15, 19, 21, 25</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 9, 15, 17, 19</p> <p><i>Superkids Skill-Building Book:</i> 177–178, 180</p>
<p>iii. With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 39–41</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 33–36</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 28–30</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 30–32</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 19–20</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 20–21, 28–30</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 22–24, 31–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 15–17</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 11 (E): 24–25, 28–30 Student Book Teacher’s Guide, Unit 12 (H): 20, 28–30 Student Book Teacher’s Guide, Unit 13 (U): 19–20, 27–29 Student Book Teacher’s Guide, Units 14–15 (B, R): 24–25, 44–45 Student Book Teacher’s Guide, Units 16–17 (N, M): 16–17, 40–42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16–18, 36–38, 56–57 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20–22, 25–27, 30–32, 54 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 20–23, 42–43</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–29 Easy Library Book Teacher’s Guide, Units 14–24: 8–27 On-Level Library Book Teacher’s Guide, Units 14–24: 8–27 Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p><i>Superkids Skill-Building Book:</i> 170–174, 177–178, 180</p>

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Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
b. Use Craft and Structure to:	
<ul style="list-style-type: none"> i. Ask and answer questions about unknown words in a text. (CCSS: RL.K.4) 	<p>Student Book Teacher’s Guide, Unit 1 (C): 38, 40 Student Book Teacher’s Guide, Unit 2 (O): 33–34 Student Book Teacher’s Guide, Unit 3 (G): 27 Student Book Teacher’s Guide, Unit 4 (A): 28–29 Student Book Teacher’s Guide, Unit 5 (D): 29 Student Book Teacher’s Guide, Unit 6 (S): 19 Student Book Teacher’s Guide, Unit 7 (L): 28 Student Book Teacher’s Guide, Unit 8 (I): 21, 27 Student Book Teacher’s Guide, Unit 9 (T): 22, 30 Student Book Teacher’s Guide, Unit 10 (F): 15–16 Student Book Teacher’s Guide, Unit 11 (E): 24, 27–28 Student Book Teacher’s Guide, Unit 12 (H): 19–20, 27, 29 Student Book Teacher’s Guide, Unit 13 (U): 18–19, 26, 28–29 Student Book Teacher’s Guide, Units 14–15 (B, R): 22, 43, 45 Student Book Teacher’s Guide, Units 16–17 (N, M): 15–16, 39 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 15–16, 35, 55–56 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20, 24–27, 29, 31, 54</p>

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Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19, 21, 41</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–10, 12, 14, 16, 18, 20, 22, 24–26, 28–29</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8, 10, 12, 14, 16, 18, 20, 22, 24–26</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8, 10, 12, 14, 16, 18, 20–22, 24, 26</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8, 10–12, 14, 16, 18–20, 22–24, 26–27</p>
<p>ii. Recognize common types of texts (e.g., storybooks, poems). (CCSS: RL.K.5)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 34</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 36</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 28–29</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 27–28</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 21</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 28</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 56–57</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20–21, 24–25, 29, 54</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 41</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Super Smart Teacher’s Guide, Units 1–13: 7</p> <p>Library Book Teacher’s Guide, Units 1–13: 30, 32 Easy Library Book Teacher’s Guide, Units 14–24: 9, 16–17 Challenging Library Book Teacher’s Guide, Units 14–24: 21</p>
<p>iii. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)</p>	<p>Student Book Teacher’s Guide, Unit 1 I: 39 Student Book Teacher’s Guide, Unit 2 (O): 33</p> <p><i>Building Blocks of Reading: 13</i></p> <p><i>Superkids Skill-Building Book: 36</i></p>
<p>c. Use Integration of Knowledge and Ideas to:</p>	
<p>i. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (CCSS: RL.K.7)</p>	<p>Student Book Teacher’s Guide, Unit 6 (S): 19–20 Student Book Teacher’s Guide, Unit 8 (I): 19–21 Student Book Teacher’s Guide, Unit 9 (T): 22–24 Student Book Teacher’s Guide, Unit 10 (F): 15–17 Student Book Teacher’s Guide, Unit 11 (E): 25 Student Book Teacher’s Guide, Unit 12 (H): 19–20 Student Book Teacher’s Guide, Unit 13 (U): 18–19 Student Book Teacher’s Guide, Units 14–15 (B, R): 50 Student Book Teacher’s Guide, Units 16–17 (N, M): 16 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 31–32</p>

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Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 54 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19, 22</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–29 Easy Library Book Teacher’s Guide, Units 14–24: 11, 21–22, 24–25 On-Level Library Book Teacher’s Guide, Units 14–24: 8, 10, 14, 19, 26–27 Challenging Library Book Teacher’s Guide, Units 14–24: 8–12, 14–16, 18, 20, 24, 26–27</p> <p><i>Building Blocks of Reading:</i> 13</p> <p><i>Superkids Skill-Building Book:</i> 36, 161</p>
<p>ii. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)</p>	<p>Student Book Teacher’s Guide, Unit 8 (I): 30 Student Book Teacher’s Guide, Unit 9 (T): 31–33 Student Book Teacher’s Guide, Unit 10 (F): 16–17 Student Book Teacher’s Guide, Unit 13 (U): 28–29 Student Book Teacher’s Guide, Units 16–17 (N, M): 16 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 38 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 25–27, 31</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 43</p> <p>Library Book Teacher’s Guide, Units 1–13: 10–11, 13, 16–17, 20–21, 23, 25, 27, 29</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 12, 14, 18–20, 24, 26</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 9, 11, 13–15, 20, 22–24</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 11, 13, 15, 21, 24–26</p> <p><i>Superkids Skill-Building Book: 174</i></p>
d. Use Range of Reading and Level of Text Complexity to:	
i. Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)	<p>Student Book Teacher’s Guide, Unit 1 (C): 38–41</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 33–36</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 27–30</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 28–30</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 29–32</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 19–20</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 27–28</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 19–21, 28–30</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 22–24, 30–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 15–17</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 11 (E): 24–25, 27–30 Student Book Teacher’s Guide, Unit 12 (H): 19–21, 27–30 Student Book Teacher’s Guide, Unit 13 (U): 18–20, 26–29 Student Book Teacher’s Guide, Units 14–15 (B, R): 22–25, 43–45 Student Book Teacher’s Guide, Units 16–17 (N, M): 15–17, 39–42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 15–18, 35–38, 55–57 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20–22, 24–27, 29–32, 54–55 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19–23, 41–43</p> <p>Library Book Teacher’s Guide, Units 1–13: 8–29 Easy Library Book Teacher’s Guide, Units 14–24: 8–27 On-Level Library Book Teacher’s Guide, Units 14–24: 8–27 Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
<p>Concepts and skills students master:</p> <p>2. A concept of print to read and a solid comprehension of informational text are the building blocks for reading</p>	
<p>Evidence Outcomes</p> <p><i>Students can:</i></p>	
<p>a. Use Key Ideas and Details to:</p> <p>i. With prompting and support, ask and answer questions about key details in a text. (CCSS: RI.K.1)</p>	<p>Student Book Teacher’s Guide, Unit 2 (O): 11, 14 Student Book Teacher’s Guide, Unit 6 (S): 27–29 Student Book Teacher’s Guide, Unit 10 (F): 29–30</p> <p>Super Smart Teacher’s Guide, Units 1–13: 8–11, 15–18, 22–26, 30–34, 38–44, 48–51, 55–58, 61–67, 70–73, 76–80, 84–88, 92–98, 101–107 Super Smart Teacher’s Guide, Units 14–24: 5–11, 15–19, 23–28, 32–38, 41–47, 51–57, 60–65, 67–75, 77–85, 88–96, 99–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 30–33 Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Superkids Skill-Building Book:</i> 178</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
<p>ii. With prompting and support, identify the main topic and retell key details of a text. (CCSS: RI.K.2)</p>	<p>Student Book Teacher’s Guide, Unit 6 (S): 27–28 Student Book Teacher’s Guide, Unit 10 (F): 29–30</p> <p>Super Smart Teacher’s Guide, Units 1–13: 10–12, 17–19, 25–27, 35, 44–45, 48, 51–52, 55, 58–59, 63, 65–68, 73–74, 80–81, 87–89, 98, 102–104, 106–108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 11–12, 17, 19–20, 28–29, 32, 34, 36–39, 47–48, 55–57, 62, 64–65, 69, 74–75, 80, 84–85, 91, 95–96, 102, 105–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 33 Informational Text Library Teacher’s Guide, Units 14–24: 7, 9, 11, 13, 15, 17, 19, 21, 23, 25 Superkids Skill-Building Book: 178</p>
<p>iii. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS: RI.K.3)</p>	<p>Student Book Teacher’s Guide, Unit 6 (S): 29 Student Book Teacher’s Guide, Unit 10 (F): 29</p> <p>Super Smart Teacher’s Guide, Units 1–13: 10–11, 15–16, 18, 22–23, 25, 32, 39–42, 44, 49, 51, 55–57, 63–66, 71–72, 77–79, 84, 87–88, 92–96, 106</p> <p>Super Smart Teacher’s Guide, Units 14–24: 5–11, 15–18, 23–25, 27–28, 32, 34, 36–38, 42–43, 45, 51–52, 54, 56, 61–64, 69, 71–73, 80–81, 83–84, 88–91, 93, 95, 101–105</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	Informational Text Library Teacher’s Guide, Units 14–24: 6–15, 19–21, 23–25
b. Use Craft and Structure to:	
i. With prompting and support, ask and answer questions about unknown words in a text. (CCSS: RI.K.4)	Student Book Teacher’s Guide, Unit 6 (S): 26 Student Book Teacher’s Guide, Unit 10 (F): 28–29 Super Smart Teacher’s Guide, Units 1–13: 8–9, 12, 15–17, 21–22, 24–25, 29–33, 38, 41, 48–50, 55, 57–58, 61, 64–65, 67, 71–73, 76–77, 79, 85–87, 93–95, 101–102, 105–106 Super Smart Teacher’s Guide, Units 14–24: 5–6, 11–12, 14–15, 20, 24–26, 29, 32–33, 35, 37, 39, 41, 43–48, 51–55, 57, 60, 62–63, 65, 68, 71–72, 75, 79, 81–83, 85, 87–88, 92, 96, 98, 100, 105–106 Library Book Teacher’s Guide, Units 1–13: 30, 32–33 Informational Text Library Teacher’s Guide, Units 14–24: 6–8, 10, 12–20, 22–25
ii. Identify the front cover, back cover, and title page of a book. (CCSS: RI.K.5)	Student Book Teacher’s Guide, Unit 1 (C): 8, 34 Student Book Teacher’s Guide, Unit 2 (O): 30 Student Book Teacher’s Guide, Unit 3 (G): 24 Student Book Teacher’s Guide, Units 14–15 (B, R): 8

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 6</p> <p>Writing Teacher’s Guide, Units 1–13: 27–28, 50–52</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7, 14, 21, 29, 37, 47, 54, 61, 70, 76, 83, 91, 100</p> <p>Super Smart Teacher’s Guide, Units 14–24: 4, 14, 22, 31, 41, 50, 59, 67, 77, 87, 98</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6, 8, 10, 12, 14, 16, 18, 20, 22, 24</p> <p><i>Building Blocks of Reading: 13</i></p> <p><i>Superkids Skill-Building Book: 36</i></p>
<p>iii. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)</p>	<p>Student Book Teacher’s Guide, Unit 6 (S): 26–27</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 28</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7, 14, 21, 29, 54, 61</p> <p>Super Smart Teacher’s Guide, Units 14–24: 22, 31, 41, 50, 59, 67, 77, 87, 98</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Informational Text Library Teacher’s Guide, Units 14–24: 6, 15</p> <p><i>Building Blocks of Reading:</i> 13</p> <p><i>Superkids Skill-Building Book:</i> 36</p>
<p>c. Use Integration of Knowledge and Ideas to:</p> <p>i. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (CCSS: RI.K.7)</p>	<p>Student Book Teacher’s Guide, Unit 2 (O): 10</p> <p>Super Smart Teacher’s Guide, Units 1–13: 8–10, 15–16, 18, 24, 26, 30, 38, 42–43, 50, 56, 58, 64, 66, 71, 78–79, 84–86, 92, 95, 101, 104</p> <p>Super Smart Teacher’s Guide, Units 14–24: 6, 8, 10, 15, 18, 23, 26, 28, 32, 34, 37, 41–42, 44, 46, 54–55, 60, 64, 68, 70, 73, 78–79, 82, 89–90, 92, 100, 105–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 30–33</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–7, 9–12, 14, 16–23</p> <p><i>Building Blocks of Reading:</i> 13</p> <p><i>Superkids Skill-Building Book:</i> 36, 175–176</p>

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<p>ii. With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)</p>	<p>Student Book Teacher’s Guide, Unit 6 (S): 28–29 Student Book Teacher’s Guide, Unit 10 (F): 29</p> <p>Super Smart Teacher’s Guide, Units 1–13: 11, 30, 32, 34, 73, 94 Super Smart Teacher’s Guide, Units 14–24: 25, 47, 56, 95</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 15</p>
<p>iii. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (CCSS: RI.K.9)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 34 Student Book Teacher’s Guide, Unit 2 (O): 10 Student Book Teacher’s Guide, Unit 10 (F): 30</p> <p>Super Smart Teacher’s Guide, Units 14–24: 67</p> <p>Library Book Teacher’s Guide, Units 1–13: 33 Informational Text Library Teacher’s Guide, Units 14–24: 23, 25</p>
<p>d. Use Range of Reading and Level of Text Complexity to:</p>	
<p>i. Actively engage in group reading activities with purpose and understanding. (CCSS: RI.K.10)</p>	<p>Student Book Teacher’s Guide, Unit 2 (O): 10 Student Book Teacher’s Guide, Unit 6 (S): 26–29 Student Book Teacher’s Guide, Unit 10 (F): 28–30</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Super Smart Teacher’s Guide, Units 1–13: 7–12, 14–19, 21–27, 29–35, 37–45, 47–52, 54–59, 61–68, 70–74, 76–81, 83–89, 91–98, 100–108</p> <p>Super Smart Teacher’s Guide, Units 14–24: 4–11, 14–19, 22–28, 31–38, 41–48, 50–57, 59–65, 67–75, 77–85, 87–96, 98–106</p> <p>Library Book Teacher’s Guide, Units 1–13: 30–33</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>
<p>Concepts and skills students master:</p> <p>3. Decoding words in print requires alphabet recognition and knowledge of letter sounds</p>	
<p>Evidence Outcomes</p> <p><i>Students can:</i></p>	
<p>a. Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K.1)</p>	
<p>i. Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)</p>	<p>Student Book Teacher’s Guide, Unit 5 (D): 22–23</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 19–20</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 20–21</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 22–23</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 16</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 24–25</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 12 (H): 20–21 Student Book Teacher’s Guide, Unit 13 (U): 18–19 Student Book Teacher’s Guide, Units 14–15 (B, R): 8, 24, 44–45 Student Book Teacher’s Guide, Units 16–17 (N, M): 16–17, 40–42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16–18, 36–37, 56–57 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21–22, 25–27, 30–32, 54–55 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 20–22, 42–43</p> <p>Library Book Teacher’s Guide, Units 1–13: 18–33 Easy Library Book Teacher’s Guide, Units 14–24: 8–27 On-Level Library Book Teacher’s Guide, Units 14–24: 8–27 Challenging Library Book Teacher’s Guide, Units 14–24: 8–27 Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Building Blocks of Reading:</i> 13 <i>Superkids Skill-Building Book:</i> 36–38</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
<p>ii. Recognize that spoken words are represented in written language by specific sequences of letters. (CCSS: RF.K.1b)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 8, 14 Student Book Teacher’s Guide, Unit 2 (O): 6 Student Book Teacher’s Guide, Unit 3 (G): 6 Student Book Teacher’s Guide, Unit 4 (A): 6 Student Book Teacher’s Guide, Unit 5 (D): 6, 21 Student Book Teacher’s Guide, Unit 6 (S): 6 Student Book Teacher’s Guide, Unit 7 (L): 6 Student Book Teacher’s Guide, Unit 8 (I): 6, 21 Student Book Teacher’s Guide, Unit 9 (T): 6, 18 Student Book Teacher’s Guide, Unit 10 (F): 6 Student Book Teacher’s Guide, Unit 11 (E): 6 Student Book Teacher’s Guide, Unit 12 (H): 6 Student Book Teacher’s Guide, Units 16–17 (N, M): 6</p>
<p>iii. Understand that words are separated by spaces in print. (CCSS: RF.K.1c)</p>	<p>Student Book Teacher’s Guide, Unit 5 (D): 22 Student Book Teacher’s Guide, Unit 8 (I): 21 Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 36 Student Book Teacher’s Guide, Units 16–17 (N, M): 10, 35 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 8, 52 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 13, 43</p> <p>Writing Teacher’s Guide, Units 1–13: 44, 52 Writing Teacher’s Guide, Units 14–24: 22, 35, 56–57</p>

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	<p><i>Building Blocks of Reading:</i> 13–14</p> <p><i>Superkids Skill-Building Book:</i> 37–38</p>
iv. Recognize and name all upper- and lowercase letters of the alphabet. (CCSS: RF.K.1d)	<p>Student Book Teacher’s Guide, Unit 1 (C): 9, 14–15, 25, 29</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 7–8, 11, 16, 25–26, 30</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 7, 11, 13, 15</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 7–8, 11, 13, 17, 25</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 7, 9, 15, 17, 21, 25</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 7, 22–24</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 7, 9, 12, 17, 24</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 7, 9, 11, 15, 20</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 7, 10</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 7–8, 10–11, 20, 24–26</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 7, 11–12, 16, 22</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 7, 9, 11, 13</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 7, 9</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9–11, 28, 35, 37, 48–49, 54</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 6–8, 30, 32, 37</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6–7, 27, 30, 48</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 7, 9, 11–12, 41, 44</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 7–8, 10–11, 13, 32–33, 54, 56</p> <p>Writing Teacher’s Guide, Units 1–13: 25, 28, 53</p> <p>Writing Teacher’s Guide, Units 14–24: 69</p> <p><i>Building Blocks of Reading:</i> 14–15</p> <p><i>Superkids Skill-Building Book:</i> 39–44, 52</p>
b. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)	
i. Recognize and produce rhyming words. (CCSS: RF.K.2a)	<p>Student Book Teacher’s Guide, Unit 1 (C): 25, 27–28, 37</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 17, 24, 28</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 18–19, 25</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 5, 19</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 5, 16</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 14</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 5, 23, 28</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 5</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 9 (T): 12, 17 Student Book Teacher’s Guide, Unit 10 (F): 5, 13, 18 Student Book Teacher’s Guide, Unit 11 (E): 5, 19 Student Book Teacher’s Guide, Unit 12 (H): 14, 18, 24–25 Student Book Teacher’s Guide, Unit 13 (U): 5, 17 Student Book Teacher’s Guide, Units 14–15 (B, R): 17, 33, 35, 39, 41–42 Student Book Teacher’s Guide, Units 16–17 (N, M): 5, 14, 20, 29, 38 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 26, 34, 46, 54 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 19, 40, 47–49, 55–58 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 14, 27, 35, 40, 65</p> <p>Writing Teacher’s Guide, Units 14–24: 67–68</p> <p><i>Building Blocks of Reading:</i> 6–7</p> <p><i>Superkids Skill-Building Book:</i> 8–13, 32</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
ii. Count, pronounce, blend, and segment syllables in spoken words. (CCSS: RF.K.2b)	<p>Student Book Teacher’s Guide, Unit 2 (O): 5</p> <p><i>Building Blocks of Reading: 8</i></p> <p><i>Superkids Skill-Building Book: 18–19, 32</i></p>
iii. Blend and segment onsets and rimes of single-syllable spoken words. (CCSS: RF.K.2c)	<p>Student Book Teacher’s Guide, Unit 2 (O): 23</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 5</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 11, 17–19, 21, 24, 28</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 5, 21, 24, 25</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 18, 23, 26</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 18, 22, 26</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 5, 17, 21, 25, 29</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 14, 18, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 23, 26</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 5, 18, 22, 26</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 7, 17, 21, 25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 17, 21, 26, 33, 42, 46, 51</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 14, 19, 23, 29, 38, 43, 47</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 19, 26, 34, 39, 46, 54, 59, Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5, 19, 23, 28, 33, 40, 49, 53, 56 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5, 14, 18, 24, 27, 31, 40, 44, 49, 53, 57, 61</p> <p>Library Book Teacher’s Guide, Units 1–13: 16–17</p> <p><i>Building Blocks of Reading:</i> 9, 11–12</p> <p><i>Superkids Skill-Building Book:</i> 25–27, 32</p>
<p>iv. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (CCSS: RF.K.2d)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 9, 12–14, 16, 19–21, 24, 30–31, 35 Student Book Teacher’s Guide, Unit 2 (O): 7, 9, 13, 20, 23, 28, 32 Student Book Teacher’s Guide, Unit 3 (G): 5, 7–8, 10–11, 13–14, 16–17, 20–22, 24–26 Student Book Teacher’s Guide, Unit 4 (A): 6–7, 9, 11–12, 16, 21–23, 26, 27 Student Book Teacher’s Guide, Unit 5 (D): 7–9, 12, 17, 19–20, 27 Student Book Teacher’s Guide, Unit 6 (S): 5, 7–8, 9, 18</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 7 (L): 7, 10, 14, 16–17</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 7–8, 10, 14–15</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 5–7, 9, 13–14, 27, 34</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 7, 9, 18, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 7–8, 10, 14, 15–16, 19, 23</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 5, 7–8, 10–11, 13, 18, 22, 26, 31</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 7, 10, 14–15, 17, 21, 25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9–10, 12, 34, 38</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 5–7, 9, 30, 33</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6, 10, 12, 27, 30, 47, 50</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 7, 10, 15, 41, 45–46</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 7, 9, 31–32, 36, 46, 51, 55, 58, 62</p> <p>Library Book Teacher’s Guide, Units 1–13: 16–17</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Challenging Library Book Teacher’s Guide, Units 14–24: 17</p> <p><i>Building Blocks of Reading: 10–11</i></p> <p><i>Superkids Skill-Building Book: 21–24, 30–32</i></p>
<p>v. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 37</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 21, 25</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 23, 26</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 18, 22, 26</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 17, 25, 29</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 18, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 23, 26</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 22, 26</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 17, 21, 25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 21, 26, 33, 42, 46, 51</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 19, 23, 29, 43, 47</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 19, 26, 33, 39, 46, 54, 59</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 19, 23, 28, 33, 40, 49, 53, 56, 60</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5, 14, 18, 24, 40, 44, 49, 53, 57, 61</p> <p><i>Building Blocks of Reading:</i> 12</p> <p><i>Superkids Skill-Building Book:</i> 26–27, 29, 32</p>
vi. Identify phonemes for letters.	<p>Student Book Teacher’s Guide, Unit 1 (C): 9–17, 20, 24, 31–33, 35–37</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 5–9, 11–13, 17–25, 27–28, 31–32</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 5, 7–11, 13–14, 16–18, 20–22, 24–26</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 7–9, 11–12, 15–16, 18–23, 26–27</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 5–9, 11–12, 14–16, 19–21, 23–28</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 5–11, 13–14, 16–18, 21–22, 24</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 5, 7–11, 13–14, 16–26</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 5, 7–10, 14–18, 22–26</p>

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	<p>Student Book Teacher’s Guide, Unit 9 (T): 5–9, 11, 13–21, 25–29</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 5–9, 12–14, 18–19, 23, 26–27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 6–10, 13, 15–18, 23–26</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 5, 7–11, 13–15, 17</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 5, 7–10, 12–16, 21–25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9–12, 14–17, 20–21, 26–29, 33–35, 37–42, 51–54</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 5–9, 14, 23, 39–33, 35–38, 47–49</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5–7, 9–10, 12–14, 19, 26–27, 29–30, 32–34, 39, 46–50, 53–54, 59</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5–10, 14–16, 18–19, 23, 28, 33, 40–41, 44–46, 49, 53, 56</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5–9, 13–14, 18, 24, 31–32, 35–36, 40, 44, 46–49, 51–53, 55–62, 65</p> <p>Superkids Skill-Building Book: 1–3, 21–32, 53–76</p>

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<p>c. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (CCSS: L.K.4)</p>	
<p>i. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). (CCSS: L.K.4a)</p>	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 21 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 24</p> <p>Super Smart Teacher’s Guide, Units 1–13: 62</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 14 Challenging Library Book Teacher’s Guide, Units 14–24: 18–19, 24</p> <p><i>Superkids Skill-Building Book</i>: 140–141</p>
<p>ii. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. (CCSS: L.K.4b)</p>	<p>Student Book Teacher’s Guide, Units 14–15 (B, R): 18–19 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19, 37–39, 41, 44</p> <p><i>Superkids Skill-Building Book</i>: 90–93</p>

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d. Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS: RF.K.3)	
i. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (CCSS: RF.K.3a)	<p>Student Book Teacher’s Guide, Unit 1 (C): 9–12, 14–17, 20, 24, 31</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 9, 13, 19, 21</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 7, 9–10, 13, 20–21</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 9, 12, 26</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 7–9, 11, 14–15, 17–19, 21, 23, 26</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 7–11, 13, 17, 19–20, 24</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 7–10, 13, 16, 21–22</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 15–17, 20–21, 25</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 7–9, 14, 16, 20, 23, 28, 34</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 7–9, 13, 16, 19–21, 24, 26</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 13, 16–18, 20–22, 24–25</p>

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	<p>Student Book Teacher’s Guide, Unit 12 (H): 7, 9–10, 13, 17, 19–21, 23–24, 31</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 15–16, 19, 22, 24</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 9–12, 16, 20, 22, 27–29, 35, 37–38, 41, 43, 52–53</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 7–9, 15, 22, 30–33, 37, 39, 48–49</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 7, 9, 11–12, 15, 27, 29, 31–33, 35, 48–50, 53, 55</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 7–10, 14, 16–18, 20, 24, 29, 41, 43, 44, 46–47, 55, 57</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 7–9, 19, 32, 35, 41, 54, 60</p> <p>Writing Teacher’s Guide, Units 1–13: 25, 30, 37, 46, 53</p> <p>Library Book Teacher’s Guide, Units 1–13: 18–33</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p>Superkids Skill-Building Book: 55–64, 76</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
<p>ii. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b)</p>	<p>Student Book Teacher’s Guide, Unit 2 (O): 7–9, 11–28, 30–31</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 9, 10, 19</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 7–9, 11–12, 22, 26</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 14–15, 17–19, 23, 26</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 13, 19–20, 24</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 13, 21–22</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 8–10, 15–17, 20–21, 25</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 14–15, 20, 23, 26, 28, 34</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 13, 16, 19–21, 24, 26</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 7, 9–10, 13, 16–18, 20–22, 24–25</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 17, 19–21, 23–24, 31</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 7–10, 13, 15–16, 19, 22, 24</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 22, 41, 43, 52–53</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 15, 22, 37, 39, 48–49</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 15, 31–33, 35, 49, 55</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20, 24, 29, 43, 46–47, 55, 57</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19, 41, 46–48, 51–52, 54–56, 58–60, 62, 65</p> <p><i>Superkids Skill-Building Book:</i> 55–64, 76</p>
<p>iii. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). (CCSS: RF.K.3c)</p>	<p>Student Book Teacher’s Guide, Unit 8 (I): 20–21</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 20</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 15–17, 20</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 18–19, 22–23</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 18–19, 22, 28, 43</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 12, 15, 24, 39, 44, 46</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 11, 13, 15, 35, 40, 52–53, 55</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20, 24, 29, 50–52</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 15, 17, 19, 37, 41, 50, 52</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 8–27 On-Level Library Book Teacher’s Guide, Units 14–24: 8–17, 20–27 Challenging Library Book Teacher’s Guide, Units 14–24: 8–27 Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Superkids Skill-Building Book:</i> 106–108, 118</p>
<p>iv. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d)</p>	<p>Student Book Teacher’s Guide, Unit 8 (I): 15–17 Student Book Teacher’s Guide, Unit 9 (T): 20 Student Book Teacher’s Guide, Unit 11 (E): 20–22, 24–25 Student Book Teacher’s Guide, Unit 12 (H): 19, 23 Student Book Teacher’s Guide, Unit 13 (U): 15–16 Student Book Teacher’s Guide, Units 16–17 (N, M): 24–25, 32 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 43, 46–48 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 58, 60 <i>Superkids Skill-Building Book:</i> 52, 110</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
<p>e. Read emergent-reader texts with purpose and understanding. (CCSS: RF.K.4)</p>	<p>Student Book Teacher’s Guide, Unit 6 (S): 19–20 Student Book Teacher’s Guide, Unit 8 (I): 20–21 Student Book Teacher’s Guide, Unit 9 (T): 23–24 Student Book Teacher’s Guide, Unit 10 (F): 16–17 Student Book Teacher’s Guide, Unit 11 (E): 24–25 Student Book Teacher’s Guide, Unit 12 (H): 20–21 Student Book Teacher’s Guide, Unit 13 (U): 19–20 Student Book Teacher’s Guide, Units 14–15 (B, R): 23–25, 43–45 Student Book Teacher’s Guide, Units 16–17 (N, M): 15–18, 40–42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16–18, 36–38, 56–58 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21–22, 25–27, 30–32, 54–55 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 20–23, 42–43</p> <p>Library Book Teacher’s Guide, Units 1–13: 18–33 Easy Library Book Teacher’s Guide, Units 14–24: 8–27 On-Level Library Book Teacher’s Guide, Units 14–24: 8–27 Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	Informational Text Library Teacher’s Guide, Units 14–24: 6–25 <i>Superkids Skill-Building Book:</i> 112–118
3. Writing and Composition	
Concepts and skills students master:	
1. Text types and purposes, labels, and familiar words are used to communicate information and ideas	
Evidence Outcomes <i>Students can:</i>	
a. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>). (CCSS: W.K.1)	Student Book Teacher’s Guide, Units 16–17 (N, M): 37 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 59 Writing Teacher’s Guide, Units 1–13: 15–17, 19–20 Writing Teacher’s Guide, Units 14–24: 59, 61 <i>Superkids Skill-Building Book:</i> 239–240, 244–245, 247–250, 252
b. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (CCSS: W.K.2)	Writing Teacher’s Guide, Units 1–13: 35–36, 39–40, 43–44, 50–52 Writing Teacher’s Guide, Units 14–24: 38–45 <i>Superkids Skill-Building Book:</i> 239–240, 244–245, 247–250, 252

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STANDARD	CORRELATION Page numbers are listed for each component.
c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (CCSS: W.K.3)	Writing Teacher’s Guide, Units 1–13: 23–24, 54–55 Writing Teacher’s Guide, Units 14–24: 18–19, 22–24, 51, 53, 55–57 Easy Library Book Teacher’s Guide, Units 14–24: 9, 25 On-Level Library Book Teacher’s Guide, Units 14–24: 25 <i>Superkids Skill-Building Book:</i> 244–245, 247–252
d. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5)	Writing Teacher’s Guide, Units 1–13: 10, 12, 21, 33, 34, 40, 43, 49 Writing Teacher’s Guide, Units 14–24: 16, 23, 30, 37, 51–53
e. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6)	Writing Teacher’s Guide, Units 14–24: 31–32, 79
Concepts and skills students master:	
2. Appropriate mechanics and conventions are used to create simple texts	
Evidence Outcomes <i>Students can:</i>	
a. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.K.1)	

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Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
i. Print many upper- and lowercase letters. (CCSS: L.K.1a)	<p>Student Book Teacher’s Guide, Unit 1 (C): 26–29, 32–33, 35–36, 37</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 5, 9, 13, 15–18, 20, 24, 26, 28, 30, 32</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 5, 10–18, 22, 26</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 5, 9, 12–17, 19, 23, 26–27</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 5, 8, 10, 12–13, 15–16, 20, 23–24, 26, 28</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 5, 9, 11–15, 18, 21, 25, 30</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 5, 10, 12–15, 18, 23, 26</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 5, 10–13, 14, 18, 22, 26</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 5, 9–13, 17, 21, 25, 29</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 5, 9–11, 14, 18, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 5, 10–12, 14–15, 19, 23, 26</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 5, 10–14, 18, 22, 26</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 13 (U): 5, 10–14, 17, 21, 25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 12–14, 16–17, 21, 26, 33, 35–38, 42, 46, 51</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 5, 9–11, 13–14, 19, 23, 29, 33–35, 38, 43, 47</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 7–8, 10, 14, 19, 26, 28–30, 34, 39, 46, 50–54, 59</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5, 10–15, 19, 23, 28, 33, 40, 42–43, 45, 49, 53, 56</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5, 9–14, 18, 24, 31, 33–36, 40, 44, 49, 53–54, 57, 61</p> <p>Writing Teacher’s Guide, Units 1–13: 28–29, 37, 40, 52–53, 55</p> <p>Writing Teacher’s Guide, Units 14–24: 9–10, 13–16, 20–24, 26–27, 29–30, 35–36, 40–43</p> <p><i>Superkids Skill-Building Book:</i> 45–52</p>
<p>ii. Use frequently occurring nouns and verbs. (CCSS: L.K.1b)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 11, 15</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 7</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 63, 65</p>

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	<i>Superkids Skill-Building Book:</i> 206–207, 212–213, 218–219, 230
iii. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). (CCSS: L.K.1c)	Student Book Teacher’s Guide, Units 14–15 (B, R): 18–19 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19, 37–39 <i>Superkids Skill-Building Book:</i> 82–83, 208
iv. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). (CCSS: L.K.1d)	Student Book Teacher’s Guide, Unit 8 (I): 27 Student Book Teacher’s Guide, Unit 10 (F): 21–22 Student Book Teacher’s Guide, Unit 11 (E): 29–30 Writing Teacher’s Guide, Units 14–24: 25–27
v. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). (CCSS: L.K.1e)	Student Book Teacher’s Guide, Units 14–15 (B, R): 18, 28 Student Book Teacher’s Guide, Units 16–17 (N, M): 11, 13 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 13 Writing Teacher’s Guide, Units 1–13: 11–13, 38, 41, 42, 54 Writing Teacher’s Guide, Units 14–24: 26, 42, 65, 67, 69, 78 <i>Superkids Skill-Building Book:</i> 127
vi. Produce and expand complete sentences in shared language activities. (CCSS: L.K.1f)	Student Book Teacher’s Guide, Unit 2 (O): 12 Student Book Teacher’s Guide, Unit 8 (I): 25

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 9 (T): 22 Student Book Teacher’s Guide, Unit 10 (F): 19, 22 Student Book Teacher’s Guide, Unit 12 (H): 25 Student Book Teacher’s Guide, Unit 13 (U): 24 Student Book Teacher’s Guide, Units 14–15 (B, R): 11, 20 Student Book Teacher’s Guide, Units 16–17 (N, M): 50 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 48, 52 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 59, 63, 65</p> <p>Writing Teacher’s Guide, Units 14–24: 3–6, 9–11, 13–16, 18, 22–27, 29–32, 35–36, 42–44, 48, 55–57, 65–66, 69, 76–78</p> <p>Library Book Teacher’s Guide, Units 1–13: 23, 33 Easy Library Book Teacher’s Guide, Units 14–24: 17 On-Level Library Book Teacher’s Guide, Units 14–24: 11, 13, 15, 17, 19 Challenging Library Book Teacher’s Guide, Units 14–24: 9, 13, 15, 17, 19, 21, 23, 27 Informational Text Library Teacher’s Guide, Units 14–24: 7, 13, 17, 23</p> <p><i>Superkids Skill-Building Book: 235–237</i></p>

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STANDARD	CORRELATION Page numbers are listed for each component.
vii. Use proper spacing between words.	<p>Student Book Teacher’s Guide, Unit 5 (D): 26 Student Book Teacher’s Guide, Unit 8 (I): 21–22 Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 36 Student Book Teacher’s Guide, Units 16–17 (N, M): 11, 35 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 8, 29, 52 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 13, 43</p> <p>Writing Teacher’s Guide, Units 1–13: 11, 34, 44, 46, 47, 52, 54, 55 Writing Teacher’s Guide, Units 14–24: 9, 15, 22, 23, 35, 56, 57, 68, 75, 76</p> <p><i>Superkids Skill-Building Book:</i> 15, 35, 50, 231–234</p>
viii. Write left to right and top to bottom.	<p>Student Book Teacher’s Guide, Unit 1 (C): 17–18, 26–27 Student Book Teacher’s Guide, Unit 2 (O): 14–15 Student Book Teacher’s Guide, Unit 5 (D): 25 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 54</p> <p><i>Superkids Skill-Building Book:</i> 33, 38, 182, 187</p>
ix. Use appropriate pencil grip.	<p>Student Book Teacher’s Guide, Unit 3 (G): 16 Student Book Teacher’s Guide, Units 14–15 (B, R): 13 <i>Superkids Skill-Building Book:</i> 35, 48</p>

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<p>b. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.K.2)</p>	
<p>i. Capitalize the first word in a sentence and the pronoun <i>I</i>. (CCSS: L.K.2a)</p>	<p>Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 21, 36 Student Book Teacher’s Guide, Units 16–17 (N, M): 11, 35 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 8, 52 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 40, 43 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 11, 34</p> <p>Writing Teacher’s Guide, Units 14–24: 4–6, 9–11, 13–17, 22–27, 35–36, 42–43, 46–47, 56–57, 76</p> <p><i>Superkids Skill-Building Book: 227–230</i></p>
<p>ii. Recognize and name end punctuation. (CCSS: L.K.2b)</p>	<p>Student Book Teacher’s Guide, Unit 9 (T): 24 Student Book Teacher’s Guide, Unit 10 (F): 17, 19 Student Book Teacher’s Guide, Unit 13 (U): 8, 20 Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 21, 24, 27, 36, 40 Student Book Teacher’s Guide, Units 16–17 (N, M): 10–12, 19, 35, 37 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 8, 18, 52</p>

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	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 13, 17, 40, 43, 48</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 11, 65</p> <p>Writing Teacher’s Guide, Units 14–24: 4–6, 9–11, 13–17, 22–27, 29–30, 35–36, 42–43, 46–47, 56–57, 59, 61, 69, 76</p> <p><i>Superkids Skill-Building Book:</i> 220–223, 227–230</p>
<p>iii. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (CCSS: L.K.2c)</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 28, 32–33, 36–37</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 5, 17–19, 20, 22, 24–25, 27, 28, 32</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 5, 14, 16–18, 20, 22, 24, 26</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 5, 15–16, 18, 19–20, 23, 27</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 5, 12, 14, 16, 20, 24–25, 27, 28</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 5, 14, 16–18, 21–22, 24</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 11, 16–17, 18–20, 24–25</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 12–14, 16, 22–23</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
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	<p>Student Book Teacher’s Guide, Unit 9 (T): 11, 14–16, 18–19, 26</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 12</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 13–14, 16–18, 22</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 15, 17</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 12, 16, 22</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 15–16, 39–40</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 35–37, 48</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 32–33</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 15–16, 45</p> <p>Writing Teacher’s Guide, Units 1–13: 35–36</p> <p>Superkids Skill-Building Book: 185–187, 194–195</p>
iv. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (CCSS: L.K.2d)	<p>Student Book Teacher’s Guide, Unit 5 (D): 27</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 25</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 5, 14, 22–23, 25–26</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 5, 18, 25, 26</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 5, 13, 17, 20–21, 25, 29</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 10 (F): 5, 14, 18, 23, 26–27</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 5, 15–19, 22–24, 26, 31</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 5, 14, 18, 22, 26</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 5, 14, 17, 21, 24, 25</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 17, 21, 26, 33, 39, 41–42, 46, 51–52, 54</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 5, 13–14, 19, 23, 29, 38, 43, 47</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 9, 10, 13–14, 19, 26, 30, 34, 39, 42, 46, 54, 59–60</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5, 19, 23, 28, 33, 40, 47–49, 53, 56, 58</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 5, 14, 18, 24, 31, 36, 38, 40, 44, 49, 53, 57, 61</p> <p>Writing Teacher’s Guide, Units 1–13: 32, 52, 55</p> <p><i>Superkids Skill-Building Book:</i> 187–188, 194–195, 202</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
4. Research and Reasoning	
Concepts and skills students master:	
1. A variety of locations must be explored to find information that answers questions of interest	
Evidence Outcomes <i>Students can:</i>	
a. Dictate questions that arise during instruction.	<p>Student Book Teacher’s Guide, Unit 1 (C): 22, 38–39 Student Book Teacher’s Guide, Unit 2 (O): 34 Student Book Teacher’s Guide, Unit 3 (G): 28 Student Book Teacher’s Guide, Unit 6 (S): 27 Student Book Teacher’s Guide, Unit 8 (I): 29 Student Book Teacher’s Guide, Unit 10 (F): 22, 28, 30 Student Book Teacher’s Guide, Unit 12 (H): 20, 28 Student Book Teacher’s Guide, Unit 13 (U): 19 Student Book Teacher’s Guide, Units 14–15 (B, R): 24, 44 Student Book Teacher’s Guide, Units 16–17 (N, M): 40 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 56 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 31</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7, 14, 18, 21, 29, 37, 47, 54, 61, 70, 76, 83, 91, 100, 107 Super Smart Teacher’s Guide, Units 14–24: 4, 14, 22, 31, 41, 50, 59, 67, 77, 87, 98–99</p>

**English Textbook and Instructional Materials Correlation to the
Grade K Colorado Reading, Writing, and Communicating Standards**

Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Kindergarten

Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Writing Teacher’s Guide, Units 1–13: 38 Writing Teacher’s Guide, Units 14–24: 25–27, 53</p>
b. Use a variety of resources (such as direct observation, trade books, texts read aloud or viewed) to answer questions of interest through guided inquiry.	<p>Writing Teacher’s Guide, Units 1–13: 34–36, 42–44 Writing Teacher’s Guide, Units 14–24: 38–39, 59, 61</p>
Concepts and skills students master:	
2. Identify purpose, information and question an issue	
Evidence Outcomes	
<i>Students can:</i>	
a. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (CCSS: W.K.7)	<p>Writing Teacher’s Guide, Units 1–13: 34–36, 42–44 Writing Teacher’s Guide, Units 14–24: 38–39, 59–61</p>
i. Identify a clear purpose for research or inquiry. (If the class is learning about trees, is my need to know more about pets related?)	<p>Writing Teacher’s Guide, Units 1–13: 5, 11, 14, 18, 22, 25, 30, 34, 38, 42, 45, 49, 53 Writing Teacher’s Guide, Units 14–24: 3, 11, 18, 25, 33, 38, 44, 50, 58, 65, 73</p>
ii. Identify a significant question they are trying to answer, problem they are trying to solve, or issue they are trying to resolve.	<p>Writing Teacher’s Guide, Units 1–13: 11, 14, 17, 20, 22, 24, 30, 33, 34, 37, 38, 46, 49, 54 Writing Teacher’s Guide, Units 14–24: 11, 18, 19, 22–24, 26–27, 29–32, 33–34, 38, 51–53, 58, 73</p>

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iii. Gather relevant information and check various information sources for accuracy. (In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.)	Writing Teacher’s Guide, Units 1–13: 34, 38, 42 Writing Teacher’s Guide, Units 14–24: 38, 58–61
b. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.K.8)	Writing Teacher’s Guide, Units 1–13: 11, 18, 22, 38, 49–51 Writing Teacher’s Guide, Units 14–24: 11–14, 18, 33–36, 38–39, 65–66, 74, 76–78 Easy Library Book Teacher’s Guide, Units 14–24: 11, 19, 21, 27 On-Level Library Book Teacher’s Guide, Units 14–24: 9, 21, 23, 27 Challenging Library Book Teacher’s Guide, Units 14–24: 11, 25 Informational Text Library Teacher’s Guide, Units 14–24: 17, 25
Concepts and skills students master: 3. Quality of thinking depends on the quality of questions	
Evidence Outcomes <i>Students can:</i>	
a. Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.	Student Book Teacher’s Guide, Unit 1 (C): 22, 38–39 Student Book Teacher’s Guide, Unit 2 (O): 34

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 3 (G): 28 Student Book Teacher’s Guide, Unit 6 (S): 27 Student Book Teacher’s Guide, Unit 8 (I): 29 Student Book Teacher’s Guide, Unit 10 (F): 22, 28, 30 Student Book Teacher’s Guide, Unit 12 (H): 20, 28 Student Book Teacher’s Guide, Unit 13 (U): 19 Student Book Teacher’s Guide, Units 14–15 (B, R): 24, 44 Student Book Teacher’s Guide, Units 16–17 (N, M): 40 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 56 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 31</p> <p>Super Smart Teacher’s Guide, Units 1–13: 7, 14, 18, 21, 29, 37, 47, 54, 61, 70, 76, 83, 91, 100, 107 Super Smart Teacher’s Guide, Units 14–24: 4, 14, 22, 31, 41, 50, 59, 67, 77, 87, 98–99</p> <p>Writing Teacher’s Guide, Units 1–13: 38 Writing Teacher’s Guide, Units 14–24: 25–27, 53</p>
b. State, elaborate, and exemplify the concept of fair-mindedness.	<p>Student Book Teacher’s Guide, Unit 1 (C): 22 Student Book Teacher’s Guide, Unit 2 (O): 36 Student Book Teacher’s Guide, Unit 3 (G): 30 Student Book Teacher’s Guide, Unit 4 (A): 15 Student Book Teacher’s Guide, Unit 5 (D): 32</p>

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Grade K Colorado Reading, Writing, and Communicating Standards	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 6 (S): 12 Student Book Teacher’s Guide, Unit 7 (L): 25 Student Book Teacher’s Guide, Unit 8 (I): 24 Student Book Teacher’s Guide, Unit 9 (T): 19 Student Book Teacher’s Guide, Unit 10 (F): 12 Student Book Teacher’s Guide, Unit 11 (E): 21 Student Book Teacher’s Guide, Unit 12 (H): 30 Student Book Teacher’s Guide, Unit 13 (U): 23 Student Book Teacher’s Guide, Units 14–15 (B, R): 15, 49 Student Book Teacher’s Guide, Units 16–17 (N, M): 21, 50 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 12, 41, 61 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 35, 55 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 26, 64</p>