### Core Instruction in Pre-Kindergarten: Reading Readiness, Happily Ever After

**UNIT** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10**
---|---|---|---|---|---|---|---|---|---|---
**Vocabulary and Concepts**<br>Function words and abstract concepts are introduced with Concept Boards and practiced with Activity Pages. Story vocabulary is also introduced and discussed for each unit's story. | Same, different; across, under | Categorizing; over, big, large, medium, little, small | Round, around; in, on | Parts of a whole; top, middle, bottom | In front of; in back of; next to; behind; between | Left, right; first, next, last; angry, surprised, happy, sad | Long, short | Wide, thin, up, down; above, below | More | Rhyming |
**Shapes**<br>Shapes are introduced with Concept Boards and practiced with Activity Pages. | Line, dot | Circle | Square | An X | Rectangle, arrow | Triangle | Review all shapes |
**Colors**<br>Colors are introduced with Concept Boards and practiced with Activity Pages. | Red | Blue | Yellow | Green | Purple | Black | Brown | Orange | White | Pink; review all colors |
**Auditory Discrimination and Phonological Awareness**<br>The skills listed are taught as a CD activity in Lesson 6 of each unit. Additional skills are taught and reinforced in Daily Routines. | Identify same and different sounds | Identify sounds | Identify soft and loud sounds | Identify if spoken words are the same or different | Identify a sequence of sounds | Identify first and last sounds in sequence | Identify if spoken sequences of words are the same or different | Identify same and different beginning sounds in words | Identify same and different beginning sounds in words | Identify rhyming words |
**Letter Recognition**<br>Children identify and match capital and lowercase forms of letters in Lesson 4 of every unit. | A, a; B, b | C, c; D, d | E, e; F, f | G, g; H, h | I, i; J, j; K, k | L, l; M, m; N, n | O, o; P, p; Q, q | R, r; S, s; T, t | U, u; V, v; W, w | X, x; Y, y, Z, z |
**Visual Development**<br>Visual skills are developed throughout the program. Children also locate and describe pictures in stories and Activity Pages. | Locate and match pictures; discriminate figure from ground | Discriminate between sizes | Locate and identify pictures | Identify details in pictures; compare and contrast pictures | Complete shapes; recognize patterns | Match facial expressions with feelings; recognize patterns | Identify details in pictures | Recognize and extend patterns; recall an item removed from a group | Discriminate between figure and ground; recognize patterns | Compare and contrast pictures; recognize and extend patterns |
**Fine Motor Skills**<br>Skills are practiced with Activity Pages. Children also cut, fold, glue, trace, and/or color in every unit. | Underline with a crayon | Draw lines over, under, and across with a crayon | Circle with a crayon | Circle with a crayon | Trace color and in a square | Mark an X with a crayon | Follow an arrow; trace a rectangle | Review all marks with a crayon | Make all marks with a pencil | Draw pictures; make marks with a pencil |
**Comprehension**<br>The skills listed are taught in Lesson 3 of every unit. In addition, children answer questions and complete comprehension pages about each unit's story. | Recognize beginning, middle, and end of a story | Determine important ideas | Use prior knowledge | Summarize a story | Respond and connect to a story | Use illustrations | Make predictions | Distinguish between reality and fantasy | Recognize the problem and solution in a story | Generate questions |
**Emergent Writing**<br>Children dictate text in Lesson 3 of every unit. In addition, specific print awareness skills are taught in Daily Routines and, starting in Unit 6, with Big Book stories. | Dictate sentences that Little Red Riding Hood might say | Dictate sentences that Goldilocks might say | Dictate names and responses people say when their name is called | Dictate parts of a thank-you note | Dictate sentences about wishes | Dictate words about favorite places | Dictate reasons characters might give each other | Dictate words and phrases about oneself | Dictate predications about story characters | Dictate rhyming words |

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**Pacing Information for Happily Ever After**
- 10 units, 100 lessons
- Teach 1 lesson per day, 15–30 minutes
- Each unit takes about 2 weeks to teach.
- Instruction can also be done a few times each week throughout the school year.

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**Each unit takes about 2 weeks to teach.**

- Instruction can also be done a few times each week throughout the school year.
Core Instruction in Kindergarten
Level 1: Meet the Superkids

<table>
<thead>
<tr>
<th>UNIT</th>
<th>1</th>
<th>2</th>
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<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness and Phonics Skills</td>
<td>Cc/k/ Rhyming words</td>
<td>Qq/g/ Rhyming words</td>
<td>Aa/a/</td>
<td>Dd/d/ Blend sounds to decode words</td>
<td>Ss/s/ Blend sounds to decode words</td>
<td>Ll/ Blend sounds to decode words</td>
<td>Tt/t/ Blend sounds to decode words</td>
<td>Ff/f/ Blend sounds to decode words</td>
<td>Ee/e/ Blend sounds to decode words</td>
<td>Hh/h/ Rhyming words</td>
<td>Uu/u/ Blend sounds to decode words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling Skills</td>
<td>Encode Cc for /k/</td>
<td>Encode Qq for /g/</td>
<td>Encode Aa for /a/</td>
<td>Encode Dd for /d/</td>
<td>Encode Ss for /s/</td>
<td>Encode Ll for /l/</td>
<td>Encode Tt for /t/</td>
<td>Encode Ff for /f/</td>
<td>Encode Ee for /e/</td>
<td>Encode Hh for /h/</td>
<td>Encode Uu for /u/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Generate questions</td>
<td>Generate questions</td>
<td>Recognize text structure</td>
<td>Visualize text structure</td>
<td>Generate questions</td>
<td>Generate text structure</td>
<td>Generate questions</td>
<td>Monitor comprehension</td>
<td>Visualize Skills</td>
<td>Draw conclusions</td>
<td>Recognize plot: Problem and solution</td>
<td>Distinguish between fantasy and reality and important ideas</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Foods</td>
<td>Kitchen tools Recipes</td>
<td>Art supplies</td>
<td>Gas stations Smells</td>
<td>Camping Adventures Neighborhoods</td>
<td>Inventions</td>
<td>Fixing toys</td>
<td>Sports Seasons Weather</td>
<td>Rooms and household furnishings</td>
<td>Television Sleepovers Memory Word a</td>
<td>Musical instruments Games</td>
<td>Fishing Memory Word l</td>
<td>Puzzles Riddles</td>
</tr>
<tr>
<td>Fluenct Skills</td>
<td>Speak as a story character</td>
<td>Speak as a story character</td>
<td>Speak with appropriate stress</td>
<td>Recite lines of a poem rhythmically</td>
<td>Speak as a story character</td>
<td>Speak at an appropriate rate</td>
<td>Recite a poem rhythmically</td>
<td>Speak as a story character</td>
<td>Observe punctuation</td>
<td>Speak with appropriate stress</td>
<td>Speak at an appropriate rate</td>
<td>Speak with appropriate pitch and volume</td>
<td>Read with natural phrasing</td>
</tr>
<tr>
<td>Writing</td>
<td>List of things students like to do</td>
<td>Labels for paired items Captions about a story event</td>
<td>Facts about animals</td>
<td>Sentences describing Golly Complete a tongue twister</td>
<td>Story ending for an adventure Sentences about pretendng</td>
<td>Class story about an odd invention Labels for a diagram</td>
<td>Poster about a party Sentences about a problem and solution Facts about the seasons</td>
<td>Labels for a room Sad and glad story Poem verse</td>
<td>Caption about a TV show Description of a TV show Invitation for a party</td>
<td>Sentences about favorite games Class story with a pattern Story titles</td>
<td>New story ending Dialogue for speech ballons Questions about animals</td>
<td>Labels for items in a trunk Riddle about a gift Caption about an enchanted forest</td>
<td>List of things with wheels Story extension Caption about an adventure</td>
</tr>
</tbody>
</table>

Pacing Information for Meet the Superkids
• 13 units, 85 lessons
• Each unit takes about 1.5 weeks to teach.
• Teach 1 lesson per day, 60–90 minutes.
• About 1 semester of instruction
### Level 2: Superkids’ Club

**Phonemic Awareness and Phonics**
Skills are reinforced in Daily Routines.

<table>
<thead>
<tr>
<th>Phonemic Awareness and Phonics</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
<th>Unit 7</th>
<th>Unit 8</th>
<th>Unit 9</th>
<th>Unit 10</th>
<th>Unit 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bb/B</td>
<td>Distinguish Bb/ and d/d</td>
<td>Blend sounds to decode words</td>
<td>Identify rhyming words</td>
<td>Blend sounds to decode words</td>
<td>Nn/n</td>
<td>Blend sounds to decode words</td>
<td>Mm/m</td>
<td>Blend sounds to decode words</td>
<td>Pp/p</td>
<td>Blend sounds to decode words</td>
<td>Vv/v</td>
</tr>
<tr>
<td>Ww/w</td>
<td>Blend sounds to decode words</td>
<td>Vw/w</td>
<td>Blend sounds to decode words</td>
<td>Kk, ck/ and Qu, qu/kw</td>
<td>Blend sounds to decode words</td>
<td>Jj/j</td>
<td>Blend sounds to decode words</td>
<td>Xx/x</td>
<td>Blend sounds to decode words</td>
<td>Zz/z</td>
<td>Blend sounds to decode words</td>
</tr>
</tbody>
</table>

**Spelling**
Skills are reinforced in Daily Routines.

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Encode Bb for A/</th>
<th>Spelling process: Dictionary words</th>
<th>Spell Memory Word of</th>
<th>Encode Nn for /n/</th>
<th>Spell Memory Word of</th>
<th>Encode Pp for /p/</th>
<th>Spell Memory Word of</th>
<th>Encode Ve for /v/</th>
<th>Spell Memory Word of</th>
<th>Encode Ww for /w/</th>
<th>Spell Memory Word of</th>
</tr>
</thead>
</table>

**Comprehension**
In addition, children use prior knowledge and answer questions in every story lesson.

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Strategy: Generate questions to make predictions</th>
<th>Skills: • Draw conclusions • Recall details • Follow written instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strategy: Generate questions to determine important ideas</td>
<td>Skill: Determine cause and effect</td>
</tr>
<tr>
<td></td>
<td>Strategy: Monitor comprehension</td>
<td>Skill: Comprehension and contrast</td>
</tr>
<tr>
<td></td>
<td>Strategy: Generate questions to make predictions</td>
<td>Skill: Determine important ideas</td>
</tr>
</tbody>
</table>

**Vocabulary and Grammar**
Words and concepts are discussed at the beginning of each unit and with stories.

<table>
<thead>
<tr>
<th>Vocabulary and Grammar</th>
<th>Clubs</th>
<th>Bakery items</th>
<th>Plural -s</th>
<th>Contraction let’s</th>
<th>Memory Word of</th>
<th>Clearing tools and tasks</th>
<th>Rebuses</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Position words on, in</td>
<td>Idioms</td>
<td>Multiple-meaning words</td>
<td>Memory Words no, Supernoodle</td>
<td>Scavenger hunts</td>
<td>Synonyms and antonyms</td>
<td>Memory Word of</td>
<td>Picnics</td>
</tr>
<tr>
<td></td>
<td>Veterans</td>
<td>Abbreviations et, at, In</td>
<td>Onomatopoeia</td>
<td>Idioms</td>
<td>Memory Word to</td>
<td>Plays and theaters</td>
<td>Rebus</td>
<td>Idioms</td>
</tr>
<tr>
<td></td>
<td>Make-believe games</td>
<td>Onomatopoeia</td>
<td>Idioms</td>
<td>Memory Word to</td>
<td>Tongue twisters</td>
<td>Memory Word said</td>
<td>Reusing and recycling</td>
<td>Abbreviation TV/</td>
</tr>
<tr>
<td></td>
<td>Photo albums</td>
<td>Singular and plural nouns</td>
<td>Words for time</td>
<td>Verbs</td>
<td>Memory Word was</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Fluency**
Skills are modeled and taught in story lessons.

<table>
<thead>
<tr>
<th>Fluency</th>
<th>Read with expression</th>
<th>Read with natural phrasing</th>
<th>Read with expression</th>
<th>Read with natural phrasing</th>
<th>Observe punctuation</th>
<th>Read at an appropriate rate</th>
<th>Read with expression</th>
<th>Use proper pitch and volume</th>
<th>Read a poem rhythmically</th>
<th>Observe punctuation</th>
<th>Read with natural phrasing</th>
</tr>
</thead>
</table>

**Writing**
Includes dictated and independent writing.
Handwriting is reinforced in Daily Routines.

<table>
<thead>
<tr>
<th>Writing</th>
<th>List of classroom items</th>
<th>Class book about the classroom</th>
<th>Caption about a clubhouse</th>
<th>Sentences about a favorite color</th>
<th>Description of the Superkids’ bus</th>
<th>Sentences about club activities</th>
<th>List of items for a scavenger hunt</th>
<th>Explanation of how to find an item</th>
<th>Class travel guide about make-believe planets</th>
<th>Sentences about a pet</th>
<th>Review about a show or story</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Caption about Superkid’s bus</td>
<td>Sentences about making care tips</td>
<td>Get-well cards</td>
<td>Class travel guide about science</td>
<td>Sentences about a pet</td>
<td>Review about a show or story</td>
<td>Dialogue sentences about games</td>
<td>Stories with rhyming words</td>
<td>Caption about a fixed-up box</td>
<td>Opinion with supporting reasons about fixed-up boxes</td>
<td>Writing process: Plan, draft, revise, and publish a story about being the leader of the Superkids’ club</td>
</tr>
</tbody>
</table>
### Core Instruction in First Grade

**Level 3: Adventures of the Superkids**

#### UNIT 1
- **Phonemic Awareness and Phonics**
  - **Skills:** Core instruction in First Grade
  - **Routines:** In addition, Comprehension during, and after daily routines.
- **Spelling**
  - **Skills:** Core instruction in First Grade.
  - **Routines:** In addition, children use prior knowledge and answer questions during every story lesson.
- **Comprehension**
  - **Strategy:** Monitor comprehension skills.
  - **Strategy:** Generate questions and answers.
  - **Strategy:** Summarize strategy.
  - **Strategy:** Visualize strategy.
- **Vocabulary and Grammar**
  - **Words and concepts:** Core instruction in First Grade.
  - **Words and idioms:** Core instruction in First Grade.
  - **W ords and grammar:** Core instruction in First Grade.
- **Fluency**
  - **Skills:** Core instruction in First Grade.
  - **Routines:** In addition, children use prior knowledge and answer questions during every story lesson.
- **Writing**
  - **Expressive writing activities:** Core instruction in First Grade.
  - **Handwriting:** Core instruction in First Grade.

#### Pacing Information for Adventures of the Superkids

- **10 units, 81 lessons**
- **Each unit takes about 1.5 weeks to teach.**
- **About 1 semester of instruction**

#### UNIT 2
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 3
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 4
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 5
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 6
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 7
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 8
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 9
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**

#### UNIT 10
- **Phonemic Awareness and Phonics**
- **Spelling**
- **Comprehension**
- **Vocabulary and Grammar**
- **Fluency**
- **Writing**
Core Instruction in First Grade (continued)
Level 4: More Adventures of the Superkids

<table>
<thead>
<tr>
<th>UNIT</th>
<th>1</th>
<th>2</th>
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<th>7</th>
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<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness and Phonics or Structural Analysis</td>
<td>y/ɪ/ y/ɪː/ y/ɪ/</td>
<td>Adding -er, -est, -es, and -ed to words ending in y</td>
<td>Contractions formed with is, am, are, will</td>
<td>Long-vowel trickers (open syllable vowel pattern)</td>
<td>Trickers with ar, or, er/er/</td>
<td>ou, ou/ou/, ou/ɪ/</td>
<td>ou/ʊ/; ou/əʊ/;</td>
<td>Soft c/s/ and g/ʃ/</td>
<td>Trickers with tag-along e</td>
<td></td>
</tr>
<tr>
<td>Spelling Skills are reinforced in Daily Routines.</td>
<td>Encoding: Words with y and ay Memory Words: down, too, work, many, first</td>
<td>Encoding: Long-vowel trickers</td>
<td>Encoding: Words with ar and all Memory Words: come, coming, they, are, put</td>
<td>Encoding: Words with r-controlled vowels</td>
<td>Memory Words: kind, busy, find, right, wash, light</td>
<td>Encoding: Trickers with ar, or, ear/er/</td>
<td>Encoding: Words with ou and ow Memory Words: warm, draw, give, once, done</td>
<td>Encoding: Words with oo Memory Words: live (lɪv/), eight, old, hold, write</td>
<td>Encoding: Words with soft c and g; trickers with tag-along e</td>
<td></td>
</tr>
<tr>
<td>Comprehension Skills are explicitly taught in story lessons. In addition, children use prior knowledge and answer questions during every story lesson.</td>
<td>Strategy: Recognize text structure Skill: Sequence steps</td>
<td>Strategy: Recognize comprehension Skills: Understand setting and its importance</td>
<td>Strategies: • Monitor comprehension • Summarize Skills: • Plot: Beginning, middle, end; • Sequence events • Cause and effect • Draw conclusions</td>
<td>Strategy: Generate questions Skills: • Plot: Beginning, middle, end; • Problem and solution • Cause and effect • Understand characters</td>
<td>Strategy: Use prior knowledge</td>
<td>Strategy: Use prior knowledge Skills: • Distinguish between reality and fantasy • Plot, Problem and solution • Categorize books</td>
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</tr>
<tr>
<td>Vocabulary and Grammar Words and concepts are discussed before, during, and after reading Reader stories.</td>
<td>Homophones to, too, too Categorization (weather words) Adjectives ending in -y Story words</td>
<td>Homophones you’re, your Idioms and story words Adjectives Synonyms</td>
<td>Multiple-meaning words Categorizing (basketball words) Antonyms Titles of TV shows</td>
<td>Homophones by, buy Idioms and story words Adverbs ending in -ly Synonyms Multiple-meaning words</td>
<td>Sequence words Adverbs ending in -ly Idioms and story words Synonyms</td>
<td>Homographs boul/bi/ and boul/bou/ Synonyms Categorize words Idioms and story words</td>
<td>Homographs live/lɪv/ and live/lɪv/ Homographs right, or, write, right Idioms and story words</td>
<td>Multiple-meaning words Antonyms Use a dictionary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency Skills are modeled and taught in story lessons.</td>
<td>Read at an appropriate rate</td>
<td>Read with expression</td>
<td>Observe punctuation Use typographical clues</td>
<td>Read with natural phrasing Read with expression</td>
<td>Read at an appropriate rate Read rhythmically Read with expression</td>
<td>Observe punctuation Read with expression</td>
<td>Use proper pitch and volume Read at an appropriate rate Read with expression</td>
<td>Read with appropriate stress Read with natural phrasing Read rhythmically</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Expressive writing activities are listed. Handwriting is practiced in Daily Routines.</td>
<td>Directions for a project or game List of things to do</td>
<td>Message with advice Sentences about a personal wish</td>
<td>Writing process: Plan and draft a personal narrative</td>
<td>Writing process: Revise, edit, and publish a personal narrative Sentences about a TV show</td>
<td>Thank-you note Pattern poem about the weather</td>
<td>Labeled diagram Responses to personal questions</td>
<td>Directions with sequence words Story with sequence words</td>
<td>Writing process: Plan and draft a story with a setting, characters, a problem, and a solution</td>
<td>Research notes Animal report</td>
<td></td>
</tr>
</tbody>
</table>

Pacing Information for More Adventures of the Superkids
- 10 units, 74 lessons
- Each unit takes about 1.5 weeks to teach.
- Teach 1 lesson per day, 90 minutes.
- About 1 semester of instruction
The Superkids Hit Second Grade

**Level 5:**

**Unit 1:**
- Phonics and Structural Analysis: Skills are reinforced in Daily Routines and the Word Work Book and applied in the Decodable Reader.
- Spelling: Skills are reinforced in Daily Routines, in the Word Work Book, and on Backpack Pages.
- Comprehension: Children always use prior knowledge and answer guided questions using sentence completions. Other skills are taught explicitly.
- Fluency: Skills are modeled and then practiced using SUPER Magazine, Book Club books, the Decodable Reader, and children's own writing.

**Level 6:**

**Unit 1:**
- Phonics and Structural Analysis: Skills are reinforced in Daily Routines and the Word Work Book and applied in the Decodable Reader.
- Spelling: Skills are reinforced in Daily Routines, in the Word Work Book, and on Backpack Pages.
- Comprehension: Children always use prior knowledge and answer guided questions using sentence completions. Other skills are taught explicitly.
- Fluency: Skills are modeled and then practiced using SUPER Magazine, Book Club books, the Decodable Reader, and children's own writing.

**Pacing Information for Levels 5 and 6**
- **Level 5:** 4 units, 80 lessons per level, each unit takes about 1 week to teach.
- **Level 6:** 4 units, 80 lessons per level, each unit takes about 1 semester of instruction.

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**UNIT**

<table>
<thead>
<tr>
<th>UNIT</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td><strong>Phonics and Structural Analysis</strong></td>
<td><strong>Spelling</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Phonics and Structural Analysis</strong></td>
<td><strong>Spelling</strong></td>
<td><strong>Comprehension</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Phonics and Structural Analysis</strong></td>
</tr>
<tr>
<td>Skills are reinforced in Daily Routines and the Word Work Book and applied in the Decodable Reader.</td>
<td>Skills are reinforced in Daily Routines, in the Word Work Book, and on Backpack Pages.</td>
<td>Children always use prior knowledge and answer guided questions using sentence completions. Other skills are taught explicitly.</td>
<td>Skills are modeled and then practiced using SUPER Magazine, Book Club books, the Decodable Reader, and children's own writing.</td>
<td>Skills are reinforced in Daily Routines and the Word Work Book and applied in the Decodable Reader.</td>
<td>Skills are reinforced in Daily Routines, in the Word Work Book, and on Backpack Pages.</td>
<td>Children always use prior knowledge and answer guided questions using sentence completions. Other skills are taught explicitly.</td>
<td>Skills are modeled and then practiced using SUPER Magazine, Book Club books, the Decodable Reader, and children's own writing.</td>
<td>Skills are reinforced in Daily Routines and the Word Work Book and applied in the Decodable Reader.</td>
</tr>
</tbody>
</table>
### Core Instruction in Second Grade (continued)
#### Level 5: The Superkids Hit Second Grade

<table>
<thead>
<tr>
<th>UNIT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Understand homonyms and synonyms</td>
<td>Understand homonyms and synonyms</td>
<td>Understand synonyms, antonyms, homonyms, and sequence words</td>
<td>Understand homonyms and similes</td>
<td>Understand words important to text</td>
<td>Understand words important to text</td>
<td>Understand homonyms and synonyms</td>
<td>Understand words important to text</td>
</tr>
<tr>
<td>Words and concepts are discussed before, during, and after reading Decodable Reader stories, SUPER Magazine, and Book Club books.</td>
<td>Examine word usage and effectiveness</td>
<td>Understand descriptive language, similes, and onomatopoeia</td>
<td>Use correct word order in sentences</td>
<td>Use context clues</td>
<td>Use context clues</td>
<td>Use context clues</td>
<td>Use context clues</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar, Usage, and Mechanics</strong></td>
<td>Understand and use nouns, pronouns, possessives, verbs, adjectives, and conjunctions</td>
<td>Recognize types of sentences</td>
<td>Use periods, commas, quotation marks, and capitalization rules</td>
<td>Understand and use past tense verbs</td>
<td>Understand and use past tense verbs</td>
<td>Understand regular and irregular verbs</td>
<td>Understand capitalization rules</td>
<td></td>
</tr>
<tr>
<td>Skills are practiced in the Word Work Book and writing activities throughout the program.</td>
<td>Use end punctuation and capitalization rules</td>
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<td>Use end punctuation and capitalization rules</td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Expressive writing is taught during Write It Right lessons and practiced throughout the program.</td>
<td>Use effective word choice</td>
<td>Use sequences of words to write a process essay</td>
<td>Write narrative texts</td>
<td>Write the writing process to write an imagined story</td>
<td>Write a poem that rhymes</td>
<td>Generate questions for investigation</td>
<td></td>
</tr>
<tr>
<td><strong>Study and Research Skills</strong></td>
<td>Use alphabetical order to locate information from graphs, charts, and diagrams</td>
<td>Use references and resources</td>
<td>Use a dictionary to locate information from graphs, charts, and diagrams</td>
<td>Use grammar organizers</td>
<td>Use parts of a book to locate information</td>
<td>Record knowledge of a topic</td>
<td>Use capitalization rules for days, months, and people’s titles</td>
<td></td>
</tr>
<tr>
<td>Skills are taught and practiced in the Word Work Book, with SUPER Magazine, and in Write It Right lessons.</td>
<td>Use a dictionary</td>
<td>Use graphic organizers</td>
<td>Use a Venn diagram</td>
<td>Use a graphic organizer</td>
<td>Use a table of contents</td>
<td>Use multiple sources of information</td>
<td>Use correct word order in sentences</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Understand and use homonyms and synonyms</td>
<td>Examine word usage and effectiveness</td>
<td>Understand descriptive language, similes, and onomatopoeia</td>
<td>Use context clues</td>
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<td>Words and concepts are discussed before, during, and after reading Decodable Reader stories, SUPER Magazine, and Book Club books.</td>
<td>Use effective word choice</td>
<td>Understand descriptive language, similes, and onomatopoeia</td>
<td>Use correct word order in sentences</td>
<td>Use context clues</td>
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<td>Use context clues</td>
<td></td>
</tr>
</tbody>
</table>

### Level 6: The Superkids Take Off

- **Grammar, Usage, and Mechanics**
  - Understand and use nouns, pronouns, possessives, verbs, adjectives, and conjunctions
  - Recognize types of sentences
  - Use end punctuation and capitalization rules

- **Writing**
  - Expressive writing is taught during Write It Right lessons and practiced throughout the program.
  - Use effective word choice
  - Use sequences of words to write a process essay

- **Study and Research Skills**
  - Use alphabetical order to locate information from graphs, charts, and diagrams
  - Use references and resources
  - Use a dictionary to locate information from graphs, charts, and diagrams

- **Vocabulary**
  - Understand and use homonyms and synonyms
  - Examine word usage and effectiveness
  - Understand descriptive language, similes, and onomatopoeia

- **Reading Skills**
  - Use context clues
  - Use context clues
  - Use context clues

- **Writing**
  - Expressive writing is taught during Write It Right lessons and practiced throughout the program.
  - Use effective word choice
  - Use sequences of words to write a process essay

- **Study and Research Skills**
  - Use alphabetical order to locate information from graphs, charts, and diagrams
  - Use references and resources
  - Use a dictionary to locate information from graphs, charts, and diagrams

- **Vocabulary**
  - Understand and use homonyms and synonyms
  - Examine word usage and effectiveness
  - Understand descriptive language, similes, and onomatopoeia

- **Reading Skills**
  - Use context clues
  - Use context clues
  - Use context clues

- **Writing**
  - Expressive writing is taught during Write It Right lessons and practiced throughout the program.
  - Use effective word choice
  - Use sequences of words to write a process essay

- **Study and Research Skills**
  - Use alphabetical order to locate information from graphs, charts, and diagrams
  - Use references and resources
  - Use a dictionary to locate information from graphs, charts, and diagrams

- **Vocabulary**
  - Understand and use homonyms and synonyms
  - Examine word usage and effectiveness
  - Understand descriptive language, similes, and onomatopoeia

- **Reading Skills**
  - Use context clues
  - Use context clues
  - Use context clues

- **Writing**
  - Expressive writing is taught during Write It Right lessons and practiced throughout the program.
  - Use effective word choice
  - Use sequences of words to write a process essay

- **Study and Research Skills**
  - Use alphabetical order to locate information from graphs, charts, and diagrams
  - Use references and resources
  - Use a dictionary to locate information from graphs, charts, and diagrams

- **Vocabulary**
  - Understand and use homonyms and synonyms
  - Examine word usage and effectiveness
  - Understand descriptive language, similes, and onomatopoeia

- **Reading Skills**
  - Use context clues
  - Use context clues
  - Use context clues

- **Writing**
  - Expressive writing is taught during Write It Right lessons and practiced throughout the program.
  - Use effective word choice
  - Use sequences of words to write a process essay

- **Study and Research Skills**
  - Use alphabetical order to locate information from graphs, charts, and diagrams
  - Use references and resources
  - Use a dictionary to locate information from graphs, charts, and diagrams
Happily Ever After is a reading readiness program with children’s literature at its heart. The program is designed to give children the foundation they need to be successful when they begin formal reading instruction. Well-known, beautifully illustrated selections of children’s literature are the basis of the 10 units in the program.

The Superkids Reading Program is a phonics-based program for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Built on scientific research and proven pedagogy, it combines rigorous instruction with highly motivating materials. Kids and teachers love it!