

## Funding Alignment: English Learner Education

Title III, A (English Learner Education) helps ensure that children who are limited English proficient develop high levels of academic achievement in English and meet challenging state standards.

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 English Learner Education program requirements and alignment with Rowland Reading Foundation programs.

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| <b>Attainment of Challenging State Standards</b>   |   |
| <p>SEC. 3102. PURPOSES.<br/>                     "The purposes of this part are... <u>to help ensure that children... meet the same challenging State academic content and student academic achievement standards as all children are expected to meet....</u>"</p> <p>SEC. 3212. PROGRAM ENHANCEMENT ACTIVITIES.<br/>                     "Grants... shall be used for... <u>developing, implementing, expanding, or enhancing comprehensive ...programs...</u> that are – (l) <u>aligned with State and local academic content and student academic achievement standards, and local school reform efforts....</u>"</p> <p>SEC. 3212. PROGRAM ENHANCEMENT ACTIVITIES.<br/>                     "Grants... shall be used for identifying, acquiring, and applying effective curricula, instruction materials ...and assessments that are <u>all aligned with State and local standards....</u>"</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><br/>                     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</li> </ul> |



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| <p><i>Continued from earlier page</i></p>      | <p>temporary spelling. By the end of this level, students understand how written language relates to spoken language.</p> <ul style="list-style-type: none"> <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 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.</li> <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</li> </ul> |



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| <p><i>Continued from earlier page</i></p>   | <p>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.</p> <ul style="list-style-type: none"> <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 products, including a research report and their own magazine. They are also expected to use the writing process with greater independence with each unit. By the end of this final level of the Superkids Reading Program, students should be confident, independent readers and writers, ready for intermediate-grade work.</li> </ul> <p><b>Happily Ever After (Pre-kindergarten)</b><br/>                     Happily Ever After is a reading readiness program designed to give children the foundation they need to be successful when they begin formal reading instruction. Well-known, beautifully illustrated selections of children’s literature are the basis of the 10 units in the program. The program 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. Happily Ever After can be used as a stand-alone program for pre-K students and kindergartners who aren’t ready for the Superkids Reading Program.</p> |
| <b>Scientifically-Based Methodology</b>   |  |
| <p>SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.<br/>                     "...The entity shall <b>use approaches and methodologies based on scientifically based research</b> on teaching limited English proficient children and immigrant children and youth...."</p> <p>SEC. 3231. PROFESSIONAL DEVELOPMENT GRANTS.<br/>                     " The purpose of this section is ...to prepare educators to improve educational services ...by... <b>incorporating curricula and resources concerning appropriate and effective instruction and assessment methodologies</b> specific to</p> | <p>The Superkids Reading Program and Happily Ever After align exceptionally well with the findings of the Report of the National Reading Panel (2000) across five areas of reading instruction: <b>phonemic awareness, phonics, fluency, vocabulary, and reading comprehension</b>. The programs support best instructional practices by integrating systematic reading instruction with other language arts instruction in <b>spelling, handwriting, expressive writing, grammar, and mechanics</b>. Finally, the <b>latest brain research</b> concludes that intensive phonics instruction (such as the instruction in the Superkids Reading Program) strengthens neural pathways and automaticity in the brain, which leads to permanent improvements in the reading abilities of struggling learners.</p> <p><b><u>Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension Instruction</u></b></p>   |



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| <p>limited English proficient children...."</p> <p>SEC. 3213. COMPREHENSIVE SCHOOL AND SYSTEMWIDE IMPROVEMENT ACTIVITIES.<br/>                     "...Grants awarded under this section shall be used for —...<br/> <u>implementing programs to upgrade reading and other academic skills</u>; ...[and]... <u>implementing scientifically based research programs</u> to meet the needs of limited English proficient children...."</p> | <ul style="list-style-type: none"> <li>• <b>Phonemic awareness prepares children to read.</b> In Happily Ever After and the kindergarten levels of the Superkids Reading Program, children learn to notice, think about, and manipulate sounds (phonemes) in spoken language. Daily phonemic awareness activities give children practice isolating, identifying, blending, and segmenting sounds in various positions in spoken words. In kindergarten, children are also taught to associate one sound with each letter of the alphabet. Phonemic awareness skills are reinforced throughout the first- and second-grade levels of the program as children are taught the remaining phonemes heard in the English language, including the sounds for consonant digraphs, long vowels, r-controlled vowels, and other variant vowels. Along with phonemic awareness, the two programs help develop children’s phonological awareness through activities that work with onsets and rimes, rhyming words, and syllables.</li> <li>• <b>Phonics instruction gives children a reliable way to unlock the written word.</b> Phonics is taught explicitly and systematically in all levels of the Superkids Reading Program. Letter-sound associations are introduced in a clearly defined sequence and at a pace that’s manageable for students. In kindergarten, children are taught short-vowel sounds and one sound for each consonant. In first grade, they learn consonant digraphs, long-vowel patterns, r-controlled vowels, and other vowel variants. Second grade reviews all the major sound-spelling relationships that have been taught and teaches a few additional sound-spellings. The program gives children substantial practice in applying their knowledge of sound-spelling relationships to reading words, sentences, and stories. On a daily basis, children practice decoding and encoding (spelling) words with newly taught letter-sounds. For reading practice, all levels provide decodable stories in which the majority of words contain only sound-symbols that have been explicitly taught. Reading phonetically controlled vocabulary encourages children to decode unknown words rather than guessing at them, and builds their confidence and motivation to independently tackle more challenging material.</li> <li>• <b>Fluency frees children to focus on comprehension.</b> The Superkids Reading Program develops children’s automaticity in word recognition and their fluency with connected text. Through daily practice, children learn to blend letter-sounds effortlessly and decode words quickly. They are also taught to quickly recognize by sight a selection of Memory Words, high-frequency words that they cannot decode. Fluency skills with connected text are explicitly taught, modeled, and practiced in each level of the program. Skills include reading with expression, with natural phrasing, with appropriate stress, and at an appropriate rate, as well as observing punctuation. After a skill is modeled, children practice applying it as they read aloud a section of text repeatedly with their teacher, with a partner, or by themselves. Students practice fluency skills with decodable text in kindergarten through second grade. In second grade, children also practice fluency skills with a wide variety of fiction and nonfiction genres. Teacher read-alouds and recorded readings on CD provide additional models of fluent reading. Children, particularly struggling readers, are able to</li> </ul> |



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| <p><i>Continued from earlier page</i></p>      | <p>build their fluency by reading aloud with the recorded readings on CD.</p> <ul style="list-style-type: none"> <li>• <b>Vocabulary development is essential for helping children make sense of text.</b> Happily Ever After and the Superkids Reading Program teach vocabulary indirectly through everyday experiences with language and directly through instruction on specific words and word-learning strategies. In both programs, but especially in <i>Happily Ever After and the first level of Superkids</i>, children develop vocabulary as they listen to and discuss stories read aloud. Lively songs and richly illustrated scenes in the Superkids student materials are also used to prompt conversations based on the Superkids characters and their interests. These conversations create a common background that helps ensure all students, including those with limited language, will be able to understand vocabulary in the reading materials. In addition, before children listen to or read a text in the programs, they are taught specific words that are important to understanding the text. Other words and idioms from the text are discussed in context during reading and then expanded to other contexts after reading. Happily Ever After also teaches important function words and abstract concepts, such as the names of colors and shapes, words for sizes, position words, sequence words, and verbs used in directions, such as <i>cut, trace, fold, color in, draw, and circle</i>. Superkids teaches about relationships between words with activities on categorizing, synonyms, antonyms, and multiple-meaning words. Word-learning strategies using context clues, word parts, and dictionary skills are also taught.</li> <li>• <b>Comprehension instruction helps children understand, retain, and connect with what they read.</b> In Happily Ever After and the first level of the Superkids Reading Program, children’s comprehension is primarily developed with stories read aloud to them. Then starting in Level 2, comprehension instruction focuses on text children read. Lessons teach vocabulary and build background before children read. Discussion questions in the lessons help teachers guide children’s understanding as they read and help them make connections and form opinions after reading. Each question gives practice with a particular comprehension skill, such as determining important ideas, understanding characters, drawing conclusions, or recognizing cause and effect. Starting in first grade, children are also explicitly taught how to apply a specific comprehension skill, often using a graphic organizer, to each story they read. In second grade, children are taught how to apply comprehension skills to a wide variety of fiction and nonfiction genres. Lessons in all the levels include think-alouds to help teachers model comprehension strategies, including asking questions, self-monitoring and using fix-up tips, recognizing text structure, and summarizing.</li> </ul> <p><b><u>Language Arts Skills</u></b><br/>The Superkids Reading Program includes instruction in these language arts:</p> <ul style="list-style-type: none"> <li>• <b>Handwriting</b> – In the kindergarten levels of the Superkids Reading Program, children are taught how to write the capital and lowercase form of each letter as they learn the letter’s name and a</li> </ul> |



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| <p><i>Continued from earlier page</i></p>      | <p>sound associated with it. They are also taught the proper letter spacing for words and between words and sentences. In all levels of the Superkids Reading Program, children practice writing letters, words, and sentences every day during a Daily Handwriting Routine. The program also includes an optional cursive writing component for the second half of second grade.</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> — The spelling strand is taught explicitly as part of core instruction in all levels of the Superkids Reading Program. As children are taught how to decode, they also taught how to encode words by writing the letters that stand for the sounds they hear. In addition, children are taught to memorize the spelling of a few high-frequency irregular words in kindergarten and many more in first and second grade. (By the end of first grade, children should know how to encode, or spell, by memory all 220 words on the Dolch list of high-frequency sight words.) The Daily Dictation Routine in all levels gives children practice encoding phonetically regular words and spelling irregular Memory Words every day. Activities in Student Books (K-1) and Word Work Books (grade 2) also reinforce spelling skills. In first and second grade, children have regular spelling tests that include both encodable words and irregular Memory Words.</li> <li>• <b>Simple Grammar and Mechanics</b> – Superkids teaches children how words function in the English language. Nouns, verbs, adverbs, adjectives, pronouns, and conjunctions are taught at the best opportunities. For instance, when the phoneme /hw/ is introduced, children learn to recognize and spell interrogative words such as <i>when</i>, <i>why</i> and <i>where</i>. They are taught the difference between a question and a statement and to form a question mark as they practice writing their own questions. All these activities support reading and simultaneously enhance writing.</li> <li>• <b>Written Expression</b> – All levels of the Superkids Reading Program provide explicit, systematic writing instruction appropriate for children’s developmental stage. In kindergarten, children are instructed through shared writing activities in which the teacher models how to write and asks children to contribute ideas. Children also produce their own writing products by writing letters and words they know and using temporary spelling or having a teacher write other words for them. In first grade, students are taught how to write a variety of products—such as lists, labeled diagrams, sentences about topics, and stories—and they do more and more of the writing independently as the school year progress. First graders are also introduced to the writing process, using it to produce several published pieces. In second grade, children are taught in greater depth about different types of writing products and they use the writing process in each unit to produce these published pieces: an autobiography, poem, friendly letter, book review, personal story, imagined story, research report, and a magazine. Writing instruction in all levels includes modeling of skills and products, think-alouds to show how good writers think as they write, and one-on-one conferencing with students about their writing assignments.</li> <li>• <b>Readiness Skills</b> – Happily Ever After focuses on the skills research has shown are essential</li> </ul> |



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| <p><i>Continued from earlier page</i></p>  | <p>building blocks for reading and writing: speaking and listening; print and book awareness; phonological awareness; letter recognition; listening to books read aloud. Plus, Happily Ever After helps children develop the fine motor skills they will need to write and gives them practice in following directions. These skills are all reinforced in the Superkids Reading Program, particularly in the kindergarten levels.</p> <p><b><u>The Latest Brain Research</u></b><br/>                     Until the 1990s, theories about cognitive processes involved in reading derived mainly from observations and behavioral measurements. In the 1990s, this changed when researchers were able to identify differences between the brain activation patterns of struggling and non-struggling readers. In one recent study (B. Shaywitz et al., 2004), researchers designed an experiment in which a group of struggling readers used an intensive intervention with systematic phonological awareness training and explicit instruction in sound-symbol correspondences. What they found was remarkable: intensive phonics instruction altered the neural systems of the brain. The implications of this study are extraordinary. Phonics-based programs, such as the Superkids Reading Program, can help struggling readers read better by altering the way their brains store and retrieve information on the neurological level.</p> |
| High-Quality Professional Development  |  |
| <p>SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.<br/>                     "... An eligible entity ...shall use the funds... to provide <b>high-quality professional development</b> ...that is –<br/>                     (A) designed to <b>improve the instruction and assessment of limited English proficient children;</b><br/>                     (B) designed to <b>enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children;</b><br/>                     (C) <b>based on scientifically based research</b> demonstrating the effectiveness of the professional development in <b>increasing children's English proficiency</b> or substantially increasing the <b>subject matter knowledge, teaching knowledge, and teaching skills</b> of such teachers; and<br/>                     (D) <b>of sufficient intensity and duration</b>... to have a positive and lasting impact on the teachers' performance in the classroom...."</p> <p>SEC. 3212. PROGRAM ENHANCEMENT ACTIVITIES.</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 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>  |



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| <p>"Grants ...shall be used for... providing <u>high-quality professional development...</u> [and] <u>providing training, aligned with State and local standards....</u>"</p> <p>SEC. 3213. COMPREHENSIVE SCHOOL AND SYSTEMWIDE IMPROVEMENT ACTIVITIES.<br/>                     "Grants ...shall be used for... providing <u>services to meet the full range of the educational needs of limited English proficient children....</u>"</p> <p>SEC. 3231. PROFESSIONAL DEVELOPMENT GRANTS.<br/>                     "The purpose of this section is... to prepare educators by – ... <u>supporting professional development programs and activities....</u>"</p> <p>SEC. 3231. PROFESSIONAL DEVELOPMENT GRANTS.<br/>                     "...Grants awarded ...shall be used to conduct... effective activities ...including... <u>preservice and inservice professional development...</u> [and] ...<u>school-based collaborative efforts ... in core academic subjects, especially reading....</u>"</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> <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</li> </ul> </li> </ul> |



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| <p><i>Continued from earlier page</i></p>   | <p>what has been taught in Pre-K–2 classrooms.</p> <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>   |
| <p><b>Effective Instructional Materials</b></p>   |  |
| <p>SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.<br/>                     "...[A]n eligible entity... may use the funds... [to upgrade] program objectives and <b>effective instruction strategies.</b>"</p> <p>SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.<br/>                     "...[A]n eligible entity... may use the funds... [to improve] <b>the instruction program ...by identifying, acquiring, and upgrading curricula, instruction materials...</b> and assessment procedures."</p> <p>SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.<br/>                     "...[A]n eligible entity ... shall use the funds to pay for activities that <b>provide enhanced instructional opportunities</b> ...which may include... <b>identification and acquisition of curricular materials....</b>"</p> <p>SEC. 3213. COMPREHENSIVE SCHOOL AND SYSTEMWIDE IMPROVEMENT ACTIVITIES.<br/>                     "...Grants awarded under this section shall be used for... <b>acquiring and upgrading curricula and related instruction materials....</b>"</p> | <p>The Superkids Reading Program and Happily Ever After include robust instructional materials to support teachers as they deliver explicit reading, writing, handwriting, spelling, and grammar instruction in core pre-K–2 implementations.</p> <p><b>Kindergarten Components</b></p> <ul style="list-style-type: none"> <li>• <b>Meet the Superkids (Level 1)</b> – The 13 consumable <b>Student Books</b> provide the instructional backbone of the program. Each book teaches just one sound for one of 13 letters. Books for Units 6–13 also include short, decodable stories for children to read. Thirteen <b>Teacher’s Guides</b> provide all the lessons for teaching the Student Books. Thirteen <b>Interactive Big Books</b> (with write-on/wipe-off pages) enable teachers to model instructional activities. The <b>Meet the Superkids Library</b> contains five copies of 13 titles, a Library Guide card, and a CD of printable copies of the books for additional reading practice. The books contain decodable text that uses the same phonetically controlled vocabulary as the Student Books. The Teacher’s Guides come in a <b>Teacher Materials Binder</b> that also contains these additional materials to support instruction: <i>How to Teach Meet the Superkids</i> booklet, seven CDs, a song lyrics booklet, an Assessment Book, a <i>Quick Guide to Blending</i> card, a <i>Superkids Guide to Forming Manuscript Letters</i> card, two Ice Cream Paper Transparencies, and a Blackline Masters Book.</li> <li>• <b>Superkids’ Club (Level 2)</b> – This level includes five consumable <b>Student Books</b> that teach the remaining 13 letters and letter-sounds. Each book also includes short, decodable stories for children to read. Five <b>Teacher’s Guides</b> provide all the lessons for teaching the Student Books. Two corresponding <b>Interactive Big Books</b> support guided reading instruction. Three <b>Superkids’ Club Libraries</b> allow students to apply their reading skills to easy, on-level, and challenging books that are written with the same phonetically controlled vocabulary as the Student Books. Each Library</li> </ul> |



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| <p><i>Continued from earlier page</i></p>      | <p>contains five copies of ten titles, a Library Guide card, a CD of recorded readings, and a CD of printable copies of the books. The Teacher's Guides come in a <b>Teacher Materials Binder</b> that also contains these additional materials to support instruction: a <i>How to Teach Superkids' Club</i> booklet, six CDs, a song lyrics booklet, an Assessment Book, a <i>Quick Guide to Blending</i> card, and a Blackline Masters Book.</p> <ul style="list-style-type: none"> <li>• <b>Additional kindergarten resources</b> include: the <b>Kindergarten Teacher's Resource Kit</b> (for Levels 1 and 2), which contains 26 Alphabet Cards, 26 Tactile Cards, 150 Picture Cards, 26 Teacher and Student Letter Cards, two copies of the Superkids' Chart and Super Scene with Cling-ons, 256 sheets of Ice Cream Paper, and a Teacher White Board and Pocket Chart with dry-erase marker; the <b>Big Book of Blending</b>, which supports daily blending practice with lists of letter combinations and words that correspond with phonemes taught in the kindergarten levels; <b>Student White Boards and Dry-Erase Markers</b>, which help children form letters on colored Ice Cream Lines; 14 <b>Bendable Figures</b> of the Superkids characters for oral language and vocabulary development, role-playing, and fun; the <b>Superkids Skill-Building Book</b> with activities and resources for differentiating instruction; the <b>Superkids Sticker Bus</b> with four rolls of 200 stickers in 16 designs; <b>Kindergarten Posters</b> (12 posters with images of each Superkid); <b>One-Minute Tuck-Ins</b>, consisting of 37 quick activities that give valuable practice with essential skills; and <b>Desktop Name Strips</b> that have colored Ice Cream Lines with space for student names; <b>Ice Cream Journal Paper</b>; and <b>Ice Cream Chart Paper</b>.</li> </ul> <p><b>First-Grade Components</b></p> <ul style="list-style-type: none"> <li>• <b>Review of Kindergarten</b> – During the first three weeks of first grade, teachers have three options for reviewing skills taught in kindergarten: <i>Superkids' Summer</i> (reviews Level 1), <i>Superkids' Camp</i> (reviews Level 2), and <i>Welcome Back, Superkids</i> (reviews both Levels 1 and 2). Each review level includes a consumable <b>Student Book</b>, a <b>Teacher's Guide</b>, three or four CDs, a <b>song lyrics booklet</b>, and a <i>Superkids Guide to Forming Manuscript Letters</i> card that refresh students' skills while giving teachers an easy way to assess children's level of skill development.</li> <li>• <i>Adventures of the Superkids (Level 3)</i> – Students learn new phonics skills, Memory Words (sight words), vocabulary, and story background in five consumable <b>Student Books</b>. They apply what they learned to reading decodable stories in the hardcover <b>Reader</b> and then return to the Student Books to check comprehension and practice skills. Five <b>Teacher's Guides</b> provide all the lessons for teaching the Student Books and Reader. Three <b>Adventures of the Superkids Libraries</b>, written at the easy, on-level, and challenge levels, provide fun, engaging independent reading with decodable texts. Each Library contains five copies of 10 books, a Library Guide card, and a CD of recorded readings. The Teacher's Guides come in a <b>Teacher Materials Binder</b> that also contains these additional materials to support instruction: a <i>How to Teach Adventures of the Superkids</i> booklet, four</li> </ul> |



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| <p><i>Continued from earlier page</i></p>      | <p>CDs, a song lyrics booklet, an Assessment Book, a <i>Differentiated Instruction for Guided Reading</i> card, and a Blackline Masters Book.</p> <ul style="list-style-type: none"> <li>• <b>More Adventures of the Superkids (Level 4)</b> – Five consumable <b>Student Books</b> teach decoding, encoding, and recognition of Memory Words (including all 220 Dolch Basic Words and hundreds of other words). An accompanying hardcover <b>Reader</b> helps students apply what they learn to reading decodable selections. Five <b>Teacher’s Guides</b> provide all the lessons for teaching the Student Books and Reader. Three <b>More Adventures of the Superkids Libraries</b>, written at the easy, on-level, and challenge levels, can be used for small-group instruction and independent reading with decodable texts. Each Library contains five copies of ten books, a Library Guide card, and a CD of recorded readings. The Teacher’s Guides come in a <b>Teacher Materials Binder</b> that also contains these additional materials to support instruction: a <i>How to Teach More Adventures of the Superkids</i> booklet, three CDs, a song lyrics booklet, an Assessment Book, and a Blackline Masters Book.</li> <li>• <b>Additional first-grade resources</b> include: the <b>First-Grade Teacher’s Resource Kit</b>, which contains 91 Memory Word Flash Cards, 47 Sound-Spelling Cards, 26 Alphabet Cards, 26 Sheets of Teacher Letter Cards, a Superkids’ Chart and Super Scene with Cling-ons, a Teacher White Board and Pocket Chart with dry-erase marker, and a Superkids Poster; the <b>Big Book of Decoding</b>, which supports daily decoding practice with word lists that correspond to phonics or structural analysis skills taught in first grade; the <b>Superkids Skill-Building Book</b>, with activities and resources for differentiating instruction; <b>Ice Cream Journal Paper</b>; and <b>Ice Cream Chart Paper</b>.</li> </ul> <p><b>Second-Grade Components</b></p> <ul style="list-style-type: none"> <li>• <b>The Superkids Hit Second Grade (Level 5)</b> – The softcover, consumable <b>Word Work Book</b> provides instruction and practice in foundational skills—phonics, spelling, grammar, and mechanics—that are essential for reading and writing. A hardcover <b>Decodable Reader</b> gives children short, decodable stories for daily practice of word-attack, comprehension, and fluency skills. Four <b>Teacher’s Guides</b> provide all the lessons for teaching the Word Work Book and Decodable Reader. Four issues of <b>SUPER Magazine</b> provide nonfiction stories with content related to science, social studies, advice, humor, and directions in a fresh new format. Four <b>Teacher’s Guides</b> provide all the lessons for teaching SUPER Magazine. The <b>Book Club for Super Kids</b> contains ten copies of eight different chapter books in original trade-book formats as well as corresponding Book Talk Journals, where students write their opinions in response to questions about each book. (The Book Club also includes a Book-of-the-Week Banner, a poster of each book cover, Book Club Membership Cards, and Book Talk Discussion Starters.) Four <b>Teacher’s Guides</b> provide all the lessons for teaching the Book Club. In addition, four <b>Write It Right Teacher’s Guides</b> provide explicit and systematic instruction in expressive writing, teaching children how to write autobiographies, poems, friendly letters, and book reviews. The Teacher’s Guides come in a <b>Teacher Materials Box</b> that also</li> </ul> |



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| <p><i>Continued from earlier page</i></p>   | <p>contains these materials to support instruction: a <i>How to Teach Superkids: Second Grade</i> booklet, a <i>Quick Guide to Helping Children Read Well</i> card, a <i>Superkids Guide to Forming Manuscript Letters</i> card, an Assessment Book, six CDs for fluency practice, an Overhead Masters Book, and a Superkids poster.</p> <ul style="list-style-type: none"> <li>• <b>The Superkids Take Off (Level 6)</b> – The softcover, consumable <b>Word Work Book</b> continues to develop skills in phonics, spelling, and grammar. A hardcover <b>Decodable Reader</b> gives children short, decodable stories for daily practice of word-attack, comprehension, and fluency skills. Four <b>Teacher’s Guides</b> provide all the lessons for teaching the Word Work Book and Decodable Reader. <b>SUPER Magazine</b> provides nonfiction in an appealing, authentic format that allows students to practice reading comprehension strategies. Four <b>Teacher’s Guides</b> provide all the lessons for teaching SUPER Magazine. The <b>Book Club for Super Kids</b> contains ten copies of eight different chapter books in original trade-book formats as well as corresponding Book Talk Journals. (The Book Club also includes a Book-of-the-Week banner, a poster of each book cover, and Book Talk Discussion Starters.) In addition, four <b>Write It Right Teacher’s Guides</b> provide explicit and systematic instruction in expressive writing, teaching children how to write to personal stories, imagined stories, research reports, and a magazine. The optional <b>Handwriting Right Here!</b> Teacher’s Guide can be used to teach cursive writing. The Teacher’s Guides come in a <b>Teacher Materials Box</b> that also contains these materials to support instruction: six CDs, an Assessment Book, an optional Cursive Blackline Masters Book, and an optional Cursive Poster.</li> <li>• <b>Additional second-grade resources</b> include: <b>Ms. Blossom’s Splendid Accessories</b>—fun, comical accessories (glasses, flower with a message clip, and four rubber stamps); Ice Cream Paper; and the <b>Big Books of Decoding</b> for Levels 5 and 6, which support Daily Decoding practice with word lists that correspond to phonics or structural analysis skills.</li> </ul> <p><b>Pre-Kindergarten Components</b><br/> Happily Ever After includes 10 richly illustrated <b>Big Books</b> with accompanying consumable <b>Student Activity Pages</b>. Each unit also has a <b>Concept Board</b> and a <b>Group Activity Board</b>. Ten <b>Teacher’s Guides</b> provide all the lessons for teaching the Big Books, Student Activity Pages, Concept and Group Activity Boards, and blackline master activities. The Teacher’s Guides come in a <b>Teacher Materials Binder</b> that also contains these additional materials to support instruction: a <i>How to Teach Happily Ever After</i> booklet, six CDs, a Blackline Masters booklet, Capital and Lowercase Letter Cards, Tactile Letter Cards, and Color Squares.</p> |
| <p><b>Improvement of English Learner Academic Achievement</b></p>   |   |
| <p>SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.<br/> "...[A]n eligible entity... may use the funds... ...[to improve]<br/> <b>the English proficiency and academic achievement of</b></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</p>   |



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| <p><b><u>limited English proficient children.</u></b>"</p> <p>SEC. 3212. PROGRAM ENHANCEMENT ACTIVITIES.<br/>"Grants awarded under this section shall be used for... <b><u>implementing programs to upgrade the reading and other academic skills of limited English proficient children....</u></b>"</p> <p>SEC. 3212. PROGRAM ENHANCEMENT ACTIVITIES.<br/>"Grants awarded under this section shall be used for... <b><u>adapting best practice models for meeting the needs of limited English proficient children....</u></b>"</p> <p>SEC. 3202. PURPOSE.<br/>"The purpose of this part is to help ensure that limited English proficient children master English and meet the same rigorous standards for academic achievement as all children are expected to meet ...by... <b><u>developing language skills and multicultural understanding....</u></b>"</p> | <p>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 (including English 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><br/>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><br/>The Superkids Reading Program meets the criteria for effective, research-based core reading 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><br/>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</p> |



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| <p><i>Continued from earlier page</i></p>  | <p>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>Ways to Involve Parents</b></p>  |  |
| <p>SEC. 3115. SUBGRANTS TO ELIGIBLE ENTITIES.<br/>                     "...[A]n eligible entity... may use the funds... [to provide] <b>parent outreach</b>... (A) to improve the English language skills ... and (B) to assist parents in helping their children to improve their <b>academic achievement</b> ...."</p> <p>SEC. 3116. LOCAL PLANS.<br/>                     "...Each plan ...shall... describe how the eligible entity will <b>promote parental... participation</b>...."</p> | <p>The Superkids Reading Program and Happily Ever After encourage educators to develop strong connections with families. Teachers frequently report children’s progress, suggest activities that adults can do at home, and actively involve parents in student learning. Ideas promoted in the programs include:</p> <ul style="list-style-type: none"> <li>• Implement a <b>Parent Orientation</b> at the beginning of the school year to give families an overview of how Happily Ever After or the Superkids Reading Program will help develop their child as a reader. Throughout the school year, host <b>family reading nights</b> in the classroom so children can share with their families what they’ve been reading and writing.</li> <li>• Use the <b>Take-Home Letters</b> (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.</li> <li>• <b>Share students’ work with their families.</b> Send home completed Student Books or Word Workbook pages, Daily Dictation and Handwriting work, blackline masters, expressive writing assignments, Book Talk Journals (for grade 2 only), spelling tests, 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.</li> <li>• Encourage <b>At-Home Activities</b>, such as:                         <ul style="list-style-type: none"> <li>- <b>Reading aloud to a child.</b> 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.</li> <li>- <b>Independent reading.</b> 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.</li> <li>- <b>Talking about books and ideas.</b> Give families engaging questions and topics to discuss related to what children have been reading or studying.</li> </ul> </li> </ul> |



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| <b>Coordination of Services</b>  |   |
| <p>SEC. 3212. PROGRAM ENHANCEMENT ACTIVITIES.<br/>                     "Grants... shall be used for... <b><u>developing, implementing, expanding, or enhancing comprehensive ...programs...</u></b> that are – (II) <b><u>coordinated with related academic services for children....</u></b>"</p> <p>SEC. 3213. COMPREHENSIVE SCHOOL AND SYSTEMWIDE IMPROVEMENT ACTIVITIES.<br/>                     "...Grants awarded under this section shall be used for – (B) <b><u>aligning the activities</u></b> ...with State and local school reform efforts...."</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> |

