

The Superkids[★] Reading Program

Comprehensive English Language
Arts Curriculum for Grades K-2



Every Student a Successful Reader by Grade 3

Superkids provides the plan to achieve it!

- **BUILD SUCCESS** by implementing our proven-effective strategies and partnering with our dedicated literacy team.
- **INSPIRE STUDENTS** through joyful, successful reading experiences with engaging texts and relatable characters who grow and learn by your students' side.
- **EXTEND LEARNING** from the start of grade K with a solid skills foundation that builds confidence and accelerates growth.

The Superkids Reading Program™

captivates students from the start with tales of the Superkids. These relatable characters and their ongoing adventures provide an engaging and cohesive framework for literacy success.

Superkids® is a comprehensive English language arts curriculum crafted for grades K–2 using evidence-based literacy practices and supported by a dedicated literacy team.

This proven-effective program follows a unique, systematic, and explicit instructional path through engaging, increasingly complex text.

Growing and learning with the Superkids by their side, all students develop the K–2 literacy skills they need to be successful in grade 3 and beyond.



Digital and Print Formats for Maximum Flexibility

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Evidence-Based, Research-Proven, and Successful in Classrooms Like Yours

Success in beginning reading—learning how to turn print into meaning—is key to reading success in later years. Research shows that students who do not learn to read by the end of grade 2 will likely struggle with reading throughout their lives (Vaugh & Linan-Thompson, 2003).¹

Get it right—right from the beginning...

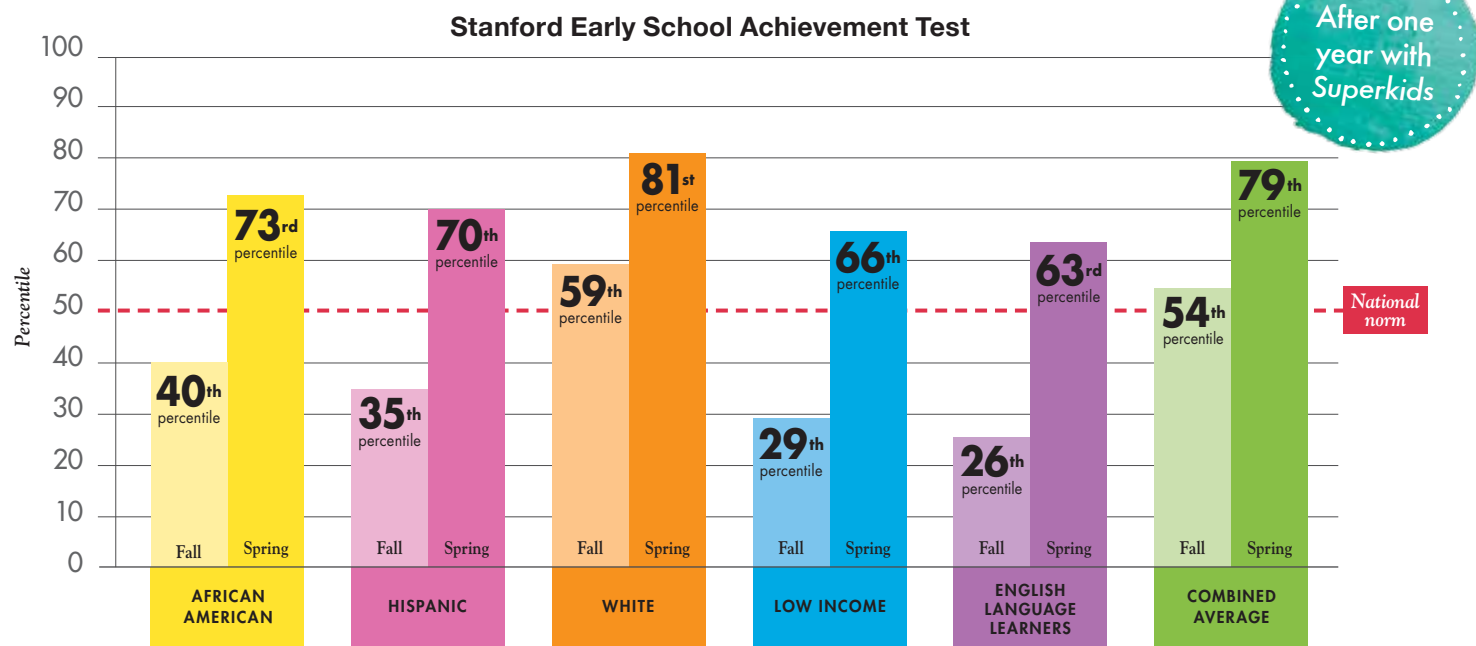
To prevent students from ever falling behind and greatly reduce the need for intervention, *Superkids* provides an effective primary-grades curriculum for teaching the fundamentals of reading and writing. Getting it right the first time with evidence-based instruction is critical.

...By building the reading brain

Primary students must be taught to read—and how they're taught matters. *Superkids* puts brain research into practice to explicitly and systematically develop the parts of the brain that are used for efficient and effective reading. Efficacy research proves that this approach works.

STUDY: Effective with all subgroups

In a nationwide study of 3,200 demographically diverse kindergarteners, *Superkids* students gained 25 percentile points on average. *Superkids* leaves nothing to chance and affords all students high-quality, proven-effective instruction.



¹ Vaughn, S. & Linan-Thompson, S. (2003). Group size and time allotted to intervention: Effects for students with reading difficulties. In B. R. Foorman (Ed.), *Preventing and Remediating Reading Difficulties: Bringing Science to Scale* (pp. 299–324). Timonium, MD: York Press.

CASE STUDIES: Flourishing in schools and districts

Schools and districts across the U.S. are creating success with *Superkids*.



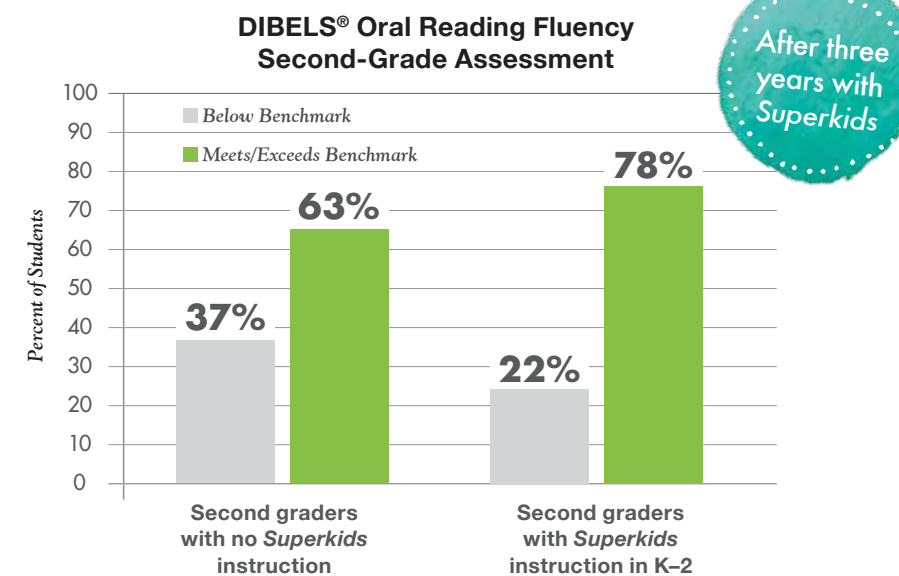
Created for teachers by a teacher

Author Pleasant Rowland originally published *Superkids* in 1978 based on respected reading research and years of her own classroom experience. Today, brain research supports what Ms. Rowland and the researchers of the day suggested about learning to read.

The nonprofit Rowland Reading Foundation was formed in 2003 to improve primary reading instruction and reintroduce *Superkids*. Since that time, the program has been continually improved with feedback from teachers and evidence-based research.

STUDY: Effective over time

A longitudinal study in the Neshaminy School District in Langhorne, PA, demonstrates the positive impact of *Superkids* on students' accuracy and fluency with connected text.



Visit superkidsreading.com/research for effectiveness studies and current case studies.



Start off strong with implementation services

Our training and coaching implementation services ensure you begin on the right foot, with confidence, and maximize *Superkids* to its fullest potential. Typically delivered on-site, these services can also be delivered remotely.



Implementation Training

Teachers and support personnel leave prepared to successfully implement *Superkids* and use all program materials.



Coaching Visits

Superkids coaches provide teachers one-on-one support and share their content and practice expertise.



Administrator Training

Administrators are equipped with an understanding of the research basis of the program and best classroom practices.

Partners in Literacy Professional Development

One hallmark of any successful implementation is collaborative, classroom-focused, ongoing professional development. Our services are designed to hone your understanding of *Superkids* and to build best practices in literacy instruction.

Working together in a true partnership, we'll design a plan for sustained, job-embedded training that is fulfilling, enjoyable, and impacts your knowledge and practice.

PD for the extended team

In addition to expert teacher training, administrators count on us for effective, transformative professional development to support their investment in *Superkids* within the wider school community. We provide services and resources for your whole team.

- Teachers
- Administrators
- Paraprofessionals and support staff
- Parents

“ Part of our success is the ongoing, strong professional development which *Superkids* absolutely provides. ”

— Jennifer Barrow, Principal Florida

Hone your craft with standards-based seminars

Literacy Best Practices Seminars are designed to deepen educators' knowledge of essential early literacy topics and can be tailored to meet your school or district's needs. Choose from seminar topics within four categories.

1. Evidence-based foundational skills
2. Comprehension
3. Writing
4. Differentiated instruction



Keep growing as you teach the program

Deepen your knowledge of the *Superkids* approach with online support resources available on demand when you need them.



Training videos for every grade



Classroom videos that model grade-specific instruction

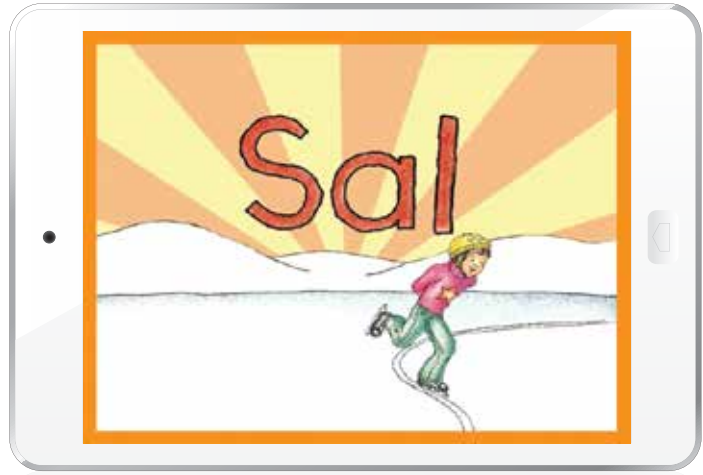


Webinars on key literacy topics



“When children feel they belong and find their realities reflected in the curriculum, research has demonstrated that they are more engaged in learning and that they experience greater school success.”

—Hunsberger, 2007²



Make Memorable Connections with the Superkids

The Superkids are a lively cast of 14 relatable characters, whose adventures and activities will keep your students motivated and engaged throughout the program.

Meet the Superkids

In the first semester of kindergarten, students are introduced to the Superkids one unit at a time through animated songs. The characters, who begin as mnemonic devices to learn new letter-sounds, have unique personalities, special talents, and diverse interests. They quickly become good

friends your students will keep throughout first grade, as the Superkids experience fun adventures around their community, and second grade, when the Superkids all wind up in the same classroom with Ms. Blossom as their teacher.

Students delight in the characters' charm

Students first get to know each Superkid's charismatic traits in animated songs. The individuality of the Superkids draws students to one or more characters. Whether they relate to Sal's love of sports or Oswald's odd animals, these lasting bonds serve to connect each student to the program for greater success.

Spotlight on Sal

Sal speaks both English and Spanish. He likes every sport, and he likes every game! Sal is the athlete of the group. He likes to sled, slide, swim, surf, splash, ski, skateboard, ride scooters, and play stick-ball. Sal learns lessons about sportsmanship, and he comes to realize it's okay to be friends with kids on the other team.

Seven girls, six boys, & one super dog



A Motivating Framework for Literacy Learning Unlike Any Other

Captivating stories about the Superkids keep students consistently motivated to read and eager to find out what happens next, from semester to semester and from grade to grade.

Their ongoing adventures from kindergarten through second grade provide an engaging and cohesive framework for building concept knowledge, vocabulary, and comprehension and for connecting to informational text.

Kindergarten		First Grade		Second Grade	
1st Semester Meet the Superkids	2nd Semester Superkids' Club	1st Semester Adventures of the Superkids	2nd Semester More Adventures of the Superkids	1st Semester The Superkids Hit Second Grade	2nd Semester The Superkids Take Off
					



Lasting Lesson Being a Good Sport

Tell children being a good sport means playing by the rules, showing respect for others, and not being a poor loser. Point out that good sports understand they will not win every time. Winning feels good, but when two teams or kids play against each other, usually one wins and the other loses (unless the game ends in a tie). Explain that good sports do not get too upset about losing, as long as they did their best.

Ask whether Sal was a good sport when the soccer game ended in a tie. (no) Discuss what he did that showed he was not a good sport. (He sulked; he blamed Ana for nearly making the Superkids lose; he acted like Cass should not be friends with Ana; he did not trust Cass and talked about her behind her back to Etuabeta; he thought Cass would tell team secrets.) Discuss what Sal could have done differently to be a better sport. (He could have been proud of how well his team played even though they did not win; worked on becoming a better player so the team could win next time; acted friendly toward Ana; trusted Cass.)

Tell children it's normal to feel a little down or irritated if you lose a game, but you can be a good sport about it. Guide children to brainstorm ways to be a good sport. Ask children to think of ways winners can help the other team feel better. Have them suggest things a team that loses can do to keep from feeling upset or acting angry. Create and post a list.

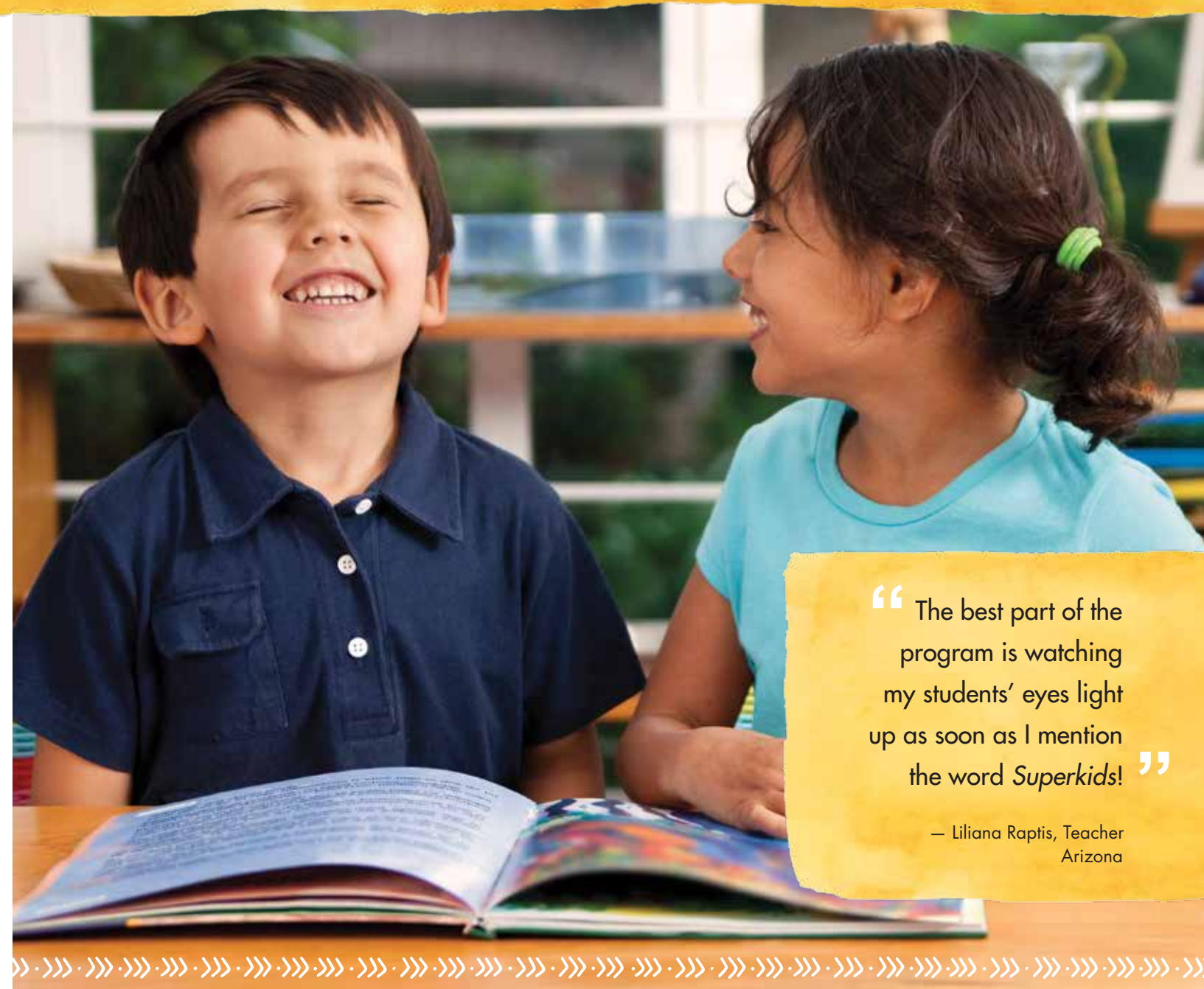
How to Be a Good Sport

1. Be polite to the other team.
2. Play fair. Follow the rules.
3. Do not stomp off, yell, or say mean things if you do not win.
4. After the game, say "Good game!" to the other player or team.
5. Do not blame others if you lose.
6. Do not make up excuses for losing. Just try to do better next time.
7. If you win, do not brag or show off.

Connections to key life lessons

The Superkids characters model appropriate behavior and spark discussion about how we treat one another, contribute, and act as good citizens of our classrooms and communities.

Lasting Lessons in the Teacher's Guides include comprehension questions and activities. Students think critically about lesson stories and connect these character development lessons to their own experiences.



“The best part of the program is watching my students' eyes light up as soon as I mention the word *Superkids!*”

— Lilita Raptis, Teacher
Arizona

Joyful reading experiences from day one

Motivated learning depends on interest *and* success. From the very beginning, students experience both with *Superkids*. The program builds success step by step, and students consistently experience the joy and achievement of really reading—not guessing. This gives students confidence and keeps them motivated as rigor increases.

“Motivated reading behavior is characterized by students valuing and engaging in the act of reading with expectations of success and with greater persistence and stamina when encountering difficulty; as such, motivation is directly tied to personal interest and self-efficacy as well as achievement.”

—Duke, Pearson, Strachan, & Billman, 2011³

³ Duke, N. K., Pearson, P. D., Strachan, S. L., & Billman, A. K. (2011). Essential elements of fostering and teaching reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (pp. 51 – 93). Newark, DE: International Reading Association.

Ensure Success with a Unique and Effective Instructional Path

The program’s carefully designed, systematic, and explicit literacy instruction progresses through increasingly complex text, building the essential foundation for efficient, fluent reading and effective comprehension.



Lesson plans incorporate all of the language arts throughout three consistent parts—Word Work, Reading, and Writing—by overlapping and integrating skills.

WORD WORK

Foundational Skills

- Phonemic awareness
- Phonics
- Blending
- Decoding
- Structural analysis
- Fluency

Language Skills

- Handwriting
- Encoding
- Spelling
- Grammar
- Vocabulary

READING

Foundational Skills

- Decoding
- Fluency

Speaking & Listening Skills

- Oral language
- Collaborative discussion

Reading Skills

- Listening Comprehension
- Reading Comprehension: literary and informational text
- Close reading
- Content knowledge
- Vocabulary

WRITING

Writing Skills

- Writing process
- Narrative writing
- Opinion writing
- Informative/explanatory writing

Language Skills

- Grammar, usage, and mechanics
- Speaking and listening



SECOND GRADE

Students consolidate their understanding of all phonetic elements and apply it in fluent reading of grade-level text.



FIRST GRADE

Students master more complex phonetic elements and learn to decode and encode structural patterns.



KINDERGARTEN

Students learn the letters of the alphabet, one sound for each letter, and then apply their new skills to blend letter-sounds to read and write words and sentences.

Students read authentic literary and informational texts that have not been controlled for decodability and apply comprehension skills to longer, more complex texts.

Students’ comprehension and fluency skills increase greatly as they read longer and more complex literary and informational texts. Read-alouds build vocabulary and prepare students to read more rigorous text.

Reading focuses on developing strong blending, decoding, and fluency skills while building comprehension. Read-alouds build background knowledge and listening comprehension.

Students use the writing process to write longer, more structured narratives, informational texts, and opinion pieces.

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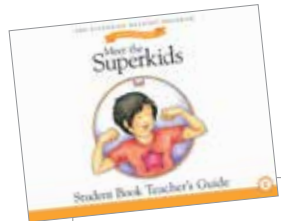
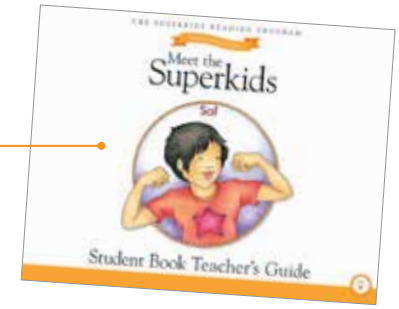
Students learn basic mechanics and aspects of the writing process. Instruction progresses from drawing to writing in each major text type.

Build Foundational Skills in Kindergarten

In kindergarten, students learn the letters of the alphabet, one sound for each letter, and how to blend letter-sounds to decode and encode words. Explicit, systematic Word Work instruction carefully integrates foundational oral language, handwriting, spelling, vocabulary, and grammar skills to support a holistic understanding of language.

Defined sequence of instruction

Each letter-sound is introduced with a familiar routine, “hear it, see it, say it, write it,” throughout a unit. Students immediately practice new letter-sounds in text that is perfectly matched to the sequence of instruction.



Lessons begin with Daily Routines that reinforce and informally assess phonological awareness, phonemic awareness, blending (beginning in Unit 5), dictation, and handwriting skills.

LESSON 1

Phonemic Awareness and Phonics: Ss/s/

Summary of Core Instruction

- Daily Routines:** Informal Assessment
- Step 1** Introduce Sal and the Student Book
- Step 2** Teach vocabulary and phonemic awareness
- Step 3** Teach phonics: Initial Ss/s/
- Step 4** Teach nouns and verbs

Materials

- Superkids Chart and Clings
- Student Book for Unit 6 (S)
- “Sal’s Song” on the teacher portal
- Alphabet Card Ss
- Student White Boards or handwriting paper



Use Student Book front cover and page 1.

Student Objectives

Word Work

Print and Book Awareness
Recognize that words are made up of letters
Identify uppercase and lowercase Ss

Phonemic Awareness
Identify initial and final /s/
Associate picture names with initial and final /s/

Phonics
Associate Ss with /s/

Vocabulary
Discuss sports and games

Comprehension
Draw conclusions from pictures
Grammar, Usage, and Mechanics
Understand nouns and verbs

Reading

Listening Comprehension
Listen for details in a song



DAILY ROUTINES: Informal Assessment

Phonemic Awareness

Say a word and ask children to say each sound in the word separately.

bag /b/, /a/, /g/	drop /d/, /r/, /o/, /p/
ash /a/, /sh/	seed /s/, /ē/, /d/
desk /d/, /e/, /s/, /k/	ranch /r/, /a/, /n/, /ch/
glad /g/, /l/, /a/, /d/	good /g/, /ō/, /d/

Dictation

Ask children to write the lowercase letter that stands for the sound at the end of each word you say.

log	nod	feed
sad	snug	Doc

Handwriting

Blend the letter-sounds with children before they practice handwriting.

Co co Oc oc
Og og Og og
Odd dog Odd Doc



UNIT 6 (S) • LESSON 1 5

Grade K, Unit 6 Student Book Teacher’s Guide

Richly illustrated Student Book pages introduce new phonemes, teach letter-sound correspondences, and build vocabulary related to the Superkids’ activities.



Hear It

Students identify the target phoneme in spoken language.

Play “Sal’s Song” recording or animation. Tell children to listen closely to “Sal’s Song” to find out more about him. When the song is over, discuss what Sal likes to do. (*play sports and games such as sledding, surfing, swimming, skateboarding, stickball*)



See It

Students identify the uppercase and lowercase form of the letter.

Identify uppercase and lowercase Ss. Have children find the two letters at the bottom of page 1. Tell them the big letter is *uppercase S* and the smaller letter is *lowercase s*. Have children point to each letter and say its letter name with you.



Say It

Students produce the letter-sound in speech.

Introduce letter-sound correspondence Ss/s/. Explain that the letter *s* stands for the sound /s/, as in *Sal*. Call on children to name something in the picture whose name starts with the letter *s*. (*for example—skis, sled, stick, swing*)



Write It

Students form the letter on ice cream lines.

Demonstrate the formation of uppercase S. Display the Ice Cream Paper on your whiteboard. Tell children to watch as you write uppercase *S* on the handwriting lines. Explain what you are doing as you slowly form the letter:

Touch below the strawberry line; **curve back; curve forward**, ending above the chocolate line.



Increase Rigor of Foundational Skills Instruction in Grades 1–2

Rigorous Word Work instruction in grades 1–2 ensures students master the foundational skills they need to become lifelong readers and writers. Teacher’s Guides provide explicit, systematic instruction for phonics, spelling, structural analysis, grammar, vocabulary, and fluency skills.



Word Work lessons begin with Daily Routines to reinforce and informally assess decoding, spelling, handwriting, and memory word skills.

DAILY ROUTINES: Informal Assessment

Use the interactive whiteboard version of the routines, or follow these instructions.

Decoding
Have children read aloud rows 3 and 4 on page 22 of the *Big Book of Decoding*.
sandbox hilltop upset eggshell
cupcake won't grasshopper can't

Memory Words
Have children read these Memory Word Flash Cards aloud.
two about girl before boy
over four new very want

Spelling
Dictate the words and sentence. Help children check their spelling and fix any mistakes.
can't upset cupcake
The show is about two kids.

Handwriting
Write the sentences on the board. Read them aloud. Have children copy them as an Independent Activity.
Frits tells Cass about Buster.
She can't wait to see Buster in his new nest.

Grade 1, Unit 9 Teacher's Guide

1 Structural Analysis and Spelling: Teach adding -er and -est endings

Use Word Work Book page 11.



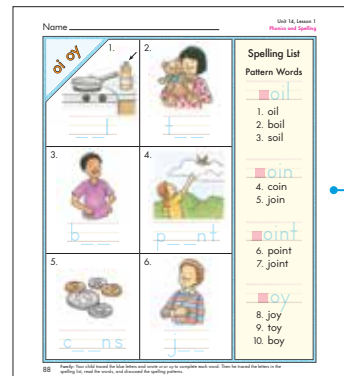
Child traces or writes these words:
1. long, longer, longest; 2. quick, quicker, quickest;
3. deep, deeper, deepest.

Discuss the meaning of -er and -est endings. Display Word Work Book page 11, and have children turn to the page. Read aloud the first sentence in box 1. Explain

Grade 1, Unit 14 Teacher's Guide

2 Phonics and Spelling: Teach decoding and encoding oi and oy words

Use Word Work Book page 88.



Child writes oi or oy to complete each word: 1. oil, 2. toy, 3. boy, 4. point, 5. coins, 6. joy. Child reads aloud the Pattern Words.

Review oi, oy/oi. Tell children to turn to page 88. Have them identify the two pairs of letters in the top left corner (oi, oy) and the sound they stand for. (oi/) Explain that all of the pictures on this page show something that has the /oi/ sound in its name.

UNIT 14 • LESSON 1 7

Weekly spelling lists feature words with the phonetic or structural element taught in the unit. In grade 1, Memory Words are included in every other spelling list.

Fluency: The bridge from foundational skills to comprehension

Students have extensive opportunities to practice targeted foundational skills in order to increase their reading fluency. As their fluency builds, students' understanding of text grows.



Fluency skills, such as reading with expression and observing punctuation, are explicitly taught with the Readers.

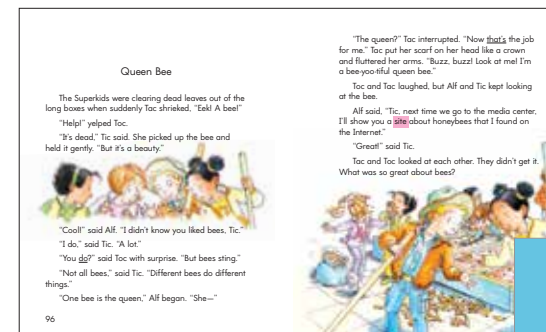
2 Fluency: Guide practice using typographical clues

Use Reader story "Queen Bee," pages 96–97.

Reader vocabulary: **sit**

Introduce the story. Display Reader pages 96 and 97, and have children turn to the pages. Read aloud the title "Queen Bee." Ask children if they have heard this phrase before and if so, what it means. (Children may mention the queen bee of a hive or the expression meaning someone who thinks she is important.) Ask what Tic has in her hand in the picture (a bee) and why the title of the story might be "Queen Bee." (Tic might have found the queen bee.)

Discuss how to read using typographical clues. Point out that some of the words in this story are underlined. Direct children's attention to the underlined words *do* and *that's*. Explain that often words are underlined for emphasis, and when we read these words, we should put extra stress on them. Model reading Tic's dialogue without emphasis on the underlined word and then with emphasis. Ask children how the tone of Tic's dialogue changes with the emphasis. (Tic seems more surprised.) Repeat with Tac's dialogue. Then point out the dash and



explain that this marks an interruption of Alf's dialogue. Read aloud Alf's dialogue to show how his sentence gets cut off by Tac.

Have children read and discuss the story. Call on different groups to read parts of the story aloud. Then use the questions to discuss the story.

Connect events: Cause and effect
Why does Tac scream? She finds a bee while clearing out the dead leaves.

Understand characters
Why is Tac surprised? She doesn't understand why Tic likes bees.

Draw conclusions
Do you think Tac likes bees? Answers may vary. Ch she doesn't because she is st likes bees, and she says that

Understand vocabulary
Alf says that he will show place, on the Internet about What is another name for Internet? a webpage

Understand characters
Why do Tac and Tic look the end of the story? They why everyone is so interest

3 Vocabulary: Introduce Unit 13 Words to Know

Use the Unit 13 Words to Know Cards.

Discuss the Words to Know Cards. Display each card, say the word for it, and have children repeat it after you. Give the definition and the context sentence. Then talk about the picture and the word. Remember to call attention to these words when they're used or could be used in the classroom.

rambunctious (energetic and often noisy: The children were acting rambunctious when they came back to the classroom after recess.)
Have children describe what the puppies in the picture are like. (playful, energetic, fun) Have them discuss times when they feel wild or rambunctious. Ask them what they do when they feel this way.



Words to Know Cards offer repeated exposure to important Tier Two vocabulary words from reading selections.

16 UNIT 13 • LESSON 2

Grade 2, Unit 13 Teacher's Guide





First graders build on what they learned in kindergarten with new comprehension skills such as determining cause and effect, recognizing text structure, and identifying main ideas and details.

READER

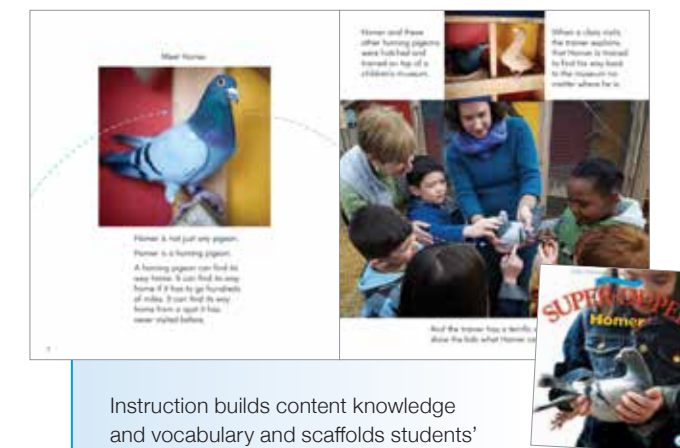
Grade 1, Unit 9



Each week in the Reader, students read one short story to increase fluency and one longer story during comprehension and vocabulary instruction.

SUPER-DUPER MINI-MAGAZINE

Grade 1, Unit 9



Instruction builds content knowledge and vocabulary and scaffolds students' close reading through teacher think-alouds that model how to engage oneself in a conversation about text.

Develop Comprehension Skills for Strategic Reading

Students learn the right comprehension strategies for their stage of reading development in small groups through explicit instruction that includes think-alouds, text-dependent questions, discussion, and graphic organizers.

Teachers guide students through Student Book, Reader, Super-Duper, and SUPER Magazine texts to engage them in deep thinking about literary and informational text.

In kindergarten, students learn fundamental comprehension skills such as understanding characters, recognizing plot, and drawing conclusions.



STUDENT BOOK

Beginning in Unit 6, students read and discuss Student Book stories. Discussion develops critical-thinking, speaking, and listening skills.

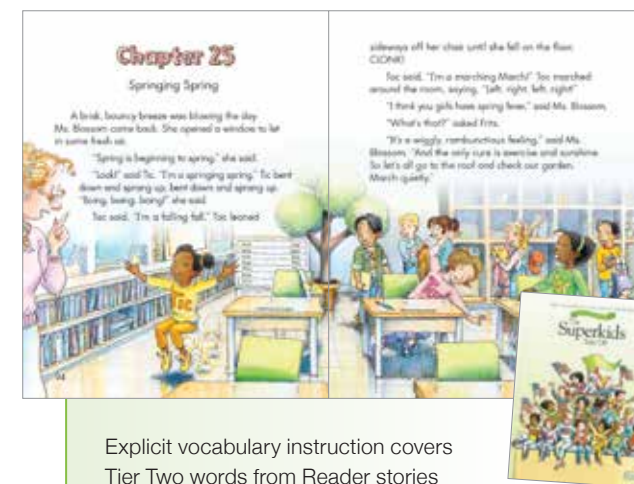
Grade K, Unit 6



As students learn and can decode more letter-sounds, stories get longer and fluency becomes a focus.

READER

Grade 2, Unit 13



Explicit vocabulary instruction covers Tier Two words from Reader stories as well as SUPER Magazine and Book Club books. Words are also reinforced through activities and discussion.

SUPER MAGAZINE

Grade 2, Unit 5



Instruction with high-interest informational articles about science, social studies, and arts topics teaches comprehension skills, such as recognizing cause and effect.



Deepen Understanding through Application and Independent Practice

Throughout reading instruction, teachers support and challenge students with differentiated reading instruction tailored to accelerate progress. They can also differentiate the texts students read in small groups and for independent practice.

Additional small-group comprehension instruction with three levels of Library or Book Club books ensures students practice and apply strategies in text that's just right for them.



SECOND GRADE

BOOK CLUB

A selection of well-known trade books capture students' diverse interests and meet a range of reading abilities with uncontrolled text. Book Talk Journals include text-dependent questions that encourage students to make connections with and write about text.



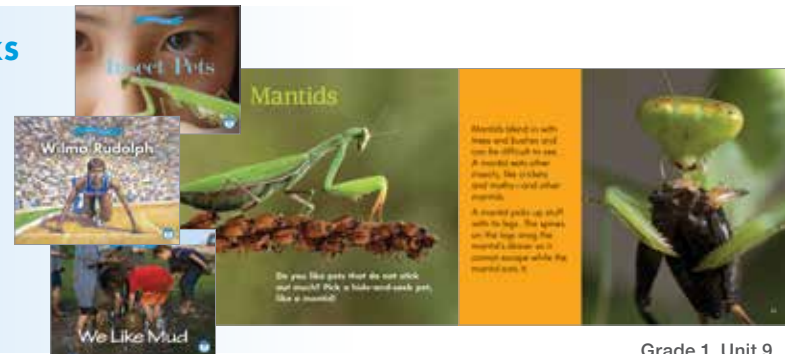
Chuck and Dakota get to know each other and seem to **get along** very well. What do they have **in common**, and why do you think they get along so well? Give examples from the story to support your answer.

Grade 2, multiple units

FIRST GRADE

LEVELED LIBRARY BOOKS

All three levels of text—easy, on-level, and challenging—are written at grade level with varying complexity, using the phonetic elements students have learned. Students read Library books in small groups and for independent practice.



Grade 1, Unit 9

KINDERGARTEN

LIBRARY BOOKS

Unit Library Books align with the phonics sequence of the Student Books. Teachers use Library Books to provide additional, differentiated reading practice and small-group comprehension instruction.



Grade K, Unit 6

Grade K, Units 23–24

Grade K, Units 23–24

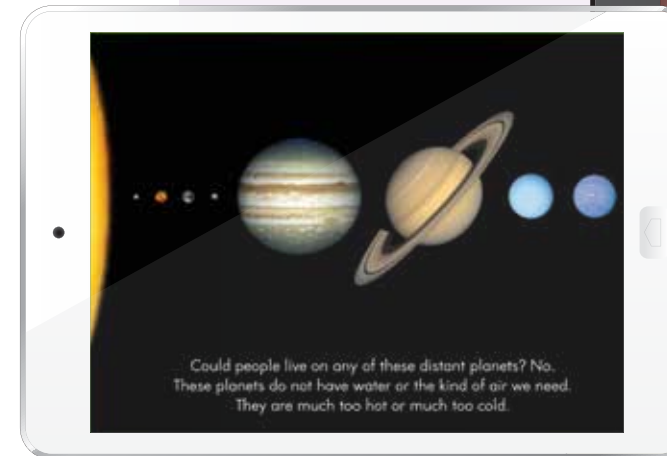
Expand Listening Comprehension and Vocabulary with Read-Alouds

Superkids includes direct instruction for multiple forms of read-aloud experiences. Written one–two years above grade level, read-aloud texts develop content knowledge and provide opportunities for rich conversations with new academic and domain-specific vocabulary.

Read-aloud instruction builds oral language and listening comprehension skills that will be instrumental to students' comprehension of the complex text they will read independently and in small groups.

READ-ALOUDS

Super Smart informational digital read-aloud texts include rich vocabulary, videos, animations, and interactive features.



Grade 1, Unit 5



Grade K, Unit 8

Suggested Teacher Read-Alouds

Week 1 Topic: Bees



The Best Beekeeper of Lalibela
By Cristina Kessler
Holiday House, 2006
In an African village famous for its honey, only men keep bees. But a little girl named Lalibela defies convention and learns how to make the sweetest honey of all.

Flight of the Honey Bee
By Raymond Huber
Candlewick, 2013
Follow a bee named Scout as he searches for the last flowers of fall in a book that's both an engaging story and an informational text.

The Honeybee Man
By Lela Nargi
Schwartz & Wade, 2011
Fred the honeybee man lives in a big city, but his family has its own tiny city: a rooftop hive. Learn how he cares for his bees in a most unexpected setting.

Inside the Bees' Hive
By Karen Ang
Bearport Publishing, 2014
What happens inside a beehive is usually hidden from sight—but not in this book full of interesting facts and unusual pictures of bees in their homes.

Grade 2, Unit 13

Each day, teachers read content-aligned literary and informational text aloud to students using the *Superkids* read-aloud routine with suggested trade book titles.

Accelerate Reading Gains with Increasingly Complex Text

As students are learning to master the alphabetic code, they are given opportunities to immediately apply these skills in increasingly complex text that matches instruction. This lesson-to-text alignment with truly engaging text is unique to *Superkids* and quickly and systematically accelerates students' reading progress.



Scaffold readers to complex text

Throughout grades K–2, *Superkids* text follows a careful, intentional progression of complexity that

- provides opportunities to practice newly-learned decoding skills.
- supports students' transition from decodable to non-decodable text.
- builds upon and develops new content knowledge through a mix of literary and informational texts.
- leads students to gain deeper comprehension through close reading of text.

Multiple-text approach

Three types of text help meet the needs of beginning readers, preparing them to read successfully in third grade.



Decodable Text

Engaging, cumulatively decodable text to develop decoding automaticity



Complex Text

High-interest, grade-appropriate complex text to develop comprehension



Read-Aloud Text

High-quality read-aloud text to develop listening comprehension and vocabulary

Apply Language Arts Skills in Writing Composition

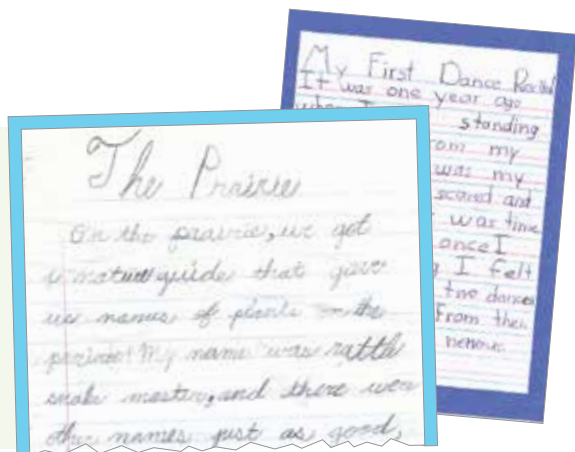
Through daily explicit writing process instruction, students learn how to express their ideas effectively in writing and develop critical writing skills in a variety of text types and genres.

In each unit, students create a different writing product, ranging from personal narratives, research reports, and opinion speeches to poetry and friendly letters. They apply the language arts skills they've learned in Word Work and new vocabulary words in their writing.



SECOND GRADE

Students write longer, more structured writing products within the major text types—narrative, informative/explanatory, and opinion. Lessons teach more complex writing mechanics and specific skills for each genre.



FIRST GRADE

Students write multiple narratives, informative/explanatory texts, opinions, and other genres. They practice writing mechanics and genre-specific writing skills.



KINDERGARTEN

Students first learn how to communicate their ideas through drawing and labeling, moving on to writing sentences, narrative stories, and other text types.



Step 1: Instruction and modeling

Lessons focus on a writing skill or step of the writing process. Teachers use think-alouds and modeling.

Grade 2, Unit 14
Teacher's Guide

5 Opinion Writing: Plan an opinion speech

Use Resource Page 1 (Opinion Speech Planning Chart).

★ Instruction and modeling

Review the structure of opinion writing. Remind children that in this unit, they will write and present an opinion speech about a topic of their choice. Explain that they will state their opinion in the first paragraph of their speech. In the next paragraphs, they will give reasons to support their opinion. Point out that most opinion writing is organized this way, no matter what topic it is about. Tell children that in this lesson, you'll show them how they can plan an opinion speech that follows this structure.

Resource Page 1		
Opinion Speech Planning Chart		
Name _____		
My Opinion: Parakeets are the best pets.		
Reason: can talk to you	Reason: Friendly	Reason (optional): easy to take care of
Example: My pet says "pretty bird" "Hello" and other funny things	Example: Sit on shoulder Rub against your head	Example (optional): Don't need to be walked Cage is easy to clean

Teacher example on Resource Page 1

Discuss and model how to plan an opinion speech. Display Resource Page 1 and explain that you'll use this page to plan your speech. Point to and read aloud the headings in the different sections. Remind children that reasons tell why you feel the way you do, and examples show what you mean.

Tell children the topic you've chosen for your speech. State your opinion as a complete sentence and write it in the "My Opinion" box on the planner. Then think aloud as you demonstrate how to complete the reason and example sections.

For example:

"One reason I think parakeets make the best pets is that they can talk to you, and that's kind of amazing. [Write the reason.] I know this because I have a parakeet that talks. He says 'pretty bird,' 'hello there,' and other funny things. I think telling about those examples would help people understand my reason better. [Write the examples.]

"Let's see, another reason I think parakeets are good pets is that they are so friendly. [Write the reason.] Some people don't know that, so I should give an example. My parakeet likes to sit on my shoulder. He rubs his head against my head. That's his way of saying he likes me." [Write the examples.]

Continue in this way until you have completed your plan. Then read the plan aloud. Point out that you just wrote notes, not complete sentences, to help you remember the reasons and examples you want to include in your speech.

WRITING

★ Practice and application

Have children plan their opinion speech. Distribute copies of the planner on Resource Page 1. Explain that they will complete the plan with their opinion, reasons, and examples for their chosen topic. Tell children that the planner has space to write notes for three reasons to support their opinion, but they need only write two strong ones. If children can easily think of a third reason, they may use the space to add those notes. Point out that a third reason can make their speech stronger but only two are necessary.

Tell children that if they have not yet chosen a topic, they should meet with you so you can help them decide. (See the differentiation suggestion in Lesson 1 for how to help children choose a topic.)

Differentiate

Below-level: Struggling writers may need help coming up with supporting reasons and related details and examples. Talk with them about their topic. Help them state their opinion as a complete sentence. Help them organize their thoughts about the topic as reasons and examples they can list on their plan. Have struggling writers limit themselves to generating two strong reasons to support their opinion.

Above-level: Encourage strong writers to come up with additional reasons to support their opinions, or to develop their reasons in greater detail or with multiple examples. They can list this information in the appropriate sections of the planner or use the back of the page or a separate sheet of paper.

★ Sharing

Have a few children state their opinion and offer at least one supporting reason and example. Give positive feedback for strong supporting reasons and examples that help illustrate the reasons.

Step 2: Practice and application

Students practice and apply what has been taught independently or in small groups or pairs. Teachers provide differentiated support in writing conferences.

Step 3: Sharing

Students share their writing with the class or a partner. Positive feedback during Sharing builds students' confidence as writers and accelerates growth.

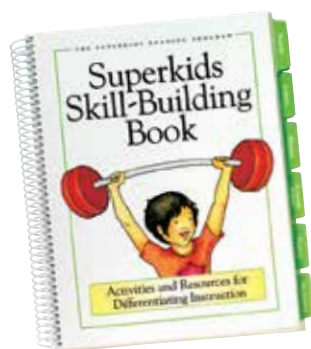


Assessment Options Provide Insight into Progress

Ongoing assessment reveals students' progress and informs teachers' decisions about reteaching, challenging students, and grouping students for instruction.

Assessment Books, online printable tests, interactive tests, and other resources provide ample opportunities to assess students formally and informally.

Frequent Informal Assessments



Quick Assessments in Superkids Skill-Building Book
One-on-one skill assessment to inform differentiation, grades K–2



Daily Routines
Ongoing observations, grades K–2



Student Book, Word Work Book, and Backpack Pages
Daily ongoing observations of completed work, grades K–2

Available in Print and Digitally



Periodic Formal Assessments

Readiness Test

Diagnostic assessment of emergent literacy skills, grade K

Beginning-of-the-Year Test

Diagnostic assessment of skills, grades 1–2

Progress and Midyear Tests

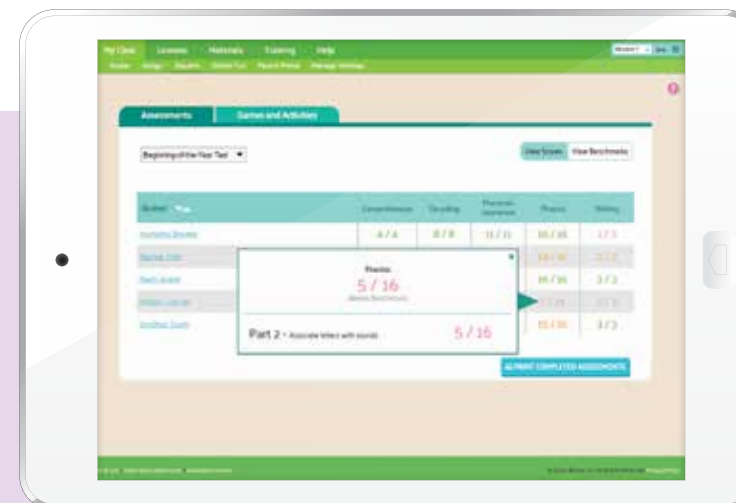
Periodic formative and summative assessments, grades K–2

Benchmark Tests

Summative assessment of skill mastery, grade K

End-of-Year Test

Summative assessment of skill mastery, grades 1–2



Reports

Interactive tests are automatically scored, and data can be exported in individual student and class reports.

Reach All Students Through Differentiation

Instruction in *Superkids* can be differentiated to provide more support or extra challenge for students as needed.

A variety of resources and techniques are recommended throughout the program for working with below-, on-, and above-level students as well as English language learners. These flexible tools enable teachers to use their expertise to meet the needs of their students.

At point of use in Teacher's Guides

ELL Support
Teacher tips to support English language learners

ELL Support
Working with synonyms and antonyms is a good way to build the vocabulary of English language learners. Extend this activity by finding pictures of big and little things. Then have children tell whether the picture shows something that is big or little by using some of the new words for *big* and *little* they learned in this lesson.

Differentiate
Below-level: Point out the contractions *don't*, *can't*, and *won't* in the story and review how to read them. Read a few lines of the story aloud, modeling a steady pace. Then listen as individuals take turns reading a character's lines aloud. When a child makes mistakes and doesn't self-correct, let the child finish the line. Then provide corrective feedback and have the child reread it.

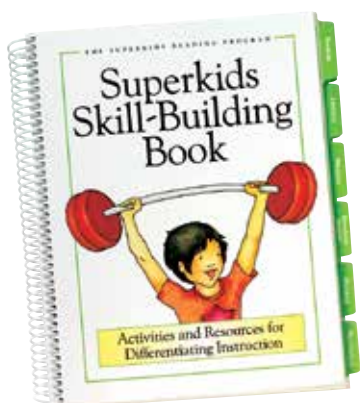
On-level: Remind children that the lines in a conversation should be read the way the characters would have said them. Read the first few lines aloud at a fluent pace. Then listen as individuals take turns reading a character's lines aloud. Have them read the story aloud several times, encouraging them to read at a fluent pace and express the characters' excitement.

Above-level: Point out that for the story to sound like a real conversation, the lines should be read the way they would have been spoken. Model reading a few lines of the story at a fluent pace with expression. Then pair children up, and have each child read all of a character's lines. Have them switch parts when they reread the story. Encourage them to read at a fluent pace—no long pauses between lines—while expressing the characters' excitement.

Differentiation Tips
Tips for below-, on-, and above-level students



“ I really love the differentiation that is provided to assist with all types of learners and readers.”
— Karla Janoski, First/Second-Grade Teacher Florida



Superkids Skill-Building Book

This collection of activities and resources is used to reinforce, enrich, and target skills in grades K–2. Each section focuses on an essential skill strand.

- Sounds
- Letters
- Phonics
- Structural analysis
- Fluency
- Vocabulary
- Comprehension
- Spelling
- Grammar, usage, and mechanics
- Writing composition

TEN-MINUTE TUCK-INS
Activities for Differentiating Instruction

Reinforce Structural Analysis:
Contractions with n't

Give children practice recognizing when they can use contractions in writing. In advance, write the following paragraph on the board:

Ettabetta did not set up for the show. Her name was not on the list of jobs and acts. Doc had not planned to keep her out of the show. She would not be so mean! She just did not remember to list Ettabetta's name. Ettabetta was mad, but she is not mad any longer.

Read the whole paragraph aloud. Then reread the first sentence and ask which two words can be turned into an n't contraction. (*did not*) Have a child make the change by erasing *not* and adding n't after *did*. Repeat with each sentence. When all the contractions are written, read the paragraph aloud again. Point out that the meaning has not changed.

Reinforce Comprehension:
Retell and summarize a story

Use Reader story "The Spingle Spangle Talent Show," pages 8–22.

Have each child retell a different chapter of "The Spingle Spangle Talent Show." Give children time to look at their assigned chapter. Tell them to think about what the Superkids did and what Ettabetta did. Then have children take turns telling what happened in their chapters in the order that it happened.

When they finish, help children summarize in a few sentences what each chapter is about. For example:

Chapter 1: The Superkids set up for the talent show. Ettabetta sits on the bus because her name isn't on the list of jobs and acts.

Chapter 2: The Superkids do three acts. Ettabetta watches from the bus and thinks all the acts are bad.

Chapter 3: Doc asks Ettabetta to do her act. She does acrobat tricks, and it's a fantastic ending for the show.

Extend Spelling and Vocabulary:
Homophones *four, for, two, to*

Use the interactive whiteboard activity, or write the following on the board:

two to four for

1. Golly has _____ legs.

2. Alf went _____ Ben's shop.

3. Tic has a gift _____ Tac.

4. The number _____ is before three.

Point to and read the words *two*, *to* with children. Explain that they're *homophones*, words that sound alike but have different spellings and meanings. Ask which spelling is the name of a number. (*two*) Explain that *to* spelled *to* tells where something is going or already went. Repeat with *four* and *for*. Ask which spelling is the name of a number. (*four*) Explain that *for* spelled *for* means because of or something is meant to belong to someone. Read each sentence aloud and ask children to name and spell aloud the word that belongs on the lines. Have a child write the correct word in the sentence.

UNIT 9 • LESSON 4 43

Challenging Workouts

High-achieving students have many opportunities to flex and stretch their skills.

Challenging Workout

These challenging activities give children with good structural analysis skills a chance to flex and stretch their skills. Many activities in this section can be made more challenging by using more difficult words. Of course, you might want children to spend more time reading or writing independently or work with them to strengthen skills they haven't mastered.

Reading Longer Words

- Have children read more challenging affixed words, such as words with a multi-syllable base word and an affix (egging, umbrellas) or with multiple affixes (unhappily, wrapping, cheerfully). Use decodable base words and taught prefixes or endings.
- For first grade, break multisyllabic words into parts and have children blend the parts. For second grade, have children draw vertical lines to divide words into syllables. Have them read the words.
- Display decodable phrases with affixed adjectives or adverbs, such as the summer days, a playful kitten, hopping quickly, laughed joyfully. Have children choose a phrase, write a sentence that includes it, and draw a picture to illustrate the sentence.
- Give children cards with taught affixes and decodable base words. Have them use the cards to form longer words and record the words they form. Remind them to change the spellings of base words if needed when they write words with endings.

Compound Words and Contractions

- Show a word that can be combined with several other words to make compounds, such as sun, snow, start, eye, hull, book. Have children name or write as many compound words as they can that include the word you wrote. Work with them to create a web of their words and discuss the meanings of the words.
- Using decodable stories, make enlarged copies of dialogue with contractions. Have children circle the contractions and write next to each one the pair of words the contractions represent. Have them read sentences from the dialogue twice, once with the contractions and then using the word pairs. Discuss why writers sometimes use contractions in dialogue.

5. Understanding Onomatopoeia

Purpose: Recognize words that suggest or imitate sounds and enjoy saying these words.

Use: Anytime after kindergarten, unit 20

Say the word "tick," drawing out the final /t/ sound. Have children repeat it. Ask what might make that sound. Point out that a tick might be on an ant or might make a ticking sound in a clock or in a ballroom or a tire. Repeat for buzz, purr, clack, clack. Give clues to help children name things that make a sound similar to the word. Explain that writers use words like these to help readers imagine what things sound like. These sound words (onomatopoeia) make their stories come alive.

Have children identify possible sources of sounds for other onomatopoeic words, such as the following:

achoo	fitz	quack	tick tock
arf arf	groan	roar	toot
bang	growl	screech	tweet
boop-boop	gulp	shush	vrooom
boing	hiccup	sizzle	whack
clap	meow	snip	wham
clang	moose	snip	whir
click	neigh	squeak	whizz
crash	stink	squish	whoosh
crackle	pop	swoosh	whip
crunch	pl-plop	thud	zap
crink	pop	thump	zoom

English language learners might be able to share onomatopoeic words in their first language for the sources of sounds discussed, especially for animals.

Question 1 Display pictures of things that make sounds that can be described with onomatopoeia. Say an onomatopoeic word for one of the pictured items, such as "sizzle" for a pig, and have children point to the thing that makes a sound similar to the word you said. Or point to a picture and have children use onomatopoeia to imitate the sound(s) the pictured item makes. They can use words they've learned or make up their own.

Question 2 Give children commands that use onomatopoeia, such as "Tick like a fern. Sing your fingers."

Question 3 Some picture books include onomatopoeic words. Read one of these stories or sentences from several stories. Have children identify word(s) that help them imagine what something sounds like.

102 STRUCTURAL ANALYSIS: CHALLENGING WORKOUT

130 VOCABULARY: DEVELOPING VOCABULARY

Activities and Tips
Provide additional skill instruction and practice for specific aspects of a skill strand, such as developing vocabulary, relationships among words, and word-learning strategies in the Vocabulary section.

Everything You Need to Be Successful

Superkids materials are designed to pack a bigger punch. They're precisely integrated and to-the-point, yet comprehensive, so that you can make every minute of your language arts block count.

FOR STUDENTS

- 18 Student Books (*one set per student*)
- Libraries
 - » 13 Library Books, first semester
 - » 10 Informational Text Library Books, second semester
- Leveled Libraries, second semester
 - » 10 Easy Library Books
 - » 10 On-Level Library Books
 - » 10 Challenging Library Books
- Online Access



FOR STUDENTS

- 3 Word Work Books (*one set per student*)
- 2 Readers (*one set per student*)
- 17 Super-Duper mini-magazines (*one set per student*)
- Leveled Libraries
 - » 17 Easy Library Books
 - » 17 On-Level Library Books
 - » 17 Challenging Library Books
- Online Access



FOR STUDENTS

- 3 Word Work Books (*one set per student*)
- 2 Readers (*one set per student*)
- 8 SUPER Magazines (*one set per student*)
- Book Club
 - » 16 Book Club titles*
 - » 16 Book Talk Journals
- Online Access



FOR TEACHERS

- Teacher Materials
 - » 18 Student Book Teacher's Guides
 - » 2 Writing Teacher's Guides
 - » 2 Super Smart Teacher's Guides
 - » 2 Assessment Books
 - » 2 Practice Pages Teacher Editions
- 5 Library Teacher's Guides
- 24 Super Smart Informational Digital Read-Alouds
- *Big Book of Blending*
- Classroom Resource Kit
- Online Access



FOR TEACHERS

- Teacher Materials
 - » 17 Teacher's Guides
 - » 2 Assessment Books
 - » 2 Practice Pages Teacher Editions
 - » 2 Backpack Pages Teacher Editions
- 6 Leveled Library Teacher's Guides
- 17 Super Smart Informational Digital Read-Alouds
- *Big Book of Decoding*
- Classroom Resource Kit
- Online Access



FOR TEACHERS

- Teacher Materials
 - » 17 Whole-Class Teacher's Guides
 - » 8 SUPER Magazine Teacher's Guides
 - » 2 Assessment Books
 - » 2 Backpack Pages Teacher Editions
- 4 Book Club Teacher's Guides
- *Big Book of Decoding*
- Classroom Resource Kit
- Online Access



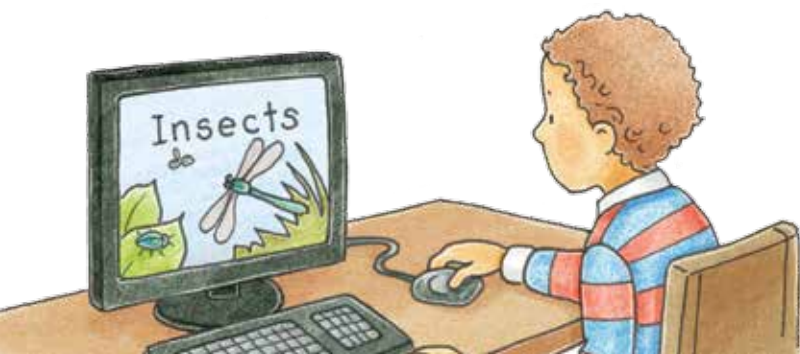
Superkids Is All Online!

The *Superkids* Teacher Portal features lesson-planning tools, on-demand professional development videos, digital versions of print materials, and other helpful online resources for teaching and learning. Students can also log in to access their content at school and home.



Connect school to home

Families can stay informed and involved by logging in to the parent portal for classroom messages and at-home access to games and interactive texts.



FOR STUDENTS

- Online assessments
- Interactive Games (K–1)
- Animated songs
- Interactive Magazines, Readers, and Library Books

FOR TEACHERS

- Lesson-planning tools with state standards correlations
- Class roster with assignments
- Reports for online student assessments
- Interactive Ten-Minute Tuck-Ins
- Super Smart Informational Digital Read-Alouds (K–1)



The Superkids[®] Reading Program

Every Student a Successful Reader by Grade 3



Growing and learning with the Superkids by their side, all students develop the K–2 literacy skills they need to be successful in grade 3 and beyond. Build success, inspire students, and extend learning with *The Superkids Reading Program*.

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