

The  
**Superkids**  
Reading Program

 **Read**  
Side *by* Side<sub>UC</sub>



*Alignment of The Superkids Reading Program  
and the Read Side by Side Reading Program*

# Complementary Reading Programs for K–2 and 3–6

*The Superkids Reading Program* for grades K–2 and the *Read Side by Side Reading Program* for grades 3–6 are complementary literacy solutions for elementary schools focused on building success for all students.

Created for teachers by teachers, both programs prioritize **student motivation** and **developmentally appropriate, explicit instruction**.



Crafted especially for grades K–2, *Superkids* teaches all aspects of reading with a focus on the alphabetic principle. This phonics-based, highly developmentally appropriate approach is exactly what young children need.

Schools with split adoptions for grades K–2 and 3–6 recognize what brain research confirms: How primary students learn to read is different, and how they're taught matters.

*The Superkids Reading Program*  
is published by Zaner-Bloser.

**zaner-bloser.com**

Crafted especially for grades 3–6, the *Read Side by Side Reading Program* successfully tackles the issue of student motivation by teaching them to read the texts they want to read.

Authentic chapter books and longer nonfiction are the foundation of this exceptional program. Students gain tools to become powerful readers who know how to solve text-processing problems and feel competent to do so.

*The Read Side by Side Reading Program*  
is published by Read Side by Side.

**readsidebyside.com**

**View the alignment on pages 1–5 to understand how these two programs approach foundational skills, comprehension, speaking and listening, language, and writing in developmentally appropriate ways.**

## FOUNDATIONAL SKILLS

The Superkids Reading Program, K–2	Read Side by Side Reading Program, 3–6
<p><b>Demonstrate understanding of print concepts.</b>            Print concepts are explicitly taught in kindergarten during handwriting, composition writing, and reading lessons. The concepts are reinforced during Daily Routines, writing activities, and guided reading in all grades.</p>	N/A
<p><b>Develop phonological awareness.</b>            Phonological awareness is developed during Daily Routines and Word Work activities in kindergarten and first grade. Skill deficits are addressed using activities in the Building Blocks of Reading for kindergarten or Superkids Skill-Building Book for all grades.</p>	N/A
<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>            These skills are explicitly and systematically taught and practiced every day during Daily Routines and Word Work activities. Skills are applied during guided and independent reading with decodable texts.</p>	<p><b>Know and apply grade-level phonics and word analysis skills in decoding words.</b>            Students practice phonics, word recognition, and learn prefixes, suffixes, and roots in the Vocabulary Routine.</p>
<p><b>Read with accuracy and fluency to support comprehension.</b>            Fluency skills are taught, modeled, and practiced using teacher read-alouds (grades K–1), decodable texts (all grades), and texts with uncontrolled vocabulary (grade 2).</p>	<p><b>Read with accuracy and fluency to support comprehension.</b>            These skills are modeled in read-alouds and practiced during independent book clubs.</p>
<p><b>Read with purpose and understanding—rereading as necessary.</b>            These skills are modeled and practiced during guided reading with grade-level texts. Differentiated leveled texts—easy, on-level, and challenging—are provided for additional guided reading and independent practice.</p>	<p><b>Read with purpose and understanding—rereading as necessary.</b>            These skills are modeled in read-alouds and practiced during independent book clubs. The level of text is differentiated—below, on, and above grade level</p>

## COMPREHENSION

The Superkids Reading Program, K–2	Read Side by Side Reading Program, 3–6
<p><b>Understand key details and central ideas and describe elements of a story.</b></p> <p>These skills are modeled and practiced during read-alouds, guided reading, and independent reading.</p>	<p><b>Understand key details and central ideas and describe elements of a story.</b></p> <p>These skills are modeled in read-alouds and practiced during independent reading and book clubs.</p>
<p><b>Understand the craft and structure of a text.</b></p> <p>These skills are modeled and practiced during read-alouds, guided reading, and independent reading.</p>	<p><b>Understand the craft and structure of a text.</b></p> <p>These skills are modeled in read-alouds and practiced during independent reading and book clubs.</p>
<p><b>Integrate knowledge and ideas within and across texts.</b></p> <p>These skills are modeled and practiced during read-alouds, guided reading, and independent reading.</p>	<p><b>Integrate knowledge and ideas within and across texts.</b></p> <p>These skills are modeled in read-alouds and practiced during independent reading and book clubs.</p>
<p><b>Read and understand complex literary and informational texts.</b></p> <p>Students read literary and informational texts of appropriate complexity for their grade levels. The texts offer various genres, topics, themes, and text structures. Additionally in kindergarten and first grade, digital read-alouds expose students to informational text that’s more complex than they can read themselves.</p>	<p><b>Read and understand complex literary and informational texts.</b></p> <p>Students read various genres, topics, themes and text structures. Texts are selected for their quantitative and qualitative levels. 35–40% of the assignments use nonfiction and diverse media.</p>

## SPEAKING AND LISTENING

The Superkids Reading Program, K–2	Read Side by Side Reading Program, 3–6
<p><b>Engage in a range of conversations effectively.</b> Students engage in daily discussions about texts and their own writing (whole group, small groups, and partners).</p>	<p><b>Engage in a range of conversations effectively.</b> Students engage in discussion daily (whole group, in partners, and small groups). These discussions are supported by turn and talk stems.</p>
<p><b>Show comprehension and understanding of texts read aloud.</b> Students respond to questions the teacher asks during read-alouds and small-group guided reading.</p>	<p><b>Show comprehension and understanding of texts read aloud.</b> Students read six or more novels each year.</p>
<p><b>Ask and answer questions.</b> Students are taught and encouraged to ask their own questions to ensure they understand what they are reading.</p>	<p><b>Ask and answer questions.</b> Students engage in reciprocal discussion daily.</p>
<p><b>Present knowledge and ideas.</b> Students present knowledge both verbally and in shared or independent writing.</p>	<p><b>Present knowledge and ideas.</b> Students present knowledge both verbally and in writing.</p>

## LANGUAGE

The Superkids Reading Program, K–2	Read Side by Side Reading Program, 3–6
<p><b>Acquire and use vocabulary.</b></p> <p>Vocabulary is developed in kindergarten through discussion of the Superkids' interests presented in songs and on skills book pages. In first and second grades, 3–5 Words to Know are explicitly taught and practiced throughout each unit. In all grades, unfamiliar vocabulary in each text is discussed before, during, and after reading the text. Synonyms, antonyms, homonyms, suffixes, and prefixes are also explicitly taught.</p>	<p><b>Acquire and use vocabulary.</b></p> <p>Students learn new vocabulary in the Vocabulary Routine and use that vocabulary in discussion and writing.</p>
N/A	<p><b>Use language as craft effectively.</b></p> <p>Language is modeled in reading assignments and practiced in writing assignments.</p>
<p><b>Understand English grammar and usage.</b></p> <p>Grammar and usage are taught and practiced during Word Work activities, Daily Routines, and writing composition lessons.</p>	<p><b>Understand English grammar and usage.</b></p> <p>Grammar and usage are not explicitly taught in the program. They are modeled in reading assignments and practiced in writing assignments.</p>
<p><b>Use correct capitalization and punctuation.</b></p> <p>The use of mechanics is taught and practiced during Word Work activities, Daily Routines, and writing composition lessons.</p>	<p><b>Use correct capitalization and punctuation.</b></p> <p>These are not explicitly taught in the program. The use of mechanics is modeled in reading assignments and practiced in writing assignments.</p>
<p><b>Spell words correctly.</b></p> <p>Encoding decodable words and spelling Memory Words (sight words) is taught and practiced in Word Work activities and Daily Routines. First and second grade have weekly spelling tests. Spelling is also reinforced in writing assignments.</p>	<p><b>Spell words correctly.</b></p> <p>Spelling is not a tested skill. Spelling and word parts are taught in the vocabulary routine. The use of proper spelling is modeled in reading assignments and practiced in writing assignments.</p>

## WRITING

The Superkids Reading Program, K–2	Read Side by Side Reading Program, 3–6
<p><b>Write opinions/arguments.</b> Writing lessons teach, model, and give students practice writing opinions, including opinion paragraphs and book reviews.</p>	<p><b>Write opinions/arguments.</b> Students argue their own opinion and write persuasively.</p>
<p><b>Write informative/explanatory/descriptive texts.</b> Writing lessons teach, model, and give students practice writing informative, explanatory, and descriptive texts, including reports, how-to instructions, and poetry.</p>	<p><b>Write informative/explanatory/descriptive texts.</b> Students write to inform, explain, and describe topics and ideas.</p>
<p><b>Write narrative texts.</b> Writing lessons teach, model, and give students practice writing narratives, including personal narratives and fictional stories.</p>	<p><b>Write narrative texts.</b> Narrative writing is not practiced.</p>
<p><b>Produce clear and coherent writing.</b> Writing lessons teach and model how to produce clear and coherent writing. Writing rubrics set standards for evaluating clarity and organization in students' writing.</p>	<p><b>Produce clear and coherent writing.</b> Students are given organizational tools for drafting a clear and coherent piece of writing.</p>
<p><b>Develop and strengthen writing.</b> Writing lessons teach students how to revise and edit their writing. These skills are introduced in kindergarten and practiced regularly throughout first and second grades. Students use checklists to help guide the revision and editing process.</p>	<p><b>Develop and strengthen writing.</b> How to craft and revise a piece of writing is not explicitly taught.</p>
<p><b>Use technology to produce and publish writing.</b> Students focus on handwriting. At their discretion, teachers can have children use available digital tools to produce or publish any of the writing assignments in the lessons.</p>	<p><b>Use technology to produce and publish writing.</b> Students produce formal writing in a variety of ways, including using technology.</p>
<p><b>Conduct research to build and present knowledge.</b> Students participate in shared research and writing of informational reports in all grade levels.</p>	<p><b>Conduct research to build and present knowledge.</b> Students write in response to reading and research, using multiple sources.</p>
N/A	<p><b>Write for a range of tasks, purposes, and audiences.</b> Students write literary essays, book reviews, argumentative papers and letters, as well as research projects.</p>

# The Superkids Reading Program

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Visit [zaner-bloser.com](http://zaner-bloser.com) to learn more about *The Superkids Reading Program* and [readsidebyside.com](http://readsidebyside.com) to learn more about the *Read Side by Side Reading Program*.

