

SUPERKIDS



and

HAPPILY EVER AFTER



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# Funding Alignment



ROWLAND READING FOUNDATION

## Program Overview

Rowland Reading Foundation is a nonprofit organization dedicated to improving reading instruction in the primary grades. The Foundation publishes the Superkids® Reading Program and Happily Ever After® to deliver on its promise: *every child will learn to read.*

**The Superkids Reading Program** is a core curriculum designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. The program is based on proven pedagogy and scientific research about how children learn to read. Children and teachers love the Superkids characters—13 kids and 1 dog—that star in the decodable stories students read in all levels of the program.

**Happily Ever After** is a literature-based reading readiness program that gives children the foundation they need to be successful when they begin formal reading instruction. Skills taught in the program include story structure and appreciation, print awareness, letter recognition, phonological and phonemic awareness, fine motor skills, and oral vocabulary.

## Funding Alignment

Rowland Reading Foundation's programs exceed the requirements of Local Educational Agencies (LEAs) to receive funding for the following grants and others.

- Investing in Innovation (i3)
- Race to the Top (RTTT)
- School Improvement Grants
- Title I, Part A
- Title II, Part A: Teacher & Principal Training
- Title III, Part A: English Language Acquisition
- Title V, Part A: Charter School Programs
- Individuals with Disabilities Act (IDEA), Part B
- State-specific funding sources
- Private and corporate funding sources

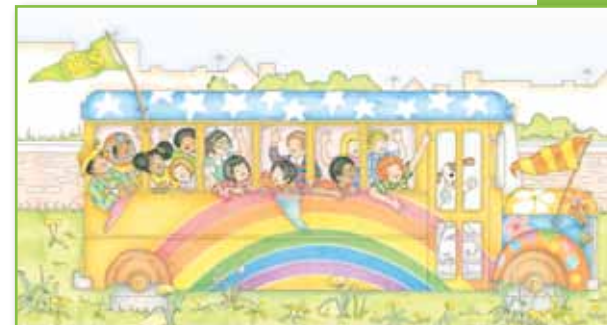


For specific alignment charts and additional funding information, visit: [www.rowlandreading.org/grants](http://www.rowlandreading.org/grants)

## Effective Reading Instruction

The **Superkids Reading Program** aligns exceptionally well with the findings of the Report of the National Reading Panel (2000) across all five essential elements of reading:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension



The program also supports best instructional practices by integrating explicit and systematic phonics-based reading instruction with instruction in **spelling, handwriting, expressive writing, grammar, and mechanics.**

Additionally, the **latest brain research** concludes that intensive phonics instruction (such as the instruction in the Superkids Reading Program) strengthens neural pathways in the brain, leading to permanent improvements in the reading ability of struggling learners.

## Standards Alignment

Because the Rowland Reading Foundation's programs were built using best pedagogical practices, they align to the following recommendations for teaching students to read:

- State and Common Core Standards
- International Reading Association (IRA) standards for student learning
- National Association for the Education of Young Children (NAEYC) standards
- Head Start standards

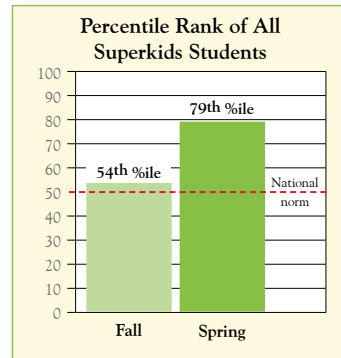
Grade-specific and program-specific alignment charts demonstrate how the Foundation's programs build achievement in reading and language arts. (Available at [www.rowlandreading.org/grants](http://www.rowlandreading.org/grants))

## Effectiveness Research

Rowland Reading Foundation and independent third parties, including university professors and academic research centers, have conducted rigorous classroom research to evaluate the effectiveness of the Superkids Reading Program in nearly every region of the United States and with every major student group. Key findings include:

### National Pre-Post Study

The Superkids Reading Program was tested in a national trial (83 schools in 22 states) involving 3,200 students in 193 classrooms. As measured by the Stanford Early School Achievement Test, **Superkids students improved dramatically, moving on average from the 54th to the 79th percentile from fall to spring.**

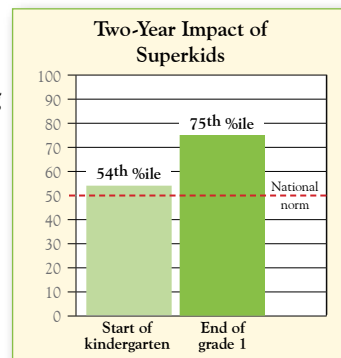


Additionally:

- **African-American students** started the year at about the national average and finished well above the national average at the 73rd percentile.
- **Hispanic students** started the year below the national average and finished well above the national average at the 70th percentile.
- **Low-income children** gained an average of 37 percentile points. **English language learners** also gained an average of 37 percentile points.
- **The gender gap** was reduced by nearly half.

### Two-Year National Trial

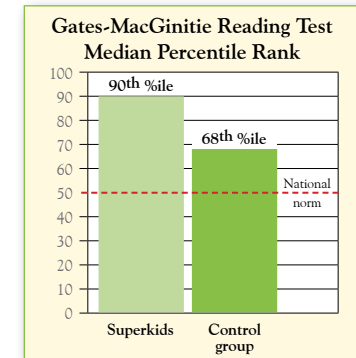
The Superkids Reading Program was tested in a national trial involving more than 400 students in 36 classrooms in 18 schools. Students used both the kindergarten and first-grade levels over two years. **Superkids students started kindergarten at**



**the 54th percentile and ended first grade at the 75th percentile** as compared to children nationally. If these children had merely progressed as much as students do normally, they would have ended first grade at about the 54th percentile, so the **21-point gain is truly remarkable.**

### Quasi-Experiments with Treatment/Control Studies

The Center for Research on Educational Policy (CREP) conducted a quasi-experiment in two schools with 152 Superkids children in 8 classrooms and 120 control-group students in 7 classrooms. CREP administered the Gates-MacGinitie Reading Test at the end of the year; **the median percentile rank for the Superkids students was 90 and only 68 for control students.** Effect sizes ranged from 0.27 to 0.46.



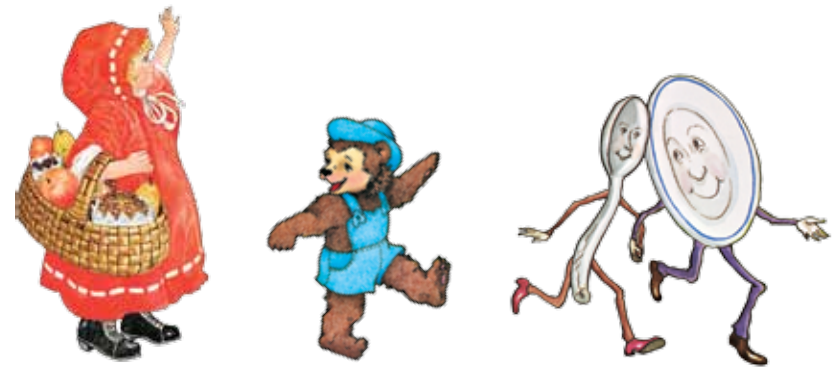
Additionally, the Superkids Reading Program was tested in two large-scale, national quasi-experiments conducted by third-party researchers.

- Twenty-three Superkids classrooms were compared to 20 control classrooms in the same schools across six states. The 390 Superkids students were very similar to the 360 control-group students in demographics, teachers' experience, and baseline achievement. On the Stanford Early School Achievement Test, **the Superkids students' performance was superior to the control group's in all reading domains tested.** Effect sizes ranged from 0.11 to 0.25.
- The second study compared 382 Superkids students and 368 control students in different schools across seven states (21 Superkids classrooms in 11 schools and 22 well-matched classrooms in 11 demographically similar schools). **Superkids students outperformed control students in four measures of reading skills** on the Iowa Test of Basic Skills. Effect sizes ranged from 0.23 to 0.41.

## Systematic Instructional Materials

The **Superkids Reading Program** includes all the materials K–2 teachers need to provide their students with explicit, systematic instruction in reading, writing, handwriting, spelling, grammar, and mechanics.

- **Student Books** introduce and give practice with essential skills in phonics, spelling, grammar, and mechanics, while the **Readers** provide the decodable stories and poems in which children apply the reading skills they've been learning.
- In kindergarten and first grade, leveled **Superkids Libraries** offer decodable fiction and nonfiction at different readability levels—easy, on level, and challenging. The vocabulary is phonetically controlled to coordinate with skills taught in the program.
- In second grade, eight issues of **SUPER Magazine** engage children in reading nonfiction articles about science, social studies, and the arts. **Book Club books** offer authentic fiction in a variety of genres, including folktales, historical fiction, and realistic fiction in chapter books for children to read and discuss.
- Recordings of student reading materials are included on **CDs**, along with entertaining songs that reinforce letter-sounds and the spelling of Memory Words (sight words).
- **Teacher's Guides** have lessons that explain how to use the student materials to teach the core reading and language arts skills. The **Skill-Building Book** provides additional activities, tips, and resources to differentiate instruction to meet the needs of all learners. **Assessment Books** support formal and informal assessment so teachers can identify students who need reteaching or extra challenge.



**Happily Ever After** includes the following instructional materials for early literacy skills:

- **Big Books** tell classic stories through rich illustrations. The accompanying **CDs** have narrations of the stories as well as activities to develop listening comprehension, auditory discrimination, and direction-following skills.
- **Concept Boards** introduce key concepts for a unit, such as a color, a shape, and vocabulary words. **Group Activity Boards** provide the materials needed for small-group games, puzzles, and other fun projects.
- **Student Activity Pages** give children practice with the skills introduced on the Concept Board. **Take-Home Storybooks** provide children with their own small versions of the Big Books to take home.
- **Teacher's Guides** have all the lessons for teaching the core early literacy skills using the Big Books and other program materials.



## Informative Assessments

The Superkids Reading Program and Happily Ever After include assessments to help teachers evaluate performance and progress and plan instruction. These include:

- **Initial Formal Assessment** – Happily Ever After and the Superkids Reading Program provide tests, one per grade, to formally assess children’s skills at the beginning of each school year.
- **Ongoing Informal Assessment** – Daily Routines provide quick, informal assessments of recently taught skills. Teachers can assess individual strengths and weaknesses by observing students during lessons and reviewing completed work. Student Record Forms allow teachers to record their informal observations.
- **Periodic Formal Assessment** – Teachers formally assess children’s mastery of skills using the Progress Tests in the Superkids Assessment Books. The second-grade Assessment Books also include fluency assessments. Results from these tests help teachers identify students who need reteaching, additional support, or extra challenges.
- **End-of-Level Assessment** – When students complete a level of the Superkids Reading Program, teachers can use the appropriate End-of-Level Test to formally assess students’ achievement in each of the major skill areas taught.

Local Educational Agencies (LEAs) can supplement the program assessments with common standardized tests, such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Gates-MacGinitie Reading Test (GMRT), Iowa Test of Basic Skills (ITBS), Stanford Early School Achievement Test (SESAT), STAR Reading, or the Texas Primary Reading Inventory (TPRI).

## Differentiation to Meet Students’ Needs

Research has shown that classrooms that differentiate instruction produce higher reading growth, for both students who need more explicit teacher-managed instruction and those who can work more independently. The Superkids Reading Program includes a range of ways to tailor instruction based on students’ needs. Examples include:

- **Student Book** lessons are structured so that teachers can give struggling students more guidance on their skill work while allowing other students to work more independently.
- **Ten-Minute Tuck-Ins** in the lessons provide additional teacher-led activities for reteaching, reinforcing, or extending skills taught in a lesson. Teachers use the activities to give targeted instruction to small groups or individuals.
- **Guided reading instruction** is done in small, homogenous groups so that teachers are able to customize the instruction to meet the specific needs of children in each group.
- **Superkids Libraries** for kindergarten and first grade provide decodable fiction and nonfiction at three levels—easy, on level and challenging—for additional guided reading or independent practice that matches students’ reading abilities.
- **CDs** with recorded readings of core texts and Superkids Library Books are available to support struggling readers and help all students develop listening comprehension and fluency skills.
- **Independent Activities** enable students to practice core skills on their own using blackline masters and other materials. Some activities make cross-curricular connections to science, social studies, art, and other disciplines.
- **The Superkids Skill-Building Book** provides a comprehensive collection of activities, tips, and resources for reteaching, reinforcing, and extending essential skills taught in all levels of the program.

## Professional Development

Rowland Reading Foundation offers hands-on workshops, on-site coaching, DVD training modules, website support, and a helpline to provide ongoing professional learning opportunities for teachers and administrators.

### Workshops

- **Foundations of Primary Literacy**—the groundwork for understanding the process of learning to read
- **Implementing the Program**—preparation for implementing the program; includes role-playing lessons and debriefing the “what” and “why” of the program
- **Administrator and Parent Orientations**—a presentation for administrators and a second session for parents that give an overview of the program and its research-based principles
- **Professional Development Seminar**—custom-designed seminars that can include keynote presentations and sessions on primary literacy topics

### Resources

- **Training DVD**—learn how to implement the program, or review what was learned in the hands-on workshop
- **Superkids website**—provides online professional development resources, including questions and answers and tips from Superkids teachers
- **Helpline**—access by phone to a program expert who can answer questions



## Meetings and Ongoing Training

- **Grade-Level Teachers Meeting**—a forum for answering questions about the program, discussing best practices for primary literacy, and sharing ideas
- **Third-Grade Awareness Meeting**—an awareness meeting for third-grade teachers to share with them what has been taught in pre-K–2 classrooms
- **Leadership Development**—a customized program to train reading specialists to deliver training, or mentor colleagues new to the program
- **Coaching**—classroom visits by trained Superkids Coaches who observe and provide feedback about teaching the program, answer teachers’ questions and concerns, help with classroom challenges, and/or model best practices for teaching and differentiating lessons in the program



## Parent and Family Involvement

The Superkids Reading Program encourages teachers to develop strong connections with families. Using the program materials, Local Educational Agencies (LEAs) and teachers can:

- **Implement a parent orientation** at the beginning of the school year to give families an overview of how the Superkids Reading Program will help develop their child as a reader. Throughout the school year, host **family reading nights** in the classroom so children can share with their families what they've been reading and writing.
- **Use the take-home letters** (blackline masters provided in English and Spanish) to let families know what their child has been learning in the program and suggest activities to do at home to reinforce the skills taught.
- **Share students' work with their families.** Send home completed Student Books or Word Work Book pages, Daily Dictation and Handwriting work, blackline masters, expressive writing assignments, Book Talk Journals (for grade 2 only), spelling tests, and Progress and End-of-Level Tests. Retain some materials for at-school conferences, particularly work that shows how a student is struggling, making progress, or excelling.
- **Encourage at-home activities**, such as:
  - **Reading aloud to a child.** Send read-aloud book suggestions home to help families choose books that connect to concepts and topics students are currently reading or learning about at school.
  - **Independent reading.** Allow children to take home Superkids Library Books or other books so they can experience the pleasure of reading on their own or aloud to their family.
  - **Talking about books and ideas.** Give families engaging discussion questions and topics related to what children have been reading or studying.



Rowland Reading Foundation's programs, the Superkids Reading Program and Happily Ever After, align with key federal, state, private, and corporate funding sources, including:

- Investing in Innovation (i3)
- Race to the Top (RTTT)
- School Improvement Grants
- Title I, Part A
- Title II, Part A: Teacher & Principal Training
- Title III, Part A: English Language Acquisition
- Title V, Part A: Charter School Programs
- Individuals with Disabilities Act (IDEA), Part B
- State-specific funding sources
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Learn more by visiting:  
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ROWLAND READING FOUNDATION  
*is a nonprofit organization dedicated to improving  
reading instruction in the primary grades.*

For more information, please contact us at:

6120 University Avenue, Middleton, WI 53562

Phone 866-370-READ • Fax 608-204-3846

[rowlandreading.org](http://rowlandreading.org)

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