

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

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.

Copyright date: 2017

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STANDARD	CORRELATION Page numbers are listed for each component.
Inquiry-Based Literacy Standards (I)	
<u>Principles of Reading</u>	
Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.	
1.1 Engage in daily opportunities for play and exploration to foster a sense of curiosity, develop the disposition of inquisitiveness, and begin to verbally articulate “I wonders” about ideas of interest.	Student Book Teacher’s Guide, Unit 1 (C): 42 Student Book Teacher’s Guide, Unit 2 (O): 37 Student Book Teacher’s Guide, Unit 3 (G): 31 Student Book Teacher’s Guide, Unit 4 (A): 31 Student Book Teacher’s Guide, Unit 5 (D): 33 Student Book Teacher’s Guide, Unit 6 (S): 30 Student Book Teacher’s Guide, Unit 7 (L): 29 Student Book Teacher’s Guide, Unit 8 (I): 34 Student Book Teacher’s Guide, Unit 9 (T): 31 Student Book Teacher’s Guide, Unit 10 (F): 31 Student Book Teacher’s Guide, Unit 11 (E): 31 Student Book Teacher’s Guide, Unit 12 (H): 31 Student Book Teacher’s Guide, Unit 13 (U): 30 Student Book Teacher’s Guide, Units 14–15 (B, R): 55–56 Student Book Teacher’s Guide, Units 16–17 (N, M): 51–52 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 63–65

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	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 59–60 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 27, 66–67</p> <p><i>Superkids Skill-Building Book: 247–251</i></p>
<p>Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.</p>	
<p>2.1 With guidance and support, engage in daily explorations of texts to make connections to personal experiences, other texts, or the environment.</p>	<p>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</p>

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	<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> <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>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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Library Book Teacher’s Guide, Units 1–13: 8–33 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>Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.</p> <p>3.1 With guidance and support, develop a plan of action for collecting information from multiple sources through play, sensory observation, texts, websites, and conversations with adults/peers.</p>	<p>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</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 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>Easy Library Book Teacher’s Guide, Units 14–24: 11, 19, 21, 27</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>On-Level Library Book Teacher’s Guide, Units 14–24: 9, 21, 23, 27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 11, 25</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6– 25</p>
3.2 With guidance and support, select information, revise ideas, and record and communicate findings.	<p>Writing Teacher’s Guide, Units 1–13: 11–12, 14–24, 33, 38–44, 49–51, 54–57</p> <p>Writing Teacher’s Guide, Units 14–24: 11–19, 33–36, 38–49, 58–66, 75–78</p>
Standard 4: Synthesize integrated information to share learning and/or take action.	
4.1 With guidance and support, discover relationships and patterns during the inquiry process.	<p>Writing Teacher’s Guide, Units 1–13: 11–12, 14, 18–20, 49–51, 54–56</p> <p>Writing Teacher’s Guide, Units 14–24: 11–14, 38–45, 75–78</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 10–11, 18–19, 20–21, 26–27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–9, 20–23, 26–27</p>

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	<p>Challenging Library Book Teacher’s Guide, Units 14–24: 10–11, 24–25</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>
4.2 With guidance and support, use tools to communicate findings.	<p>Writing Teacher’s Guide, Units 1–13: 56–57 Writing Teacher’s Guide, Units 14–24: 31–32, 79</p>
4.3 With guidance and support, reflect on findings.	<p>Writing Teacher’s Guide, Units 1–13: 11–12, 14, 18–20, 49–51 Writing Teacher’s Guide, Units 14–24: 38–45, 75–78</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.	
5.1 With guidance and support, recognize the value of individual and collective thinking.	<p>Student Book Teacher’s Guide, Unit 1 (C): 13, 22, 39–41, 42 Student Book Teacher’s Guide, Unit 2 (O): 11, 33–36 Student Book Teacher’s Guide, Unit 3 (G): 27–30 Student Book Teacher’s Guide, Unit 4 (A): 10, 15, 28–30 Student Book Teacher’s Guide, Unit 5 (D): 29–32</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 6 (S): 12, 19–20, 26–29 Student Book Teacher’s Guide, Unit 7 (L): 20, 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): 21, 24–25, 27–30 Student Book Teacher’s Guide, Unit 12 (H): 19–20, 27–30, 31 Student Book Teacher’s Guide, Unit 13 (U): 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 Student Book Teacher’s Guide, Units 16–17 (N, M): 15–17, 20–21, 24, 31, 39–42, 50–51 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 12, 15–18, 27, 33, 35–38, 41, 55–57, 61, 63, 65 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20–22, 24–27, 29–32, 34–35, 54–55, 59–60 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19–23, 26–27, 41–43, 59, 63–64, 66</p> <p>Writing Teacher’s Guide, Units 1–13: 5, 14, 30, 56</p>

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	<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>
5.2 With guidance and support monitor and assess learning to guide inquiry.	<p>Writing Teacher’s Guide, Units 1–13: 11–12, 14, 18–20, 49–51, 54–56</p> <p>Writing Teacher’s Guide, Units 14–24: 11–14, 38–45, 75–78</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 10–11, 18–19, 20–21, 26–27</p>

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	<p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–9, 20–23, 26–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 10–11, 24–25</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>
<p><u>Fundamentals of Reading</u></p> <ul style="list-style-type: none"> • Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text. • Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting. • Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing. • Use metacognition to monitor meaning and adjust strategies while reading. 	

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<ul style="list-style-type: none"> Notice and analyze the style and techniques authors use to help readers construct meaning. 	
Reading – Literary Text (RL)	
<u>Principles of Reading</u>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	Student Book Teacher’s Guide, Unit 5 (D): 22–23 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): 22–23 Student Book Teacher’s Guide, Unit 10 (F): 16 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): 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

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	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21–22, 25–27, 30–32, 54–55</p> <p>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</p> <p><i>Building Blocks of Reading:</i> 13 <i>Superkids Skill-Building Book:</i> 36–38</p>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	<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</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	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
1.3 Understand that words are separated by spaces in print.	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 Writing Teacher’s Guide, Units 14–24: 22, 56–57 <i>Building Blocks of Reading: 13–14</i> <i>Superkids Skill-Building Book: 37–38</i>
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	Student Book Teacher’s Guide, Unit 1 (C): 9, 14–15, 25, 29 Student Book Teacher’s Guide, Unit 2 (O): 7–8, 11, 16, 25–26, 30 Student Book Teacher’s Guide, Unit 3 (G): 7, 11, 13, 15 Student Book Teacher’s Guide, Unit 4 (A): 7–8, 11, 13, 17, 25 Student Book Teacher’s Guide, Unit 5 (D): 7, 9, 15, 17, 21, 25 Student Book Teacher’s Guide, Unit 6 (S): 7, 22–24 Student Book Teacher’s Guide, Unit 7 (L): 7, 9, 12, 17, 24 Student Book Teacher’s Guide, Unit 8 (I): 7, 9, 11, 15, 20

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	<p>Student Book Teacher’s Guide, Unit 9 (T): 7, 10 Student Book Teacher’s Guide, Unit 10 (F): 7–8, 10–11, 20, 24–26 Student Book Teacher’s Guide, Unit 11 (E): 7, 11–12, 16, 22 Student Book Teacher’s Guide, Unit 12 (H): 7, 9, 11, 13 Student Book Teacher’s Guide, Unit 13 (U): 7, 9 Student Book Teacher’s Guide, Units 14–15 (B, R): 9–11, 28, 35, 37, 48–49, 54 Student Book Teacher’s Guide, Units 16–17 (N, M): 6–8, 30, 32, 37 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 6–7, 27, 30, 48 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 7, 9, 11–12, 41, 44 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 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>

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Recognize and produce rhyming words.	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 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 26, 34, 46, 54

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	<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>Building Blocks of Reading: 6–7</p> <p>Superkids Skill-Building Book: 8–13, 32</p>
2.2 Count, pronounce, blend, and segment syllables in spoken words.	<p>Student Book Teacher’s Guide, Unit 2 (O): 5</p> <p>Building Blocks of Reading: 8</p> <p>Superkids Skill-Building Book: 18–19, 32</p>
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	<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>

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	<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> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 19, 26, 34, 39, 46, 54, 59,</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5, 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, 31, 40, 44, 49, 53, 57, 61</p> <p>Library Book Teacher’s Guide, Units 1–13: 16–17 <i>Building Blocks of Reading:</i> 9, 11–12 <i>Superkids Skill-Building Book:</i> 25–27, 32</p>
2.4 Isolate and pronounce the initial, medial vowel, and final sounds in a three-phoneme word.	<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>

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	<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> <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>

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Text: Superkids Reading Program, Kindergarten

Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	<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 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>
2.5 Add or substitute individual sounds in simple, one-syllable words to make new words.	<p>Student Book Teacher’s Guide, Unit 1 (C): 37 Student Book Teacher’s Guide, Unit 6 (S): 21, 25 Student Book Teacher’s Guide, Unit 7 (L): 23, 26 Student Book Teacher’s Guide, Unit 8 (I): 18, 22, 26 Student Book Teacher’s Guide, Unit 9 (T): 17, 25, 29 Student Book Teacher’s Guide, Unit 10 (F): 18, 23, 27 Student Book Teacher’s Guide, Unit 11 (E): 23, 26 Student Book Teacher’s Guide, Unit 12 (H): 22, 26 Student Book Teacher’s Guide, Unit 13 (U): 17, 21, 25 Student Book Teacher’s Guide, Units 14–15 (B, R): 21, 26, 33, 42, 46, 51 Student Book Teacher’s Guide, Units 16–17 (N, M): 19, 23, 29, 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, 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> <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>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<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>

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

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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>Writing Teacher’s Guide, Units 14–24: 69</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><i>Superkids Skill-Building Book:</i> 55–64, 76</p> <p>Superkids Kindergarten Online Games: <i>Crazy Catch</i></p> <p>Superkids Kindergarten Online Games: <i>Silly Slides</i></p> <p>Superkids Kindergarten Online Games: <i>Treasure Beach</i></p> <p>Superkids Kindergarten Online Games: <i>Special Delivery</i></p> <p>Superkids Kindergarten Online Games: <i>At the Zoo</i></p> <p>Superkids Kindergarten Online Games: <i>Super Scrapbook</i></p>

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Text: Superkids Reading Program, Kindergarten

Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<p>Student Book Teacher’s Guide, Unit 2 (O): 7–9, 11–13, 18–19, 21, 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>Writing Teacher’s Guide, Units 1–13: 46, 53 Writing Teacher’s Guide, Units 14–24: 69</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> <p><i>Superkids Skill-Building Book:</i> 55–64, 76</p> <p>Superkids Kindergarten Online Games: <i>Crazy Catch</i> Superkids Kindergarten Online Games: <i>Silly Slides</i> Superkids Kindergarten Online Games: <i>Treasure Beach</i></p>

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Superkids Kindergarten Online Games: <i>Special Delivery</i> Superkids Kindergarten Online Games: <i>At the Zoo</i> Superkids Kindergarten Online Games: <i>Super Scrapbook</i></p>
3.3 Read regularly spelled one-syllable words.	<p>Student Book Teacher’s Guide, Unit 5 (D): 21–22, 25–27, 28 Student Book Teacher’s Guide, Unit 6 (S): 5, 9, 21–22, 25 Student Book Teacher’s Guide, Unit 7 (L): 5, 10, 14, 18–22, 23–25, 26 Student Book Teacher’s Guide, Unit 8 (I): 15, 18, 22, 25, 26 Student Book Teacher’s Guide, Unit 9 (T): 15, 17, 21, 25–26, 29 Student Book Teacher’s Guide, Unit 10 (F): 13, 14, 18, 20, 23, 27 Student Book Teacher’s Guide, Unit 11 (E): 16–18, 19, 23, 26 Student Book Teacher’s Guide, Unit 12 (H): 18, 22, 26, 31 Student Book Teacher’s Guide, Unit 13 (U): 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, 37, 38, 43, 47 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 19, 27, 33, 34, 39, 46, 49, 54, 59</p>

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	<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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STANDARD	CORRELATION Page numbers are listed for each component.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	<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 Student Book Teacher’s Guide, Unit 12 (H): 24 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</p> <p><i>Superkids Skill-Building Book: 52, 110</i></p>
3.5 Read common high-frequency words.	<p>Student Book Teacher’s Guide, Unit 8 (I): 20–21 Student Book Teacher’s Guide, Unit 10 (F): 20 Student Book Teacher’s Guide, Unit 12 (H): 15–17, 20 Student Book Teacher’s Guide, Unit 13 (U): 18–19, 22–23 Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 18–19, 22, 28, 43 Student Book Teacher’s Guide, Units 16–17 (N, M): 12, 15, 24, 39, 44, 46 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 11, 13, 15, 35, 40, 52–53, 55</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20, 24, 29, 50–52</p> <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</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–17, 20–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p><i>Superkids Skill-Building Book:</i> 106–108, 118</p>
3.6 Recognize grade-appropriate irregularly spelled words.	<p>Student Book Teacher’s Guide, Unit 12 (H): 15–17</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 18, 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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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</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–17, 20–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p><i>Superkids Skill-Building Book:</i> 106–108, 118</p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	<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): 23–24</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 16–17</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 24–25</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 20–21</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 19–20</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 23–25, 43–45</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): 15–18, 40–42</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16–18, 36–38, 56–58</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21–22, 25–27, 30–32, 54–55</p> <p>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</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> 112–118</p>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	<p>Student Book Teacher’s Guide, Unit 1 (C): 41</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 36</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 30</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 30</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 32</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 29</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 28</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p> Student Book Teacher’s Guide, Unit 8 (I): 30 Student Book Teacher’s Guide, Unit 9 (T): 33 Student Book Teacher’s Guide, Unit 10 (F): 30 Student Book Teacher’s Guide, Unit 11 (E): 30 Student Book Teacher’s Guide, Unit 12 (H): 30 Student Book Teacher’s Guide, Unit 13 (U): 29 Student Book Teacher’s Guide, Units 14–15 (B, R): 25, 45 Student Book Teacher’s Guide, Units 16–17 (N, M): 18, 42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 38, 58 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 27, 55 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 23, 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>Superkids Skill-Building Book: 112–118</i> </p>

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STANDARD	CORRELATION Page numbers are listed for each component.
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	<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 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: 13</i> <i>Superkids Skill-Building Book: 36, 161</i></p>

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<u><i>Meaning and Context</i></u>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	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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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>Superkids Skill-Building Book: 165, 167–174, 180</p>
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<p>Student Book Teacher’s Guide, Unit 1 (O): 38, 40–41</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 10, 81</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 29–30</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 24, 29</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 29–30</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 28</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 14–15 (B, R): 25, 44, 45</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 40, 42</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 38, 57</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 22, 27, 31</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: 10, 11, 16, 18–19, 21, 22, 27</p> <p><i>Building Blocks of Reading:</i> 13</p> <p><i>Superkids Skill-Building Book:</i> 36, 162–164</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 6: Summarize key details and ideas to support analysis of thematic development.	
6.1 Describe the relationship between illustrations and the text.	<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 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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p><i>Building Blocks of Reading: 13</i></p> <p><i>Superkids Skill-Building Book: 36, 161</i></p>
<p>Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>	
<p>7.1 With guidance and support, retell a familiar text; identify beginning, middle, and end in a text heard or read.</p>	<p>Student Book Teacher’s Guide, Unit 5 (D): 32 Student Book Teacher’s Guide, Unit 8 (I): 24 Student Book Teacher’s Guide, Units 14–15 (B, R): 29 Student Book Teacher’s Guide, Units 16–17 (N, M): 20, 22, 46 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 17, 22, 42, 62 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 27, 32, 36 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 Easy Library Book Teacher’s Guide, Units 14–24: 11, 13, 21–22, 25</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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>Superkids Skill-Building Book: 173, 77–178, 180</p>
7.2 Read or listen closely to compare familiar texts.	<p>Student Book Teacher’s Guide, Unit 8 (I): 30</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 31–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 16–17</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 28–29</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 16</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 38</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 25–27, 31</p> <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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	Challenging Library Book Teacher’s Guide, Units 14–24: 11, 13, 15, 21, 24–26 <i>Superkids Skill-Building Book:</i> 174
Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.	
8.1 With guidance and support, read or listen closely to:	
a. describe characters and their actions;	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 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 43

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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:</i> 174</p>
b. compare characters’ experiences to those of the reader;	<p>Student Book Teacher’s Guide, Unit 9 (T): 31–33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 16–17</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 28–29</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 17</p> <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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	Challenging Library Book Teacher’s Guide, Units 14–24: 11, 13, 15, 21, 24–26
c. describe setting;	<p>Student Book Teacher’s Guide, Unit 1 (C): 38 Student Book Teacher’s Guide, Unit 13 (U): 27–28 Student Book Teacher’s Guide, Units 16–17 (N, M): 41 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 56–57</p> <p>Library Book Teacher’s Guide, Units 1–13: 12–13 On-Level Library Book Teacher’s Guide, Units 14–24: 8–9 Challenging Library Book Teacher’s Guide, Units 14–24: 10–11</p> <p><i>Superkids Skill-Building Book:</i> 173</p>
d. identify the problem and solution; and	<p>Student Book Teacher’s Guide, Unit 6 (S): 20 Student Book Teacher’s Guide, Unit 12 (H): 29–30 Student Book Teacher’s Guide, Units 16–17 (N, M): 17 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 17–18 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21, 32</p> <p>Library Book Teacher’s Guide, Units 1–13: 24–25 Easy Library Book Teacher’s Guide, Units 14–24: 10–11</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>On-Level Library Book Teacher’s Guide, Units 14–24: 24–25</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 14–15</p> <p><i>Superkids Skill-Building Book:</i> 171–172</p>
e. identify the cause of an event.	<p>Student Book Teacher’s Guide, Unit 5 (D): 30–32</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 20</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 19, 29</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 24, 44–45</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 42</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16, 56</p> <p>Library Book Teacher’s Guide, Units 1–13: 20–21</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 16–17</p> <p><i>Superkids Skill-Building Book:</i> 163–165</p>

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
<u><i>Language, Craft, and Structure</i></u>	
Standard 9: Interpret and analyze the author’s use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.	
9.1 With guidance and support, identify the literary devices of repetitive language and the sound devices of rhyme, onomatopoeia, and alliteration; identify when the author uses each.	Student Book Teacher’s Guide, Unit 1 (C): 25, 27 Student Book Teacher’s Guide, Unit 3 (G): 19 Student Book Teacher’s Guide, Unit 4 (A): 28–30 Student Book Teacher’s Guide, Unit 6 (S): 8 Student Book Teacher’s Guide, Unit 7 (L): 27–28 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 61 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 54–55 Challenging Library Book Teacher’s Guide, Units 14–24: 16–17 <i>Superkids Skill-Building Book: 130</i>
9.2 With guidance and support, identify how an author’s choice of words, phrases, conventions, and illustrations suggest feelings, appeal to the senses, and contribute to meaning.	Student Book Teacher’s Guide, Unit 1 (C): 38 Student Book Teacher’s Guide, Unit 4 (A): 28–30 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): 27–29

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 16, 41</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 38, 55–57</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 25–27, 31</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 43</p> <p>Library Book Teacher’s Guide, Units 1–13: 10–13, 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: 8–9, 11, 13–15, 20, 22–24</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 10–11, 13, 15, 21, 24–26</p> <p><i>Superkids Skill-Building Book:</i> 128–130, 132, 173–174</p>
Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
10.1 With guidance and support, ask and answer questions about known and unknown words.	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 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 19, 21, 41

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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><i>Superkids Skill-Building Book:</i> 123–124, 148–149</p>
10.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 21</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 24</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 14</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 18–19, 24</p> <p><i>Superkids Skill-Building Book:</i> 140–141</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
10.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	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 <i>Superkids Skill-Building Book:</i> 90–93
10.4 With guidance and support, identify the individual words used to form a compound word.	Student Book Teacher’s Guide, Unit 23 (XY): 19 <i>Superkids Skill-Building Book:</i> 96–98, 102
10.5 With guidance and support, use print and multimedia resources to explore word relationships and nuances in word meanings.	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, 31 Student Book Teacher’s Guide, Unit 6 (S): 13, 30 Student Book Teacher’s Guide, Unit 9 (T): 28 Student Book Teacher’s Guide, Unit 11 (E): 31 Student Book Teacher’s Guide, Unit 12 (H): 9 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): 45–46, 50–52 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 42, 64 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 26, 65

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
10.6 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	<p>Writing Teacher’s Guide, Units 1–13: 31–32, 45, 49 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, 35, 39, 48, 96</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 23 Informational Text Library Teacher’s Guide, Units 14–24: 15, 18</p> <p><i>Superkids Skill-Building Book:</i> 125, 134–137, 139, 146–147</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, 31 Student Book Teacher’s Guide, Unit 6 (S): 13, 30 Student Book Teacher’s Guide, Unit 9 (T): 28 Student Book Teacher’s Guide, Unit 11 (E): 31 Student Book Teacher’s Guide, Unit 12 (H): 9 Student Book Teacher’s Guide, Unit 13 (U): 9 Student Book Teacher’s Guide, Units 14–15 (B, R): 56</p>

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	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 45–46, 50–52</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 42, 64</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 26, 65</p> <p>Writing Teacher’s Guide, Units 1–13: 31–32, 45, 49</p> <p>Writing Teacher’s Guide, Units 14–24: 71</p> <p>Super Smart Teacher’s Guide, Units 1–13: 12, 27, 35, 45, 74, 98</p> <p>Super Smart Teacher’s Guide, Units 14–24: 12, 35, 39, 48, 96</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 23</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 15, 18</p> <p><i>Superkids Skill-Building Book:</i> 125, 134–137, 139, 146–147</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 11: Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.	
11.1 Identify the author and illustrator and define the role of each.	Student Book Teacher’s Guide, Unit 1 (C): 39 Student Book Teacher’s Guide, Unit 2 (O): 33 <i>Building Blocks of Reading: 13</i> <i>Superkids Skill-Building Book: 36</i>
11.2 Identify who is telling the story, the narrator or characters.	Student Book Teacher’s Guide, Units 14–15 (B, R): 24 Student Book Teacher’s Guide, Units 16–17 (N, M): 17, 42 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 25–27, 30–31 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 22
Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.	
12.1 Recognize and sort types of literary texts.	Student Book Teacher’s Guide, Unit 1 (C): 34 Student Book Teacher’s Guide, Unit 2 (O): 36 Student Book Teacher’s Guide, Unit 4 (A): 28–29 Student Book Teacher’s Guide, Unit 7 (L): 27–28 Student Book Teacher’s Guide, Unit 8 (I): 21 Student Book Teacher’s Guide, Unit 11 (E): 28

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	<p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 56–57 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20–21, 24–25, 29, 54 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 41</p> <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>
12.2 Recognize the crafted text structure of recurring phrases.	<p>Student Book Teacher’s Guide, Unit 7 (L): 27–28 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 54–55</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 17</p>
Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	

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STANDARD	CORRELATION Page numbers are listed for each component.
13.1 Engage in whole and small group reading with purpose and understanding.	Student Book Teacher’s Guide, Unit 1 (C): 38–41 Student Book Teacher’s Guide, Unit 2 (O): 33–36 Student Book Teacher’s Guide, Unit 3 (G): 27–30 Student Book Teacher’s Guide, Unit 4 (A): 28–30 Student Book Teacher’s Guide, Unit 5 (D): 29–32 Student Book Teacher’s Guide, Unit 6 (S): 19–20 Student Book Teacher’s Guide, Unit 7 (L): 27–28 Student Book Teacher’s Guide, Unit 8 (I): 19–21, 28–30 Student Book Teacher’s Guide, Unit 9 (T): 22–24, 30–33 Student Book Teacher’s Guide, Unit 10 (F): 15–17 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

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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>
13.2 Read independently for sustained periods of time to build stamina.	<p>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): 18–20 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, 39–42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 15–18, 36–38, 55–58 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21–22, 24–27, 30–32, 54–55</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): 20–23, 41–43</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><i>Superkids Skill-Building Book:</i> 112–118</p>
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<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): 23–24</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 16–17</p> <p>Student Book Teacher’s Guide, Unit 11 (E): 24–25</p> <p>Student Book Teacher’s Guide, Unit 12 (H): 20–21</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 19–20</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 23–25, 43–45</p>

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	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 15–18, 40–42</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 16–18, 36–38, 56–58</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 21–22, 25–27, 30–32, 54–55</p> <p>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</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> 112–118</p>

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Text: Superkids Reading Program, Kindergarten

Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
Reading – Informational Text (RI)	
<i>Principles of Reading</i>	
Standard 1: Demonstrate understanding of the organization and basic features of print.	
1.1 Follow words from left to right, top to bottom, and front to back.	Student Book Teacher’s Guide, Unit 2 (O): 30 Student Book Teacher’s Guide, Unit 5 (D): 22–23 Informational Text Library Teacher’s Guide, Units 14–24: 6–25 <i>Building Blocks of Reading: 13</i> <i>Superkids Skill-Building Book: 36–38</i>
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	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

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STANDARD	CORRELATION Page numbers are listed for each component.
	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
1.3 Understand that words are separated by spaces in print.	Writing Teacher’s Guide, Units 1–13: 44, 52 Writing Teacher’s Guide, Units 14–24: 35 <i>Building Blocks of Reading: 13–14</i> <i>Superkids Skill-Building Book: 37–38</i>
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	Student Book Teacher’s Guide, Unit 1 (C): 9, 14–15, 25, 29 Student Book Teacher’s Guide, Unit 2 (O): 7–8, 11, 16, 25–26, 30 Student Book Teacher’s Guide, Unit 3 (G): 7, 11, 13, 15 Student Book Teacher’s Guide, Unit 4 (A): 7–8, 11, 13, 17, 25 Student Book Teacher’s Guide, Unit 5 (D): 7, 9, 15, 17, 21, 25 Student Book Teacher’s Guide, Unit 6 (S): 7, 22–24 Student Book Teacher’s Guide, Unit 7 (L): 7, 9, 12, 17, 24 Student Book Teacher’s Guide, Unit 8 (I): 7, 9, 11, 15, 20 Student Book Teacher’s Guide, Unit 9 (T): 7, 10 Student Book Teacher’s Guide, Unit 10 (F): 7–8, 10–11, 20, 24–26 Student Book Teacher’s Guide, Unit 11 (E): 7, 11–12, 16, 22 Student Book Teacher’s Guide, Unit 12 (H): 7, 9, 11, 13

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

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.	
2.1 Recognize and produce rhyming words.	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 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 26, 34, 46, 54

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STANDARD	CORRELATION Page numbers are listed for each component.
	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 Writing Teacher’s Guide, Units 14–24: 67–68 <i>Building Blocks of Reading:</i> 6–7 <i>Superkids Skill-Building Book:</i> 8–13, 32
2.2 Count, pronounce, blend, and segment syllables in spoken words.	Student Book Teacher’s Guide, Unit 2 (O): 5 <i>Building Blocks of Reading:</i> 8 <i>Superkids Skill-Building Book:</i> 18–19, 32
2.3 Blend and segment onsets and rimes of single-syllable spoken words.	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

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	<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> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 5, 14, 19, 26, 34, 39, 46, 54, 59,</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 5, 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, 31, 40, 44, 49, 53, 57, 61</p> <p>Library Book Teacher’s Guide, Units 1–13: 16–17 <i>Building Blocks of Reading:</i> 9, 11–12 <i>Superkids Skill-Building Book:</i> 25–27, 32</p>
2.4 Isolate and pronounce the initial, medial, and final sounds in a three-phoneme word.	<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>

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

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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 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>
2.5 Add or substitute individual sounds in simple, single-syllable words to make new words.	<p>Student Book Teacher’s Guide, Unit 1 (C): 37 Student Book Teacher’s Guide, Unit 6 (S): 21, 25 Student Book Teacher’s Guide, Unit 7 (L): 23, 26 Student Book Teacher’s Guide, Unit 8 (I): 18, 22, 26 Student Book Teacher’s Guide, Unit 9 (T): 17, 25, 29 Student Book Teacher’s Guide, Unit 10 (F): 18, 23, 27 Student Book Teacher’s Guide, Unit 11 (E): 23, 26 Student Book Teacher’s Guide, Unit 12 (H): 22, 26 Student Book Teacher’s Guide, Unit 13 (U): 17, 21, 25 Student Book Teacher’s Guide, Units 14–15 (B, R): 21, 26, 33, 42, 46, 51 Student Book Teacher’s Guide, Units 16–17 (N, M): 19, 23, 29, 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, 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> <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>
Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.	
3.1 Produce one-to-one letter-sound correspondences for each consonant.	<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>

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

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Writing Teacher’s Guide, Units 1–13: 25, 30, 37, 46, 53 Writing Teacher’s Guide, Units 14–24: 69 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> <p><i>Superkids Skill-Building Book:</i> 55–64, 76</p> <p>Superkids Kindergarten Online Games: <i>Crazy Catch</i> Superkids Kindergarten Online Games: <i>Silly Slides</i> Superkids Kindergarten Online Games: <i>Treasure Beach</i> Superkids Kindergarten Online Games: <i>Special Delivery</i> Superkids Kindergarten Online Games: <i>At the Zoo</i> Superkids Kindergarten Online Games: <i>Super Scrapbook</i></p>
3.2 Associate long and short sounds of the five major vowels with their common spellings.	<p>Student Book Teacher’s Guide, Unit 2 (O): 7–9, 11–13, 18–19, 21, 31 Student Book Teacher’s Guide, Unit 3 (G): 9, 10, 19 Student Book Teacher’s Guide, Unit 4 (A): 7–9, 11–12, 22, 26 Student Book Teacher’s Guide, Unit 5 (D): 14–15, 17–19, 23, 26 Student Book Teacher’s Guide, Unit 6 (S): 13, 19–20, 24</p>

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

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Writing Teacher’s Guide, Units 1–13: 46, 53 Writing Teacher’s Guide, Units 14–24: 69</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> <p><i>Superkids Skill-Building Book:</i> 55–64, 76</p> <p>Superkids Kindergarten Online Games: <i>Crazy Catch</i> Superkids Kindergarten Online Games: <i>Silly Slides</i> Superkids Kindergarten Online Games: <i>Treasure Beach</i> Superkids Kindergarten Online Games: <i>Special Delivery</i> Superkids Kindergarten Online Games: <i>At the Zoo</i> Superkids Kindergarten Online Games: <i>Super Scrapbook</i></p>
3.3 Read regularly spelled single-syllable words.	<p>Student Book Teacher’s Guide, Unit 5 (D): 21–22, 25–27, 28 Student Book Teacher’s Guide, Unit 6 (S): 5, 9, 21–22, 25 Student Book Teacher’s Guide, Unit 7 (L): 5, 10, 14, 18–22, 23–25, 26 Student Book Teacher’s Guide, Unit 8 (I): 15, 18, 22, 25, 26</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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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STANDARD	CORRELATION Page numbers are listed for each component.
3.4 Distinguish between similarly spelled consonant-vowel-consonant patterned words by identifying the sounds of the letters that differ.	<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 Student Book Teacher’s Guide, Unit 12 (H): 24 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</p> <p><i>Superkids Skill-Building Book: 52, 110</i></p>
3.5 Read common high-frequency words.	<p>Student Book Teacher’s Guide, Unit 8 (I): 20–21 Student Book Teacher’s Guide, Unit 10 (F): 20 Student Book Teacher’s Guide, Unit 12 (H): 15–17, 20 Student Book Teacher’s Guide, Unit 13 (U): 18–19, 22–23 Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 18–19, 22, 28, 43 Student Book Teacher’s Guide, Units 16–17 (N, M): 12, 15, 24, 39, 44, 46 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 11, 13, 15, 35, 40, 52–53, 55</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 20, 24, 29, 50–52</p> <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</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 8–17, 20–27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 8–27</p> <p><i>Superkids Skill-Building Book:</i> 106–108, 118</p>
3.6 Recognize grade-appropriate irregularly spelled words.	<p>Student Book Teacher’s Guide, Unit 12 (H): 15–17</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 18–19, 22, 28–29, 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> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 15, 17, 19, 37, 41, 50, 52</p>

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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
	<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 <i>Superkids Skill-Building Book:</i> 106–108, 118</p>
Standard 4: Read with sufficient accuracy and fluency to support comprehension.	
4.1 Read emergent-reader texts with purpose and understanding.	<p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p>
4.2 Read emergent-reader texts orally with accuracy, appropriate rate, and expression.	<p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Superkids Skill-Building Book:</i> 112–118</p>
4.3 Use picture cues to confirm or self-correct word recognition and understanding.	<p>Informational Text Library Teacher’s Guide, Units 14–24: 6–7, 10–12, 14–23</p> <p><i>Building Blocks of Reading:</i> 13 <i>Superkids Skill-Building Book:</i> 36, 161</p>

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Text: Superkids Reading Program, Kindergarten

Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
<u><i>Meaning and Context</i></u>	
Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.	
5.1 With guidance and support, ask and answer who, what, when, where, why, and how questions about a text; refer to key details to make inferences and draw conclusions in texts heard or read.	<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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STANDARD	CORRELATION Page numbers are listed for each component.
5.2 With guidance and support, ask and answer questions to make predictions using prior knowledge, pictures, illustrations, title, and information about author and illustrator.	<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><i>Building Blocks of Reading:</i> 13</p> <p><i>Superkids Skill-Building Book:</i> 36, 175–176</p>
Standard 6: Summarize key details and ideas to support analysis of central ideas.	
6.1 With guidance and support, retell the central idea and identify key details to summarize a text heard, read, or viewed.	<p>Student Book Teacher’s Guide, Unit 2 (O): 11</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 27–28</p> <p>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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 7, 9, 11, 13, 15, 17, 19, 21, 23, 25</p> <p><i>Superkids Skill-Building Book:</i> 178</p>
<p>Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.</p>	
<p>7.1 With guidance and support, compare topics or ideas within a thematic or author study heard, read, or viewed.</p>	<p>Super Smart Teacher’s Guide, Units 1–13: 17–18, 30, 32–33, 44, 48–49, 51, 55–57, 63–64, 71–72, 79, 84, 86, 92–96, 102–105</p> <p>Super Smart Teacher’s Guide, Units 14–24: 7, 9, 18, 25–26, 42–43, 54, 69, 73, 81, 83, 85, 90–91, 101–105</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 23, 25</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
<u><i>Meaning and Context</i></u>	
Standard 8: Interpret and analyze the author’s use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.	
8.1 With guidance and support, identify words, phrases, illustrations, and photographs used to provide information.	<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, 10–12, 14–23, 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>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Building Blocks of Reading:</i> 13</p> <p><i>Superkids Skill-Building Book:</i> 36, 175–176</p>
8.2 With guidance and support, use front cover, title page, illustrations/photographs, fonts, glossary, and table of contents to locate and describe key facts or information; describe the relationship between these features and the text.	<p>Student Book Teacher’s Guide, Unit 2 (O): 30</p> <p>Writing Teacher’s Guide, Units 1–13: 27–28, 50–52</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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, 10–12, 14–23, 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>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p><i>Building Blocks of Reading:</i> 13</p> <p><i>Superkids Skill-Building Book:</i> 36, 175–176</p>
Standard 9: Apply a range of strategies to determine the meaning of known, unknown, and multiple meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.	
9.1 With guidance and support, ask and answer questions about known and unknown words.	<p>Student Book Teacher’s Guide, Unit 6 (S): 26</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 28–29</p> <p>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</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>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</p> <p>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 <i>Superkids Skill-Building Book:</i> 123–124, 148–149</p>
9.2 With guidance and support, identify new meanings for familiar words and apply them accurately.	<p>Student Book Teacher’s Guide, Units 16–17 (N, M): 21 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 24</p> <p>Super Smart Teacher’s Guide, Units 1–13: 62</p> <p><i>Superkids Skill-Building Book:</i> 140–141</p>
9.3 With guidance and support, use inflectional endings and affixes to determine the meaning of unknown words.	<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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Grade K South Carolina College- and Career-Ready Standards and Indicators for English Language Arts	
STANDARD	CORRELATION Page numbers are listed for each component.
9.4 With guidance and support, use print and multimedia resources to explore word relationships and meanings.	<p>Writing Teacher’s Guide, Units 1–13: 31–32, 45, 49 Writing Teacher’s Guide, Units 14–24: 71</p> <p>Super Smart Teacher’s Guide, Units 1–13: 9, 12, 15–17, 22, 24–25, 27, 30–31, 35, 38, 41, 45, 48–50, 55, 57–58, 61, 64–65, 67, 71–74, 77, 79, 85–88, 93, 98, 101–102, 105–106</p> <p>Super Smart Teacher’s Guide, Units 14–24: 5–6, 11–12, 15, 20, 24–26, 28–29, 32–33, 35, 37, 39, 43–48, 51–55, 57, 60, 62–63, 65, 68, 71–72, 75, 79, 81–83, 85, 88, 92, 96, 100–101, 105–106</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 15, 18</p> <p>Superkids Skill-Building Book: 125, 133–144, 146–147</p>
9.5 With guidance and support, use words and phrases acquired through talk and text; explore nuances of words and phrases.	<p>Writing Teacher’s Guide, Units 1–13: 5, 7, 11, 14, 17–18, 22, 26, 30–32, 34, 37, 42, 45, 49, 52 Writing Teacher’s Guide, Units 14–24: 3, 7–8, 15–18, 25–27, 31–34, 38–40, 42, 67–68, 71</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: 4–12, 14–20, 22–29, 31–39, 41–48, 50–57, 59–65, 67–75, 77–85, 87–96, 98–106</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p> <p>Superkids Skill-Building Book: 125, 133–144, 146–147</p>
Standard 10: Analyze and provide evidence of how the author’s choice of purpose and perspective shapes content, meaning, and style.	
10.1 Identify the author and illustrator and define the role of each.	<p>Student Book Teacher’s Guide, Unit 1 (C): 34</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> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6, 15</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p><i>Building Blocks of Reading: 13</i></p> <p><i>Superkids Skill-Building Book: 36</i></p>
Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.	
11.1 With guidance and support, explore informational text structures within texts heard or read.	<p>Super Smart Teacher’s Guide, Units 1–13: 6–107 Super Smart Teacher’s Guide, Units 14–24: 3–105</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 6–7</p>
11.2 With guidance and support, identify the reasons an author gives to support a position.	<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>

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STANDARD	CORRELATION Page numbers are listed for each component.
<u><i>Range and Complexity</i></u>	
Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect on and respond to increasingly complex text over time.	
12.1 Engage in whole and small group reading with purpose and understanding.	<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> <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 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 Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>
12.2 Read independently for sustained periods of time.	<p>Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	<p>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> <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 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 Informational Text Library Teacher’s Guide, Units 14–24: 6–25</p>
Writing (W)	
<p><u>Fundamentals of Writing</u></p> <ul style="list-style-type: none"> • Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting. • Interact and collaborate with peers and adults to develop and strengthen writing. 	

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<ul style="list-style-type: none"> • Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience. • Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information. • Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community. • Incorporate authors’ craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain. 	
<i>Meaning, Context, and Craft</i>	
Standard 1: Write arguments to support claims with clear reasons and relevant evidence.	
1.1 Use a combination of drawing, dictating, and writing to state the topic and communicate an opinion about it.	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: 11–17, 30–33, 54–57

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Writing Teacher’s Guide, Units 14–24: 58–64, 73–79</p> <p><i>Superkids Skill-Building Book:</i> 239–252</p>
<p>1.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>Writing Teacher’s Guide, Units 1–13: 11–17, 30–33, 54–57 Writing Teacher’s Guide, Units 14–24: 58–64, 73–79</p> <p><i>Superkids Skill-Building Book:</i> 239–243</p>
<p>Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
<p>2.1 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name and supply information about the topic.</p>	<p>Writing Teacher’s Guide, Units 1–13: 35–36, 39–40, 43–44, 50–52 Writing Teacher’s Guide, Units 14–24: 38–45</p> <p><i>Superkids Skill-Building Book:</i> 239–240, 244–245, 247–250, 252</p>
<p>2.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.</p>	<p>Writing Teacher’s Guide, Units 1–13: 35–36, 39–40, 43–44, 50–52 Writing Teacher’s Guide, Units 14–24: 38–45</p> <p><i>Superkids Skill-Building Book:</i> 239–243</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	
3.1 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, to tell about the events in the order in which they occurred, and to provide a reaction to what happened.	Writing Teacher’s Guide, Units 1–13: 22–24 Writing Teacher’s Guide, Units 14–24: 11–24, 50–57 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> 239–252
3.2 With guidance and support, plan, revise, and edit building on personal ideas and the ideas of others to strengthen writing.	Writing Teacher’s Guide, Units 1–13: 22–24 Writing Teacher’s Guide, Units 14–24: 11–24, 50–57 <i>Superkids Skill-Building Book:</i> 239–243
<u>Language</u>	
Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
4.1 With guidance and support, use nouns.	Student Book Teacher’s Guide, Unit 1 (C): 11 Student Book Teacher’s Guide, Unit 6 (S): 7 <i>Superkids Skill-Building Book:</i> 206–209, 218–219, 230

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STANDARD	CORRELATION Page numbers are listed for each component.
4.2 With guidance and support, form regular plural nouns orally by adding /s/ or /es/.	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
4.3 With guidance and support, understand and use interrogatives.	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
4.4 With guidance and support, use verbs.	Student Book Teacher’s Guide, Unit 1 (C): 15 Student Book Teacher’s Guide, Unit 6 (S): 7 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 63, 65 <i>Superkids Skill-Building Book:</i> 212–213, 218–219, 230
4.5 With guidance and support, use adjectives.	Student Book Teacher’s Guide, Unit 3 (G): 17 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 21 Writing Teacher’s Guide, Units 14–24: 71 <i>Superkids Skill-Building Book:</i> 215, 218–219, 230

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STANDARD	CORRELATION Page numbers are listed for each component.
4.6 With guidance and support, use prepositional phrases.	<p>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</p> <p>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</p> <p><i>Superkids Skill-Building Book:</i> 127</p>
4.7 With guidance and support, use conjunctions.	<p><i>Superkids Skill-Building Book:</i> 217, 218–219, 230, 237</p>
4.8 Produce and expand complete sentences.	<p>Student Book Teacher’s Guide, Unit 2 (O): 12 Student Book Teacher’s Guide, Unit 8 (I): 25 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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 17</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 11, 13, 15, 17, 19</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 9, 13, 15, 17, 19, 21, 23, 27</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 7, 13, 17, 23</p> <p><i>Superkids Skill-Building Book: 235–237</i></p>
Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
5.1 Capitalize the first word in a sentence and the pronoun <i>I</i> .	<p>Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 21, 36</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 11, 35</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 8, 52</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 40, 43</p> <p>Student Book Teacher’s Guide, Units 23–24 (XY, Z): 11, 34</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Writing Teacher’s Guide, Units 14–24: 11–19, 22–24, 54–57</p> <p><i>Superkids Skill-Building Book: 227–230</i></p>
<p>5.2 Recognize and name end punctuation.</p>	<p>Student Book Teacher’s Guide, Unit 9 (T): 24</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 17, 19</p> <p>Student Book Teacher’s Guide, Unit 13 (U): 8, 20</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 21, 24, 27, 36, 40</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 10–12, 19, 35, 37</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 8, 18, 52</p> <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: 220–223, 227–230</i></p>

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STANDARD	CORRELATION Page numbers are listed for each component.
5.3 Write letter(s) for familiar consonant and vowel sounds.	<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> <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>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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><i>Superkids Skill-Building Book:</i> 185–187, 194–195</p> <p>Superkids Kindergarten Online Games: <i>Word Construction</i></p> <p>Superkids Kindergarten Online Games: <i>Super Golf</i></p> <p>Superkids Kindergarten Online Games: <i>Birthday Treats</i></p>
5.4 Spell simple words phonetically.	<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> <p>Student Book Teacher’s Guide, Unit 10 (F): 5, 14, 18, 23, 26–27</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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</p> <p><i>Superkids Skill-Building Book:</i> 187–188, 194–195, 202</p> <p>Superkids Kindergarten Online Games: <i>Word Construction</i></p> <p>Superkids Kindergarten Online Games: <i>Super Golf</i></p> <p>Superkids Kindergarten Online Games: <i>Birthday Treats</i></p>

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STANDARD	CORRELATION Page numbers are listed for each component.
5.5 Consult print and multimedia resources to check and correct spellings.	Writing Teacher’s Guide, Units 1–13: 32, 36, 52, 55 Writing Teacher’s Guide, Units 14–24: 17, 36, 44, 46–47, 59, 77 <i>Superkids Skill-Building Book:</i> 187–188, 192–195, 202
Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.	
6.1 With guidance and support, write routinely and persevere in writing tasks for a variety of purposes and audiences.	Writing Teacher’s Guide, Units 14–24: 9–79
6.2 Print upper- and lower-case letters.	Student Book Teacher’s Guide, Unit 1 (C): 26–29, 32–33, 35–36, 37 Student Book Teacher’s Guide, Unit 2 (O): 5, 9, 13, 15–18, 20, 24, 26, 28, 30, 32 Student Book Teacher’s Guide, Unit 3 (G): 5, 10–18, 22, 26 Student Book Teacher’s Guide, Unit 4 (A): 5, 9, 12–17, 19, 23, 26–27 Student Book Teacher’s Guide, Unit 5 (D): 5, 8, 10, 12–13, 15–16, 20, 23–24, 26, 28 Student Book Teacher’s Guide, Unit 6 (S): 5, 9, 11–15, 18, 21, 25, 30

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

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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, 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>6.3 Recognize that print moves from left to right and that there are spaces between words.</p>	<p>Student Book Teacher’s Guide, Unit 5 (D): 22</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 21</p> <p>Student Book Teacher’s Guide, Units 14–15 (B, R): 14, 36</p> <p>Student Book Teacher’s Guide, Units 16–17 (N, M): 10, 35</p> <p>Student Book Teacher’s Guide, Units 18–20 (P, V, W): 8, 52</p> <p>Student Book Teacher’s Guide, Units 21–22 (KQ, J): 13, 43</p> <p>Writing Teacher’s Guide, Units 1–13: 44, 52</p> <p>Writing Teacher’s Guide, Units 14–24: 22, 35, 56–57</p> <p><i>Building Blocks of Reading:</i> 13–14</p> <p><i>Superkids Skill-Building Book:</i> 37–38</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
6.4 Locate letter keys on an electronic device.	Writing Teacher’s Guide, Units 14–24: 31–32
Communication (C)	
<p><u>Fundamentals of Communication</u></p> <ul style="list-style-type: none"> • Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting. • Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience. • Use active and attentive communication skills, building on other’s ideas to explore, learn, enjoy, argue, and exchange information. • Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed. • Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas. 	

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STANDARD	CORRELATION Page numbers are listed for each component.
<ul style="list-style-type: none"> Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts. 	
<i>Meaning and Context</i>	
Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one’s own views while respecting diverse perspectives.	
1.1 Explore and create meaning through play, conversation, drama, and storytelling.	Student Book Teacher’s Guide, Unit 1 (C): 42 Student Book Teacher’s Guide, Unit 2 (O): 37 Student Book Teacher’s Guide, Unit 3 (G): 31 Student Book Teacher’s Guide, Unit 4 (A): 31 Student Book Teacher’s Guide, Unit 5 (D): 33 Student Book Teacher’s Guide, Unit 6 (S): 30 Student Book Teacher’s Guide, Unit 7 (L): 29 Student Book Teacher’s Guide, Unit 8 (I): 34 Student Book Teacher’s Guide, Unit 9 (T): 31 Student Book Teacher’s Guide, Unit 10 (F): 31 Student Book Teacher’s Guide, Unit 11 (E): 31 Student Book Teacher’s Guide, Unit 12 (H): 31

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 13 (U): 30 Student Book Teacher’s Guide, Units 14–15 (B, R): 55–56 Student Book Teacher’s Guide, Units 16–17 (N, M): 51–52 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 63–65 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 25–27, 30–31, 34–35, 59–60 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 66–67</p> <p><i>Superkids Skill-Building Book:</i> 247–251</p>
1.2 Practice the skills of taking turns, listening to others, and speaking clearly.	<p>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</p>

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

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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: 4–12, 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>1.3 Practice verbal and nonverbal techniques including volume and tone, eye contact, facial expressions, and posture.</p>	<p>Student Book Teacher’s Guide, Unit 1 (C): 41</p> <p>Student Book Teacher’s Guide, Unit 2 (O): 36</p> <p>Student Book Teacher’s Guide, Unit 3 (G): 30</p> <p>Student Book Teacher’s Guide, Unit 4 (A): 30</p> <p>Student Book Teacher’s Guide, Unit 5 (D): 32</p> <p>Student Book Teacher’s Guide, Unit 6 (S): 29</p> <p>Student Book Teacher’s Guide, Unit 7 (L): 28</p> <p>Student Book Teacher’s Guide, Unit 8 (I): 30</p> <p>Student Book Teacher’s Guide, Unit 9 (T): 33</p> <p>Student Book Teacher’s Guide, Unit 10 (F): 30</p>

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	<p>Student Book Teacher’s Guide, Unit 11 (E): 30 Student Book Teacher’s Guide, Unit 12 (H): 30 Student Book Teacher’s Guide, Unit 13 (U): 29 Student Book Teacher’s Guide, Units 14–15 (B, R): 25, 45 Student Book Teacher’s Guide, Units 16–17 (N, M): 18, 42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 38, 58 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 27, 55 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 23, 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>Superkids Skill-Building Book:</i> 112–118</p>
1.4 Participate in conversations with varied partners about focused grade level topics and texts in small and large groups.	<p>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</p>

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STANDARD	CORRELATION Page numbers are listed for each component.
	<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, 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, 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> <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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STANDARD	CORRELATION Page numbers are listed for each component.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made.	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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	<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>Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p>	
<p>2.1 With guidance and support, recall information from experiences or gather information from sources to ask and answer questions.</p>	<p>Writing Teacher’s Guide, Units 1–13: 11, 18, 22, 38, 49–51</p> <p>Writing Teacher’s Guide, Units 14–24: 11–14, 18, 33–36, 38–39, 65–66, 74, 76–78</p> <p>Easy Library Book Teacher’s Guide, Units 14–24: 11, 19, 21, 27</p> <p>On-Level Library Book Teacher’s Guide, Units 14–24: 9, 21, 23, 27</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 11, 25</p> <p>Informational Text Library Teacher’s Guide, Units 14–24: 17, 25</p>

**English Textbook and Instructional Materials Correlation to the
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Publisher: Zaner-Bloser, Inc.

Text: Superkids Reading Program, Kindergarten

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STANDARD	CORRELATION Page numbers are listed for each component.
2.2 With guidance and support, participate in shared research exploring a variety of texts; express opinions and talk about findings.	Writing Teacher’s Guide, Units 1–13: 34–36, 42–44 Writing Teacher’s Guide, Units 14–24: 38–39, 59, 61
Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.	
3.1 Explore how ideas and topics are depicted in a variety of media and formats.	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 Informational Text Library Teacher’s Guide, Units 14–24: 6–25 <i>Superkids Skill-Building Book:</i> 159–180
3.2 Use appropriate props, images, or illustrations to support verbal communication.	Student Book Teacher’s Guide, Unit 5 (D): 15 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 34–35, 59–60 Writing Teacher’s Guide, Units 1–13: 9–10, 12–13, 15–17, 19–33, 37, 39–41, 43–44, 46–48, 50–51, 54–57 Writing Teacher’s Guide, Units 14–24: 7–10, 13–16, 37, 40–41

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<i><u>Language, Craft, and Structure</u></i>	
Standard 4: Critique how a speaker addresses content and uses craft techniques that stylistically and structurally inform, engage, and impact audience and convey messages.	
4.1 Identify speaker’s purpose.	Student Book Teacher’s Guide, Unit 1 (C): 38–41 Student Book Teacher’s Guide, Unit 2 (O): (C): 33–36 Student Book Teacher’s Guide, Unit 3 (G): 19, 27–30 Student Book Teacher’s Guide, Unit 4 (A): 28–30 Student Book Teacher’s Guide, Unit 5 (D): 29–32 Student Book Teacher’s Guide, Unit 6 (S): 26–29 Student Book Teacher’s Guide, Unit 7 (L): 27–28 Student Book Teacher’s Guide, Unit 8 (I): 27–30 Student Book Teacher’s Guide, Unit 9 (T): 30–33 Student Book Teacher’s Guide, Unit 10 (F): 28–30 Student Book Teacher’s Guide, Unit 11 (E): 27–30 Student Book Teacher’s Guide, Unit 12 (H): 27–30 Student Book Teacher’s Guide, Unit 13 (U): 26–29
4.2 Identify the introduction and conclusion of a presentation.	

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STANDARD	CORRELATION Page numbers are listed for each component.
4.3 Identify when the speaker uses intonation and word stress.	Student Book Teacher’s Guide, Unit 1 (C): 41 Student Book Teacher’s Guide, Unit 2 (O): (C): 36 Student Book Teacher’s Guide, Unit 3 (G):30 Student Book Teacher’s Guide, Unit 5 (D): 32 Student Book Teacher’s Guide, Unit 8 (I): 30 Student Book Teacher’s Guide, Unit 9 (T): 33 Student Book Teacher’s Guide, Unit 12 (H): 30 Student Book Teacher’s Guide, Unit 13 (U): 29 Student Book Teacher’s Guide, Units 16–17 (N, M): 18 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 58 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 27, 32
Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.	
5.1 Use voice inflection, expression, rhythm, and rhyme, when presenting poems, short stories, role-plays, or songs.	Student Book Teacher’s Guide, Unit 1 (C): 41 Student Book Teacher’s Guide, Unit 2 (O): 27, 36 Student Book Teacher’s Guide, Unit 3 (G): 30 Student Book Teacher’s Guide, Unit 4 (A): 30 Student Book Teacher’s Guide, Unit 5 (D): 32 Student Book Teacher’s Guide, Unit 6 (S): 29 Student Book Teacher’s Guide, Unit 7 (L): 28 Student Book Teacher’s Guide, Unit 8 (I): 30 Student Book Teacher’s Guide, Unit 9 (T): 33

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STANDARD	CORRELATION Page numbers are listed for each component.
	<p>Student Book Teacher’s Guide, Unit 10 (F): 30 Student Book Teacher’s Guide, Unit 11 (E): 30 Student Book Teacher’s Guide, Unit 12 (H): 30 Student Book Teacher’s Guide, Unit 13 (U): 29 Student Book Teacher’s Guide, Units 14–15 (B, R): 25, 45 Student Book Teacher’s Guide, Units 16–17 (N, M): 18, 42 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 38, 58 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 27, 55, 59 Student Book Teacher’s Guide, Units 23–24 (XY, Z): 23, 43</p> <p>Writing Teacher’s Guide, Units 14–24: 72</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>Superkids Skill-Building Book: 112–118</i></p>

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STANDARD	CORRELATION Page numbers are listed for each component.
<p>5.2 Employ repetitive language, onomatopoeia, and/or alliteration to impact the audience.</p>	<p>Student Book Teacher’s Guide, Unit 7 (L): 28 Student Book Teacher’s Guide, Unit 11 (E): 30 Student Book Teacher’s Guide, Units 18–20 (P, V, W): 61 Student Book Teacher’s Guide, Units 21–22 (KQ, J): 55</p> <p>Challenging Library Book Teacher’s Guide, Units 14–24: 16–17</p> <p><i>Superkids Skill-Building Book: 112, 117</i></p>