



**Correlation of the Superkids Second Grade Levels,
The Superkids Hit Second Grade (Level 5) and The Superkids Take Off (Level 6),
 to the Phonological Awareness Literacy Screening (PALS) for Second Grade**

PALS Phonological Awareness Literacy Screening for Second Grade	Superkids Levels 5 and 6 Units/Lessons and Materials*
ENTRY LEVEL	
Spelling	
Students are asked to spell lists of words representing phonics features necessary to be successful at each grade level. Teachers score spelling based on the specific phonics features that are represented in each word.	Daily Dictation and Spelling Routines WWB 1/1, 2, 4, 5, 6, 10, 11, 15, 16, 19, 20 WWB 2/1, 3, 5, 6, 8, 9, 10, 11, 12, 14, 15, 16, 20 WWB 3/1, 5, 6, 8, 10, 11, 15, 16, 20 WWB 4/1, 5, 6, 10, 11, 15, 16, 20 WWB 5/1, 4, 5, 6, 10, 11, 15, 16, 19, 20 WWB 6/1, 5, 6, 9, 10, 11, 14, 15, 16, 20 WWB 7/1, 5, 6, 9, 10, 11, 14, 15, 16, 19, 20 WWB 8/1, 4, 5, 6, 9, 10, 11, 14, 15, 16, 17, 19, 20 <i>Superkids Skill-Building Book, pp. 185–195, 202</i>
Word Recognition in Isolation	
The capacity to obtain meaning from print depends strongly on accurate, automatic recognition of core reading vocabulary at each grade level. As a result, PALS provides eight graded word lists to gauge students' progress throughout the year.	WWB 1/2, 3, 6, 10, 11, 17 WWB 2/1, 3, 6, 11, 17 WWB 3/2, 6, 11, 16, 18 WWB 4/1, 6, 9, 11, 16 WWB 5/1, 6, 11, 16 WWB 6/1, 4, 6, 11, 14, 16 WWB 7/1, 6, 9, 11, 16 WWB 8/1, 6, 11, 16 <i>Superkids Skill-Building Book, pp. 106–111, 118</i>

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LEVEL A: ORAL READING IN CONTEXT	
Passage Reading	
Students are asked to read a leveled passage while the teacher takes a running record to determine students' instructional reading level.	<p>Reader Stories, Articles, and Books in Lessons: WWB 1/2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 1/2, 3, 4, 5, 6, 7, 8, 9, 10; BC 1/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 2/1–20; SM 2/1–10; BC 2/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 3/1–20; SM 3/1–10; BC 3/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 4/1–20; SM 4/1–10; BC 4/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 5/1–20; SM 5/1–10; BC 5/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 6/1–20; SM 6/1–10; BC 6/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 7/1–20; SM 7/1–10; BC 7/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 8/1–20; SM 8/1–10; BC 8/11, 12, 13, 14, 16, 17, 18, 19</p>

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LEVEL A: ORAL READING IN CONTEXT (continued)	
Timed Passage Readings	
<p>Teachers can time passage readings with a stopwatch. Entering the students' time in minutes and seconds into the PALS score entry system enables the system to calculate students' reading rate in words per minute.</p>	<p>Reader Stories, Articles, and Books in Lessons: WWB 1/2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 1/2, 3, 4, 5, 6, 7, 8, 9, 10; BC 1/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 2/1–20; SM 2/1–10; BC 2/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 3/1–20; SM 3/1–10; BC 3/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 4/1–20; SM 4/1–10; BC 4/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 5/1–20; SM 5/1–10; BC 5/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 6/1–20; SM 6/1–10; BC 6/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 7/1–20; SM 7/1–10; BC 7/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 8/1–20; SM 8/1–10; BC 8/11, 12, 13, 14, 16, 17, 18, 19</p> <p><i>Superkids Skill-Building Book</i>, pp. 113–114</p>

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LEVEL A: ORAL READING IN CONTEXT (continued)	
Comprehension	
<p>Comprehension is assessed in PALS 1–3 as part of the Oral Reading in Context task. After reading a passage out loud, students answer a set of comprehension questions about that passage. The comprehension questions are in a multiple-choice format.</p>	<p>Guide Reading in Lessons: WWB 1/2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20; SM 1/2, 3, 4, 5, 6, 7, 8, 9, 10; BC 1/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 2/1–20; SM 2/1–10; BC 2/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 3/1–20; SM 3/1–10; BC 3/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 4/1–20; SM 4/1–10; BC 4/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 5/1–20; SM 5/1–10; BC 5/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 6/1–20; SM 6/1–10; BC 6/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 7/1–20; SM 7/1–10; BC 7/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 8/1–20; SM 8/1–10; BC 8/11, 12, 13, 14, 16, 17, 18, 19</p> <p>Check Comprehension in Lessons: WWB 1/5, 6, 11, 13, 15, 20</p> <p>WWB 2/5, 10, 15, 20</p> <p>WWB 3/10, 15, 20</p> <p>WWB 4/5, 10, 15, 19, 20</p> <p>WWB 5/5, 10, 15, 20</p> <p>WWB 6/5, 10, 15</p> <p>WWB 7/5, 10, 15, 20</p> <p>WWB 8/5, 10, 15, 20</p> <p><i>Superkids Skill-Building Book</i>, pp. 161–175, 177–178, 180</p>

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LEVEL A: ORAL READING IN CONTEXT (continued)	
Fluency	
Oral reading fluency is rated with the PALS fluency rating guide. Students' oral reading is scored on a 3-point scale according to their phrasing and expression.	WWB 1/3, 5, 7, 10, 12, 15, 18, 20; SM 1/7; BC 1/15, 20 WWB 2/2, 5, 7, 10, 12, 15, 18, 20; SM 2/3–4, 7; BC 2/15, 20 WWB 3/2, 5, 7, 10, 12, 15, 17, 20; SM 3/2, 6; BC 3/15, 20 WWB 4/2, 5, 7, 10, 12, 15, 17, 20; SM 4/2, 4; BC 4/15, 20 WWB 5/2, 5, 7, 10, 12, 15, 17, 20; SM 5/4, 7; BC 5/15, 20 WWB 6/2, 5, 7, 10, 12, 15, 17, 20; SM 6/2, 10; BC 6/15, 20 WWB 7/2, 5, 7, 10, 12, 15, 18, 20; SM 7/2, 6; BC 7/15, 20 WWB 8/2, 5, 7, 10, 12, 15, 17, 20; SM 8/7, 10; BC 8/15, 20 <i>Superkids Skill-Building Book, pp. 112–118</i>
LEVEL B: ALPHABETICS	
Alphabet Recognition	
The single best predictor of early reading achievement is accurate, rapid identification of upper- and lower-case letters of the alphabet (Adams, 1990). PALS 1–3 assess students' ability to name the 26 lower-case letters of the alphabet.	WWB 1/1, 2, 6, 11, 12, 16, 18 WWB 2/1, 6, 11, 16 WWB 3/1, 2, 6, 13, 16 WWB 4/1, 6, 11, 16 WWB 5/1, 6, 11, 16 WWB 6/1, 6, 11 WWB 7/1, 6, 11, 16 WWB 8/1, 6, 11, 16 <i>Superkids Skill-Building Book, pp. 39–44, 52</i>

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LEVEL B: ALPHABETICS (continued)	
Letter Sounds	
Students are asked to produce the sounds of 23 letters of the alphabet, as well as three digraphs.	WWB 1/1, 2, 4, 6, 11, 12, 14, 16, 18, 19 WWB 2/1, 2, 6, 11, 16 WWB 3/1, 2, 6, 8, 11, 13, 16 WWB 4/1, 6, 11, 16 WWB 5/1, 6, 11, 16 WWB 6/1, 6, 11 WWB 7/1, 6, 11, 16 WWB 8/1, 6, 11, 16 <i>Superkids Skill-Building Book, pp. 21–24, 32, 55–58, 76</i>
Concept of Word	
The Concept-of-Word task measures students' ability to accurately touch words in a memorized rhyme as well as their ability to use context to identify individual words within a given line of text. Both of these phenomena are important precursors to learning to read.	WWB 1/2, 3, 6, 9, 10, 11, 13, 17 WWB 2/1, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 17, 18, 19, 20 WWB 3/1, 2, 3, 4, 6, 7, 8, 9, 11, 13, 14, 16, 17, 20 WWB 4/1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 16, 17, 18 WWB 5/1, 2, 3, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 18 WWB 6/1, 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 16, 18, 20 WWB 7/1, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 16, 17, 19 WWB 8/1, 2, 6, 7, 8, 9, 11, 13, 14, 16, 17, 19, Bonus Lesson 1 <i>Superkids Skill-Building Book, pp. 63–72, 74–76</i>

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LEVEL C: PHONEMIC AWARENESS	
Blending	
In the blending task, students are asked to blend individual phonemes together to come up with a word (e.g., /c/+/a/+/t/ = cat). Items move from two-phoneme words to four-phoneme words.	<p>Daily Decoding Routines</p> <p>WWB 1/1–20; SM 1/1–10; BC 1/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 2/1–20; SM 2/1–10; BC 2/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 3/1–20; SM 3/1–10; BC 3/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 4/1–20; SM 4/1–10; BC 4/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 5/1–20; SM 5/1–10; BC 5/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 6/1–20; SM 6/1–10; BC 6/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 7/1–20; SM 7/1–10; BC 7/11, 12, 13, 14, 16, 17, 18, 19</p> <p>WWB 8/1–20; SM 8/1–10; BC 8/11, 12, 13, 14, 16, 17, 18, 19</p> <p><i>Superkids Skill-Building Book, pp. 25, 59–72, 74–76</i></p>
Sound-to-Letter	
The Sound-to-Letter task requires phoneme segmentation in addition to knowledge of letter sounds. The teacher says a word (e.g., map); the students segments a specific phoneme within that word and tells the teacher the letter that represents either the beginning, middle, or ending phoneme in that word.	<p>WWB 1/6, 14, 16, 19</p> <p>WWB 2/1, 6, 11, 12</p> <p>WWB 3/1, 2, 6, 8, 11, 13, 16</p> <p>WWB 4/6, 11, 16</p> <p>WWB 5/1, 6, 11, 16</p> <p>WWB 6/1, 6, 11, 20</p> <p>WWB 7/1, 6, 11, 16</p> <p>WWB 8/1, 6, 11, 16</p> <p><i>Superkids Skill-Building Book, pp. 26, 30–31</i></p>

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