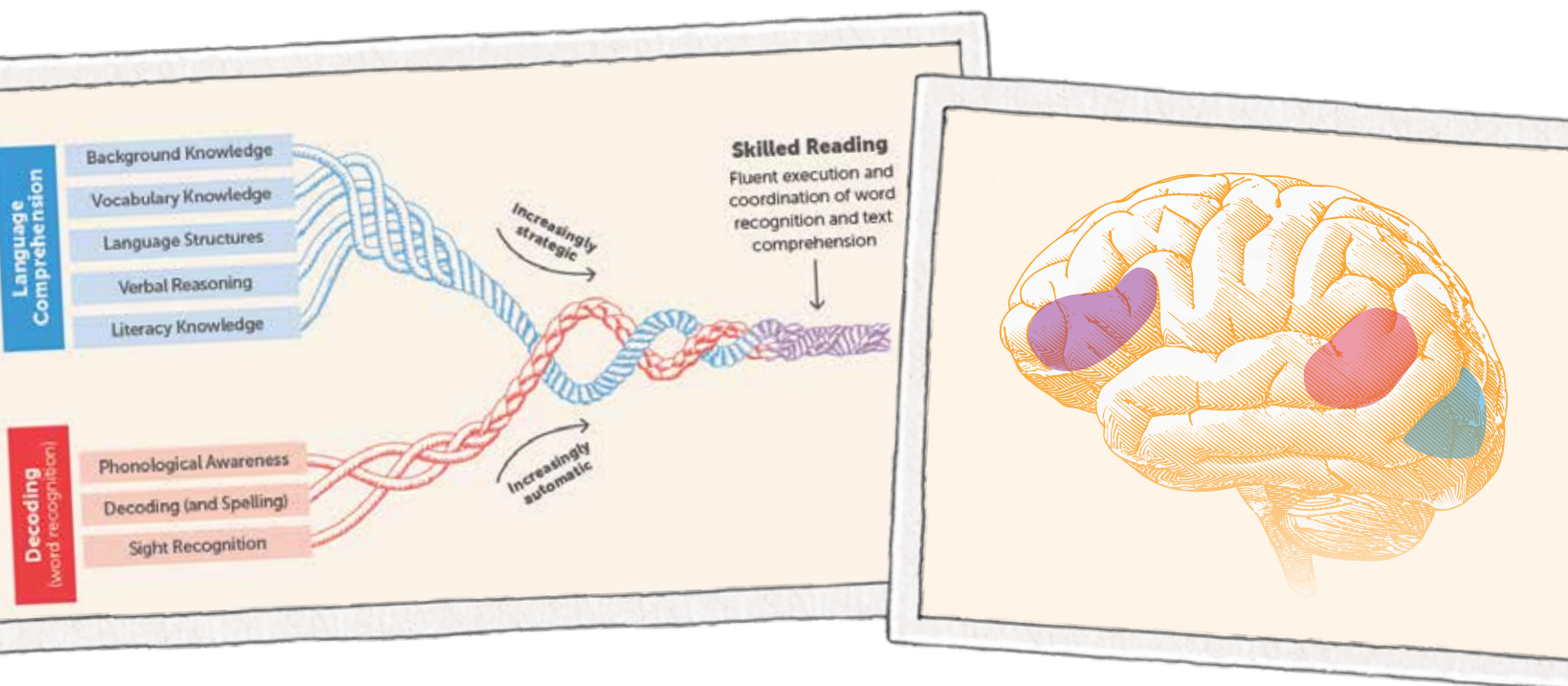


# The Superkids<sup>★</sup> Reading Program



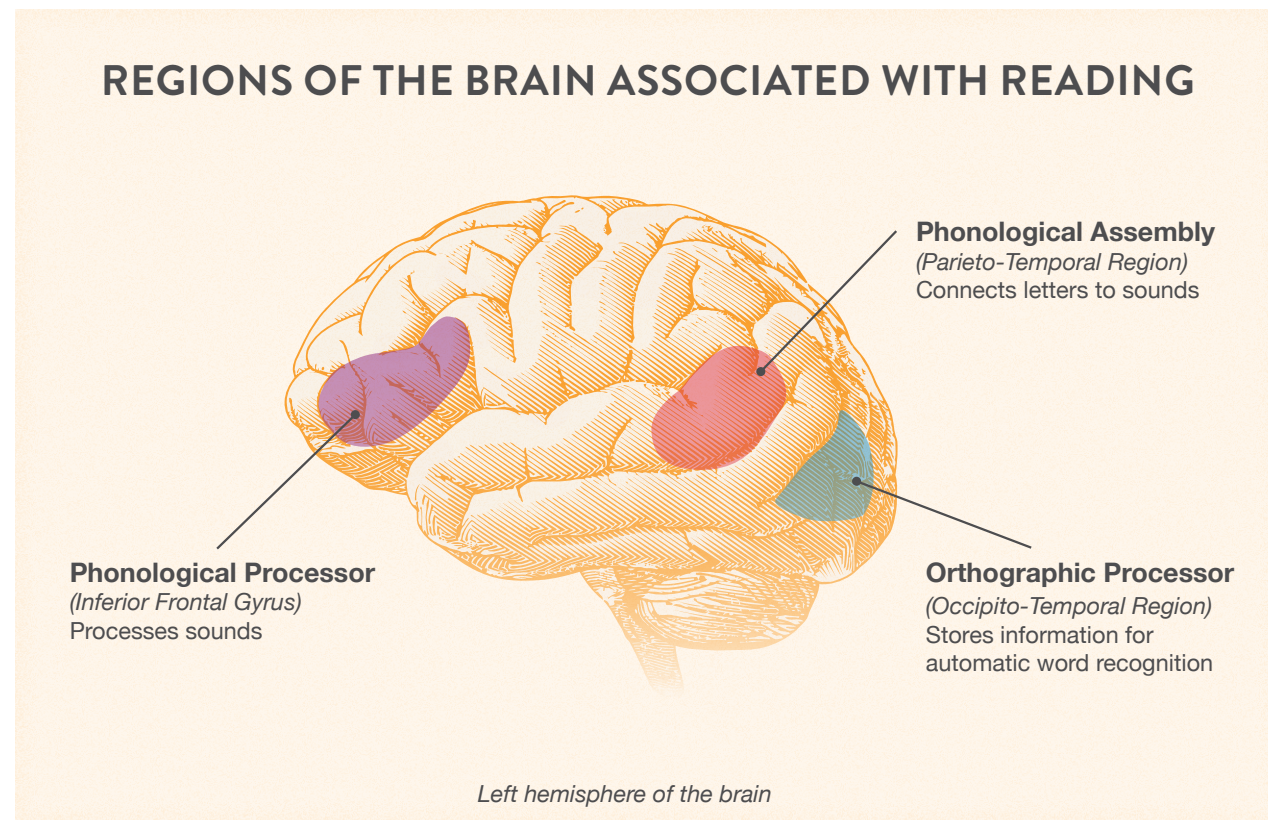
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How *Superkids* Instruction Reflects  
the **SCIENCE** of **READING**

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# The Science of Reading and the **READING BRAIN**

The science of reading is a large body of research collected over the past 40 years on the process of learning how to read. Overwhelming and compelling evidence from this research reveals what happens in the brain during reading and what needs to take place instructionally to enable skillful reading.



## The Reading Brain

The parts of the brain that allow us to process sounds (phonological processor) and recognize visual images (orthographic processor) are already in place at birth. However, the phonological assembly region is not intact at birth. This is the part of the brain that allows us to connect speech sounds with visual images, such as letters, and enables reading. This part of the brain must be built through successful instructional experiences.

## Evidence-Based Principles of Reading Instruction

Instruction using these evidence-based principles develops the neural system for skillful reading:

- Explicit, systematic **phonics** instruction is critical.
- Instruction must be **explicit**, beginning with direct instruction and moving to guided practice with decreasing support.
- Instruction must be **systematic**, following a scope and sequence that grows in complexity and includes cumulative review.
- Instruction should be **engaging** and provide opportunities for incremental steps of success.
- **Early instruction** matters because a prevention-oriented approach is more effective than intervention.
- Instruction needs to be **intensive**, data-driven, and focused on essential skills.

## Fact-Checking Theories About Reading

Many common misconceptions persist despite strong evidence to the contrary.

### ✗ FALSE

Reading is as natural as speaking; therefore immersing children in print and literature will teach children to read.

### ✓ TRUE

Human brains are not “hard-wired” for reading. Most children must be taught how to read.

### ✗ FALSE

Teaching young children to look at pictures, skip over words, or guess at words based on context will develop the strategies necessary for reading comprehension.

### ✓ TRUE

Teaching young children to decode and depend on phonics as their primary decoding strategy yields consistent, reliable results.

### ✗ FALSE

There are hundreds of ways to learn to read; therefore no single set of instructional principles will work for all children.

### ✓ TRUE

When it comes to learning how to read, most human brains work the same way. The most efficient way to teach reading is a structured literacy approach that maps letters to sounds in the brain.

# Two Powerful Models of READING DEVELOPMENT

Researchers have developed two particularly useful theoretical models to describe how children learn to read: The Simple View of Reading and Scarborough's Reading Rope.



## The Simple View of Reading

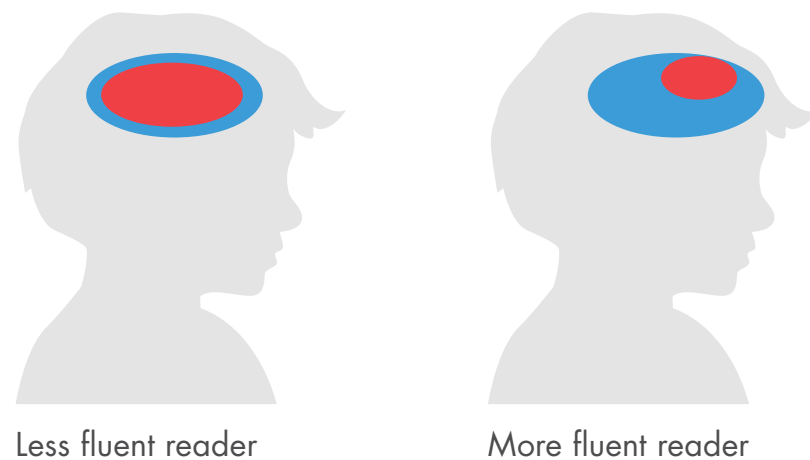
Gough and Tunmer's model,<sup>1</sup> known as the Simple View of Reading, is a multiplication equation that shows Decoding and Language Comprehension must both be strong in order for Reading Comprehension to occur. Strong Language Comprehension cannot compensate for weak Decoding and vice versa. This has been validated by research.



As primary students are developing the ability to read words, most of their working memory is devoted to the Decoding portion of the Simple View of Reading.

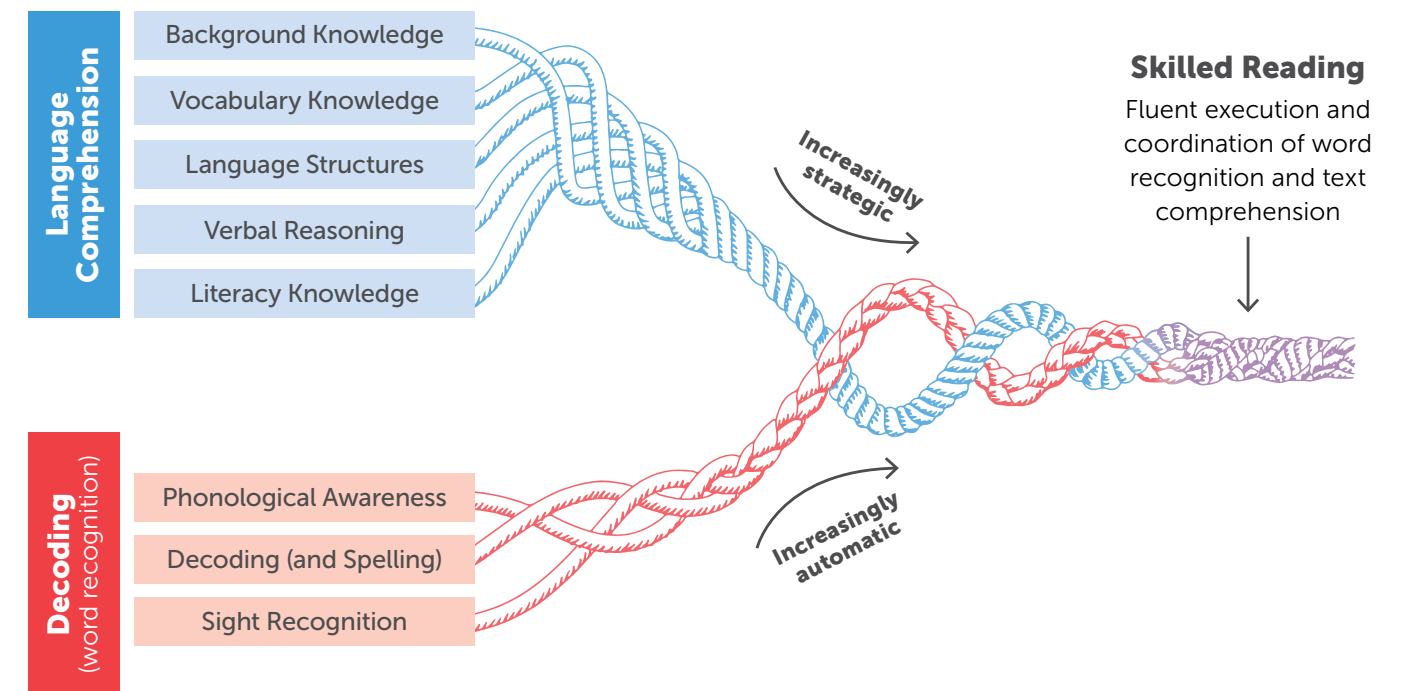
Concentrating instructional attention on building Decoding skills allows students to shift and devote more of their working memory to Language Comprehension as they become more skilled, fluent readers. Building this fluency is the critical goal of K–2 instruction.

### Working Memory Allocation



## Scarborough's Reading Rope

Hollis Scarborough's Many Strands Woven into Skilled Reading model,<sup>2</sup> commonly known as the Reading Rope, presents the subskills of Decoding (Word Recognition) and Language Comprehension as strands in a rope that become more and more united as skilled reading develops.



<sup>1</sup> Gough, P., & Tunmer, W. (1986). Decoding, reading and reading disability. *Remedial and Special Education*, 7, 6–10.

<sup>2</sup> Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York: Guilford Press.

Visit [zaner-bloser.com/science-of-reading-resource-hub.php](http://zaner-bloser.com/science-of-reading-resource-hub.php) for additional research and to learn more about the science of reading.

# How *Superkids* Teaches Essential **READING SUBSKILLS**

The *Superkids Reading Program* develops the essential reading skills of the Simple View of Reading through explicit, systematic instruction. These charts provide an at-a-glance view of which subskills are taught in each grade level, K–2.



<b>Decoding</b> (word recognition)			
	K	1	2
<b>Phonological Awareness</b>			
Count syllables	•	•	•
Rhyming words	•	•	•
Phonemic awareness	•	•	•
Identify beginning, medial, and ending sounds	•	•	•
Blend and segment sounds	•	•	•
Isolate phonemes	•	•	•
Substitute phonemes	•	•	•
Manipulate phonemes	•	•	•
Distinguish long and short vowel sounds		•	•
<b>Decoding (and Spelling)</b>			
Sound-symbol correspondence	•	•	•
Short vowel sounds	•	•	•
Blending	•	•	•
Digraphs		•	•
r-Controlled vowels		•	•
Simple suffixes		•	•
Long vowel sounds		•	•
Vowel variants		•	•
Silent-e		•	•
Syllable division		•	•
Silent consonants			•
Spelling	•	•	•
Spelling rules		•	•
Prefixes and suffixes	•	•	•
Structural analysis	•	•	•
<b>Sight Recognition</b>			
Recognize Memory Words	•	•	•
Spell Memory Words	•	•	•
Read Memory Words in sentences	•	•	•
<b>Automaticity and Fluency</b>			
Accuracy	•	•	•
Expression	•	•	•
Appropriate stress	•	•	•
Appropriate rate	•	•	•
Natural phrasing, pitch, and volume	•	•	•



<b>Language Comprehension</b>			
	K	1	2
<b>Background Knowledge</b>			
Activate prior knowledge	•	•	•
Develop vocabulary	•	•	•
Discuss read-alouds	•	•	•
Make connections to own experiences	•	•	•
<b>Vocabulary</b>			
Categorize pictures and words	•		
Identify word meaning	•	•	•
Position words (prepositions)	•	•	
Figurative language	•	•	•
Homophones and homographs	•	•	•
Multiple-meaning words	•	•	•
Antonyms and synonyms	•	•	•
Context clues	•	•	•
<b>Language Structures</b>			
Parts of speech	•	•	•
Sentence types	•	•	•
Complete sentences	•	•	•
Word ordering in sentences		•	•
Verb tenses		•	•
<b>Verbal Reasoning</b>			
Listen and respond to oral presentations	•	•	•
Follow oral directions	•	•	•
Draw conclusions	•	•	•
Figures of speech (e.g., alliteration, onomatopoeia, similes, puns)	•	•	•
Make connections	•	•	•
<b>Literacy Knowledge</b>			
Print and book awareness	•		
Capitalization	•	•	•
Punctuation	•	•	•



<b>Reading Comprehension</b>			
	K	1	2
<b>Comprehension Strategies</b>			
Access prior knowledge	•	•	•
Preview text	•	•	•
Use pictures	•	•	•
Identify text features	•	•	•
Answer and generate questions	•	•	•
Identify text genres	•	•	•
Visualize	•	•	•
Summarize and retell	•	•	•
Use graphic organizers	•	•	•
Study and research skills	•	•	•
Note taking	•	•	•
Use reference resources	•	•	•
<b>Comprehension Skills</b>			
Identify main idea and supporting details	•	•	•
Identify a story's lesson	•	•	•
Identify text structure		•	•
Make and confirm predictions	•	•	•
Characterization	•	•	•
Draw conclusions	•	•	•
Determine cause and effect	•	•	•
Compare and contrast	•	•	•
Recognize plot	•	•	•
Identify setting	•	•	•
Understand dialogue	•	•	•
Fact vs. opinion	•	•	•
Identify author's purpose		•	•
Interpret information from graphs, diagrams, and charts	•	•	•

Note: In addition to the skills listed here, *Superkids* also integrates handwriting, writing, and grammar skills into instruction—for a comprehensive English language arts program.



# The Superkids<sup>★</sup> Reading Program

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Visit [zaner-bloser.com](https://www.zaner-bloser.com) to learn more about  
*The Superkids Reading Program.*

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