

## Funding Alignment: Title I, A

Title I, A provides assistance to Local Education Agencies (LEAs) with high numbers or percentages of low-income children to ensure these students meet challenging academic standards. The funds also support eligible students in private schools. The American Recovery and Reinvestment Act (ARRA) provides additional Title I, Part A funds to stimulate the economy and invest in the long-term educational growth of the country. LEAs must use Title I, Part A ARRA funds consistently with Title I, Part A requirements.

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 Title I, A program requirements and alignment with Rowland Reading Foundation programs.

Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<b>State Academic Standard Proficiency</b>	
<p>SEC. 1001. STATEMENT OF PURPOSE.                      "The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, <b><u>proficiency on challenging State academic achievement standards and state academic assessments.</u></b>"</p> <p>SEC. 1001. STATEMENT OF PURPOSE.                      "(1) ensuring that <b><u>high-quality... training, curriculum, and instructional materials are aligned with challenging State academic standards....</u></b>"</p> <p>SEC. 1114. SCHOOLWIDE PROGRAMS.                      "A schoolwide program shall include... reform strategies that... <b><u>provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement....</u></b>"</p> <p>SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY</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 requirement 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> </ul>



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p>AND SCHOOL IMPROVEMENT.</p> <p>"Each [LEA]... shall ...identify <u>actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards....</u>"</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. They continue to learn 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</li> </ul>



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p><i>Continued from earlier page</i></p>	<p>common sound-spellings to add to their knowledge of sound-spelling patterns. They soon realize that their new challenge is 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 in 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.</p> <p><b>Happily Ever After (Pre-kindergarten)</b>                      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, color and shape recognition, 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>
<p><b>Support for Low-Achieving Children</b></p>	
<p><small>SEC. 1001. STATEMENT OF PURPOSE.</small>                      "(2) <b><u>meeting the educational needs of low-achieving children</u></b> in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance...."</p> <p><small>SEC. 1001. STATEMENT OF PURPOSE.</small>                      "(3) <b><u>closing the achievement gap....</u></b>"</p> <p><small>SEC. 1114. SCHOOLWIDE PROGRAMS.</small>                      "...<b><u>strategies for meeting the educational needs of historically underserved populations....</u></b>"</p> <p><small>SEC. 1114. SCHOOLWIDE PROGRAMS.</small>                      "... reform strategies ... <b><u>to address the needs of all children</u></b> in the school, but particularly the</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 the Beginning-of-the Year Test), Progress Tests, and End-of-Level Tests. Teachers can informally assess students with 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,</p>



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p><b><u>needs of low-achieving children and those at risk of not meeting the State student academic achievement standards...."</u></b></p> <p>SEC. 1114. SCHOOLWIDE PROGRAMS.                      "... reform strategies that... <b><u>ensure that students who experience difficulty</u></b> mastering the proficient or advanced levels of academic achievement standards ... <b><u>shall be provided with effective, timely additional assistance...."</u></b></p> <p>SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.                      "Each [LEA]... shall ...address the <b><u>fundamental teaching and learning needs</u></b> in the schools of that agency, and the <b><u>specific academic problems of low-achieving students...."</u></b></p>	<p>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> 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 specific needs. <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>Scientifically-Based Program</b></p>	
<p>SEC. 1001. STATEMENT OF PURPOSE.                      "(8) providing children an <b><u>enriched and accelerated educational program...."</u></b></p> <p>SEC. 1001. STATEMENT OF PURPOSE.                      "(9) promoting schoolwide reform and <b><u>ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content...."</u></b></p> <p>SEC. 1114. SCHOOLWIDE PROGRAMS.                      "...<b><u>effective methods and instructional strategies that are based on scientifically based research...."</u></b></p> <p>SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY</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 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,</li> </ul>



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p>AND SCHOOL IMPROVEMENT.                      "...<u>scientifically based research strategies</u> that strengthen the core academic program...."</p> <p><i>Continued from earlier page</i></p>	<p>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 guess 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 Happily Ever After and the first level of Superkids, 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</p> </li> </ul>





Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p><i>Continued from earlier page</i></p>	<p>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 they read. Each question provides 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>                      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 learn 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,</li> </ul>



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
	<p>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.</p> <ul style="list-style-type: none"> <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 essential building blocks for reading and writing: speaking and listening; print and book awareness; phonological awareness; letter recognition; and 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>
<b>High-Quality, Ongoing Professional Development</b>	
The Superkids Reading Program and Happily Ever After include initial in-service training and ongoing professional	



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p>SEC. 1001. STATEMENT OF PURPOSE                      "(10) significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for <b>professional development</b>...."</p> <p>SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS                      "...a description of the strategy the [LEA] will use to coordinate programs... with programs under title II to provide <b>professional development</b> for teachers and principals...."</p> <p>SEC. 1114. SCHOOLWIDE PROGRAMS.                      "...<b>high-quality and ongoing professional development</b>... to enable all children in the school to meet the State's student academic achievement standards...."</p> <p>SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.                      "Each [LEA]... shall ...address the <b>professional development needs</b> of the instructional staff...."</p> <p><i>Continued from earlier page</i></p>	<p>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 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> </ul>





Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
	<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 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>
<b>Academic Assessments</b>	
<p>SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.            "... a description of <b>high-quality student academic assessments</b>... to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards...."</p>	<p>The Superkids Reading Program includes 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</li> </ul>



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p>SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.                      "...[E]ach [LEA] plan shall... identify effectively students who may be at risk for reading failure ...through the use of screening, diagnostic, and <b><u>classroom-based instructional reading assessments</u></b>...."</p> <p>SEC. 1114. SCHOOLWIDE PROGRAMS.                      "... <b><u>m</u></b>asures to <b><u>include</u></b> teachers in the decisions regarding the use of academic assessments... to improve, the achievement of individual students and the overall instructional program...."</p>	<p>reviewing completed work. Teachers can record their informal observations on the Student Record Forms in the Assessment Books.</p> <ul style="list-style-type: none"> <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>
<b>Coordination of Services</b>	
<p>SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.                      "... <b><u>coordinate and integrate services</u></b>... with other educational services... such as... Even Start, Head Start, Reading First, Early Reading First, and other preschool programs...."</p> <p>SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.                      "...use funds under this part to <b><u>support preschool programs</u></b> for children...."</p> <p>SEC. 1114. SCHOOLWIDE PROGRAMS.                      "...Plans for <b><u>assisting preschool children in the transition from early childhood programs</u></b>...."</p> <p>SEC. 1120B. COORDINATION REQUIREMENTS.                      "<b><u>shall carry out the activities... with Head Start agencies</u></b>...."</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>Involvement of Parents/Families</b>	



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p>SEC. 1001. STATEMENT OF PURPOSE.  <b>"(12) <u>affording parents substantial and meaningful opportunities to participate</u> in the education of their children...."</b></p> <p>SEC. 1112. LOCAL EDUCATIONAL AGENCY PLANS.  <b>"... implement effective <u>parental involvement</u>...."</b></p> <p>SEC. 1116. ACADEMIC ASSESSMENT AND LOCAL EDUCATIONAL AGENCY AND SCHOOL IMPROVEMENT.  <b>"...<u>strategies to promote effective parental involvement</u> in the school...."</b></p> <p>SEC. 1118. PARENTAL INVOLVEMENT.  <b>"To ensure effective involvement of parents... [the LEA] ...shall provide ...<u>materials and training to help parents to work with their children to improve their children's achievement, such as literacy training</u>...; ... conduct other <u>activities... that encourage and support parents in more fully participating in the education of their children</u>; [and] ...ensure that information... is sent to the parents... <u>in a language the parents can understand</u>...."</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, and Progress and End-of-Level Tests. Retain some materials for at-school conferences, particularly work that shows how a student is struggling, making progress, or excelling.</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>
<p>Participation of Private School Children</p>	



Title I, A Requirements	What the Superkids and Happily Ever After Programs Do
<p>SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.</p> <p>"...Educational services and other benefits for such <u>private school children shall be equitable in comparison to services and other benefits for public school children....</u>"</p> <p>SEC. 1120. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS.</p> <p>"...Such <u>educational services or other benefits, including materials and equipment, shall be secular, neutral, and nonideological....</u>"</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 private school children across the country, in addition to public 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. The Superkids Reading Program and Happily Ever After have secular, neutral, and non-ideological content, making them appropriate for both public and private school instruction. Examples of the Foundation's success in private schools include:</p> <ul style="list-style-type: none"> <li>• St. Philomena Catholic School, Illinois ~ After one year of instruction with the Superkids reading program, 23 private school kindergarten students experienced dramatic improvements on the Stanford Early School Achievement Test (SESAT), jumping from the 72nd percentile to the 88th percentile in Total Reading, a gain of 16 percentile points.</li> <li>• Elm Grove Lutheran School, Wisconsin ~ After one year of instruction with the Superkids reading program, 12 private school kindergarten students experienced dramatic improvements on the Stanford Early School Achievement Test (SESAT), jumping from the 71st percentile to the 95th percentile in Total Reading, a gain of 24 percentile points.</li> <li>• Our Redeemer Evangelical Lutheran School, Wisconsin ~ A total of 18 private school kindergarten students were tested in fall 2006 and spring 2007 with the Stanford Early School Achievement Test (SESAT). After one year of instruction with the Superkids reading program, students improved an average of 21 percentile points on SESAT Total Reading, jumping from the 72nd percentile to the 93rd percentile.</li> <li>• St. Aloysius Catholic School Sauk City, Wisconsin ~ A total of 12 private school kindergarten students were tested in fall 2006 and spring 2007 with the Stanford Early School Achievement Test (SESAT). After one year of instruction with the Superkids reading program, students improved an average of 21 percentile points on SESAT Total Reading, jumping from the 70th percentile to the 91st percentile.</li> </ul>

