

## Funding Alignment: The Investing in Innovation (I3) Fund

The Investing in Innovation (I3) Fund was established under section 14006 of the American Recovery and Reinvestment Act (ARRA). It provides funding to support Local Education Agencies (LEAs) and nonprofit organizations in partnership with LEAs or school consortiums. The goal of the program is to expand the implementation of, and investment in, innovative practices that have an impact on improving student achievement, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Rowland Reading Foundation is a nonprofit organization dedicated to improving reading instruction in the primary grades. The Foundation publishes the Superkids® Reading Program, a core reading program designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Happily Ever After is the Foundation's literature-based reading readiness program. The table below shows the I3 program requirements and alignment with Rowland Reading Foundation programs.

I3 Requirements	What the Superkids and Happily Ever After Programs Do
<b>Research-Based Practices, Strategies or Programs</b>	
<p>SEC. 14007. INNOVATION FUND.                      "(b) ... an eligible entity shall— (1) have <b><u>significantly closed the achievement gaps</u></b> between groups of students... (2) have <b><u>exceeded the State's annual measurable objectives</u></b> consistent... for 2 or more consecutive years or have <b><u>demonstrated success in significantly increasing student academic achievement</u></b> for all groups of students...; (3) have made <b><u>significant improvement</u></b>... with meaningful data; and (4) demonstrate that they have <b><u>established partnerships</u></b> with the private sector, which may include philanthropic organizations....."</p> <p>SEC. 14007. INNOVATION FUND.                      "... provides <b><u>funding</u></b>... to provide competitive grants to <b><u>applicants with a record of improving student achievement</u></b> and attainment in order to expand the implementation of, and investment in, <b><u>innovative practices that are demonstrated to have an impact on improving student achievement</u></b>...[or] closing achievement gaps....."</p> <p>SEC. 14007. INNOVATION FUND.                      "... (1) allow eligible entities to expand and <b><u>develop</u></b></p>	<p>Rowland Reading Foundation and independent third parties (such as university professors and academic research centers) have conducted scientific research to evaluate the effectiveness of its programs in nearly every region of the United States and with every major student group. Key findings include:</p> <p><b>National Pre-Post Study</b>                      In the 2006–07 and 2007–08 school years, the Superkids Reading Program was tested in a national trial (83 schools in 22 states) involving 3,200 kindergarten students in 193 classrooms. The data collected showed that Superkids students made dramatic improvements from fall to spring on the Stanford Early School Achievement Test, moving on average from the 54<sup>th</sup> to the 79<sup>th</sup> percentile.</p> <ul style="list-style-type: none"> <li>• <b>Students of all ethnicities</b> made dramatic progress – by spring, all students scored at or above the 70<sup>th</sup> percentile.</li> <li>• <b>Students of all abilities</b> made dramatic gains – on the fall test, 35% of students scored in the lowest quartile; by spring, only 11% of students scored in this quartile.</li> <li>• <b>African-American students</b> started the year at about the national average but finished the year well above the national average at the 73<sup>rd</sup> percentile.</li> <li>• <b>Hispanic students</b> started the year below the national average but finished the year well above the national average at the 70<sup>th</sup> percentile.</li> <li>• <b>Low-income children</b> scored on average at the 29<sup>th</sup> percentile in the fall; in the spring, they scored at the 66<sup>th</sup> percentile, well above the national norm with a gain of 37 percentile points.</li> </ul>



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<p><b>innovative practices</b> ..., (2) allow eligible entities to work in partnership with the private sector and the philanthropic community, and (3) support eligible entities in identifying and documenting best practices...."</p> <p>SEC. 14007. INNOVATION FUND.            "(1) <u>Scale-up grants</u> provide funding ...for which there is <b>strong evidence ...that the proposed practice, strategy, or program will have a statistically significant effect</b> on improving student achievement or student growth....</p> <p>(2) <u>Validation grants</u> provide funding ... for which there is currently only <b>moderate evidence ...that the proposed practice, strategy, or program will have a statistically significant effect on improving student achievement</b> or student growth....</p> <p>(3) <u>Development grants</u> provide funding to support high-potential and relatively untested practices, strategies, or programs whose efficacy should be systematically studied...."</p>	<ul style="list-style-type: none"> <li>• <b>English language learners</b> scored on average far below the national norm at the 26<sup>th</sup> percentile in the fall; by spring, this group made striking gains, finishing the year above the national norm at the 63<sup>rd</sup> percentile, a gain of 37 percentile points.</li> <li>• <b>The gender gap</b> was reduced by nearly half. This gender gap in reading is typically observed in the earliest years of school and it grows over time. Educators increasingly believe that it is critical for boys to get a strong start in reading in the primary grades.</li> </ul> <p><b>Two-Year Impact</b>            During the 2006–2007 and 2007–2008 school years, 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. The students started kindergarten at the 54<sup>th</sup> percentile in reading compared to children nationally ended first grade at the 75<sup>th</sup> percentile. If these children had merely progressed as much as children do normally, they would have ended first grade at about the 54<sup>th</sup> percentile, so the 21-point gain is a truly remarkable result.</p> <p><b>Treatment/Control Studies</b>            The Center for Research on Educational Policy (CREP) conducted a quasi-experiment during the 2005–2006 school year in two schools. The sample consisted of 152 children in 8 kindergarten classrooms that used Superkids and 120 similar students in 7 classrooms that used other reading programs (control group). At the end of the school year, researchers administered the Gates-MacGinitie Reading Test. According to CREP, “The results were extremely positive favoring the Superkids students.” The median percentile rank for the Superkids students was 90, while the median percentile rank of the comparison group was 68. Effect sizes ranged from 0.27 to 0.46.</p> <p><b>Large-Scale, National Quasi-Experiments</b>            During 2006–2007 and 2007–2008 school years, the Superkids Reading Program was tested in two large-scale, national quasi-experiments.</p> <ul style="list-style-type: none"> <li>• In one kindergarten study (conducted by Dr. Geoffrey Borman at the University of Wisconsin), 23 Superkids classrooms were compared to 20 traditional basal reading 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. Students were tested at the beginning and end of the school year with the Stanford Early School Achievement Test. Results showed that Superkids students’ performance was superior to the control group's in all reading domains tested. Effect sizes ranged from 0.11 to 0.25. (See: Borman, G. D. &amp; Dowling, N. (2009). Student and Teacher Outcomes of The Superkids Quasi-Experimental Study. <i>Journal of Education for Students Placed at Risk (JESPAR)</i>, 14(3), 207-225.)</li> <li>• The second study (conducted by Dr. Jerome D’Agostino, associate professor at The Ohio State</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>University) also compared Superkids classrooms to control classrooms, but the classrooms were in different schools (21 Superkids classrooms in 11 schools and 22 well-matched classrooms in 11 demographically similar schools across seven states). The 382 Superkids students and 368 control students were tested with the Iowa Test of Basic Skills. Superkids students outperformed control students in four measures of reading skills. Effect sizes ranged from .23 to .41. Dr. D’Agostino said, “The effect sizes mean that the <i>average classroom</i> using Superkids performed from 9 to 16 percentiles higher than the average control classroom after one year....”</p> <p><b>DIBELS and SESAT Results</b>                      Reading assessment data from 2004-2005 were collected from three matched pairs of first-grade classrooms in Alaska, Kansas, and Pennsylvania. Analysis showed that Superkids classrooms gained more than control classrooms on nine out of ten assessments. Further, when standardized scores from assessments of phonological awareness and knowledge of the alphabetic principle were analyzed, Superkids students significantly outgained the control students, with an effect size of 0.57.</p> <p><b>Top Ratings By Teachers</b>                      Structured telephone interviews were conducted in April 2007 and 2008 with 235 Superkids teachers. Additionally, 41 control teachers were interviewed, and their responses were compared to the responses of 45 matched Superkids teachers.</p> <ul style="list-style-type: none"> <li>• <b>Teachers rated the Superkids Reading Program at least 4.5/5.0 in every category</b> across: (1) overall satisfaction; (2) effectiveness at teaching children to read; (3) effectiveness at motivating students to learn; and (4) ease of use. 88% said Superkids was more effective than other programs they had used, 97% wanted to use the program again, and 97% would recommend the program to a colleague.</li> <li>• <b>Researchers found that Superkids teachers were more satisfied with their program than control teachers.</b> Superkids teachers reported greater overall satisfaction (4.65 versus 3.85), greater perceived effectiveness (4.74 versus 3.90), greater perceived motivation of students (4.83 versus 3.75), and easier implementation (4.63 versus 3.95) than control teachers.</li> <li>• <b>Superkids teachers reported spending less time teaching language arts than the control teachers, yet Superkids students had larger reading gains</b> (105 minutes compared to 132 minutes in the one study, and 99 minutes compared to 141 minutes in another study).</li> </ul>
<b>Innovations that Support Effective Teachers and Principals</b>	
<p>SEC. 14007. INNOVATION FUND.  <u>"Absolute Priority 1-Innovations that Support Effective Teachers and Principals.</u> ...the Department provides funding to support <b>practices, strategies, or programs that are</b></p>	<p>The Superkids Reading Program and Happily Ever After include initial in-service training and ongoing professional learning and coaching opportunities. For any district/school partnership, the Rowland Reading Foundation customizes services to meet teacher and administrator needs, on requested days and times. A cadre of literacy coaches, in-service training professionals, and program experts are</p>



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<p><u>designed to increase the number or percentages of teachers or principals who are highly effective</u> teachers or principals or reduce the number or percentages of teachers or principals who are ineffective...."</p>	<p>located throughout the country to provide implementation support. A recommended training plan involves:</p> <ul style="list-style-type: none"> <li>• <b>Year 1:</b> Initial in-service foundation and implementation training, two to three (2-3) coaching visits per classroom, administrator orientation training, parent orientation event, professional development seminars, and a third-grade awareness meeting.</li> <li>• <b>Years 2–3:</b> In-service training for experienced teachers, train-the-trainer workshops to build capacity within the school, professional development seminars, grade-level meetings, and leadership development sessions for leaders and mentors.</li> <li>• <b>Years 4–6:</b> In-service training for expert teachers and continuation support for leaders and mentors.</li> </ul> <p>Training and support are delivered via hands-on workshops, DVD training modules, website support, and the helpline.</p> <ul style="list-style-type: none"> <li>• <b>Hands-On Workshops</b> <ul style="list-style-type: none"> <li>- <b>Foundations of Primary Literacy</b> – This session lays the groundwork for understanding the process of learning to read. The science of reading and the contemporary research are presented in an interactive format, and participants will leave this session with a firm understanding of how the neural pathways for reading are formed, what systematic, explicit instruction really means, and how the program is truly research-based. The session is for all teachers and administrators and occurs before the implementation training.</li> <li>- <b>Implementing the Program</b> – This training, divided by grade level, prepares teachers to implement the program. Participants engage in role-playing lessons and debriefing the “what” and “why” of the program. Teachers leave this session prepared to use all program materials. All teachers new to the program, or new to a grade level participate in the sessions; experienced teachers are also welcome to attend as a refresher course.</li> <li>- <b>Administrator Orientation</b> – A presentation for administrators helps acquaint them with the program and research foundation. The session includes a helpful “What to Expect” document for classroom walkthroughs.</li> <li>- <b>Parent Orientation</b> – A presentation for parents acquaints them with the program and research foundation. In year one, the Rowland Reading Foundation staff members deliver the session; in subsequent years, the LEA staff members use a PowerPoint and outline to deliver the session.</li> <li>- <b>Professional Development Seminar</b> – The Rowland Reading Foundation provides content seminars. These sessions are custom-designed, and can include keynote presentations and break-out sessions on topics related to primary literacy.</li> </ul> </li> <li>• <b>Ongoing Training &amp; Meetings</b></li> </ul>



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<p><i>Continued from earlier page</i></p>	<ul style="list-style-type: none"> <li>- <b>Coaching</b> – In year one, each classroom receives two coaching visits in the fall and one in the spring. Classroom visits can include observation and feedback, discussion on topics chosen by the teacher, or lesson modeling, including differentiated instruction. Coaching visits may also include a team or grade-level meeting, either during the day or after school. If needed, a classroom may receive additional coaching days to support a successful implementation.</li> <li>- <b>Leadership Development</b> – As part of an ongoing relationship with the Rowland Reading Foundation, LEAs may pursue a customized program to train reading specialists to deliver training, or mentor colleagues new to the program.</li> <li>- <b>Grade-Level Teacher Meeting</b> – Specifically for experienced teachers, the Rowland Reading Foundation facilitates grade-level meetings as a forum for answering questions about the program, discussing primary literacy best practices, and sharing ideas.</li> <li>- <b>Third-Grade Awareness Meeting</b> – In preparation for students entering third grade, the Rowland Reading Foundation provides an awareness meeting for third-grade teachers, to share what has been taught in Pre-K–2 classrooms.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Resources</b> <ul style="list-style-type: none"> <li>- <b>Training DVD</b> – To learn how to implement the program for the first time, or to review what they learned in the hands-on workshop, teachers can use the Training DVDs. The 30–50 minute video-based sessions (one for each grade level) provide an overview of the instructional materials and discuss the pedagogical foundation.</li> <li>- <b>Website and Helpline</b> – As teachers use the program, they have access to ongoing support via the Superkids website and helpline. The website provides a range of resources, including Q&amp;A and tips on classroom management, phonemic awareness, phonics, handwriting, spelling, vocabulary, comprehension, expressive writing, fluency, grammar, usage and mechanics. Additional tips by teachers using the program are posted on the website. The helpline gives access by phone to a program expert who can answer questions.</li> </ul> </li> </ul>



I3 Requirements	What the Superkids and Happily Ever After Programs Do
<b>Innovations that Improve the Use of Data</b>	
<p>SEC. 14007. INNOVATION FUND.  <u>"Absolute Priority 2--Innovations that Improve the Use of Data.</u> ...the Department provides funding to support strategies, practices, or programs that are designed to (a) <b>encourage and facilitate the evaluation, analysis, and use of student achievement or student growth data</b>...in order to inform decision-making and improve student achievement, student growth, or teacher, principal, school, or LEA performance and productivity; or (b) enable data aggregation, analysis, and research."</p>	<p>The Superkids Reading Program and Happily Ever After programs include summative and formative assessments to help educators evaluate performance and progress and plan instruction. These include:</p> <ul style="list-style-type: none"> <li>• <b>Initial Formal Assessment</b> – 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.</li> <li>• <b>Ongoing Informal Assessment</b> – Every day in the Superkids Reading Program (and Happily Ever After) begins with Daily Routines that provide a quick, informal assessment of recently taught skills. Teachers have many opportunities to assess children’s individual strengths and weaknesses by observing them during lessons and reviewing completed work. Teachers can record their informal observations on the Student Record Forms in the Assessment Books.</li> <li>• <b>Periodic Formal Assessment</b> – Educators can formally assess children’s mastery of skills using the Progress Tests provided in the Assessment Book for each level of the program. These tests have separate parts to assess children’s mastery of skills taught in the level. Teachers can use these results to identify skills to reteach and students who may need additional support. The Assessment Books for second grade also include formal fluency tests.</li> <li>• <b>End-of-Level Assessment</b> – When students complete a level of the Superkids Reading Program, teachers can use the End-of-Level Test to formally assess students’ achievement in the major skill areas taught.</li> <li>• <b>Standardized Tests</b> – Teachers can supplement the various program assessments with common standardized tests such as 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) for student placement.</li> </ul>



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<b>Innovations that Align with High Academic Content and Achievement Standards</b>	
<p>SEC. 14007. INNOVATION FUND.  <u>"Absolute Priority 3-Innovations that Complement the Implementation of High Standards and High-Quality Assessments.</u> ... the Department provides funding for practices, strategies, or programs that are designed to support States' efforts to transition to standards and assessments that measure students' progress toward college- and career-readiness, including curricular and instructional practices, strategies, or <u>programs in core academic subjects... that are aligned with high academic content and achievement standards and with high-quality assessments</u> based on those standards...."</p>	<p>The Superkids Reading Program and Happily Ever After help students meet rigorous requirements and align to Common Core State Standards and state-specific standards, and the International Reading Association (IRA), the National Association for the Education of Young Children (NAEYC), and the Head Start recommendations for teaching students to read. The instructional focus of each level is described below. Correlation charts for each state or national requirements show the alignment of each program to these standards.</p> <p><b>The Superkids Reading Program (Kindergarten–Grade 2)</b>                      The Superkids Reading Program is designed just for kindergarten through second grade and 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. The Superkids Reading Program provides explicit and systematic instruction in reading, spelling, handwriting, expressive writing, and simple grammar and mechanics. The six levels are:</p> <ul style="list-style-type: none"> <li>• <b>Level 1: Meet the Superkids</b> (usually taught first semester of kindergarten) This level begins children's formal phonics instruction by teaching 13 letters of the alphabet—five short vowels and eight consonants. Students learn one sound for each of the letters and how to blend the letter-sounds to read words and eventually sentences. They also learn how to write the capital and lowercase form of each letter and to encode (spell) words with the letters and sounds they've been taught. Comprehension instruction begins with lessons about read-aloud stories and then continues, starting in the middle of the level, with lessons about short decodable stories children read themselves. Lessons for each story build background and vocabulary before reading and help guide children's comprehension as they read. Expressive writing is taught through shared writing activities and independent writing in which children dictate what they want to write or use temporary spelling. By the end of this level, students understand how written language relates to spoken language.</li> <li>• <b>Level 2: Superkids' Club</b> (usually taught second semester of kindergarten) This level continues children's phonics instruction by teaching the remaining 13 letters of the alphabet, one sound for each, and how to write the capital and lowercase forms. With each new letter they learn, children are able to decode and encode (spell) more and more words. They read longer decodable stories as the level progresses, and lessons continue to develop their comprehension and vocabulary through reading. Expressive writing is taught the same way as in the previous level, but as children increase their knowledge of letters and sounds, they are able to write more words themselves.</li> <li>• <b>Level 3: Adventures of the Superkids</b> (usually taught first semester of first grade) This level steps up students' phonics instruction by teaching more complex letter-sound relationships, such as</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>digraphs and long-vowel sounds. Instead of focusing just on individual letter-sounds, children learn to use word families and whole-word patterns to help them decode and encode. They also learn how to read and spell six new Memory Words—high-frequency or sight words—in every unit. The decodable stories children read in this level are longer and more complex than those in kindergarten. Lessons for each story help guide children’s understanding and explicitly teach comprehension skills and strategies. Lessons also teach and have children practice using fluency skills, such as reading with expression and natural phrasing. Explicit and systematic instruction in expressive writing teaches children how to write a wide variety of products and introduces them to the writing process.</p> <ul style="list-style-type: none"> <li>• <b>Level 4: More Adventures of the Superkids</b> (usually taught in second semester of first grade) This level teaches more difficult phonetic elements, including r-controlled vowels and vowel combinations, such as <i>au</i>, <i>oi</i>, <i>oy</i>, and <i>oo</i>. Children learn strategies for decoding and encoding (spelling) words with variant vowel sounds. Then also continue learning to read and spell new Memory Words (sight words). By the end of this level, students are able to read and spell all 220 sight words on the Dolch Basic Word List. Comprehension and fluency skills are explicitly taught and children practice applying the skills to progressively longer and more challenging decodable stories. Instruction in expressive writing teaches children how to write additional products and use the writing process to plan, draft, revise, and publish.</li> <li>• <b>Level 5: The Superkids Hit Second Grade</b> (usually taught in first semester of second grade) This level reviews, at a much faster pace, all the phonics and spelling skills taught in the first-grade levels of the program. The goal is for children to master these essential skills so that they are confident, automatic decoders and spellers. At the same time, this level greatly expands students’ world of reading. Children are taught how to apply comprehension skills to a wide variety of authentic fiction—including folktales, historical fiction, and realistic chapter books—and to nonfiction science and social studies articles in SUPER Magazine. Children’s vocabulary and fluency are also developed through their instruction with these materials, plus a Decodable Reader. Expressive writing skills are taught in greater depth than in the previous levels and children use the writing process to publish one final piece in every unit.</li> <li>• <b>Level 6: The Superkids Take Off</b> (usually taught in second semester of second grade) Phonics and spelling instruction in this level introduces children to some of the complexities of the English language. Children learn less common sound-spellings to add to their knowledge of sound-spelling patterns. They soon realize that their new challenge is in having to remember which pattern applies to which words. Explicit instruction in comprehension, vocabulary, and fluency continues, but at a higher level as children read longer, more complex chapter books and nonfiction articles in SUPER Magazine. Similarly, children are challenged to produce longer, more complicated expressive writing</li> </ul>



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<p><b>Innovations that Turn Around Persistently Low-Performing Schools</b></p>	
<p>SEC. 14007. INNOVATION FUND.  <u>"Absolute Priority 4-Innovations that Turn Around Persistently Low-Performing Schools.</u> Under this priority, the Department provides funding to support <b><u>strategies, practices, or programs that are designed to turn around schools...."</u></b></p>	<p>Grounded in proven pedagogical approaches to reading, the Superkids Reading Program and Happily Ever After support best practices in teaching phonemic awareness, phonics, fluency, vocabulary, and reading comprehension strategies. It integrates reading instruction with other language arts skills including handwriting, expressive writing, spelling, and grammar using a motivating, enriching student materials and activities. Key strategies employed by the programs include:</p> <p><b>The Superkids Reading Program (Kindergarten - Grade 2)</b></p> <ul style="list-style-type: none"> <li>• <b>Motivation is key to children’s success.</b> The Superkids Reading Program features a cast of delightful characters that keep children engaged and motivated as they go about the serious work of learning to read and write. Each Superkid has a distinctive personality, special talents and interests, and problems and predicaments that young readers can relate to. With songs and stories, the Superkids carry children from lesson to lesson, capturing and sustaining interest in rigorous, disciplined, yet fun lessons.</li> <li>• <b>Explicit phonics instruction gives children a reliable way to unlock the written word.</b> The systematic, explicit phonics instruction at the heart of the program is thoughtfully and thoroughly designed so that children learn to decode words with continuous practice until they reach automaticity and fluency. As children decode, they are learn to encode, or write, letters for the sounds they have learned. Thus, the relationship between written and spoken language is made explicit as children write what they speak and read what they write.</li> <li>• <b>Phonetically controlled vocabulary enables children to really read, not guess.</b> In the kindergarten and first-grade levels, children’s reading consists almost exclusively of sound and</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>symbols that have been explicitly taught. Reading phonetically controlled vocabulary encourages children to build the habit of decoding, rather than making guesses, until they can read automatically. In second grade, decodable stories are offered alongside SUPER Magazine and authentic literature, to further reinforce fluency.</p> <ul style="list-style-type: none"> <li>• <b>The program seamlessly integrates all of the language arts.</b> Reading skills are developed in concert with other language skills so that children understand the integration of written and spoken language. Children advance with balanced skills that can be applied to accessing, processing, and reproducing language as they “hear it, see it, say it, and write it.” In this way, all the skills are taught in multiple modalities—visual, auditory, and kinesthetic.</li> </ul> <p><b>Happily Ever After (Pre-kindergarten)</b></p> <ul style="list-style-type: none"> <li>• <b>Motivation is key to children’s success.</b> Happily Ever After includes beautifully illustrated stories; lively discussions; and variety of hands-on activities, group games, and art projects—all of which delight children. Throughout the program, clear instruction builds success step-by-step, giving children confidence as they develop the skills they need to learn to read.</li> <li>• <b>Early reading skills are most effectively taught when integrated with the other language arts.</b> Happily Ever After keeps children engaged by fully integrating reading, writing, listening, and speaking. Children listen to stories and discuss them. Children see educators write and they write themselves by dictating their ideas. Children begin to understand that written words stand for spoken thoughts and that communication is the goal of all the language arts.</li> <li>• <b>Explicit instruction supports children at every step.</b> Happily Ever After assumes nothing. Instead, it carefully breaks down and explains tasks. For example, children aren’t just asked to draw a line. First, they learn what a dot and a line are, put a crayon on the dot, and trace the line. Then, they draw a line, learn the meaning <i>under</i>, and apply that to <i>underline</i>. This explicit, systematic approach makes children successful and gives the strongest possible foundation for learning to read.</li> <li>• <b>A multimodal approach develops the learning styles of all children.</b> Strengthening the ability to learn in all modalities prepares children for reading (which involves mainly the visual modality), spelling (auditory), and writing (kinesthetic). Multimodal practice helps children master skills and concepts regardless of strengths or preferred learning styles. Throughout the program, children learn new skills, concepts, and vocabulary by seeing, hearing, and participating in physical activities.</li> </ul>



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<b>Innovations for Improving Early Learning Outcomes</b>	
<p>SEC. 14007. INNOVATION FUND.  <u>"Competitive Preference Priority 5--Innovations for Improving Early Learning Outcomes. We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to <b>improve educational outcomes for high-need students who are young children (birth through 3<sup>rd</sup> grade) by enhancing the quality of early learning programs.</b>"</u></p>	<p>By implementing the Superkids Reading Program as well as Happily Ever After, LEAs can design an effective, coordinated program that supports students from prekindergarten through second grade.</p> <ul style="list-style-type: none"> <li>• <b>Happily Ever After (Pre-kindergarten)</b> Happily Ever After teaches a rich curriculum of early literacy skills, including story structure and appreciation, print and book awareness, letter recognition and naming, auditory discrimination, phonological and phonemic awareness, listening and direction following, fine motor skills, recognizing colors and shapes, instructional concepts and vocabulary, oral language development, and emergent writing through children’s dictation. It provides the foundation that children need to be successful when they begin formal reading instruction.</li> <li>• <b>The Superkids Reading Program (Kindergarten–Grade 2)</b> The Superkids Reading Program teaches all aspects of reading, seamlessly integrated with the language arts, and provides explicit and systematic instruction in reading, spelling, handwriting, expressive writing, and simple grammar and mechanics.</li> </ul> <p>As these two programs help students meet rigorous state standards, and align to the Head Start, International Reading Association (IRA), and the National Association for the Education of Young Children (NAEYC) recommendations for teaching students to read, LEAs can assist children as they transition from early childhood programs to the primary school classroom.</p>
<b>Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students</b>	
<p>SEC. 14007. INNOVATION FUND.  <u>"Competitive Preference Priority 7--Innovations to Address the Unique Learning Needs of Students with Disabilities and Limited English Proficient Students. We give competitive preference to applications for projects that would implement <b>innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities</b>, including those who are assessed based on alternate academic achievement standards, <b>or the linguistic and academic needs of limited English proficient students.</b>"</u></p>	<p>Differentiated instruction describes the classroom practice of tailoring teaching methods and materials based on students’ documented 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. For example, the Superkids Reading Program is comprehensive and provides research-based core instruction and specific opportunities to meet the needs of all learners by adhering to three principles of differentiated instruction:</p> <p><b>Principle 1: Identify the children’s needs through formal and informal assessment.</b>  The program offers formative and summative assessments so teachers can answer: <i>What does the child need? What should I teach?</i> Formal assessments in the Assessment Books include Placement Tests (or Beginning-of-the Year Test), Progress Tests and End-of-Level Tests. Teachers can informally assess students using Daily Routines, daily skill work in Student Books and Word Work Books, optional blackline master activities, expressive writing assignments, discussion of comprehension questions during guided reading, and other classroom discussions.</p> <p><b>Principle 2: Deliver core instruction using research-based materials.</b>  The Superkids Reading Program meets the criteria for effective, research-based core reading</p>



I3 Requirements	What the Superkids and Happily Ever After Programs Do
<p><i>Continued from earlier page</i></p>	<p>instruction delivered to all students during a 60- to 90-minute reading block for K-1<sup>st</sup> grade and a 120-minute reading block in 2<sup>nd</sup> grade. Core, grade-level instruction is delivered systematically to the whole class to ensure that all students have the necessary sequence of skill instruction over the K-2 development span in phonemic awareness, phonics, fluency, vocabulary, reading comprehension, spelling, handwriting, writing, grammar, and mechanics. Similarly, Happily Ever After is used during core instruction for prekindergarten students.</p> <p><b>Principle 3: Differentiate instruction based on student needs.</b>                      With the Superkids Reading Program, for example, teachers are able to address students’ individual needs <i>every day</i> in small groups or one-on-one. Lessons are structured so that teachers can give struggling students more guidance on their core skill work while allowing other students to work more independently. <b>Ten-Minute Tuck-Ins</b> 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. <b>Guided reading instruction</b> 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. <b>Superkids Libraries</b> for kindergarten and first grade provide over 100 decodable fiction and nonfiction books at three levels—easy, on-level and challenging—for additional guided reading or independent practice that matches students’ reading abilities. <b>CDs</b> with recorded readings of core texts and Library Books are available to support struggling readers and help all students develop listening comprehension and fluency skills. <b>Independent Activities</b> 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. A <i>How to Teach</i> book for each grade explains best practices for teaching the program, including how to differentiate instruction. The <i>Superkids Skill-Building Book</i> offers additional activities and tips to help teachers provide targeted instruction to meet students’ needs. The Rowland Reading Foundation also offers a range of professional development opportunities for teachers to acquire best practices in differentiated instruction via on-site workshops and coaching days.</p>
<p><b>Innovations that Serve Schools in Rural LEAs</b></p>	
<p>SEC. 14007. INNOVATION FUND.                      "<u>Competitive Preference Priority 8-Innovations that Serve Schools in Rural LEAs.</u> We give competitive preference to applications for projects that would implement innovative <b>practices, strategies, or programs that are designed to focus on the unique challenges of high-need students</b> in schools within a rural LEA ... and address the particular challenges faced by students in these schools."</p>	<p>Rowland Reading Foundation is a nonprofit organization dedicated to improving reading instruction in the primary grades. In doing so, the Foundation has supported rural school children across the country in addition to urban school children. The Foundation publishes the Superkids Reading Program, a core reading program designed just for kindergarten through second grade that teaches all aspects of reading seamlessly integrated with the language arts. Happily Ever After is the Foundation’s motivating, literature-based reading readiness program. Examples of its success in rural schools include:</p> <ul style="list-style-type: none"> <li>• North Andrew Elementary School in Missouri ~ A total of 27 rural school students were tested in</li> </ul>



I3 Requirements	What the Superkids and Happily Ever After Programs Do
<p><i>Continued from earlier page</i></p>	<p>fall 2007 (beginning of kindergarten) and spring 2009 (end of first grade) with the Stanford Achievement Test Tenth Edition (SAT-10). After two years of Superkids, students gained from 28 to 35 percentile points on the three tests taken both times. These gains represent a truly remarkable improvement in reading skills. Similarly, on Reading Comprehension and Spelling, which were given only at the end of first grade, students scored on average at the 67th and 68th percentiles, respectively, which is better than nearly 7 of 10 students nationally.</p> <ul style="list-style-type: none"> <li>• Tioga Elementary School in New York ~ After one year of instruction with the Superkids Reading Program, 50 rural kindergarten students experienced strong growth on the Iowa Test of Basic Skills (ITBS) from fall to spring, gaining 24 percentile points in Word Analysis, 17 percentile points in Vocabulary, and 30 percentile points in Language. Tests for Reading Comprehension and Reading Words were given only in the spring and students scored at the 69<sup>th</sup> percentile, or better than nearly 7 of 10 students nationally.</li> <li>• Eastport Avenue Elementary in Ohio ~ A total of 31 rural school students were tested in fall 2007 (beginning of kindergarten) and spring 2009 (end of first grade) with the Iowa Test of Basic Skills (ITBS). In fall of kindergarten, students scored on average at the 42nd percentile on Word Analysis (the only test given at the beginning of kindergarten). After two years of instruction with The Superkids Reading Program, students improved an average of 39 percentile points on Word Analysis, jumping to the 81st percentile by the end of first grade, which is better than 8 out of 10 first-graders nationally. Students also scored in the top quartile (above the 75th percentile) on four of the five additional tests given at the end of their first-grade year.</li> <li>• Sequoyah Lower Elementary School in Oklahoma ~ After one year of instruction with the Superkids Reading Program, 56 rural kindergarten students experienced dramatic improvements on the Stanford Early School Achievement Test (SESAT), jumping from the 55th percentile to the 71st percentile in Total Reading, a gain of 16 percentile points.</li> <li>• Northside Early Childhood Center, Texas ~ A total of 240 rural kindergarten students in 16 classrooms were tested in fall 2007 and spring 2008 with the Stanford Early School Achievement Test (SESAT). After one year of instruction with the Superkids Reading Program, students improved an average of 55 percentile points on SESAT Total Reading, jumping from the 19th percentile to the 74th percentile.</li> </ul>

