

Scope and Sequence for Happily Ever After and Superkids

Readiness	Kindergarten		First Grade		Second Grade	
<i>Happily Ever After</i>	<i>Meet the Superkids</i>	<i>Superkids' Club</i>	<i>Adventures of the Superkids</i>	<i>More Adventures of the Superkids</i>	<i>The Superkids Hit Second Grade</i>	<i>The Superkids Take Off</i>

ACCESSING SKILLS

Print and Book Awareness *(See also Letter Recognition.)*

Recognize print in the environment	•	•	•				
Understand that print has meaning	•	•	•	•	•	•	•
Observe teacher's book handling skills	•	•	•	•	•	•	•
Handle a book properly	•	•	•	•	•	•	•
Identify parts of a book	•	•	•	•	•	•	•
Track print and illustrations from left to right and top to bottom	•	•	•	•	•	•	•
Relate print and spoken words	•	•	•	•	•	•	•
Recognize own name	•	•	•	•	•		
Recognize word boundaries	•						
Recognize that words are made up of letters	•	•	•				
Distinguish words and spaces in sentences	•	•	•				
Recognize that sentences are made up of words	•	•	•				
Recognize sentences	•	•	•				
Develop a positive attitude about reading	•	•	•	•	•	•	•
Understand that the same word is always spelled with the same letters	•	•					
Distinguish between word lengths	•						
Recognize capital letters and end punctuation in sentences	•	•	•	•	•	•	•
Understand relationship between print and pictures	•	•	•	•	•	•	•

Recognize text features. *See Comprehension.*

Recognize and distinguish between types of sentences. *See Grammar, Usage, and Mechanics.*

Understand use of speech and thought balloons		•	•	•			
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Understand dialogue. *See Comprehension.*

Letter Recognition

Understand the concept of letters	•						
Distinguish between letters	•	•	•				
Identify capital and lowercase letters	•	•	•				
Match letters	•	•	•				
Compare the shapes of letters		•	•				
Identify vowels and consonants		•	•				

Know order of alphabet. *See Study and Research Skills.*

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Visual Development							
Locate pictures on a page	•						
Match pictures	•						
Compare and contrast pictures. <i>See Comprehension.</i>							
Discriminate between figure and ground	•						
Match letters. <i>See Letter Recognition.</i>							
Identify pictures and picture details	•	•	•	•	•	•	•
Discriminate between sizes	•						
Recall an item removed from a group	•						
Recognize patterns	•						
Match facial expressions with feelings	•						
Identify an X. <i>See also Vocabulary: Identify shapes.</i>	•						

Auditory Discrimination							
Identify sounds	•	•					
Identify same and different sounds	•						
Identify a sequence of sounds	•						
Identify first and last sounds in a sequence	•						
Repeat a rhythm	•						
Repeat parts of a song	•						
Repeat sounds	•						
Discriminate between soft and loud sounds	•						

Phonological Awareness							
Identify same and different word sequences	•						
Repeat a sequence of words	•						
Discriminate between words	•						
Distinguish between long and short words	•						
Identify and produce rhyming words	•	•	•	•	•	•	•
Participate in rhyming games and activities	•	•	•	•	•	•	•
Recognize and count sentences	•						
Recognize words in sentences	•						
Identify a missing word	•						
Recognize syllables in words						•	•
Segment spoken words into parts	•						

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Phonemic Awareness							
Identify same and different beginning sounds in words	•	•	•				
Identify beginning sounds in words	•	•	•	•	•	•	•
Identify same and different ending sounds in words	•	•	•				
Identify ending sounds in words	•	•	•	•	•	•	•
Identify and produce rhyming words. <i>See Phonological Awareness.</i>							
Associate picture names with initial, medial, or final sounds		•	•	•	•	•	•
Distinguish between initial, final, or medial sounds in words		•	•	•	•	•	•
Identify medial sounds in words		•	•	•	•	•	•
Manipulate sounds in words (add and substitute sounds)		•	•				

Phonics							
Associate single consonant letters with consonant sounds		•	•	•	•	•	•
Associate vowels with short-vowel sounds		•	•	•	•	•	•
Identify rhyming words. <i>See Phonological Awareness.</i>							
Blend sounds for pairs of letters		•					
Associate double consonant letters with consonant sounds		•	•				
Blend sounds to decode words		•	•	•	•	•	•
Read rhyming words		•	•	•	•	•	•
Blend sounds to decode words in word families		•	•	•	•	•	•
Discriminate between similar words		•	•	•	•	•	•
Associate consonant digraphs with sounds			•	•	•	•	•
Associate <i>r</i> -controlled vowels with sounds				•	•	•	•
Associate verb endings (<i>-ed</i> , <i>-ing</i>) with sounds. <i>See also Structural Analysis.</i>				•	•	•	•
Associate vowels with long-vowel sounds				•	•	•	•
Identify and mark short and long vowels				•	•	•	•
Use consonant and vowel patterns to decode words (CVC, CVCC, VC, CV, CVCe, CVVC)				•	•	•	•
Associate vowel digraphs with sounds				•	•	•	•

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Read “trickers” with unusual word patterns					•	•	•
Associate vowel diphthongs with sounds					•	•	•
Read words with silent consonants (<i>wr/r/, gn/n/, igh/i/, kn/n/, mb/m/, t in tle, c in scle</i>)						•	•
Read syllables (<i>-tion, -ness, -less</i>)						•	•

Structural Analysis							
Read nouns with plural endings		•	•	•	•	•	•
Read verbs with inflectional endings		•	•	•	•	•	•
Read contractions			•	•	•	•	•
Understand abbreviations and titles (<i>vet, Dr., TV, Mrs., Mr., Ms., Chief</i>)			•	•	•	•	•
Read possessives			•	•	•	•	•
Use smaller words to read and understand compound words			•	•	•	•	•
Read words with prefixes and suffixes. <i>See also</i> Read verbs with inflectional endings.				•	•	•	•
Identify base words in words with endings				•	•	•	•
Read comparative and superlative adjectives				•	•	•	•
Use word parts or syllables to read longer words				•	•	•	•
Read adjectives with endings <i>-y, -ful</i>					•	•	•
Read adverbs with ending <i>-ly</i>					•	•	•

PROCESSING SKILLS							
Vocabulary							
Understand and discuss words and phrases	•	•	•	•	•	•	•
Understand vocabulary in stories, poems, and other readings	•	•	•	•	•	•	•
Understand words important to concept or text	•	•	•	•	•	•	•
Use new words in a variety of contexts	•	•	•	•	•	•	•
Classify and categorize pictures or words	•	•	•	•	•	•	•
Understand parts of a whole	•						
Identify colors (<i>red, blue, yellow, green, purple, black, brown, orange, white, pink</i>)	•	•					
Identify sizes (<i>big, large, medium, little, small, long, short</i>)	•						

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Understand position words (<i>over, under, across, above, below, in, on, around, up, down, top, middle, bottom, left, right, in front of, in back of, next to, behind, between</i>)	•	•	•				
Understand parts of speech. <i>See Grammar, Usage, and Mechanics.</i>							
Understand sequence words (<i>first, next, last</i>)	•	•	•	•	•	•	•
Identify shapes (<i>dot, line, circle, square, an X, rectangle, arrow, triangle</i>)	•	•					
Understand idioms and figurative language		•	•	•	•	•	•
Understand homonyms, including homophones, homographs, and multiple-meaning words		•	•	•	•	•	•
Identify rebuses		•	•	•	•		
Recognize and understand high-frequency words (Memory Words)		•	•	•	•	•	•
Use context clues		•	•	•	•	•	•
Understand antonyms and synonyms		•	•	•	•	•	•
Examine word usage and effectiveness. <i>See Author's Craft.</i>							
Discuss onomatopoeia. <i>See Comprehension.</i>							
Use graphic organizers to group, study, and retain vocabulary. <i>See Study and Research Skills.</i>							
Understand similes, metaphors, and personification. <i>See Author's Craft.</i>							

Comprehension

Comprehension Strategies

Use prior knowledge	•	•	•	•	•	•	•
Answer questions about a story, poem, or informational text	•	•	•	•	•	•	•
Generate questions (to distinguish between reality and fantasy, to make and confirm predictions, to determine important ideas)		•	•	•	•	•	•
Recognize text structure		•	•	•	•	•	•
Visualize		•	•	•	•	•	•
Monitor comprehension and use fix-up tips (reread, read ahead, look at the pictures, think about what makes sense, ask for help)		•	•	•	•	•	•
Summarize		•	•	•	•	•	•
Use graphic organizers. <i>See Study and Research Skills.</i>							

Comprehension Skills

Follow oral directions. <i>See Listening.</i>							
Set a purpose for listening or reading	•	•	•	•	•	•	•

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Preview text	•	•	•	•	•	•	•
Recognize text features	•	•	•	•	•	•	•
Make and confirm predictions	•	•	•	•	•	•	•
Understand characters	•	•	•	•	•	•	•
Connect text to self or experience	•	•	•	•	•	•	•
Sequence events or steps	•	•	•	•	•	•	•
Understand story structure. <i>See</i> Recognize plot.							
Recall details	•	•	•	•	•	•	•
Retell stories or main ideas	•	•	•	•	•	•	•
Draw and support conclusions	•	•	•	•	•	•	•
Make inferences. <i>See</i> Draw and support conclusions.							
Determine cause and effect	•	•	•	•	•	•	•
Respond to text	•	•	•	•	•	•	•
Use pictures	•	•	•	•	•	•	•
Compare and contrast texts or pictures	•	•	•	•	•	•	•
Distinguish between reality and fantasy	•	•	•	•	•	•	•
Determine important ideas	•	•	•	•	•	•	•
Recognize plot (problem and solution; beginning, middle, end)	•	•	•	•	•	•	•
Identify main idea and supporting details	•	•	•	•	•	•	•
Demonstrate learning through productions and displays	•	•	•	•	•	•	•
Identify lesson(s) taught by a story, play, or fable	•	•	•	•	•	•	•
Identify and distinguish between genres (fiction, nonfiction, realistic story, fantasy, poetry, directions)	•	•	•	•	•	•	•
Understand setting and its importance	•	•	•	•	•	•	•
Understand idioms, descriptive language, and figurative language. <i>See</i> Vocabulary and Author's Craft.							
Give and support opinions	•	•	•	•	•	•	•
Associate pictures with words, sentences, or a story	•	•	•	•	•	•	•
Recognize rhythm, rhyme, and repetition	•	•	•	•	•	•	•
Recognize alliteration	•	•	•	•	•	•	•
Recognize patterns in text	•	•	•	•	•	•	•
Recognize onomatopoeia	•	•	•	•	•	•	•
Recognize and understand dialogue	•	•	•	•	•	•	•
Distinguish between fact and opinion	•	•	•	•	•	•	•
Identify author's purpose(s)	•	•	•	•	•	•	•

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Identify conventions of informational texts						•	•
Interpret information from graphs, diagrams, and charts. <i>See Study and Research Skills.</i>							
Generate and analyze alternative endings						•	•

Fluency							
Read with accuracy		•	•	•	•	•	•
Read with expression		•	•	•	•	•	•
Read with appropriate stress		•	•	•	•	•	•
Read rhythmically		•	•	•	•	•	•
Read at an appropriate rate		•	•	•	•	•	•
Observe punctuation		•	•	•	•	•	•
Read with natural phrasing		•	•	•	•	•	•
Use proper pitch and volume		•	•	•	•	•	•
Use typographical clues				•	•	•	•

Study and Research Skills							
Identify parts of a book. <i>See Print and Book Awareness.</i>							
Record knowledge of a topic and demonstrate learning in various ways	•	•	•	•	•	•	•
Practice test-taking skills		•	•	•	•	•	•
Generate questions for investigation. <i>See also Emergent/Expressive Writing.</i>		•	•	•	•	•	•
Use graphic organizers		•	•	•	•	•	•
Follow written directions			•	•	•	•	•
Interpret information from graphs, charts, and diagrams			•	•	•	•	•
Know and use alphabetical order			•	•	•	•	•
Use a table of contents				•	•	•	•
Use parts of a book to locate information				•	•	•	•
Identify steps in directions				•	•	•	•
Use references and resources (dictionary, encyclopedia, nonfiction books, the Internet, maps)					•	•	•
Take notes from observations and sources and compile them into outlines, reports, summaries, and other texts					•	•	•
Use technology						•	•
Use multiple sources to locate information						•	•

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Use strategies to clarify the accuracy of a text						•	•
Describe role of authors and illustrators						•	•
Locate and use important areas of the library or media center						•	•
Understand that the use of multimedia forms can influence audience						•	•
Know types of mass media						•	•

EXPRESSIVE SKILLS

EXPRESSIVE SKILLS							
Fine Motor Skills							
Use a crayon	•						
Hold and use scissors	•						
Fold paper	•						
Use glue	•						
Trace a line	•						
Draw lines	•						
Draw a line <i>across, between, over, under</i>	•						
Color in	•						
Draw a picture	•	•	•	•	•	•	•
Create original art	•	•	•	•	•	•	•
Trace a circle	•	•					
Underline, make a circle, mark an X	•						
Trace a square	•						
Use a pencil	•						

Handwriting

Handwriting							
<i>Using manuscript,</i>							
Trace letter shapes		•	•				
Form capital and lowercase letters		•	•	•	•	•	
<i>Using cursive,</i>							
Trace letter shapes							•
Form capital and lowercase letters							•
Connect letters correctly							•
Trace or write words and sentences		•	•	•	•	•	•
Write legibly		•	•	•	•	•	•
Use correct spacing and punctuation in sentences			•	•	•	•	•

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Response to Literature (See Comprehension and Emergent/Expressive Writing.)

Emergent/Expressive Writing

Understand that writing is a way to communicate spoken language	•	•	•	•	•	•	•
Recognize that writing has different purposes	•	•	•	•	•	•	•
Attempt writing through drawing, scribbling, or writing words	•	•	•				
Attempt to write or write own name	•	•	•	•	•		
Dictate or write words and complete sentences	•	•	•	•	•	•	•
Dictate, draw, or write in response to literature	•	•	•	•	•	•	•
Dictate or write for different purposes and audiences	•	•	•	•	•	•	•
Generate ideas before and during writing		•	•	•	•	•	•
Assess and revise own ideas during writing				•	•	•	•
Dictate or write expository texts (e.g., lists, facts, labels, posters, directions, friendly letters, reports)		•	•	•	•	•	•
Focus on a central idea		•	•	•	•	•	•
Dictate or write narrative texts (e.g., captions, story endings, stories, dialogue)		•	•	•	•	•	•
Use organizational structure		•	•	•	•	•	•
Contribute ideas in group writing		•	•	•	•	•	•
Dictate or write poetry and figurative language		•		•	•	•	•
Use repetition, rhythm, rhyme, and onomatopoeia		•	•	•	•	•	•
Dictate or write descriptions		•	•	•	•	•	•
Dictate or write questions of inquiry		•	•	•	•	•	•
Set a purpose for writing		•	•	•	•	•	•
Use effective word choice		•	•	•	•		•
Use correct capitalization and punctuation. See Grammar, Usage, and Mechanics.							
Use conventional spelling of familiar words. See Spelling.							
Add details to pictures or sentences			•	•	•	•	•
Dictate or write persuasive texts (e.g., reviews, opinions)			•	•	•	•	•

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Use the writing process to plan, draft, revise, edit, and publish a story or report			•	•	•	•	•
Write a paragraph				•	•	•	•
Group related ideas and maintain a consistent focus				•	•	•	•
Use several sentences to elaborate upon an idea				•	•	•	•
Evaluate own and others' writing				•	•	•	•
Use published writing as models						•	•
Use technology to compose, edit, and publish texts						•	•
Use relevant details to provide reasons and examples						•	•
Write with a unique voice							•

Author's Craft							
Appreciate and use precise word choice		•	•	•	•	•	•
Appreciate and use descriptive language, including vivid imagery				•	•	•	•
Appreciate and use figurative language, including similes, metaphors, personification, and symbolism		•	•	•	•	•	•
Read and understand familiar proverbs							•

Grammar, Usage, and Mechanics							
Understand adjectives (descriptive words)	•	•	•	•	•	•	•
Understand and use capitalization rules (first word in a sentence and greeting, proper nouns, pronoun <i>I</i> , titles, initials)		•	•	•	•	•	•
Recognize and use punctuation marks (period, question mark, exclamation mark, apostrophe, comma, quotation marks)		•	•	•	•	•	•
Recognize and distinguish between types of sentences (statements, questions, exclamations)		•	•	•	•	•	•
Understand and form regular and irregular plurals		•	•	•	•	•	•
Understand and use pronouns (antecedent-referent relationship)		•	•	•	•	•	•
Understand and form contractions			•	•	•	•	•
Understand abbreviations and titles (<i>vet</i> , <i>Dr.</i> , <i>TV</i> , <i>Mrs.</i> , <i>Mr.</i> , <i>Ms.</i> , <i>Chief</i>). See Structural Analysis.							
Recognize and form possessives			•	•	•	•	•

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Understand and form compound words			•	•	•	•	•
Understand verbs and verb endings (-ed, -ing, -s, -es)			•	•	•	•	•
Understand and form words with prefixes (un-, re-, pre-, mis-, over-)			•	•	•	•	•
Understand and form words with suffixes (-er, -y, -ful, -ly, -or). See also Understand verbs and verb endings (-ed, -ing, -s, -es).			•	•	•	•	•
Understand and use conjunctions (and, or, but)				•	•	•	•
Use verbs to understand time of action				•	•	•	•
Understand and form comparative and superlative adjectives (add -er, -est)				•	•	•	•
Distinguish between complete and incomplete sentences				•	•	•	•
Recognize and use correct word order in sentences				•	•	•	•
Understand and use adverbs					•	•	•
Understand past, present, and future tenses							•

Spelling

Encode letters for initial, medial, or final sounds		•	•	•	•	•	•
Encode words using letter-sound knowledge		•	•	•	•	•	•
Spell high-frequency words (Memory Words)				•	•	•	•
Use spelling rules and patterns to encode words				•	•	•	•
Spell contractions				•	•	•	•
Encode words with inflectional endings, prefixes, and suffixes				•	•	•	•

Listening and Speaking

Listening (See also Auditory Discrimination and Phonological Awareness.)

Listen and respond to a variety of oral presentations (stories, poems, songs, sharing by classmates)	•	•	•	•	•	•	•
Follow oral directions	•	•	•	•	•	•	•
Listen for details in a song	•	•	•	•	•	•	•
Set a purpose for listening	•	•	•	•	•	•	•

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Listen attentively and critically	•	•	•	•	•	•	•
Know listening preferences	•	•	•	•	•	•	•

Speaking							
Speak for different purposes	•	•	•	•	•	•	•
Describe personal experiences	•	•	•	•	•	•	•
Ask and answer questions. <i>See also Comprehension Strategies.</i>	•	•	•	•	•	•	•
Participate in discussions	•	•	•	•	•	•	•
Discuss pictures	•	•	•	•	•	•	•
Use language to communicate thoughts and ideas	•	•	•	•	•	•	•
Use basic conversation strategies	•	•	•	•	•	•	•
Retell and summarize stories. <i>See also Comprehension.</i>	•	•	•	•	•	•	•
Engage in dramatic activities (act out a story, demonstrate meaning of a word, role-play situations, and so on)	•	•	•	•	•	•	•
Recite poems, rhymes, or songs	•	•	•	•	•	•	•
Answer riddles	•	•	•	•	•	•	•
Speak in complete sentences	•	•	•	•	•	•	•
Gain increasing control of grammar when speaking	•	•	•	•	•	•	•
Speak clearly with appropriate volume	•	•	•	•	•	•	•
Use verbal and nonverbal communication in effective ways	•	•	•	•	•	•	•
Use props to support spoken messages	•	•	•	•	•	•	•
Recount experiences in logical sequence	•	•	•	•	•	•	•
Connect experiences with others	•	•	•	•	•	•	•
Report on a topic with supportive facts and details					•	•	•
Paraphrase information given orally by others						•	•
Organize presentations to maintain a clear focus						•	•
Choose and adapt spoken language for audience, purpose, and occasion						•	•
Compare language and oral traditions (family stories) that reflect customs, regions, and cultures						•	•