



**Correlation of the Superkids Kindergarten Levels,  
Meet the Superkids and Superkids' Club, to the Phonological Awareness  
Literacy Screening (PALS) for Kindergarten**

| <p align="center"><b>PALS</b><br/>Phonological Awareness Literacy Screening<br/>for Kindergarten</p>  | <p align="center"><i>Meet the Superkids and Superkids' Club</i><br/>Lessons* and Program Materials</p>   |
|---|--|
| <p><b>Rhyme Awareness</b></p>   |  |
| <p>Out of a set of three pictures, students are asked to identify the one that rhymes with the target picture. There are ten items; students who perform below expectation on the group rhyme task take the task in an individual format.</p>                               | <p>Daily Phonological Awareness Routines<br/>Lessons 5, 20, 21 (Tuck-In), 56 (Tuck-In), 69 (Tuck-In), 78, 91, 99, 113 (Tuck-In), 128, 130, 131<br/><i>Building Blocks of Reading</i>, pp. 6–7<br/><i>Superkids Skill-Building Book</i>, pp. 8–13, 32</p>   |
| <p><b>Beginning Sound Awareness</b></p>   |  |
| <p>Out of a set of three pictures, students are asked to identify the one that has the same beginning sound as the target picture. There are ten items; students who perform below expectation on the group beginning sound task take the task in an individual format.</p> | <p>Daily Phonemic Awareness Routines<br/>Lessons 1, 2, 4, 6, 7, 9, 10, 12, 13, 14, 17, 18, 19, 20, 21, 23, 24, 26, 30, 31, 32, 37, 38, 39, 43, 44, 46, 49, 50, 51, 53, 55, 56, 57, 58, 60, 62, 63, 66, 68, 69, 74, 75, 76, 80, 81, 86, 87, 90, 91, 92, 95, 96, 101, 106, 107, 112, 113, 116, 120, 122, 127, 128, 132, 138, 141, 142, 143, 144, 145<br/><i>Superkids Big Book of Blending</i><br/><i>Building Blocks of Reading</i>, pp. 10–11<br/><i>Superkids Skill-Building Book</i>, pp. 21–24, 30–32</p> |
| <p><b>Alphabet Knowledge</b></p>  |  |
| <p>Students are asked to name the 26 lower-case letters of the alphabet.</p>  | <p>Lessons 1, 2, 5, 6, 9, 10, 12, 14, 17, 19, 23, 26, 28, 30, 32, 33, 37, 39, 41, 43, 45, 46, 49, 50, 55, 56, 62, 63, 66, 68, 69, 74, 75, 80, 81, 86, 87, 91, 94, 96, 97, 101, 102, 107, 112, 116, 117, 120, 121, 127, 132, 133, 138, 141, 142, 143, 144, 145<br/><i>Building Blocks of Reading</i>, pp. 14–15<br/><i>Superkids Skill-Building Book</i>, pp. 39–44, 52</p>   |

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

**Correlation of the Superkids Kindergarten Levels,  
Meet the Superkids and Superkids' Club, to the Phonological Awareness Literacy Screening  
(PALS) for Kindergarten**

| PALS<br>Phonological Awareness Literacy Screening<br>for Kindergarten  | <i>Meet the Superkids and Superkids' Club<br/>Lessons* and Program Materials</i>  |
|--|---|
| <b>Letter Sounds</b>   |   |
| Students are asked to produce the letter sounds of 23 upper-case letters of the alphabet, as well as three digraphs.   | Lessons 1, 2, 3, 9, 10, 12, 13, 14, 17, 19, 20, 21, 23, 26, 27, 30, 31, 32, 33, 35, 37, 38, 39, 41, 43, 44, 45, 46, 49, 50, 51, 53, 55, 56, 57, 58, 62, 63, 65, 66, 68, 69, 70, 71, 72, 74, 75, 76, 80, 82, 84, 86, 87, 90, 91, 92, 96, 97, 101, 106, 107, 112, 113, 116, 120, 127, 128, 132, 138, 141, 142, 143, 144, 145<br><br><i>Superkids Big Book of Blending</i><br><br><i>Superkids Skill-Building Book</i> , pp. 55–58, 76                                     |
| <b>Spelling</b>  |   |
| Students spell the consonant-vowel-consonant words, receiving credit for phonetically acceptable substitutions.  | Daily Dictation Routines<br><br>Lessons 34, 35, 41, 46, 47, 57, 58, 60, 63, 70, 84, 92, 95, 102, 119, 122, 128, 131, 139<br><br>Expressive Writing in Lessons 46, 70, 72, 73, 79, 82, 83, 90, 94, 99, 105, 111, 115, 119, 123, 126, 131, 134, 137, 142, 143, 145<br><br><i>Superkids Skill-Building Book</i> , pp. 186–189, 194–195, 202  |
| <b>Concept of Word</b>   |   |
| The Concept-of-Word task measures children's ability to (a) accurately touch words in a memorized rhyme, (b) use context to identify individual words within a given line of text, and (c) identify words presented outside of the text. | Lessons 1, 7, 9, 15, 17, 23, 30, 34, 35, 37, 40, 43, 46, 49, 51, 52, 55, 58, 59, 62, 64, 65, 68, 70, 71, 72, 74, 77, 78, 80, 82, 83, 84, 87, 88, 89, 90, 91, 93, 94, 97, 98, 99, 100, 102, 103–104, 105, 108, 109–110, 111, 114, 115, 116, 117, 118, 119, 121, 123, 124, 125, 126, 127, 129, 130, 131, 133, 135–136, 137, 138, 139, 140, 144<br><br><i>Building Blocks of Reading</i> , pp. 5, 13–14<br><br><i>Superkids Skill-Building Book</i> , pp. 16–17, 20, 36–38 |
| <b>Word Recognition in Isolation</b>   |   |
| Word Recognition in Isolation is an optional task on PALS-K, but can be administered to students who have some reading ability. Pre-primer, Primer, and First-grade level lists are provided.  | Lessons 52, 70, 71, 76, 88, 90, 97, 105, 108, 115, 117, 123, 126, 129, 134, 139, 142<br><br><i>Superkids Skill-Building Book</i> , pp. 106–107, 110–111   |

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