

Unit Organization

The Superkids Reading Program for first grade begins with a three-week Review Unit, followed by 16 units that are two weeks or 10 lessons each. Each lesson has three parts: Word Work, Reading, and Writing. Word Work and Writing are taught whole group, with differentiated instruction to support children as needed. Some reading instruction is taught whole class, but children read each day in small, ability-level groups. Children have independent activities to do when their group is not meeting with you. The charts below show how instruction is organized in each unit.

WEEK 1	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Word Work 30 minutes*	Daily Routines New skill instruction Spelling list	Daily Routines New Memory Words	Daily Routines Skills practice or new grammar skill	Daily Routines Skills practice	Daily Routines Spelling test Comprehension Check
Reading 60 minutes	Fluency with Superkids Short Words to Know introduction	Guided reading: Start Reader story	Guided reading: Finish Reader story Comprehension instruction	Independent reading: Library Books	Comprehension instruction (Library Books) Super Smart read-aloud
Writing 30 minutes	Instruction Practice Sharing	Instruction Practice Sharing	Instruction Practice Sharing	Instruction Practice Sharing	Instruction Practice Sharing

WEEK 2	LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
Word Work 30 minutes	Daily Routines New skill instruction Spelling list	Daily Routines Skills practice	Daily Routines Skills practice or new grammar skill	Daily Routines Skills practice	Daily Routines Spelling test Comprehension Check
Reading 60 minutes	Fluency with Superkids Short Words to Know reinforcement	Guided reading: Start Reader story	Guided reading: Finish Reader story Comprehension instruction	Guided reading: Start Super-Duper	Guided reading: Finish Super-Duper Comprehension instruction Words to Know
Writing 30 minutes	Instruction Practice Sharing	Instruction Practice Sharing	Instruction Practice Sharing	Instruction Practice Sharing	Instruction Practice Sharing

*All times are approximate and can be adjusted to meet students' needs.

Review Unit: Start first grade with a 3-week review of kindergarten skills.

Skills Taught in First Grade

Adventures of the Superkids

UNIT	★	★	★	★
Phonics and Structural Analysis Taught in skill lessons and reinforced in Daily Routines.	<i>ch, tch/ch/ sh/sh/</i>	<i>wh/hw/ th/th/</i>	<i>ng/ng/ le/el/ Rhyming words</i>	<i>er/er/ ed/ed/ ed/d/ ed/t/</i>
Spelling Taught in skill lessons and reinforced in Daily Routines	Encode words with <i>ch, tch,</i> and <i>sh</i> Memory Words: <i>I, my, she, her, he, his</i>	Encode words with <i>wh/hw/, th/th/</i> Memory Words: <i>where, what, why, when, which, who</i>	Encode words with <i>ng/ng/, le/el/</i> Memory Words: <i>do, have, show, how, me, a</i>	Encode words with <i>er/ er/, ed/ed/, ed/d/, ed/t/</i> Memory Words: <i>look, your, the, was, are, for</i>
Fluency	Observe punctuation Read a poem rhythmically	Read dialogue and speech balloons Sound out decodable words	Read a poem rhythmically Read with natural phrasing	Read long words accurately Observe punctuation and read expressively
Vocabulary	Pronouns Multiple-meaning words Words to Know: <i>communicate, powerful, balance</i>	Question words Names of coins Idioms Words to Know: <i>choices, carefully, decision</i>	Synonyms and antonyms Words to Know: <i>healthy, usually, compare, opinion</i>	Sequence words Prefix <i>un-</i> Suffix <i>-ed</i> Words to Know: <i>interesting, project, constructed</i>
Comprehension For every text, children • use prior knowledge • answer questions Skills also taught with Superkids Library Books	Literary: Plot: problem and solution Cause and effect Informational: Compare and contrast Text structure	Literary: Setting Picture-text relationships Informational: Text features: labels Text structure	Literary: Compare and contrast poems Plot: problem and solution Informational: Text features (headings, diagrams) Text structure	Literary: Sequence of events Plot: beginning, middle, and end Informational: Text structure Compare and contrast
Writing	Narrative: Draw and write to generate story topics Write and illustrate personal narratives Edit for capitalization and end marks	Informative: Ask and answer research and interview questions Take notes and write facts Edit and share facts about an animal	Opinion: Use pictures and a planner to generate ideas Write opinion sentences and paragraph supported with reasons Revise to add synonyms Edit and share opinion writing	Narrative: Use a story planning chart to plan and write a personal narrative Edit for capitalization and end marks Write and illustrate a personal narrative in book form
Grammar, Usage, and Mechanics	Pronouns (<i>she, her, he, his, I, my</i>) Personal and possessive pronouns Words that are both nouns and verbs	Question words (<i>where, what, why, when, which, who</i>) Question marks Complete sentences	Verbs <i>are</i> and <i>is</i>	Noun and verb suffixes (<i>-er, -ed</i>) Capitalization and end marks Nouns and verbs
Lasting Lessons Life lessons that relate to the Reader stories	Solving problems Keep trying	Helping someone feel better	Taking turns and working together	Getting good ideas Helping others

Pacing Information for Adventures of the Superkids

- 8 units, each takes about 2 weeks to teach
- Teach 90–120 minutes each day

★	★	★	★
Add <i>-ing</i> and <i>-ed</i> to CVC and CVCC words Review <i>ck/k/</i>	Long-vowel sounds Words with CV patterns Long- and short-vowel patterns CVCe (Super e) words	CVCe words with <i>-s, -ing, -ed</i> Review adding <i>-s, -ing, -ed</i> to CVCC and CVC words	CVVC words with <i>ai, oa, ea, ee, ue, ie</i>
Words with <i>-ing, -ed, and -er</i> endings Memory Words: <i>there, from, be, to, we, or</i>	Encode words with CV and CVCe patterns Encode long- and short-vowel patterns Memory Words: <i>said, only, you, out, of, here</i>	Encode CVCe words with <i>-s, -ing, -ed</i> Review adding <i>-s, -ing, -ed</i> to CVCC and CVC words Form plurals with <i>-s</i> and <i>-es</i> Memory Words: <i>oh, any, day, good, very, want</i>	Encode CVVC words with <i>ai, oa, ea, ee, ue, ie</i> Add <i>-ing</i> and <i>-ed</i> to CVVC words Memory Words: <i>would, could, some, one, new, were</i>
Read words with <i>-ing</i> and <i>-ed</i> endings smoothly Observe typographical clues	Read a poem rhythmically Read dialogue with expression	Read a poem with rhyme and rhythm Read with expression	Read at an appropriate rate Observe dialogue punctuation
Shades of meaning between verbs Verbs with suffix <i>-er</i> Words to Know: <i>wonder, curious, discover, imagine</i>	Antonyms Suffixes <i>-ness</i> and <i>-less</i> Meanings of signs and symbols Words to Know: <i>clever, helpful, expect</i>	Review <i>good, better, best</i> Interjections Words to Know: <i>swiftly, speedy, distance, skilled</i>	Categorize words for toys Homophones Words to Know: <i>create, exactly, category</i>
Literary: Character traits Cause and effect Informational: Draw conclusions Main idea and details	Literary: Draw conclusions Picture-text relationships Informational: Picture-text relationships Text features (maps, labels, bold text)	Literary: Patterns in a text Text structure: beginning, middle, end Informational: Compare and contrast Sequence of events	Literary: Setting Cause and effect Informational: Steps in a process How-to text structure
Descriptive: Use a web planner and a five senses chart to record details Describe physical and personality traits and sensory details Write and illustrate descriptions	Informative: Generate familiar topics for sharing facts Write fact cards and an informational paragraph Revise writing for topicality Edit for capitalization and end marks	Informative: Write a safety sign Correspondence: Write and respond to a personal message Write and edit the five parts of a friendly letter Address an envelope and write an e-mail	Opinion: Plan and write an opinion paragraph with a web planner Plan and present an opinion in a class debate
Adjectives Time of action verbs with <i>-ing</i> and <i>-ed</i> Noun suffix <i>-er</i> Conjunctions (<i>and, or</i>)	Punctuate dialogue Edit for capitalization and end marks	Plurals with <i>-s</i> and <i>-es</i> Comparisons using <i>good, better, and best</i> Interjections Abbreviations	Adjectives CVVC words with <i>-ing</i> and <i>-ed</i>
Thinking for yourself	Deciding how to play together	Thanking others politely Calming down when upset	Reusing and recycling Asking nicely

Skills Taught in First Grade *(continued)*

More Adventures of the Superkids

UNIT	★	★	★	★
Phonics and Structural Analysis Taught in skill lessons and reinforced in Daily Routines	Contractions with <i>n't</i> Irregular contractions with <i>n't</i> (<i>can't, don't, won't</i>)	<i>y/i/</i> <i>y/ē/</i> <i>ay/ā/</i> Add <i>-er</i> and <i>-est</i> to words ending in <i>y</i>	Contractions with <i>is, are, and will</i> Long-vowel Trickers (open syllables)	<i>all/ōl/</i> <i>aw/ō/</i> Syllabication
Spelling Taught in skill lessons and reinforced in Daily Routines	Encode regular and irregular contractions with <i>n't</i> Add <i>-er</i> and <i>-est</i> endings Memory Words: <i>boy, girl, two, four, about, over, before</i>	Encode words with <i>y/i/</i> , <i>y/ē/</i> , <i>ay/ā/</i> Add <i>-y</i> to form adjectives Add <i>-er</i> and <i>-est</i> to words ending in <i>y</i> Memory Words: <i>down, too, work, many, first</i>	Encode contractions with <i>is, are, and will</i> Encode long-vowel Trickers (open syllables) Memory Words: <i>their, now, always, because, been</i>	Encode <i>all</i> and <i>aw</i> words Memory Words: <i>come, coming, they, our, put</i>
Fluency	Read dialogue with expression	Read at an appropriate rate Read dialogue with expression	Read with appropriate volume and expression Read with appropriate stress	Read with natural phrasing and expression
Vocabulary	Compound words Irregular contractions Names for baby animals Words to Know: <i>audience, talent, explain</i>	Adjectives ending with <i>-y</i> Weather words Comparative and superlative adjectives Use context clues Words to Know: <i>produce, plenty, disturb</i>	Homophones <i>their/there, it's/its, you're/your</i> Figurative language Use context clues Synonyms Words to Know: <i>soar, control, depend</i>	Words about basketball Antonyms Words to Know: <i>puzzled, collapse, steep, system</i>
Comprehension For every text, children • use prior knowledge • answer questions Skills also taught with Superkids Library Books	Literary: Beginning, middle, and end Literary vs. informational text Informational: Main idea and details Sequence of events	Literary: Sequence of events Informational: Main idea and details Author's purpose: informational vs. how-to	Literary: Setting Compare and contrast texts Informational: Main idea and details	Literary: Beginning, middle, and end Cause and effect Informational: Text features (arrows and diagrams) Author's purpose and reasoning
Writing	Narrative: Use a chart to plan the beginning, middle, and end of a personal narrative Draft a personal narrative Edit a narrative using a checklist and revise	Explanatory: Use an organizer to plan and draft a how-to text Revise by adding details and an ending Edit and illustrate a how-to text	Opinion: Plan a book review with a web planner Write a book review with opinions and reasons Revise and edit a book review	Descriptive: Use adjectives, precise verbs, conjunction <i>and</i> , and prepositions in descriptive writing Plan and draft a descriptive paragraph with a Five Senses Planner Revise by combining sentences
Grammar, Usage, and Mechanics	Contractions with <i>-n't</i> Add <i>-er</i> and <i>-est</i> endings	Adjectives ending with <i>-y</i> Comparative and superlative adjectives	Accurate use of pronouns Homophones <i>their/there, it's/its, you're/your</i>	Combine sentences using conjunction <i>and</i>
Lasting Lessons Life lessons that relate to the Reader stories	Clearing up misunderstandings Waiting patiently	Making good use of time Being patient	Looking out for others Taking care of public places	Giving it a try Doing the right thing for its own sake

model comprehension strategies that good readers use to make sense of what they're reading. Differentiation tips are sprinkled throughout the lesson to help you modify the instruction for English Language Learners, below-level, and above-level readers. (See pages 51–52 for more information about how to differentiate instruction further for each reading group.) Each Super-Duper is meant to be read over two lessons. A stop sign icon in a lesson suggests a good place to stop children's reading in one lesson and pick up in the next. (See pages 41–43 for information about providing Independent Activities for children to work on when their small group is not meeting with you.)

Teach comprehension. After children finish reading a Super-Duper, teach the follow-up comprehension instruction with the whole class or with children in small groups. Comprehension skills taught include recognizing text structure, identifying main idea and details, comparing and contrasting, and understanding an author's purpose and reasoning. Graphic organizers are often used to make the ideas visual.

Extend learning across the curriculum. Lessons include a cross-curricular activity related to each Super-Duper. Use the activities to build children's knowledge in science, social studies, math, art, and other curricular areas.

<i>Unit</i>	<i>Super-Duper Title</i>	<i>Topic</i>
Review	We Like Sports	Different kinds of sports children do
1	Fix It!	Broken things and how they're fixed
2	Pet Clinic	How a vet helps pets
3	Bubbles	Science of soap bubbles
4	Pick It Up	Tools used to pick up things
5	Lost Stuff	How lost things are found
6	Signs	Signs and what they mean
7	Vroom!	Race cars and racing
8	Make a Monster	How to use make-up for a monster costume
9	Homer	A homing pigeon's round-trip journey
10	Games	Games children play around the world
11	Making Waves	Different kinds of boats and ships and how they're used
12	America's Parks	Six of America's most famous national parks
13	Hot Stuff	Six of the hottest things from least to most hot
14	Muscles	Different kinds of muscles and how they make our bodies move
15	Friends and Fights	Advice on avoiding and resolving conflicts with friends
16	Who Am I?	Riddles and facts about animals

Instruction with Super Smart

The Super Smart informational text read-alouds allow children to explore more complex science and social studies content than they can read in materials written at their reading levels. Designed for use on an interactive whiteboard, the Super Smart texts include embedded videos, animation, and touch-screen interactivity to engage students. (If you don't have an interactive whiteboard, the texts can be projected on a screen or wall and controlled from a computer.) Teachers read aloud the text, activate the interactive features, and guide children's comprehension. Each unit has one Super Smart that builds on topics introduced in the Superkids stories read during the unit. The texts are available in the teacher portal.

<i>Unit</i>	<i>Super Smart Title</i>	<i>Topic</i>
Review	A Rainforest Adventure	The animals and plants of the rainforest
1	Big Cat, Little Cat	How house cats are like big, wild cats
2	Money	All about money
3	Taking Care of Zoo Animals	How zookeepers take care of animals at the zoo
4	Pyramids	The story of the Egyptian pyramids
5	The Planets of Our Solar System	A tour of the planets of our solar system
6	Castles	The history of medieval castles
7	That's Fast!	Comparisons of the fastest speeds of different animals
8	A Toy Story	A step-by-step look at how a toy is designed, produced, and sold
9	Puppets	All about puppets and traditions in puppetry
10	Storms Ahead!	The science behind different types of storms
11	How People Learned to Fly	The history of human flight
12	How Your Body Works	The systems of the human body and how they work
13	That's Not So Scary!	How to overcome common fears
14	Wild About Birds	All about birdwatching
15	Making Music	Musical instruments from around the world
16	Busy Ben: A Biography of Benjamin Franklin	The life of Ben Franklin and his contributions to America

Assessment

The Superkids Reading Program provides both printed and online tests for student assessment. The Assessment Books contain the printed tests, plus informal assessment tools and record forms. Assessing children's skills regularly will reveal their strengths and weaknesses and help you make decisions about reteaching and grouping children for instruction.

Initial Informal and Formal Assessment

The three-week Review Unit at the beginning of the first-grade program helps children recall skills taught in kindergarten, while giving you the opportunity to informally assess their abilities. Review children's work in the Review Unit Word Work Book and observe their reading skills as they read aloud stories and informational texts during the unit.

After the Review Unit, you can formally assess children's skills with the Beginning-of-the-Year Test. The test assesses kindergarten letter-recognition, phonemic awareness, phonics, decoding, comprehension, fluency, and writing skills. Knowing how well children have retained skills from kindergarten can help you identify students who will need additional support in first grade. Test results can also help you determine how to group children with similar abilities for guided reading instruction.

Ongoing Informal Assessment

Observing children during lessons and reviewing their completed work is an effective way to assess their individual strengths and weaknesses. Here is a list of materials and activities you can use for informal assessment:

- Performance during Daily Decoding Routine
- Work done for Daily Spelling and Handwriting Routines
- Completed Word Work Book pages, Practice Pages, and Backpack Pages
- Children's oral reading and discussion of Reader stories, Super-Duper informational texts, and Library Books
- Completed writing assignments (assess using the unit writing rubrics included in the Teacher's Guides)
- Products from Ten-Minute Tuck-Ins and Independent Activities
- Discussions during Lasting Lessons

You can record your informal observations of children's skills using the Informal Assessment part of the Student Record Form in the Assessment Books.

Periodic Formal Assessment

Use the Progress Tests, Midyear Test, and End-of-Year Test to formally assess skills periodically throughout the school year. There are sixteen tests, one to use at the end of each unit. Parts of some tests can be taken online, while others can be taken on paper only. See the chart below for an overview.

<i>Skills Assessed</i>	<i>How the Skills Are Assessed</i>	<i>Frequency</i>	<i>Test Formats</i>
Decoding	Child listens to a word read aloud and then identifies the written word among three answer choices. Each test checks children's decoding of 8–15 words with sound-spelling patterns that have been recently taught.	on tests for Units 1, 3, 5, 7, 8, and 16	paper and online
Word Recognition	Child listens to a Memory Word read aloud and then identifies the written word among three answer choices. Each test checks children's recognition of 10–15 Memory Words that have been recently taught.	on tests for Units 9, 11, 13, 15, and 16	paper and online
Vocabulary	Child reads a sentence and selects a word to complete or replace a word in the sentence. Tests check children's understanding of word relationships and parts of speech.	on tests for Units 10, 12, 14, and 16	paper and online
Comprehension	Child reads a literary or informational passage (ranging from 50–120 words), and answers five multiple-choice questions. The questions check the child's understanding of key elements of the text.	on tests for Units 2, 4, 6, 8, and 9–16	paper and online
Fluency (Automaticity with words)	Child reads aloud isolated words, phrases, or sentences while the teacher listens and notes any errors. Tests check children's ability to decode words and read Memory Words with automaticity.	on tests for Units 1, 3, 5, 7, and 8	paper only
Fluency (Reading rate and accuracy)	Child reads aloud a literary or informational passage for one minute while the teacher listens and notes any errors. Teacher can calculate the child's words correct per minute reading rate (WCPM) to compare against benchmark norms.	on tests for Units 9, 11, 13, 15, and 16	paper only
Writing	Child writes from a prompt to produce a narrative, opinion, informative, or explanatory piece. Teacher uses a rubric to assess the writing for content, organization, and conventions.	on tests for Units 4, 8, 12, and 16	paper only
Spelling	Child writes 12 words that the teacher dictates. Each test checks children's spelling of words that have already been tested once on weekly spelling tests.	on tests for Units 8 and 16 (and weekly spelling tests)	paper only

On the decoding parts of tests, children are asked to identify specific words with sound-spelling patterns that have been recently taught.

Name _____

Unit 10 Progress Test Decoding

☆ ○ pat ○ paint ● pants	1. ○ dry ○ drip ○ drive	2. ○ rained ○ rainy ○ rain	3. ○ met ○ my ○ may
4. ○ bunny ○ by ○ buns	5. ○ tray ○ try ○ tree	6. ○ why ○ way ○ wait	7. ○ shy ○ she ○ shine
8. ○ fifth ○ fluffy ○ fifty	9. ○ plan ○ play ○ pain	10. ○ handy ○ happy ○ hungry	11. ○ sillier ○ silliest ○ silly
12. ○ angry ○ angriest ○ angrier	13. ○ sleepy ○ sleepier ○ sleepest	14. ○ messiest ○ messy ○ messier	15. ○ stickiest ○ sticky ○ stickier

Decoding: Words with y, ay, -er, -est ____ /15 (12/15) + ✓ -

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Unit 10 Progress Test, Decoding part

The vocabulary parts of tests assess children's understanding of word relationships and parts of speech.

Name _____

Unit 12 Progress Test Vocabulary

☆ The opposite of <u>bad</u> is _____. ● good ○ lazy ○ sleepy	1. The opposite of <u>down</u> is _____. ○ off ○ up ○ on	2. The opposite of <u>small</u> is _____. ○ little ○ new ○ big	3. The opposite of <u>giggle</u> is _____. ○ chuckle ○ eat ○ cry
	4. It's not so hot under this _____ tree. ○ junky ○ funny ○ shady	5. Alf saw a _____ baby bunny. ○ rainy ○ tiny ○ sunny	6. Cotton candy is _____ and sweet. ○ fluffy ○ muddy ○ grumpy

Vocabulary: Antonyms and adjectives ____ /6 (5/6) + ✓ -

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Unit 12 Progress Test, Vocabulary part

Name _____

Unit 12 Progress Test
Comprehension

The Lost Ticket

Tac and Toc saw Tic crawling
bus. The girls ran over to Tic.

"Aren't you coming to the pu

"I can't," groaned Tic. "I lost

"We'll help you look for it,"

Tac looked under the benche
in all the boxes. Tic kept lookin
see the ticket in any of those sp

Then Tac asked, "Did you chi

Tic stuck a hand in each poc
she felt it. "My ticket!" she said
can go!"

The girls ran all the way to t

Name _____

Unit 12 Progress Test
Comprehension (continued)

1. What happened at the beginning?
 - ☐ Tac looked in all the boxes.
 - ☐ Tic checked all her pockets.
 - ☐ Tac and Toc saw Tic crawling on the grass.
2. What happened in the middle?
 - ☐ Tac and Toc ran over to Tic.
 - ☐ The girls looked for Tic's ticket.
 - ☐ Tic rode her bike to the bus.
3. What happened after Tic put a hand in her back pocket?
 - ☐ She felt the ticket.
 - ☐ She felt an empty pocket.
 - ☐ She got cash to get a new ticket.
4. What happened at the end?
 - ☐ Tic kept looking in the lawn.
 - ☐ Tic, Tac, and Toc ran to the show.
 - ☐ Tac asked if Tic was coming to the show.
5. Which two mean about the same thing?
 - ☐ boxes and benches
 - ☐ ticket and show
 - ☐ grass and lawn

Comprehension (literary text): Understand plot (beginning, middle, and end), sequence, and vocabulary ____/5 (4/5) + ✓ -

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Comprehension skills are assessed on tests in which children read and answer questions about a literary or informational passage.

Unit 12 Progress Test, Comprehension part

Teacher's Recording Sheet

Student tested: _____ Date: _____

Pretzel's Act

The kids went to a talent show.	7
"Let's sit in those seats up close," said Ertabetta. "I don't want to miss Pretzel's act. She is a fantastic acrobat."	18
The show began. One boy said jokes. Two girls sang a song. At last, it was Pretzel's act. She began with a handstand. Then she did a backbend. She ended her act with six flips. Each time she landed on her feet. The kids clapped and clapped.	28
"Pretzel can do those tricks so well. She is the best acrobat ever!" said Ertabetta.	38
	50
	60
	72
	75
	86
	90

Words read: _____ - errors _____ = WCPM: _____ Fluency: Literary Text + ✓ -

Directions: Circle words the child misreads or omits, and mark the last word read during the timed reading. Use the formula to calculate words correct per minute (WCPM). Refer to the Scoring Oral Reading Fluency page with the answer key. Then circle one of the marks to indicate whether the child's oral reading exceeds (+), meets (✓), or is below (-) expectations.

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Unit 9 Progress Test, Teacher's Recording Sheet

In the second semester, fluency is assessed with literary and informational passages that children read aloud for one minute. Teachers mark errors and calculate WCPM on the Teacher's Recording Sheets.