



**Correlation of the Superkids First-Grade Levels,
Adventures of the Superkids and *More Adventures of the Superkids*,
 to the Massachusetts Curriculum Framework for First Grade**

Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids</i> and <i>More Adventures of the Superkids</i> Lessons* and Program Materials
Reading Standards for Literature	
<i>Key Ideas and Details</i>	
<p>1. Ask and answer questions about key details in a text.</p> <p>RL.1.1</p>	<p>Review Lessons 3, 6, 10, 14, 18 in <i>Superkids' Camp</i> Review Lessons 3, 7, 9, 12, 14 in <i>Welcome Back, Superkids</i></p> <p>Lessons 148–149, 150, 151, 153–154, 155, 159–160, 161, 162, 163, 167–168, 169, 171, 172, 176–177, 178, 179, 180, 183–184, 185, 186–187, 188, 192–193, 194, 195, 199–200, 201, 203, 207–208, 209, 213–214, 215, 217, 220–221, 222, 223–224, 225, 226, 229–230, 231, 236–237, 238, 243–244, 245, 249–250, 251, 252–253, 254, 258–259, 260, 261, 263–264, 265, 267–268, 269, 270–271, 272, 275–276, 278, 279–280, 281, 284–285, 286, 287–288, 289, 293–294, 295, 297–298, 299, 300</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 2, 4, 5, 7, 8</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 1, 3, 4, 6, 8 <i>Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 5, 7 <i>Adventures of the Superkids</i> Challenging Library: Units 1, 3, 7, 8, 9</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 1, 2, 3, 5, 7, 8, 10 <i>More Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 7, 8 <i>More Adventures of the Superkids</i> Challenging Library: Units 1, 4, 5, 7, 10</p> <p><i>Superkids Skill-Building Book</i>: pp. 167–168, 180</p> <p>Texts for instruction include stories, poems, and plays in the readers, Superkids Library books, and suggested read-aloud books.</p>

* Lessons 146–226 are in *Adventures of the Superkids* Teacher's Guides.
 Lessons 227–300 are in *More Adventures of the Superkids* Teacher's Guides.
 Daily Writing Time (DWT) lessons are online lessons

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Reading Standards for Literature (continued)	
<i>Key Ideas and Details (continued)</i>	
<p>2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.2</p>	<p>Review Lessons 6, 18 in <i>Superkids' Camp</i></p> <p>Lessons 167–168, 176–177, 217, 226, 236–237, 249–250, 258–259, 263–264, 267–268, 270–271, 275–276, 284–285, 287–288, 293–294, 295, 297–298, 300</p> <p>Summarize and Retell Tuck-Ins in Lessons 150, 155, 161, 169, 178, 185, 188, 194, 201, 209, 215, 222, 225, 238, 245, 251, 254, 260, 265, 269, 272, 278, 281, 286, 289, 295, 299</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 2, 4, 5, 8</p> <p><i>Adventures of the Superkids</i> Easy Library: Unit 8 <i>Adventures of the Superkids</i> On-Level Library: Unit 4</p> <p><i>More Adventures of the Superkids</i> Easy Library: Unit 8 <i>More Adventures of the Superkids</i> On-Level Library: Units 2, 7 <i>More Adventures of the Superkids</i> Challenging Library: Units 4, 10</p> <p><i>Superkids Skill-Building Book</i>: pp. 172, 173, 177, 178</p> <p>Texts for instruction include stories, poems, and plays in the readers, <i>Superkids</i> Library books, and suggested read-aloud books.</p>

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Reading Standards for Literature (continued)	
<i>Key Ideas and Details (continued)</i>	
<p>3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.3</p>	<p>Review Lessons 3, 6, 10, 14, 18 in <i>Superkids' Camp</i> Review Lessons 3, 7, 9, 12, 14 in <i>Welcome Back, Superkids</i></p> <p>Lessons 148–149, 153–154, 159–160, 163, 167–168, 176–177, 183–184, 186–187, 192–193, 199–200, 207–208, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 243–244, 249–250, 252–253, 258–259, 263–264, 267–268, 270–271, 275–276, 279–280, 284–285, 287–288, 293–294, 297–298</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 2, 4, 5, 7, 8</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 1, 3, 4, 6, 8 <i>Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 5, 7 <i>Adventures of the Superkids</i> Challenging Library: Units 1, 3, 7, 8, 9</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 1, 2, 3, 7, 8, 10 <i>More Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 7, 8 <i>More Adventures of the Superkids</i> Challenging Library: Units 1, 4, 5, 7, 10</p> <p><i>Superkids Skill-Building Book</i>: pp. 170, 172, 173–174, 177, 178</p> <p>Texts for instruction include stories, poems, and plays in the readers, <i>Superkids</i> Library books, and suggested read-aloud books.</p>

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Reading Standards for Literature (continued)	
<i>Craft and Structure</i>	
<p>4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.4</p>	<p>Lessons 180, 185, 195, 203, 231, 243–244, 245, 261, 262, 279–280, 287–288, 289, 293–294, 297–298</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 1, 7 <i>Adventures of the Superkids</i> Challenging Library: Units 1, 8</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 3, 5, 7, 10 <i>More Adventures of the Superkids</i> On-Level Library: Units 4, 7</p> <p><i>Superkids Skill-Building Book</i>: pp. 128–129, 130, 148–149, 215</p> <p>Texts for instruction include stories, poems, and plays in the readers, <i>Superkids</i> Library books, and suggested read-aloud books.</p>
<p>5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.5</p>	<p>Review Lesson 7 in <i>Superkids’ Summer</i></p> <p>Lesson 295</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issue 1 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issue 9</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 2, 3</p> <p><i>Adventures of the Superkids</i> Easy Library: Unit 3 <i>Adventures of the Superkids</i> Challenging Library: Units 3, 7</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 3, 10</p> <p><i>Superkids Skill-Building Book</i>: pp. 172, 173, 175</p> <p>Texts for instruction include the readers, <i>Superkids</i> Library books, and suggested read-aloud books.</p>

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Reading Standards for Literature (continued)	
<i>Craft and Structure (continued)</i>	
<p>6. Identify who is telling the story at various points in a text. RL.1.6</p>	<p>Lessons 163, 167–168, 217, 258–259, 275–276</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 7, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Unit 8</p> <p><i>Superkids Skill-Building Book</i>: p. 173</p> <p>Texts for instruction include stories, poems, and plays in the readers, Superkids Library books, and suggested read-aloud books.</p>
<i>Integration of Knowledge and Ideas</i>	
<p>7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.7</p>	<p>Review Lessons 3, 6, 10, 14, 18 in <i>Superkids' Camp</i></p> <p>Review Lessons 3, 7, 9, 12, 14 in <i>Welcome Back, Superkids</i></p> <p>Lessons 148–149, 153–154, 159–160, 163, 167–168, 176–177, 183–184, 186–187, 192–193, 199–200, 207–208, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 243–244, 249–250, 252–253, 258–259, 263–264, 267–268, 270–271, 275–276, 279–280, 284–285, 287–288, 293–294, 297–298</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 2, 4, 5, 7, 8</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 1, 3, 4, 6, 8</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 5, 7</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 1, 7, 8, 9</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 1, 2, 3, 7, 8, 10</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 7, 8</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 1, 4, 5, 7, 10</p> <p><i>Superkids Skill-Building Book</i>: pp. 170, 172, 173–174, 177, 178</p> <p>Texts for instruction include stories, poems, and plays in the readers, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards for Literature (continued)	
<i>Integration of Knowledge and Ideas (continued)</i>	
8. (Not applicable to literature) RL.1.8	
<p>MA.8.A. Identify characteristics commonly shared by folktales and fairy tales. (Massachusetts addition)</p>	<p>Lessons 191, 192–193, 195, 217</p> <p>Comprehension Tuck-Ins in Lessons 196, 295</p> <p><i>More Adventures of the Superkids</i> Easy Library: Unit 10 <i>More Adventures of the Superkids</i> Challenging Library: Unit 7</p> <p>Texts for instruction include stories, poems, and plays in the readers, Superkids Library books, and suggested read-aloud books.</p>
<p>9. Compare and contrast the adventures and experiences of characters in stories. RL.1.9</p>	<p>Review Lesson 14 in <i>Superkids' Camp</i> Review Lesson 7 in <i>Welcome Back, Superkids</i></p> <p>Lessons 148–149, 153–154, 171, 176–177, 183–184, 192–193, 207–208, 217, 220–221, 243–244, 249–250, 252–253, 267–268, 270–271, 275–276, 284–285, 287–288</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 2, 4, 7, 8</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 6, 8 <i>Adventures of the Superkids</i> On-Level Library: Units 1, 4, 5, 7 <i>Adventures of the Superkids</i> Challenging Library: Unit 9</p> <p><i>More Adventures of the Superkids</i> Easy Library: Unit 1 <i>More Adventures of the Superkids</i> On-Level Library: Units 1, 8 <i>More Adventures of the Superkids</i> Challenging Library: Units 4, 5, 7</p> <p><i>Superkids Skill-Building Book</i>: pp. 172, 174</p> <p>Texts for instruction include stories, poems, and plays in the readers, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards for Literature (continued)	
<i>Range of Reading and Level of Text Complexity</i>	
<p>10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p>RL.1.10</p>	<p>Review Lessons 3, 6, 10, 14, 18 in <i>Superkids' Camp</i> Review Lessons 3, 7, 9, 12, 14 in <i>Welcome Back, Superkids</i></p> <p>Lessons 148–149, 151, 153–154, 159–160, 163, 167–168, 171, 176–177, 179, 183–184, 186–187, 192–193, 195, 199–200, 203, 207–208, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 243–244, 249–250, 252–253, 258–259, 261, 263–264, 267–268, 270–271, 275–276, 279–280, 284–285, 287–288, 293–294, 297–298</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 2, 4, 5, 7, 8</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 1, 3, 4, 6, 8 <i>Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 5, 7 <i>Adventures of the Superkids</i> Challenging Library: Units 1, 3, 7, 8, 9</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 1, 2, 3, 5, 7, 8, 10 <i>More Adventures of the Superkids</i> On-Level Library: Units 1, 2, 4, 7, 8 <i>More Adventures of the Superkids</i> Challenging Library: Units 1, 4, 5, 7, 10</p> <p><i>Superkids Skill-Building Book</i>: pp. 114–118</p> <p><i>Differentiated Instruction for Guided Reading</i> card</p> <p>Texts for instruction include stories, poems, and plays in the readers, <i>Superkids Library</i> books, and suggested read-aloud books.</p>

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Reading Standards for Informational Text	
<i>Key Ideas and Details</i>	
<p>1. Ask and answer questions about key details in a text.</p> <p>RI.1.1</p>	<p>Lessons 229–230, 269, 277, 299</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 2, 5, 7, 9, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 3, 6, 8, 9, 10</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 2, 4, 5, 6, 10</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 4, 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 3, 5, 6, 9, 10</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 2, 3, 6, 8, 9</p> <p><i>Superkids Skill-Building Book</i>: pp. 166–168, 175–176, 178–180</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, <i>Superkids</i> Library books, and suggested read-aloud books.</p>

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Reading Standards for Informational Text (continued)	
<i>Key Ideas and Details (continued)</i>	
<p>2. Identify the main topic and retell key details of a text.</p> <p>RI.1.2</p>	<p>Lessons 229–230, 269, 277, 299</p> <p>Summarize and Retell Tuck-In in Lesson 231</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 2, 5, 7, 9, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 3, 6, 8, 9, 10</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 2, 4, 5, 6, 10</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 4, 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 3, 5, 6, 9, 10</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 2, 3, 6, 8, 9</p> <p><i>Superkids Skill-Building Book</i>: p. 178</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards for Informational Text (continued)	
<i>Key Ideas and Details (continued)</i>	
<p>3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.3</p>	<p>Lessons 229–230, 277</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 9</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 2, 5, 7, 9, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 3, 8, 9, 10</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 5, 6, 10</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 4, 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 5, 10</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 2, 3, 9</p> <p><i>Superkids Skill-Building Book</i>: pp. 161, 166, 169, 175–176</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards for Informational Text (continued)	
<i>Craft and Structure</i>	
<p>4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.4</p>	<p>Review Lesson 7 in <i>Superkids' Summer</i></p> <p>Lessons 229–230, 269, 277</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 2, 5, 7, 9, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 3, 6, 8, 9, 10</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 4, 5, 6, 10</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 4, 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 3, 5, 6, 9, 10</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 2, 3, 6, 8, 9</p> <p><i>Superkids Skill-Building Book</i>: pp. 148–149</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards for Informational Text (continued)	
<i>Craft and Structure (continued)</i>	
<p>5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.5</p>	<p>Lessons 229–230, 269, 277, 299</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 3, 5, 6, 7, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Book 6</p> <p><i>Adventures of the Superkids Easy</i> Library: Units 2, 10</p> <p><i>Adventures of the Superkids On-Level</i> Library: Unit 9</p> <p><i>Adventures of the Superkids Challenging</i> Library: Units 2, 4, 6, 10</p> <p><i>More Adventures of the Superkids On-Level</i> Library: Units 3, 5, 9</p> <p><i>More Adventures of the Superkids Challenging</i> Library: Units 6, 8, 9</p> <p><i>Superkids Skill-Building Book</i>: pp. 36, 175–176</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards for Informational Text (continued)	
<i>Craft and Structure (continued)</i>	
<p>6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>RI.1.6</p>	<p>Lessons 229–230, 269, 277, 299</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 2, 7, 9, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 6, 9</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 2, 5, 10</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 4, 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 3, 5, 9, 10</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 2, 3, 6, 8, 9</p> <p><i>Superkids Skill-Building Book</i>: p. 36</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, <i>Superkids</i> Library books, and suggested read-aloud books.</p>

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**Correlation of the Superkids First-Grade Levels,
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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Reading Standards for Informational Text (continued)	
<i>Integration of Knowledge and Ideas</i>	
<p>7. Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.7</p>	<p>Lessons 229–230, 269, 277, 299</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 2, 5, 7, 9, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 3, 6, 8, 9, 10</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 2, 4, 5, 6, 10</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 4, 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 3, 5, 6, 9, 10</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 2, 3, 6, 8, 9</p> <p><i>Superkids Skill-Building Book</i>: pp. 166, 175–176, 178</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards for Informational Text (continued)	
<i>Integration of Knowledge and Ideas (continued)</i>	
<p>8. Identify the reasons an author gives to support points in a text. RI.1.8</p>	<p>Lessons 229–230</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 3, 6, 9</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 3, 6, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Book 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 5, 7, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 8, 9</p> <p><i>More Adventures of the Superkids</i> Easy Library: Unit 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Unit 6</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 6, 9</p> <p><i>Superkids Skill-Building Book</i>: p. 179</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>
<p>9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.9</p>	<p>Lessons 277, 299</p> <p>Comprehension Tuck-In in Lesson 295</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 8, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 3, 9, 10</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>

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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Reading Standards for Informational Text (continued)	
<i>Range of Reading and Level of Text Complexity</i>	
<p>10. With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RI.1.10</p>	<p>Lessons 229–230, 269, 277, 299</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 2, 5, 7, 9, 10</p> <p><i>Adventures of the Superkids</i> On-Level Library: Units 3, 6, 8, 9, 10</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 2, 4, 5, 6, 10</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 4, 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 3, 5, 6, 9, 10</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Units 2, 3, 6, 8, 9</p> <p><i>Superkids Skill-Building Book</i>: pp. 114–118</p> <p><i>Differentiated Instruction for Guided Reading</i> card</p> <p>Texts for instruction include how-to selections in the readers, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p>

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Reading Standards: Foundational Skills	
<i>Print Concepts</i>	
<p>1. Demonstrate understanding of the organization and basic features of print. RF.1.1</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.1a</p>	<p>Review Lesson 11 in <i>Superkids' Summer</i></p> <p>Review Lessons 2, 4, and 10 in <i>Welcome Back, Superkids</i></p> <p>DWT Review Lessons 11, 12, 13, 14, 15 in <i>Welcome Back, Superkids</i></p> <p>Writing instruction in Lessons 150, 152, 161, 162, 164, 169, 178, 189, 191, 195, 210, 222, 231, 235, 238, 248, 260, 273, 278, 281, 292, 300</p> <p>Fluency instruction in Lessons 153–154, 159–160, 243–244, 267–268</p> <p>Grammar Tuck-Ins in Lessons 158, 202</p> <p>DWT Lessons 156, 158, 180, 222, 239, 246, 270–271, 286</p> <p><i>Superkids Skill-Building Book</i>: pp. 36–38, 220–223</p>
<i>Phonological Awareness</i>	
<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2a</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2b</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2c</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.2d</p>	<p>Daily Phonemic Awareness Routines in <i>Superkids' Summer</i></p> <p>Review Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15 in <i>Superkids' Summer</i></p> <p>Review Lessons 1, 2, 4, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17 in <i>Superkids' Camp</i></p> <p>Review Lessons 1, 2, 3, 4, 5, 6, 8, 11 in <i>Welcome Back, Superkids</i></p> <p>Lessons 146, 157, 165, 174, 190, 227, 228, 247, 256, 257, 266, 282, 283, 291</p> <p><i>Superkids Skill-Building Book</i>: pp. 21–32</p>

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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Reading Standards: Foundational Skills (continued)	
<i>Phonics and Word Recognition</i>	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3</p> <p>a. Know the spelling-sound correspondences for common consonant digraphs. RF.1.3a</p> <p>b. Decode regularly spelled one-syllable words. RF.1.3b</p> <p>c. Know final <i>-e</i> and common vowel team conventions for representing long vowel sounds. RF.1.3c</p> <p>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3d</p> <p>e. Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3e</p> <p>f. Read words with inflectional endings. RF.1.3f</p> <p>g. Recognize and read grade-appropriate irregularly spelled words. RF.1.3g</p>	<p>Daily Blending Routines and Decoding Routines</p> <p>Review Lessons 8, 9, 10, 11, 13, 14, 15 In <i>Superkids' Summer</i></p> <p>Review Lessons 1–18 in <i>Superkids' Camp</i></p> <p>Review Lessons 1–15 in <i>Welcome Back, Superkids</i></p> <p>Lessons 146, 147, 150, 152, 155, 157, 158, 161, 162, 165, 166, 170, 172, 173, 174, 175, 180, 182, 189, 190, 191, 194, 196, 197, 198, 202, 205, 206, 210, 211, 212, 218, 222, 226, 227, 228, 231, 232, 234, 235, 239, 240, 242, 247, 248, 254, 256, 257, 262, 266, 274, 278, 282, 283, 286, 289, 291, 292, 296</p> <p><i>Super-Duper</i> mini-magazines</p> <p>Superkids Library books</p> <p><i>Superkids Big Book of Decoding</i></p> <p><i>Superkids Skill-Building Book</i>: pp. 18–19, 55–72, 74–76, 80–89, 93–98, 106–111</p> <p>Online Games: “Tug of War” “A Superkids Story” “Oswald Paints”</p>

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Reading Standards: Foundational Skills (continued)	
<i>Fluency</i>	
<p>4. Read with sufficient accuracy and fluency to support comprehension. RF.1.4</p> <p>a. Read on-level text with purpose and understanding. RF.1.4a</p> <p>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4b</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.1.4c</p>	<p>Review Lessons 6, 14, 18 in <i>Superkids' Camp</i> Review Lessons 3, 5, 7, 9, 12, 14 in <i>Welcome Back, Superkids</i></p> <p>Lessons 148–149, 151, 153–154, 159–160, 163, 167–168, 171, 176–177, 179, 183–184, 186–187, 192–193, 195, 199–200, 203, 207–208, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 243–244, 249–250, 252–253, 258–259, 261, 263–264, 267–268, 269, 270–271, 275–276, 277, 279–280, 284–285, 287–288, 293–294, 297–298</p> <p>Independent Activities in <i>Super-Duper</i> mini-magazines</p> <p>Independent Activities in Superkids Library Books</p> <p><i>Superkids Skill-Building Book</i>: pp. 114–118</p> <p><i>Differentiated Instruction for Guided Reading</i> card</p> <p>Texts for fluency practice include the readers, <i>Super-Duper</i> mini-magazines, and Superkids Library books.</p>

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Writing Standards	
<i>Text Types and Purposes</i>	
<p>1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.1</p>	<p>Lessons 181, 195, 210, 235, 238, 255</p> <p>DWT Lessons 176–177, 179, 199–200, 201, 202, 243–244, 245, 277, 284–285, 292, 293–294, 297–298</p> <p>Independent writing activities for <i>More Adventures of the Superkids</i>, Unit 7, p. 85; Unit 8, pp. 88, 89; Unit 10, p. 63</p> <p>Independent Activities in: <i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issue 2 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issue 7 <i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Book 6 <i>Adventures of the Superkids</i> Easy Library: Units 6, 9 <i>Adventures of the Superkids</i> On-Level Library: Units 7, 8, 10 <i>Superkids Skill-Building Book</i>: pp. 249–251</p>
<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.2</p>	<p>Review Lesson 18 in <i>Superkids' Camp</i></p> <p>Review Lessons 4, 10 and 15 in <i>Welcome Back, Superkids</i></p> <p>Lessons 152, 164, 210, 231, 269, 278, 300</p> <p>DWT Lessons 164, 183–184, 186–187, 191, 192–193, 231, 232, 233, 234, 235, 236–237, 258–259, 260, 261, 263–264, 266, 267–268, 270–271</p> <p>Independent activities for <i>More Adventures of the Superkids</i>, Unit 5 (social studies), p. 94</p> <p>Independent Activities in: <i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 8, 9 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 5, 8, 9 <i>Adventures of the Superkids</i> Challenging Library: Unit 4 <i>Superkids Skill-Building Book</i>: pp. 239–240, 249–251</p>

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Writing Standards (continued)	
<i>Text Types and Purposes (continued)</i>	
<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. W.1.3</p>	<p>Review Lesson 3 in <i>Superkids' Camp</i></p> <p>Lessons 169, 170, 178, 189, 204, 206, 218, 222, 246, 248, 281, 290, 292</p> <p>DWT Lessons 148–149, 153–154, 155, 167–168, 170, 171, 195, 213–214, 215, 216, 217, 218, 279–280, 281, 283, 287–288</p> <p>Independent writing activities for <i>More Adventures of the Superkids</i>, Unit 4, p. 80; Unit 5, p. 94; Unit 6, p. 97</p> <p>Independent Activities in: <i>Adventures of the Superkids</i> On-Level Library: Unit 2 <i>Adventures of the Superkids</i> Challenging Library: Unit 3 <i>More Adventures of the Superkids</i> Challenging Library: Units 3, 10 <i>Superkids Skill-Building Book</i>: pp. 241, 249, 251</p>
<p>MA.3.A. Write poems with rhyme and repetition. (Massachusetts addition)</p>	<p>Lessons 172, 173, 180, 204, 262</p> <p>DWT Lessons 248, 249–250, 251, 252–253, 295</p>
Production and Distribution of Writing	
4. (Begins in grade 3) W.1.4	
<p>5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. W.1.5</p>	<p>Lessons 150, 155, 169, 189, 191, 206, 210, 222, 231, 248, 292</p> <p>DWT Lessons 171, 220–221, 238, 269, 286</p> <p><i>Superkids Skill-Building Book</i>: pp. 239–242</p>
<p>6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. W.1.6</p>	<p>Lessons 251, 295</p> <p>DWT Lessons 195, 223–224, 225, 226, 240, 246, 254, 273, 287–288, 289, 299</p>

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Writing Standards (continued)	
<i>Research to Build and Present Knowledge</i>	
7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). W.1.7	Lessons 161, 162, 299, 300 DWT Lessons 161, 163, 164, 196, 227, 228, 231, 232, 233, 234, 235, 236–237, 262, 263–264 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issue 9 <i>Superkids Skill-Building Book</i> : p. 166
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. W.1.8	Lessons 161, 162, 223–224, 299 DWT Lessons 151, 157, 158, 159–160, 161, 163, 164, 167–168, 191, 192–193, 195, 196, 199–200, 203, 207–208, 213–214, 217, 220–221, 223–224, 228, 229–230, 231, 232, 233, 234, 235, 236–237, 243–244, 245, 249–250, 252–253, 258–259, 260, 261, 262, 263–264, 266, 275–276, 279–280 Independent Activities in: <i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issue 3 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issue 9 <i>Superkids Skill-Building Book</i> : p. 166
9. (Begins in grade 4) W.1.9	
<i>Range of Writing</i>	
10. (Begins in grade 3) W.1.10	

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Speaking and Listening Standards	
<i>Comprehension and Collaboration</i>	
<p>1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). SL.1.1a</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1b</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.1c</p>	<p>Lessons 148–149, 151, 153–154, 159–160, 163, 167–168, 171, 176–177, 179, 183–184, 186–187, 192–193, 195, 199–200, 203, 207–208, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 243–244, 249–250, 252–253, 258–259, 261, 263–264, 267–268, 269, 270–271, 275–276, 277, 279–280, 284–285, 287–288, 293–294, 297–298</p> <p>Planning and sharing about writing in Lessons 152, 155, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 238, 245, 248, 255, 260, 262, 269, 278, 283, 286, 290, 292, 299</p> <p>Planning and sharing about writing in DWT Lessons 147, 150, 152, 156, 157, 158, 159–160, 162, 165, 173, 174, 181, 182, 195, 201, 204, 226, 227, 240, 241, 242, 248, 249–250, 252–253, 255, 256, 258–259, 262, 273, 277, 290, 291, 293–294, 300</p> <p><i>Super-Duper</i> mini-magazines</p> <p>Superkids Library books</p>
<p>2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.2</p>	<p>Discussions generated from suggested read-aloud books, recorded readings and songs on CD, <i>The Story of the Superkids' Bus</i> (online), and Character Song Animations (online).</p> <p>Sharing about writing in Lessons 152, 155, 164, 170, 172, 178, 180, 189, 191, 225, 238, 251, 255, 262, 269, 295, 299, 300</p> <p>Discussing and sharing about writing in DWT Lessons 146, 150, 157, 158, 159–160, 171, 173, 174, 181, 189, 196, 204, 226, 227, 231, 234, 240, 255, 273, 290, 300</p>

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Speaking and Listening Standards (continued)	
<i>Comprehension and Collaboration (continued)</i>	
<p>3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>SL.1.3</p>	<p>Lasting Lesson discussions in Lessons 148–149, 153–154, 159–160, 167–168, 176–177, 183–184, 192–193, 199–200, 207–208, 213–214, 220–221, 229–230, 236–237, 243–244, 249–250, 252–253, 263–264, 270–271, 275–276, 287–288, 293–294, 297–298</p> <p>Planning and sharing about writing in Lessons 152, 155, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 238, 245, 248, 255, 260, 262, 269, 278, 283, 286, 290, 292, 299</p> <p>Planning and sharing about writing in DWT Lessons 146, 150, 151, 156, 157, 158, 159–160, 170, 172, 173, 174, 175, 181, 190, 192–193, 195, 198, 204, 205, 206, 210, 211, 212, 215, 216, 217, 218, 219, 226, 227, 232, 233, 234, 240, 241, 242, 245, 247, 255, 260, 269, 273, 274, 284–285, 290</p> <p>Guided reading for <i>Super-Duper</i> mini-magazines</p> <p>Guided reading as needed and book discussion after reading it for Superkids Library Books</p>

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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Speaking and Listening Standards (continued)	
<i>Presentation of Knowledge and Ideas</i>	
<p>4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.4</p>	<p>Review Lesson 10 in <i>Superkids' Camp</i> Review Lesson 10 in <i>Welcome Back, Superkids</i></p> <p>Building-background discussions in Lessons 148–149, 151, 153–154, 159–160, 163, 167–168, 171, 176–177, 179, 183–184, 186–187, 192–193, 195, 199–200, 203, 207–208, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 243–244, 249–250, 252–253, 258–259, 261, 263–264, 267–268, 269, 270–271, 275–276, 277, 279–280, 284–285, 287–288, 293–294, 297–298</p> <p>Lessons 185, 215, 218, 231, 251, 269, 273, 283</p> <p>Vocabulary or grammar Tuck-Ins in Lessons 204, 215, 234, 245, 246, 260, 272, 278, 281</p> <p>DWT Lessons 152, 166, 171, 182, 189, 248, 249–250, 252–253, 275–276, 291</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 6, 7, 8, 9 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 2, 3, 6, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Book 1</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>Adventures of the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>Adventures of the Superkids</i> Challenging Library: Units 1, 2, 3, 4, 5, 6, 7, 9</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 1, 2, 6 <i>More Adventures of the Superkids</i> On-Level Library: Units 1, 5 <i>More Adventures of the Superkids</i> Challenging Library: Unit 2</p> <p><i>Superkids Skill-Building Book</i>: pp. 128–129, 215, 216</p>

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Lessons 227–300 are in *More Adventures of the Superkids* Teacher's Guides.
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**Correlation of the Superkids First-Grade Levels,
Adventures of the Superkids and More Adventures of the Superkids,
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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Speaking and Listening Standards (continued)	
<i>Presentation of Knowledge and Ideas (continued)</i>	
<p>5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.5</p>	<p>Review Lesson 10 in <i>Superkids' Camp</i> Review Lesson 10 in <i>Welcome Back, Superkids</i></p> <p>Sharing about pictures and writing in Lessons 150, 164, 172, 180, 185, 189, 225, 238, 251, 269, 283, 295, 300</p> <p>DWT Lessons 148–149, 151, 153–154, 159–160, 163, 167–168, 169, 170, 178, 179, 185, 191, 192–193, 196, 225, 226, 232, 240, 242, 246, 257, 265, 278, 282, 289</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 6, 7, 8, 9 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 2, 6, 10</p> <p><i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Book 1</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 4, 5, 6, 9 <i>Adventures of the Superkids</i> On-Level Library: Unit 9 <i>Adventures of the Superkids</i> Challenging Library: Units 1, 4, 5, 6, 7</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 1, 2, 6 <i>More Adventures of the Superkids</i> On-Level Library: Units 1, 5</p>

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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Speaking and Listening Standards (continued)	
<i>Presentation of Knowledge and Ideas (continued)</i>	
<p>6. Produce complete sentences when appropriate to task and situation. SL.1.6</p>	<p>Discussions about reader texts, <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud texts</p> <p>DWT Review Lessons 13, 14, 15 in <i>Welcome Back, Superkids</i></p> <p>Lasting Lesson discussions in Lessons 148–149, 153–154, 159–160, 167–168, 176–177, 183–184, 192–193, 199–200, 207–208, 213–214, 220–221, 229–230, 236–237, 243–244, 249–250, 252–253, 263–264, 270–271, 275–276, 287–288, 293–294, 297–298</p> <p>Sharing about pictures and writing in Lessons 150, 164, 172, 180, 185, 189, 225, 238, 251, 269, 283, 295, 300</p> <p>Dictating sentences and sharing about writing in DWT Lessons 146, 152, 157, 158, 159–160, 162, 165, 171, 173, 174, 175, 181, 189, 204, 226, 227, 228, 231, 234, 240, 247, 255, 261, 273, 277, 290, 300</p> <p>Summarize and Retell Tuck-Ins in Lessons 150, 155, 161, 169, 178, 185, 194, 209, 215, 222, 225, 231, 238, 245, 251, 254, 260, 265, 269, 272, 278, 281, 286, 289, 295, 299</p> <p><i>Superkids Skill-Building Book: p. 14</i></p>

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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Language Standards	
<i>Conventions of Standard English</i>	
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1</p> <p>a. Print all upper- and lowercase letters. L.1.1a</p> <p>b. Use common, proper, and possessive nouns. L.1.1b</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). L.1.1c</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). L.1.1d</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). L.1.1e</p> <p>f. Use frequently occurring adjectives. L.1.1f</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). L.1.1g</p> <p>h. Use determiners (e.g., articles, demonstratives). L.1.1h</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). L.1.1i</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.1j</p>	<p>Daily Handwriting Routines</p> <p>Review Lessons 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 13, 14, 15 in <i>Superkids' Summer</i></p> <p>Review Lessons 1, 2, 4, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17 in <i>Superkids' Camp</i></p> <p>Review Lessons 1, 2, 3, 4, 5, 6, 10, 15 in <i>Welcome Back, Superkids</i></p> <p>DWT Review Lessons 11, 12, 13, 14, 15 in <i>Welcome Back, Superkids</i></p> <p>Lessons 147, 150, 152, 155, 156, 161, 162, 164, 169, 170, 174, 175, 178, 180, 181, 182, 185, 188, 189, 191, 195, 196, 198, 202, 204, 205, 206, 210, 215, 216, 218, 222, 225, 231, 232, 234, 235, 238, 239, 241, 246, 248, 251, 255, 260, 265, 273, 278, 281, 290, 292, 295, 300</p> <p>DWT Lessons 150, 151, 156, 158, 159–160, 175, 176–177, 180, 182, 183–184, 194, 197, 198, 199–200, 211, 222, 223–224, 239, 240, 246, 247, 251, 254, 258–259, 261, 267–268, 270–271, 282, 286, 293–294, 297–298, 299</p> <p><i>Superkids Skill-Building Book</i>: pp. 45–52, 206–219, 235–237, 241</p> <p><i>Superkids Guide to Forming Manuscript Letters</i></p> <p>Online Game: “A Superkids Story”</p>

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Adventures of the Superkids and More Adventures of the Superkids,
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Massachusetts Curriculum Framework for First Grade	<i>Adventures of the Superkids and More Adventures of the Superkids Lessons* and Program Materials</i>
Language Standards (continued)	
<i>Conventions of Standard English</i> (continued)	
<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2</p> <p>a. Capitalize dates and names of people. L.1.2a</p> <p>b. Use end punctuation for sentences. L.1.2b</p> <p>c. Use commas in dates and to separate single words in a series. L.1.2c</p> <p>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2d</p> <p>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.2e</p>	<p>Daily Dictation and Spelling</p> <p>Review Lessons 1, 4, 7, 9, 11, 13, 16, 17 in <i>Superkids' Camp</i> Review Lessons 2, 8, 9, 10, 11 in <i>Welcome Back, Superkids</i></p> <p>DWT Review Lessons 1, 12, 14 in <i>Welcome Back, Superkids</i></p> <p>Lessons 147, 150, 152, 155, 156, 158, 161, 162, 164, 166, 170, 172, 173, 175, 178, 180, 181, 182, 185, 188, 189, 191, 194, 195, 196, 198, 202, 204, 205, 206, 210, 211, 212, 216, 218, 219, 222, 225, 226, 228, 231, 232, 233, 234, 235, 238, 239, 240, 241, 242, 245, 246, 248, 254, 255, 257, 260, 262, 265, 266, 269, 272, 273, 274, 278, 281, 282, 283, 286, 289, 290, 291, 292, 295, 296, 300</p> <p>DWT Lessons 148–149, 151, 153–154, 158, 164, 169, 172, 180, 191, 192–193, 209, 222, 228, 234, 239, 241, 246, 249–250, 254, 263–264, 270–271, 286</p> <p><i>Superkids Skill-Building Book</i>: pp. 186–202, 206–207, 220–224, 227–229</p> <p>Online Games: “Doc to the Rescue” “Spell Me a Joke” “Odd Animal” “Oswald Paints”</p>
Knowledge of Language	
3. (Begins in grade 2) L.1.3	

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Language Standards (continued)	
<i>Vocabulary Acquisition and Use</i>	
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. L.1.4</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4a</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word. L.1.4b</p> <p>c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). L.1.4c</p>	<p>Review Lesson 7 in <i>Superkids' Summer</i> Review Lessons 10, 14 in <i>Superkids' Camp</i> Review Lessons 9, 12 in <i>Welcome Back, Superkids</i></p> <p>During guided-reading instruction and story follow-up in Lessons 148–149, 151, 153–154, 155, 159–160, 163, 167–168, 171, 176–177, 178, 179, 183–184, 186–187, 192–193, 195, 199–200, 201, 203, 207–208, 209, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 238, 241, 243–244, 246, 249–250, 252–253, 258–259, 261, 263–264, 266, 267–268, 270–271, 273, 275–276, 277, 279–280, 281, 283 (Tuck-In), 284–285, 286, 287–288, 292, 293–294, 297–298</p> <p>During structural-analysis instruction in Lessons 174, 175, 178, 180, 182, 185, 188, 196, 198, 205, 206, 210, 216, 218, 222, 225, 226, 232, 234, 235, 239, 240, 265, 269, 272, 278</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 4, 6, 8, 9, 10 <i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 1, 2, 3, 4, 5, 6, 7, 8, 9 <i>Welcome Back, Superkids</i> Beginning-of-the-Year Library: Books 1, 2, 3, 5, 6, 7 <i>Adventures of the Superkids</i> Easy Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>Adventures of the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 7, 8, 9, 10 <i>Adventures of the Superkids</i> Challenging Library: Units 1, 3, 4, 5, 6, 7, 8, 9, 10 <i>More Adventures of the Superkids</i> Easy Library: Units 2, 3, 5, 6, 7, 8, 9, 10 <i>More Adventures of the Superkids</i> On-Level Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 <i>More Adventures of the Superkids</i> Challenging Library: Units 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p> <p><i>Superkids Skill-Building Book</i>: pp. 82–91, 131, 140–143, 148–150 Online Game: “Odd Animal”</p>

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Language Standards (continued)	
<i>Vocabulary Acquisition and Use (continued)</i>	
<p>5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5a</p> <p>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). L.1.5b</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). L.1.5c</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. L.1.5d</p>	<p>Lessons 150, 157, 158, 161, 162, 165, 169, 172, 185, 194, 225, 231, 246, 251, 254, 257, 260, 262, 272, 281, 286, 289, 299</p> <p>Vocabulary Tuck-Ins in Lessons 210, 212, 232, 235, 245, 255, 265, 266, 278</p> <p>DWT Lessons 243–244, 293–294</p> <p><i>Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 2, 4, 5, 10</p> <p><i>More Adventures of the Superkids Super-Duper</i> mini-magazines: Issues 2, 3, 6</p> <p><i>Adventures of the Superkids</i> Easy Library: Units 1, 5, 7, 8, 9</p> <p><i>Adventures of the Superkids</i> Challenging Library: Units 5, 6</p> <p><i>More Adventures of the Superkids</i> Easy Library: Units 6, 9</p> <p><i>More Adventures of the Superkids</i> On-Level Library: Units 4, 7</p> <p><i>More Adventures of the Superkids</i> Challenging Library: Unit 5</p> <p><i>Superkids Skill-Building Book</i>: pp. 123–130, 135–139, 143–144, 146–147</p>

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Language Standards (continued)	
<i>Vocabulary Acquisition and Use (continued)</i>	
<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>)</p> <p>L.1.6</p>	<p>Discussions generated from <i>Super-Duper</i> mini-magazines, Superkids Library books, and suggested read-aloud books.</p> <p>During discussions in Lessons 148–149, 151, 153–154, 159–160, 163, 167–168, 171, 176–177, 179, 183–184, 186–187, 192–193, 195, 199–200, 203, 207–208, 213–214, 217, 220–221, 223–224, 229–230, 236–237, 243–244, 249–250, 252–253, 258–259, 261, 263–264, 267–268, 269, 270–271, 275–276, 277, 279–280, 284–285, 287–288, 293–294, 297–298</p> <p>Included in writing in Lessons 150, 152, 155, 161, 162, 164, 169, 170, 172, 178, 180, 185, 189, 191, 201, 204, 206, 215, 216, 218, 222, 231, 233, 235, 238, 245, 246, 248, 260, 262, 269, 278, 281, 283, 286, 290, 292, 295, 299, 300</p> <p>DWT Lessons 172, 175, 192–193, 199–200, 207–208, 215, 227, 234, 235</p> <p><i>Superkids Skill-Building Book</i>: pp. 123–126, 133–134, 217</p>

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