

Zaner-Bloser  
**The Superkids**  
Reading Program

Scope and Sequence



# Grounded in RESEARCH. Infused with FUN!

The scope and sequence of *The Superkids Reading Program* align with decades of scientific research that shows students benefit from instruction in word recognition and language comprehension. The program's carefully constructed, systematic, explicit instructional path incorporates best practices for teaching reading, writing, speaking, and listening skills in grades K–2.



## A Proven and Purposeful Path to Reading Success

The program is designed to help students become confident, curious readers and writers by incorporating all the language arts, integrating and overlapping skills from unit to unit and grade to grade. **The charts on pages 2–13 provide an overview of the skills taught in each grade of *Superkids*.**



## Kindergarten

See pages 2–5

Students learn the letters of the alphabet and one sound for each letter, applying their new letter-sound knowledge to read decodable texts, write words, and compose sentences. They read and listen to engaging texts that build knowledge and enhance their vocabulary and comprehension skills. Students learn letter formation and sentence structure, then begin composing short narrative, opinion, and informative texts.



## First Grade

See pages 6–9

Students expand their letter-sound knowledge, using phonetic and structural patterns to decode and encode longer and more complex words. They begin to develop a robust and varied vocabulary and expand their comprehension skills. Units focus on different text types, while lessons teach and have students practice writing skills related to each text type, the steps of the writing process, sentence structure, and other writing mechanics.



## Second Grade

See pages 10–13

Students consolidate their understanding of all phonetic elements and apply it in fluent reading of grade-level text. They read authentic literary and informational texts that have not been controlled for decodability and apply comprehension skills to longer, more complex text. Students learn to express themselves efficiently through writing as they compose longer and more structured narratives, informational texts, opinion pieces, and more.

| Big Topic                                  | Making New Friends  | Favorite Things   |   |   |   | Learning About Our World  |   |   |   |
|--|---|---|---|---|---|---|---|---|---|
| Unit                                       | Warm-Up   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   |
| <b>Phonological and Phonemic Awareness</b> | Environmental Sounds<br>Breaking Sentences into Words<br>Rhyming Words<br>Counting, Blending, and Segmenting Syllables            | Phoneme Articulation and Identification:<br>/m/, /k/<br>Initial Phoneme Isolation<br>Rhyming Words<br>Blending Onset and Rime | Phoneme Articulation and Identification:<br>/a/, /s/<br>Blending Phonemes<br>Onset and Rime<br>Rhyming Words                              | Phoneme Articulation and Identification:<br>/t/, /o/<br>Final Phoneme Isolation<br>Blending to Make Compound Words<br>Rhyming Words | Phoneme Articulation and Identification:<br>/n/, /g/<br>Medial Phoneme Identification<br>Compound Word Segmentation | Phoneme Articulation and Identification:<br>/i/, /d/<br>Identifying Same Initial Phonemes<br>Deleting Initial Syllables | Phoneme Articulation and Identification:<br>/p/, /l/<br>Identifying Same Final Phonemes<br>Deleting Final Syllables | Phoneme Articulation and Identification:<br>/e/, /f/<br>Identifying Same Medial Phonemes<br>Adding Final Syllables                                  | Phoneme Articulation and Identification:<br>/h/, /u/<br>Segmentation of Phonemes in Elkonin Boxes<br>Recognition of Same Rimes in Rhyming Words |
| <b>Phonics</b>                             | n/a   | Mm/m/, Cc/k/ Letter-Sound Correspondence, Initial Letters   | Aa/a/, Ss/s/ Letter-Sound Correspondence, Initial Letters   | Tt/t/, Oo/o/ Letter-Sound Correspondence, Initial Letters   | Nn/n/, Gg/g/ Letter-Sound Correspondence, Initial Letters   | Ii/i/, Dd/d/ Letter-Sound Correspondence, Initial Letters   | Pp/p/, Ll/l/ Letter-Sound Correspondence, Initial Letters<br>Floss Rule   | Ee/e/, Ff/f/ Letter-Sound Correspondence, Initial Letters   | Hh/h/, Uu/u/ Letter-Sound Correspondence, Initial Letters   |
| <b>Memory Words</b>                        | n/a   | n/a   | n/a   | a, to   | no, go  | is, I   | into, do  | see, of   | the, has  |
| <b>Comprehension</b>                       | <b>Skills:</b><br>Characters<br>Fiction vs. Nonfiction<br>Genres: Poem, Fable<br><b>Strategy:</b> Activating Background Knowledge | <b>Skills:</b><br>Main Topic and Details<br>Sequencing<br>Genre: Folktale<br><b>Strategy:</b> Asking and Answering Questions  | <b>Skills:</b><br>Problem/Solution<br>Main Topic and Details<br>Genre: Nursery Rhymes, Songs<br><b>Strategy:</b> Monitoring Comprehension | <b>Skills:</b><br>Characters<br>Picture-Text Relationships<br>Genres: Folktale, Fingerplay<br><b>Strategy:</b> Predicting           | <b>Skills:</b><br>Setting<br>Main Topic and Details<br>Genres: Poem, Song<br><b>Strategy:</b> Summarizing           | <b>Skills:</b><br>Compare and Contrast<br>Cause and Effect<br>Genres: Drama, Legend<br><b>Strategy:</b> Visualizing     | <b>Skills:</b><br>Retell<br>Author's Purpose<br>Genres: Song, Nursery Rhyme<br><b>Strategy:</b> Making Inferences   | <b>Skills:</b><br>Character and Setting<br>Author's Craft<br>Sequence<br>Genres: Poem, Nursery Rhyme<br><b>Strategy:</b> Predicting and Summarizing | <b>Skills:</b><br>Sequence<br>Compare and Contrast<br>Genres: Folktale, Drama<br><b>Strategies:</b><br>Visualizing, Asking/ Answering Questions |
| <b>Print Concepts</b>                      | Identify Author/ Illustrator<br>Parts of a Book<br>Book Handling<br>Directionality  | Parts of a Book<br>Directionality<br>Written Language Represents Spoken Words   | Directionality<br>Print Represents Spoken Language<br>Spacing   | Punctuation<br>Directionality<br>Capitalization<br>Counting Words in Sentences  | Rebuses<br>Speech Balloons<br>Capitalization  | Punctuation<br>Picture-Text Relationships   | Sentences<br>Spacing<br>Capitalization  | Letter Identification<br>Print Represents Spoken Language and Contains Meaning  | Picture-Text Relationships<br>Capitalization<br>Punctuation   |
| <b>Vocabulary</b>                          | <b>Skill:</b> n/a<br><b>Words to Know:</b> <i>kind, welcome, mistake</i>  | <b>Skill:</b> Categorization<br><b>Words to Know:</b> <i>favorite, select, create</i>   | <b>Skill:</b> Multiple-Meaning Words<br><b>Words to Know:</b> <i>instructions, adjust, imagine</i>  | <b>Skill:</b> Shades of Meaning<br><b>Words to Know:</b> <i>interested, special, surprise</i>                                       | <b>Skill:</b> Shades of Meaning<br><b>Words to Know:</b> <i>raise, creatures, expert</i>                            | <b>Skill:</b> Opposites<br><b>Words to Know:</b> <i>suddenly, travel, entire</i>  | <b>Skills:</b><br>Opposites, Multiple-Meaning Words<br><b>Words to Know:</b> <i>wonderful, exactly, inspire</i>     | <b>Skills:</b><br>Opposites, Adjectives<br><b>Words to Know:</b> <i>drift, observe, research</i>  | <b>Skills:</b><br>Shades of Meaning, Multiple-Meaning Words<br><b>Words to Know:</b> <i>discover, beauty, sense</i>                             |
| <b>Writing</b>                             | Handwriting strokes   | <b>Handwriting:</b> Mm, Cc<br><b>Generating and Expressing Ideas:</b> Animals, Toys, Food                                     | <b>Handwriting:</b> Aa, Ss<br><b>Generating and Expressing Ideas:</b> What We Like To Do  | <b>Handwriting:</b> Tt, Oo<br><b>Generating and Expressing Ideas:</b> Vehicles, Favorite Pets                                       | <b>Handwriting:</b> Nn, Gg<br><b>Big Topic Project:</b> Class Book  | <b>Handwriting:</b> Ii, Dd<br><b>Generating and Expressing Ideas:</b> Classroom Items, Science Items, and Group Book    | <b>Handwriting:</b> Pp, Ll<br><b>Generating and Expressing Ideas:</b> Art, School Activities                        | <b>Handwriting:</b> Ee, Ff<br><b>Generating and Expressing Ideas:</b> How to Sled, Things at a Pond   | <b>Handwriting:</b> Hh, Uu<br><b>Big Topic Project:</b> Informational Book  |
| <b>Grammar, Usage, and Mechanics</b>       | Grammar Instruction Begins in Unit 4  | Grammar Instruction Begins in Unit 4  | Grammar Instruction Begins in Unit 4  | Grammar Instruction Begins in Unit 4  | Introduce Verbs   | Adding -s to Verbs<br>Introduce Preposition<br>Introduce Nouns  | Plural Nouns<br>Adding -s to Verbs<br>Verbs   | Nouns<br>Adjectives<br>Plural nouns   | Proper Nouns<br>Prepositions<br>Prefixes  |
| <b>Lasting Lessons</b>                     | Trying Again<br>Playing Together as a Group   | Taking Your Time<br>Helping in the Kitchen  | Using Your Imagination<br>Being a Good Sport  | Sharing<br>Working Together   | Sharing What You Know<br>Respecting Nature  | Using Screen Time Wisely<br>Exploring New Places  | Expressing Yourself<br>Showing Love   | Being a Good Listener<br>Waiting Patiently  | Respecting Animals<br>Being Unique  |

| Big Topic                                  | Community and Us   |   |   |  | Nature and Us  |   |   |   | Looking Back and Looking Ahead   |
|--|--|---|---|--|--|---|---|---|--|
|  | 9  | 10  | 11  | 12   | 13   | 14  | 15  | 16  | 17   |
| <b>Phonological and Phonemic Awareness</b> | Phoneme Articulation and Identification: /b/, /r/<br>Segmenting Phonemes<br>Recognizing Alliteration                                   | Phoneme Articulation and Identification: /j/, /w/<br>Categorizing Initial and Final Phonemes                  | Phoneme Articulation and Identification: /k/, /kw/<br>Locating Phonemes<br>Deleting Initial Phonemes                  | Phoneme Articulation and Identification: /v/, /ks/, /y/<br>Deleting Final Phonemes<br>Adding Initial Phonemes            | Phoneme Articulation and Identification: /z/<br>Initial s Blends<br>Adding Final Phonemes<br>Substituting Initial Phonemes | Identifying Initial l and r Blends<br>Substituting Final and Medial Phonemes                        | Identifying Final Blends<br>Manipulating Phonemes   | Identifying Final Blends<br>Manipulating Phonemes<br>Identifying Items with CV Spelling   | Identifying Items with Long a, Long i, Long o, Long u<br>Manipulating Phonemes   |
| <b>Phonics and Word Analysis</b>           | Bb/b/, Rr/r/ Letter-Sound Correspondence, Initial Letters  | Jj/j/, Ww/w/ Letter-Sound Correspondence, Initial Letters   | Kk/k/, ck/k/, Qu qu/kw/ Letter-Sound Correspondence, Initial Letters  | Vv/v/, Yy/y/, Xx/ks/ Letter-Sound Correspondence, Initial And Final Letters  | Zz/z/ Letter-Sound Correspondence, Initial Letters, Initial s Blends   | Initial l and r Blends  | Identifying Final s and l Blends, Letter-Sound Mapping  | Discriminate and Circling Items with CV Spelling  | Identifying Items with Long a, Long i, Long o, Long u  |
| <b>Memory Words</b>                        | be, put  | said, was   | like, look  | for, you   | are, that  | says, eat   | my, with  | they, she   | have, give   |
| <b>Comprehension</b>                       | <b>Skills:</b> Problem and Solution<br>Main Topic and Supporting Details<br><b>Strategy:</b> Activating and Using Background Knowledge | <b>Skills:</b> Cause and Effect<br>Picture-Text Relationships<br><b>Strategy:</b> Asking/ Answering Questions | <b>Skills:</b> Problem and Solution<br>Main Topic and Supporting Details<br><b>Strategy:</b> Monitoring Comprehension | <b>Skills:</b> Compare and Contrast<br>Picture-Text<br>Main Topic and Supporting Details<br><b>Strategy:</b> Visualizing | <b>Skills:</b> Picture-Text Relationships<br>Compare and Contrast<br><b>Strategy:</b> Predicting                           | <b>Skills:</b> Cause and Effect<br>Main Idea and Supporting Details<br><b>Strategy:</b> Summarizing | <b>Skills:</b> Problem and Solution<br>Sequence/Chronological Order<br><b>Strategy:</b> Making Inferences | <b>Skills:</b> Compare and Contrast<br>Main Idea and Supporting Details<br><b>Strategies:</b> Asking/Answering Questions; Visualizing | <b>Skills:</b> Character and Setting<br>Main Idea and Supporting Details<br><b>Strategies:</b> Predicting, Summarizing |
| <b>Print Concepts</b>                      | Print Represents Spoken Language and Contains Meaning<br>Picture-Text Relationships  | Picture-Text Relationships<br>Print Represents Spoken Language and Contains Meaning                           | Capitalization<br>Punctuation<br>Spacing<br>Picture-Text Relationships  | Identifying Letters<br>Punctuation   | Capitalization<br>Punctuation  | Print Represents Spoken Language and Contains Meaning<br>Punctuation                                | Punctuation<br>Picture-Text Relationships   | Capitalization<br>Punctuation<br>Spacing  | Message<br>Print Represents Spoken Language and Contains Meaning   |
| <b>Fluency</b>                             | Read Speech Balloons<br>Observe Punctuation  | Read Speech Balloons with Expression<br>Read at an Appropriate Rate   | Read with Natural Phrasing<br>Use Proper Intonation/ Expression   | Read Speech Balloons and Dialogue with Expression  | Read with Expression<br>Read Dialogue with Expression  | Observe Punctuation While Reading.<br>Read with Appropriate Phrasing.                               | Read Dialogue with Expression<br>Observe Punctuation and Use Proper Intonation/ Expression                | Read at an Appropriate Rate<br>Read Dialogue with Expression  | Read with Expression<br>Read Dialogue with Expression  |
| <b>Vocabulary</b>                          | <b>Skill:</b> Categorization<br><b>Words to Know:</b> neighborhood, empty, carefully   | <b>Skill:</b> Making Connections<br><b>Words to Know:</b> amazed, rescue, offer                               | <b>Skill:</b> Shades of Meaning<br><b>Words to Know:</b> opportunity, visit, possibility                              | <b>Skill:</b> Opposites<br><b>Words to Know:</b> clever, encourage, cause  | <b>Skills:</b> Opposites, Multiple-Meaning Words<br><b>Words to Know:</b> bright, prepare, average                         | <b>Skill:</b> Making Connections<br><b>Words to Know:</b> concerned, search, fresh                  | <b>Skill:</b> Opposites<br><b>Words to Know:</b> bloom, sprout, tiny                                      | <b>Skill:</b> Shades of Meaning<br><b>Words to Know:</b> exist, survive, amount   | <b>Skills:</b> Multiple-Meaning Words, Shades of Meaning<br><b>Words to Know:</b> finally, familiar, soak              |
| <b>Writing</b>                             | <b>Handwriting:</b> Bb, Rr<br><b>Generating and Expressing Ideas:</b> Clubhouse, Favorite Superkid, Class Graph                        | <b>Handwriting:</b> Jj, Ww<br><b>Generating and Expressing Ideas:</b> Class Events, Events in a Story         | <b>Handwriting:</b> Kk, Qq<br><b>Generating and Expressing Ideas:</b> Classroom and Community Helpers, Email Message  | <b>Handwriting:</b> Vv, Xx, Yy<br><b>Big Topic Project:</b> Class Mural  | <b>Handwriting:</b> Zz, Review<br><b>Generating and Expressing Ideas:</b> All-About Book                                   | <b>Handwriting:</b> Review<br><b>Generating and Expressing Ideas:</b> Class Events, Opinion Piece   | <b>Handwriting:</b> Review<br><b>Generating and Expressing Ideas:</b> How to Do Something                 | <b>Handwriting:</b> Review<br><b>Big Topic Project:</b> Storyboard and Video About Nature   | <b>Handwriting:</b> Review<br><b>Generating and Expressing Ideas:</b> Memory Book                                      |
| <b>Grammar, Usage, and Mechanics</b>       | Contractions   | Verbs<br>Proper Nouns   | Verbs   | Nouns<br>Adding -s to Verbs  | Plural Nouns<br>Pronouns   | Nouns   | Proper Nouns<br>Prepositions  | Pronouns  | n/a  |
| <b>Lasting Lessons</b>                     | Being Responsible<br>Getting Ready   | Being a Good Leader<br>Adjusting to Changes   | Accepting and Asking for Help<br>Valuing Simple Things  | Helping Someone Feel Better<br>Reusing and Recycling   | Noticing Others' Strengths<br>Being in a Community   | Keeping Calm<br>Noticing the Good Things  | Solving a Problem Together<br>Being Creative  | Not Giving Up<br>Showing Support  | Celebrating Our Learning<br>Feeling Hopeful  |

| Big Topic                                  | Friends Old and New  | Animals and Us   |  |  |  | Tools and Technology  |   |  |  |
|--|--|--|--|--|--|---|---|--|--|
| Unit                                       | Warm-Up  | 1  | 2  | 3  | 4  | 5   | 6   | 7  | 8  |
| <b>Phonological and Phonemic Awareness</b> | Initial, Medial, and Final Phoneme Isolation<br>Phoneme Blending<br>Phoneme Segmentation   | Phoneme Articulation: /s/, /l/, /r/<br>Identification of Same Initial Phonemes   | Articulation of Final Blends<br>Identification of Same Final Phoneme   | Phoneme Articulation: /sh/, /th/, /TH/<br>Categorization of Initial Phonemes   | Phoneme Articulation: /ch/, /ng/<br>Categorization of Final Phonemes   | Phoneme Articulation: /d/, /t/<br>Segmenting Syllables (Including Words with -ed/ed/, -ing)   | Identifying Phonemes: Review Long-Vowel Sounds<br>Identifying Same Medial Phonemes  | Phoneme Articulation: /ā/, /ō/<br>Deleting Initial Phonemes  | Phoneme Articulation: /ē/, /ī/<br>Deleting Final Phonemes  |
| <b>Phonics and Word Analysis</b>           | <b>Grade K Review:</b><br>Alphabet<br>ck/k/ and Floss Rule<br>Open and Closed Syllables  | Initial Blends (s, l, and r Blends, l Blends)  | Final Blends (s, l, t Blends; Nasals mp, nd, nt)   | sh/sh/, wh/w/<br>th/th, th/TH/   | ch/ch/<br>tch/ch/<br>ng/ng/ and nk/ngk/  | ed/ed/, /d/, /t/<br>CVC, CVCC + -ed, -ing (Doubling Rule)   | CVCe (Silent e syllable), CVCe + -s<br>CVCe + -ed, -ing   | ai/ā/ and ay/ā/<br>Vowel Team Syllables<br>oa/ō/   | ee/ē/ and ea/ē/<br>CVCC + -ed, -ing<br>ie/ī/ and ue/ō/<br>Homophones   |
| <b>Memory Words</b>                        | <b>Grade K Review:</b><br>I, a, let's, are, was, for, like, to, of, put, said, she   | to, into, you, says, they  | was, are, for, your, look  | why, what, my, her, or   | do, who, have, how, show   | where, there, from, here, said  | any, very, good, want, begin  | away, does, one, only, out   | could, would, new, some, were  |
| <b>Comprehension</b>                       | <b>Skills:</b><br>Story Elements<br>Characteristics of Fiction and Informational Text<br>Author's Purpose<br><b>Strategies:</b><br>Activating Background Knowledge; Asking and Answering Questions | <b>Skills:</b><br>Main Topics and Details<br>Story Elements<br>Text Features<br>Compare and Contrast<br><b>Strategy:</b> Monitoring and Fixing Up<br>Comprehension | <b>Skills:</b><br>Retell Details and Understand Central Message<br>Text Features: Headings<br><b>Strategy:</b> Visualizing | <b>Skills:</b><br>Picture-Text Relationships<br>Compare and Contrast Characters and Texts<br><b>Strategy:</b> Predicting | <b>Skills:</b><br>Problem and Solution<br>Compare Characters' Experiences<br>Text Features<br>Story Elements<br><b>Strategy:</b> Summarizing | <b>Skills:</b><br>Main Topic and Details<br>Retell Details and Understand Central Message<br>Steps in a Process<br><b>Strategy:</b> Making Inferences | <b>Skills:</b><br>Sequence of Events<br>Chronological Order<br>Cause and Effect<br>Compare and Contrast Texts<br><b>Strategies:</b><br>Monitoring and Fixing Up<br>Comprehension; Asking/ Answering Questions | <b>Skills:</b><br>Plot: Beginning, Middle, End<br>Compare Characters' Experiences<br>Problem and Solution<br><b>Strategy:</b> Predicting and Summarizing | <b>Skills:</b><br>Story Elements: Setting<br>Compare and Contrast<br><b>Strategies:</b> Making Inferences; Visualizing |
| <b>Fluency</b>                             | Observe End Punctuation<br>Read with Natural Phrasing  | Read at an Appropriate Rate<br>Observe End Punctuation   | Read Dialogue with Expression<br>Read with Natural Phrasing  | Read Words Accurately and Self-Correct Errors<br>Observe Punctuation and Use Proper Intonation                           | Observe Punctuation and Read Expressively<br>Read a Poem with Rhyme and Rhythm   | Read at an Appropriate Rate<br>Read Words with -ed and -ing Endings Accurately<br>Self-Correct Errors   | Read a Poem with Rhyme and Rhythm<br>Read with Natural Phrasing   | Read with Expression<br>Read a Poem Rhythmically   | Read with Appropriate Rate<br>Observe Dialogue Punctuation   |
| <b>Vocabulary</b>                          | <b>Skill:</b> Alphabetical Order<br><b>Words to Know:</b> joy, gather, treasure, exchange  | <b>Skill:</b> Reference Materials (Glossary)<br><b>Words to Know:</b> consume, protect, communicate, danger  | <b>Skill:</b> Categorizing Words<br><b>Words to Know:</b> plenty, guide, graze, notice                                     | <b>Skill:</b> Synonyms<br><b>Words to Know:</b> behave, explore, encounter, determined                                   | <b>Skill:</b> Antonyms<br><b>Words to Know:</b> wonder, harm, avoid, release   | <b>Skill:</b> Multiple-Meaning Words<br><b>Words to Know:</b> tools, measure, objects, materials  | <b>Skill:</b> Context Clues: Unknown Words<br><b>Words to Know:</b> machine, serious, motion, engine  | <b>Skill:</b> Shades of Meaning (Verbs)<br><b>Words to Know:</b> surface, brilliant, focus, success  | <b>Skill:</b> Homophones<br><b>Words to Know:</b> pair, attach, practice, combination                                  |
| <b>Writing</b>                             | Self-Portrait<br>Complete Sentences  | Introduce Narrative Writing (Personal Narrative)   | Introduce Informative Writing  | Introduce Opinion Writing  | <b>Big Topic Project:</b> Nonfiction Class Book  | Narrative Writing: Fiction Story  | Correspondence: Friendly Letter   | Informative Writing: Research  | <b>Big Topic Project:</b> Project Booklet  |
| <b>Grammar, Usage, and Mechanics</b>       | Sentence Mechanics<br>Types of Sentences   | Nouns (Common and Proper)  | Singular and Plural Nouns (Regular and Irregular)  | Singular and Plural Possessive Nouns   | Personal Pronouns  | Present- and Past-Tense Verbs   | Future-Tense Verbs<br>Verb Tense Review   | Regular and Irregular Verbs<br>Irregular Verbs: To be  | Noun and Verb Review   |
| <b>Lasting Lessons</b>                     | Trying Again<br>Playing Together as a Group  | Working Together<br>Respecting Nature  | Caring for Animals<br>Thinking and Acting Quickly  | Having Confidence<br>Seeing a New Way  | Solving Problems<br>Noticing How Others Feel   | Helping Others<br>Sharing Ideas   | Showing Gratitude<br>Calming Down When Upset  | Being Flexible<br>Working Toward a Goal  | Reusing and Recycling<br>Trying Something New  |

| Big Topic                                  | Arts and Entertainment   |   |   |  | Mind and Body   |   |   |  | Looking Back and Looking Ahead   |
|--|--|---|---|--|---|---|---|--|--|
|  | Unit   | 9   | 10  | 11   | 12  | 13  | 14  | 15   | 16   |
| <b>Phonological and Phonemic Awareness</b> | Adding Initial Phonemes  | Isolating phonemes: Final /ī/, /ē/<br>Adding Final Phonemes   | Substituting Initial Phonemes   | Phoneme Articulation: /ō/<br>Substituting Final Phonemes   | Phoneme Articulation: /ār/, /ōr/, /ēr/<br>Substituting Medial Phonemes  | Phoneme Articulation: /oi/<br>Identifying Phonemes: /g/, /j/, /s/, /k/<br>Manipulating Phonemes: Mixed Practice   | Phoneme Articulation: /ou/<br>Deleting Second Phoneme in Initial Blends   | Phoneme Articulation: /ōō/, /ōō/<br>Manipulating Phonemes: Mixed Practice  | Segmenting Syllables in Compound Words<br>Segmenting and Substituting Syllables  |
| <b>Phonics and Word Analysis</b>           | Contractions with n't<br>Irregular Contractions with n't   | y/ī/, /ē/<br>Changing y to i<br>le/l/<br>Consonant -le Syllables  | Contractions with is, are<br>Multisyllabic Words That Begin with an Open Syllable   | /ō/ in -all Words<br>aw/ō/   | ar/ār/, or/ōr/<br>ir, ur, er/ēr/<br>r-Controlled Syllables  | oy, oi/oi/<br>Soft g, c<br>Tag-Along e  | ou, ow/ou/<br>ow/ō/   | oo/ōō/<br>oo/ōō/   | Compound Words<br>Multisyllabic Words with Closed Syllables  |
| <b>Memory Words</b>                        | two, four, about, over, before   | too, work, down, many, first  | their, now, been, because, always   | come, coming, our, put, right  | again, laugh, know, both, cold  | kind, find, light, buy, wash  | give, done, warm, walk, once  | hold, old, live, eight, write  | word, water, pull, people, move  |
| <b>Comprehension</b>                       | <b>Skills:</b><br>Story Elements<br>Characters' Traits/Feelings<br>Main Idea and Details<br>Retell Details and Understand Central Message<br><b>Strategy:</b> Asking/Answering Questions | <b>Skills:</b><br>Steps in a Process<br>Main Topic and Details<br>Story Elements<br>Compare and Contrast Texts<br><b>Strategy:</b> Monitoring Comprehension and Using Fix-Up Strategies | <b>Skills:</b><br>Picture-Text Relationships<br>Compare Characters' Experiences<br>Compare and Contrast Texts<br><b>Strategy:</b> Visualizing | <b>Skills:</b><br>Plot: Beginning, Middle, End<br>Author's Reasons to Support Points in Text<br>Retell Details and Understand Central Message<br><b>Strategy:</b> Predicting | <b>Skills:</b><br>Cause and Effect<br>Text Features<br>Problem and Solution<br>Compare and Contrast Texts<br><b>Strategy:</b> Summarizing | <b>Skills:</b><br>Story Elements<br>Characters' Traits/Feelings<br>Compare and Contrast Characters' Experiences<br>Cause and Effect<br><b>Strategy:</b> Making Inferences | <b>Skills:</b><br>Retell Details and Understand Central Message<br>Compare and Contrast Characters' Experiences<br>Problem and Solution<br><b>Strategies:</b><br>Monitoring and Fixing Up Comprehension; Predicting | <b>Skills:</b><br>Plot: Beginning, Middle, End<br>Compare and Contrast Story Elements<br><b>Strategies:</b><br>Asking/Answering Questions; Summarizing | <b>Skills:</b><br>Story Elements<br>Author's Reasons to Support Points in Text<br>Beginning, Middle, End<br><b>Strategies:</b><br>Making Inferences; Visualizing |
| <b>Fluency</b>                             | Read Dialogue with Expression<br>Read with Natural Phrasing And Expression   | Read a Poem Rhythmically<br>Read with Appropriate Rate  | Observe Punctuation While Reading<br>Read with Appropriate Volume and Expression  | Read with Appropriate Stress<br>Read with Natural Phrasing and Expression  | Read with an Appropriate Rate<br>Read with Appropriate Volume and Expression  | Observe Punctuation While Reading<br>Read with Appropriate Phrasing   | Read Long (Multisyllabic) Words Accurately<br>Self-Correct Errors<br>Read Dialogue with Expression  | Read Long (Multisyllabic) Words Accurately<br>Self-Correct Errors<br>Observe Punctuation While Reading   | Read with Natural Phrasing<br>Read a Poem with Rhyme and Rhythm  |
| <b>Vocabulary</b>                          | <b>Skill:</b> Reference Materials (Dictionary)<br><b>Words to Know:</b> connect, elegant, rhythm, glide  | <b>Skill:</b> Categorizing Words<br><b>Words to Know:</b> ideas, topics, details, giant   | <b>Skill:</b> Synonyms and Antonyms Review<br><b>Words to Know:</b> bold, imagination, heritage, famous                                       | <b>Skill:</b> Multiple-Meaning Words<br><b>Words to Know:</b> surround, constant, final, valuable  | <b>Skills:</b> Onomatopoeia, Figurative Language<br><b>Words to Know:</b> confused, calm, steady, reminder                                | <b>Skill:</b> Context Clues: Unknown Words (Affixes as Clues)<br><b>Words to Know:</b> invisible, control, awesome, power   | <b>Skill:</b> Shades of Meaning (Adjectives)<br><b>Words to Know:</b> shiver, perform, soothing, certain  | <b>Skill:</b> Reference Materials (Review Glossary, Dictionary, ABC Order)<br><b>Words to Know:</b> appear, collect, shining, usual                    | <b>Skill:</b> Multiple-Meaning Words<br><b>Words to Know:</b> promise, blur, wide, disappear   |
| <b>Writing</b>                             | Narrative Writing (Personal Narrative with Beginning/Middle/End)   | Explanatory Text (How-to Book)  | Opinion Writing (Book Review)   | <b>Big Topic Project:</b> Informational Book   | Narrative Writing (Fiction Story with a Problem and Solution)   | Poetry  | Descriptive Writing (Descriptive Paragraph)   | <b>Big Topic Project:</b> Informative Brochure   | Memory Book and Friendly Letter to a Future First Grader   |
| <b>Grammar, Usage, and Mechanics</b>       | Adjectives   | Suffix -y<br>Review Adjectives  | Prepositions  | Articles<br>Demonstrative Adjectives   | Affixes: Suffix -ful, Prefixes re- and un-  | Possessive Pronouns   | Coordinating and Subordinating Conjunctions   | Adverbs and the Suffix -ly   | Review Pronouns<br>Indefinite Pronouns<br>Review Adjectives and Adverbs  |
| <b>Lasting Lessons</b>                     | Asking Kindly<br>Clearing Up Misunderstandings   | Making Good Use of Time<br>Taking Turns   | Showing Patience<br>Having More Than One Feeling  | Sharing and Borrowing<br>Taking Care of Shared Spaces  | Talking About Fears<br>Finding a Way  | Responding to Teasing<br>Taking Responsibility  | Learning with Practice<br>Being a Good Sport  | Being Creative<br>Showing Empathy  | Helping Someone Feel Loved or Celebrating a Friend<br>Building Community   |

| Big Topic                                  | Friends Old and New  | Health and Well-Being  |  |  |  | Living Things and the Natural World   |   |   |   |
|--|--|--|--|--|--|---|---|---|---|
|  |  | Unit   | Warm Up  | 1  | 2  | 3   | 4   | 5   | 6   |
| <b>Phonological and Phonemic Awareness</b> | Identifying Same Phonemes<br>Categorizing Phonemes   | Phoneme Blending   | Phoneme Segmentation   | Initial Phoneme Deletion   | Final Phoneme Deletion   | Review  | Initial Phoneme Addition  | Final Phoneme Addition  | Review  |
| <b>Phonics and Word Analysis</b>           | Initial and Final Blends<br>Open and Closed Syllables<br>CVCe Syllables  | Consonant Digraphs:<br><i>sh/sh/, ch and tch /ch/;</i><br><i>th/th/, /Th/ wh/w/</i><br><i>ng/ng, nk/ngk/</i>   | Adding <i>-ed, -ing</i> to Closed Syllables<br>Adding <i>-ed, -ing</i> to CVCe Words   | Vowel Team Syllables<br><i>ee, ea, ie/ē/ ai, ay/ā/</i><br>Adding <i>-ed, -ing</i> to CVVC Words  | <i>oa, ow /o/</i><br><i>ie, igh /ī/</i>  | <i>y/ē/, /ī/</i><br>Changing <i>y</i> to <i>i</i> and Adding <i>-es, -ed</i><br>Suffixes <i>y, ly</i>   | <i>r</i> -Controlled Syllables<br><i>ar/ār/; or, ore/ōr/</i><br><i>er, ir, ur/ēr/</i>   | <i>air, are/ār/</i><br><i>ear, eer/ēr/</i><br>Irregular and Regular Contractions  | Consonant <i>-le</i> Syllables<br><i>le /l/</i><br>Schwa in Unstressed Syllables  |
| <b>Memory Words</b>                        | N/A  | <i>who, their, young, during</i>   | <i>want, do, your, know</i>  | <i>please, leave, great, away</i>  | <i>our, first, only, eyes</i>  | <i>carry, pretty, find, usually</i>   | <i>color, toward, sure, answer</i>  | <i>area, early, been, done</i>  | <i>people, eight, above, buy</i>  |
| <b>Comprehension</b>                       | <b>Skills:</b><br>Characteristics of Fiction and Narrative Nonfiction Text<br>Story Elements: Setting, Characters, and Events<br>Sequence of Events<br><b>Strategies:</b><br>Activating Background Knowledge<br>Asking and Answering Questions | <b>Skills:</b><br>Author's Purpose<br>Informational Text Features<br>Compare and Contrast Texts<br>Main Topic/Details<br>Poetry: Rhyme and Rhythm, Descriptive Language<br><b>Strategies:</b><br>Monitoring and Fixing Up Comprehension<br>Making and Confirming Predictions | <b>Skills:</b><br>Understand Genre: Fables<br>Picture-Text Relationships<br>Retell Key Details and Understand Central Message<br><b>Strategies:</b><br>Monitoring and Fixing Up Comprehension<br>Making Inferences | <b>Skills:</b><br>Cause and Effect<br>Compare and Contrast Texts<br>Picture Text Relationships<br>Poetry: Rhythm, Figurative Language<br><b>Strategies:</b><br>Monitoring and Fixing Up Comprehension<br>Visualizing | <b>Skills:</b><br>Character Challenges<br>Character Point of View<br><b>Strategies:</b><br>Summarizing<br>Asking/Answering Questions | <b>Skills:</b><br>Compare and Contrast<br>Compare and Contrast Texts<br>Problem and Solution<br>Poetry: Rhyme and Rhythm, Vivid Adjectives<br><b>Strategies:</b><br>Making Inferences<br>Monitoring and Fixing Up Comprehension | <b>Skills:</b><br>Setting<br>Story Structure: Beginning, Middle, and End<br><b>Strategies:</b><br>Visualizing<br>Monitoring and Fixing Up Comprehension | <b>Skills:</b><br>Sequencing/ Steps in a Process<br>Compare and Contrast Texts<br>Main Topic/Details<br>Poetry: Rhyme and Rhythm<br><b>Strategies:</b><br>Summarizing<br>Asking/Answering Questions | <b>Skills:</b><br>Character Attributes and Point of View<br>Story Structure: Problem and Solution<br><b>Strategies:</b><br>Making and Confirming Predictions<br>Making Inferences |
| <b>Fluency</b>                             | Observe End Punctuation<br>Read Accurately and Self-Correct Errors   | Observe Punctuation and Typographical Cues<br>Read at an Appropriate Rate  | Read with Expression<br>Read with Natural Phrasing   | Observe Typographical Clues<br>Read with Expression  | Read with Expression<br>Read with Natural Phrasing   | Read at an Appropriate Rate<br>Observe Punctuation  | Read with Natural Phrasing and Expression<br>Read Accurately and Self-Correct Errors  | Read Accurately at an Appropriate Rate<br>Read with Expression  | Observe Punctuation<br>Read with Natural Phrasing   |
| <b>Vocabulary</b>                          | <b>Skill:</b> Synonyms and Antonyms<br><b>Words to Know:</b><br><i>attendance, pronounce, delighted, relationship, accept</i>  | <b>Skill:</b> Context Clues<br><b>Words to Know:</b><br><i>system, armor, absorb, response, immediately</i>  | <b>Skill:</b> Onomatopoeia<br><b>Words to Know:</b><br><i>trudge, nibble, perfume, examine, except</i>   | <b>Skill:</b> Using a Dictionary<br><b>Words to Know:</b><br><i>chemical, cycle, complex, develop, purpose</i>   | <b>Skill:</b> Shades of Meaning<br><b>Words to Know:</b><br><i>balance, stumble, puzzled, satisfied, enemy</i>                       | <b>Skill:</b> Multi-Meaning Words<br><b>Words to Know:</b><br><i>predator, alert, unique, instinct, migrate</i>   | <b>Skill:</b> Using a Glossary<br><b>Words to Know:</b><br><i>disappointed, fade, climate, presentation, emerge</i>                                     | <b>Skill:</b> Understand Specialized Terminology<br><b>Words to Know:</b><br><i>seep, erupt, layer, reflect, ancient</i>  | <b>Skill:</b> Context Clues<br><b>Words to Know:</b><br><i>transform, nourish, humble, gasp, patience</i>   |
| <b>Writing</b>                             | Sentence Structure<br>Informational Paragraph Structure  | Correspondence: Friendly Letter  | Narrative: Personal Narrative  | Opinion: Opinion Paragraph with Supporting Reasons   | <b>Big Topic Project:</b><br>Health and Well-Being Informational Article and News Broadcast  | Informative: Informational Paragraph with Research  | Narrative: Imaginative Problem and Solution Story   | Explanatory: How-To Text  | <b>Big Topic Project:</b><br>Living Things and the Natural World Informational Poster and Nature Journal  |
| <b>Grammar, Usage, and Mechanics</b>       | Nouns Review: Proper, Singular, Plural<br>Possessive Nouns   | Personal and Possessive Pronouns<br>Present-Tense Verbs<br>Subject-Verb Agreement  | Past- and Future-Tense Verbs   | Progressive Verbs  | Capitalization<br>Commas   | Adjectives<br>Adverbs   | Adjectives and Adverbs<br>Comparative and Superlative Adjectives  | Prepositions<br>Prepositional Phrases   | Conjunctions<br>Compound Sentences  |
| <b>Lasting Lessons</b>                     | Being Flexible<br>Someone You Appreciate   | Perseverance<br>Setting Goals  | Resolving Conflict<br>Calming Your Brain and Body  | Being a Good Sport<br>Being Creative   | Fairness<br>Thinking and Acting Quickly  | Staying Focused<br>Respecting Animals   | Listening to Each Other<br>Taking Action  | Responding to Teasing<br>Coping with Challenges   | Being Prepared<br>Helping Each Other  |

| Big Topic                                  | Customs and Celebrations   |   |  |   | Innovation and Exploration  |  |   |  | Looking Back and Looking Ahead   |
|--|--|---|--|---|---|--|---|--|--|
|  | 9  | 10  | 11   | 12  | 13  | 14   | 15  | 16   | 17   |
| <b>Phonological and Phonemic Awareness</b> | Initial Phoneme Substitution   | Final Phoneme Substitution  | Medial Phoneme Substitution  | Review  | Phoneme Manipulation  | Phoneme Deletion: First Phoneme in Initial Blends  | Phoneme Deletion: First Phoneme in Final Blends   | Phoneme Deletion: Second Phoneme in Initial Blends   | Phoneme Deletion: First Phoneme in Final Blends  |
| <b>Phonics and Word Analysis</b>           | oo, u/ōo/<br>oo, ew, ue/ōo/  | oy, oi/oi/<br>ou, ow/ou/<br>aw, au/ō/<br>all, al/ōl/  | eigh, ea/ā/<br>ea/ē/<br>old, ost, ild, ind   | Tag-Along e<br>Soft c and g<br>dge/j/<br>Suffixes: -ful, -ness, -less, -able  | Prefixes: re-, pre-, mis-, un-, dis-, non-  | Open Syllables in Multisyllabic Words<br>CVCe Syllables in Multisyllabic Words<br>Review Consonant -le Syllables   | r-Controlled Vowel Syllables in Multisyllabic Words<br>Review Consonant -le Syllables<br>Vowel Team Syllables in Multisyllabic Words  | Silent Letters: kn, mb, wr<br>Digraphs: ph, gh/f/; ch/k/, ch/sh/   | Homophones   |
| <b>Memory Words</b>                        | should, were, group, through   | house, hour, watch, thought   | friends, against, whole, one   | change, certain, would, come  | once, could, water, from  | become, idea, knew, what   | another, picture, school, they  | often, listen, very, enough  | two, to, their, there  |
| <b>Comprehension</b>                       | <b>Skills:</b><br>Text Features<br>Compare and Contrast Texts<br>Main Topic/Details<br>Poetry: Rhyme, Rhythm, and Repetition<br><b>Strategies:</b><br>Asking/Answering Questions<br>Monitoring and Fixing Up Comprehension | <b>Skills:</b><br>Compare and Contrast<br>Retell Key Details and Central Message<br><b>Strategies:</b><br>Monitoring and Fixing Up Comprehension<br>Visualizing | <b>Skills:</b><br>Compare and Contrast Texts<br>Author's Point and Supporting Reasons<br>Poetry: Rhythm<br><b>Strategies:</b><br>Summarizing<br>Asking/Answering Questions | <b>Skills:</b><br>Repetition of Words and Phrases<br>Character Analysis, Point of View<br>Story Structure: Beginning, Middle, End<br><b>Strategies:</b><br>Making Inferences<br>Making and Confirming Predictions | <b>Skills:</b><br>Problem and Solution<br>Compare and Contrast Texts<br>Cause and Effect<br>Poetry: Rhythm, Rhyme, and Repetition<br><b>Strategies:</b><br>Monitoring and Fixing Up Comprehension<br>Asking/Answering Questions | <b>Skills:</b><br>Story Structure: Cause and Effect<br>Story Structure: Problem and Solution<br><b>Strategies:</b><br>Summarizing<br>Making and Confirming Predictions | <b>Skills:</b><br>Picture-Text Relationships<br>Text Features<br>Compare and Contrast Texts<br>Sequencing/Steps in a Process<br>Poetry: Rhythm, Rhyming Couplets<br><b>Strategies:</b><br>Monitoring and Fixing Up Comprehension<br>Making Inferences | <b>Skills:</b><br>Descriptive Language<br>Sequence of Events<br>Character Challenges and Story's Lesson<br><b>Strategies:</b><br>Visualizing<br>Asking/Answering Questions | <b>Skills:</b><br>Author's Purpose<br>Compare and Contrast Texts<br>Author's Points and Supporting Reasons<br>Poetry: Rhythm, Descriptive Language<br><b>Strategies:</b><br>Summarizing<br>Making and Confirming Predictions |
| <b>Fluency</b>                             | Read with Expression and Appropriate Stress<br>Read at an Appropriate Rate   | Read with Expression<br>Read with Natural Phrasing  | Observe Punctuation<br>Read with Expression and Appropriate Stress   | Read with Natural Phrasing<br>Observe Punctuation   | Read with Natural Phrasing and Expression<br>Read Accurately and Self-Correct Errors  | Read at an Appropriate Rate<br>Read with Expression and Appropriate Stress   | Read with Expression<br>Read at an Appropriate Rate   | Observe Punctuation and Typographical Clues<br>Read with Expression and at an Appropriate Rate   | Observe Typographical Clues and Read with Expression<br>Read with Natural Phrasing and Expression  |
| <b>Vocabulary</b>                          | <b>Skill:</b> Synonyms and Antonyms<br><b>Words to Know:</b> celebrate, tradition, culture, festival, honor  | <b>Skill:</b> Shades of Meaning<br><b>Words to Know:</b> amble, fluster, strewn, distressed, disrupt  | <b>Skill:</b> Categorizing Words<br><b>Words to Know:</b> style, popular, represent, provide, typical  | <b>Skill:</b> Figurative Language<br><b>Words to Know:</b> fluid, grate, glimpse, fetch, clatter  | <b>Skill:</b> Root Words<br><b>Words to Know:</b> device, pollution, generate, design, construct  | <b>Skill:</b> Multiple-Meaning Words<br><b>Words to Know:</b> genius, elaborate, grateful, curious, experiment   | <b>Skill:</b> Context Clues<br><b>Words to Know:</b> extreme, launch, modern, artifact, massive   | <b>Skill:</b> Shades of Meaning<br><b>Words to Know:</b> descend, mysterious, conserve, impact, global   | <b>Skill:</b> Using a Dictionary and Glossary<br><b>Words to Know:</b> future, preserve, permanent, adapt, variety   |
| <b>Writing</b>                             | Descriptive Writing  | Opinion: Book Review  | Poetry   | <b>Big Topic Project:</b> Customs and Celebrations Magazine   | Informative: Research Report  | Narrative: Fiction Story with Character, Setting, Plot   | Opinion: Speech   | <b>Big Topic Project:</b> Innovation and Exploration Informational Book  | Personal Narrative<br>Friendly Letter to a Future Second Grader  |
| <b>Grammar, Usage, and Mechanics</b>       | Irregular Verbs (past-tense; to be)  | Irregular Plural Nouns  | Collective Nouns   | Review Irregular Verbs<br>Review Irregular Plural Nouns and Collective Nouns  | Conjunctions<br>Expand and Rearrange Sentences  | Review Conjunctions and Compound Sentences   | Reflexive Pronouns  | Review Capitalization and Commas   | Review Adjectives and Adverbs<br>Review Reflexive Pronouns   |
| <b>Lasting Lessons</b>                     | Sharing Opinions<br>Family Traditions  | Making a Plan to Solve a Problem<br>Showing Kindness  | Being Yourself<br>Dealing with Anger   | Comforting a Friend<br>Avoiding Jumping to Conclusions  | Solving Problems Together<br>Taking Care of Things You Borrow   | Cooperation<br>Including Each Other  | Forgiving Each Other<br>Building Confidence   | Building on Each Other's Ideas<br>Avoiding Getting Lost  | Being Patient<br>Caring for the Environment  |

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