

## Funding Alignment: Private/Corporate Funding

Private/corporate funding requires applicants to align to the company's mission. In addition, private/corporate funding often seeks information from applicants on a range of topics, including: scientifically-based reading instruction, programs that have been proven to work elsewhere, strategies to include parents and families in their children's learning, methods to help low-achieving students, and training for educators implementing the program.

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 common private/corporate requirements and alignment with Rowland Reading Foundation programs.

Common Private Funding Requirements	What the Superkids and Happily Ever After Programs Do
<b>Alignment with the Mission</b>	
<p>Align with the company's mission ~ typically to increase reading achievement, support low-performing children, or to improve educational opportunities for students</p>	<p>Rowland Reading Foundation is a nonprofit organization dedicated to addressing the most urgent crisis in education today: teaching children to read in the primary grades. The Foundation believes that children must be proficient readers by the end of second grade, or they will struggle with reading throughout their lives. The Foundation's reading program, designed specifically for the primary grades, has been implemented throughout the United States with impressive results.</p> <p>Pleasant T. Rowland is the founder and chair of Rowland Reading Foundation. In addition to the <i>Superkids® Reading Program</i>, she is the author of <i>Beginning to Read, Write and Listen</i>, published by McGraw-Hill and in continuous use in kindergartens since 1971. Ms. Rowland is also the founder of American Girl® and the creator of The American Girls Collection®, widely heralded for its innovative teaching of American history to millions of children.</p>
<b>Scientifically-Based Reading Program</b>	
<p>Ensure that the programs are effective, instructional strategies, include challenging academic content, and are based on scientifically-based research</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> <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</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>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.</p> <ul style="list-style-type: none"> <li> <p>• <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.</p> </li> <li> <p>• <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 build their fluency by reading aloud with the recorded readings on CD.</p> </li> <li> <p>• <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</i> and the first level of <i>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</p> </li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>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.</p> <ul style="list-style-type: none"> <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><u>Language Arts Skills</u></p> <p>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 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.</li> <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</li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>words and irregular Memory Words.</p> <ul style="list-style-type: none"> <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 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.</li> </ul> <p><b><u>The Latest Brain Research</u></b></p> <p>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>



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<b>Proven to Increase Achievement</b>	
<p>Implement programs that have been proven to increase the academic achievement of children</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> <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>



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<p><i>Continued from earlier page</i></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 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....”</li> </ul> <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</p>



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<p><i>Continued from earlier page</i></p>	<p>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>
<p><b>High-Quality, Ongoing Professional Development</b></p>	
<p>Provide staff in participating schools with substantial opportunities for professional development</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> <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</li> </ul> </li> </ul>



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<p><i>Continued from earlier page</i></p>	<p>session is for all teachers and administrators and occurs before the implementation training.</p> <ul style="list-style-type: none"> <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> <ul style="list-style-type: none"> <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 what has been taught in Pre-K–2 classrooms.</li> </ul> </li> <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</li> </ul> </li> </ul>



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Continued from earlier page	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.
<b>Support for Low-Achieving Children</b>	
Meet the educational needs of low-achieving children, including those who are historically underserved, are English Learners, or are students with disabilities	<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 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</p>



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<p><i>Continued from earlier page</i></p>	<p>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>Involvement of Parents/Families</b></p>	
<p>Afford parents and guardians substantial and meaningful opportunities to participate in the education of their children</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>

