



September 17, 2016

Ms. Laura Stewart
Chief Academic Officer, Professional Development
Highlights Education Group
1201 Dublin Road
Columbus, OH 43215

Dear Ms. Stewart:

The National Right to Read Foundation is pleased to enthusiastically endorse the *Superkids* reading program as meeting and exceeding the practices recommended by reading science research.

These research findings are presented in the *Report of the National Reading Panel, 2000*, and the What Works Clearinghouse *Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2016*. In summary, these findings show that the most effective way to teach reading is to use direct, explicit, sequential, systematic instruction in phonemic awareness, phonics, fluency, vocabulary development and comprehension.

The authors of *Superkids* assume that ALL students can be taught to read proficiently. The reading program begins with kindergarten and progresses through second grade. Sequential instruction involves teaching all 44 phonemes of the alphabetic code directly, systematically and cumulatively to the point of automaticity, with direct application in reading and writing. There are decodable texts, informational texts, digital read-aloud informational texts, authentic library books and trade book collections. The integration of language arts—spelling, grammar, handwriting and composition—provides a solid foundation for all learning. There is no guessing, no long word lists to memorize, no “kill and drill.”

Students love the excitement of reading text they can talk about and understand. It is a multi-modal program; students “hear it, see it, say it and write it.” The result is nothing short of magical. Student success builds on success until reading mastery is achieved. The students of well-prepared teachers who follow this program through second grade will become proficient readers. *Superkids* has been proven to work in hundreds of classrooms over a period of many years.

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The result of this exemplary reading program is that students can read and comprehend any text content required in science, literature, history, or mathematics beginning in 3rd grade and beyond. Thus, there is no “4th grade slump.” This approach to reading instruction also secures the appropriate neural pathways in the brain. It is consistent with research reflected in studies such as those most recently conducted by French researcher, Dr. Stanislaus Dehaene, College De France, Paris, and Dr. Guenivere Eden, Center for the Study of Learning, George Washington University Medical Center, Washington, D.C.

A well-prepared teacher is the key to success in any reading instructional program. A year of complimentary coaching is provided for any school district adopting *Superkids*. Also, this program provides a body of knowledge about the structure of the English alphabetic spelling system that many teachers have never been exposed to before. Once mastered, this knowledge gives teachers the tools they need to secure for students a pathway to success in life by teaching them to read and comprehend any text material required in their schooling.

Superkids is a “five-star” program. The National Right to Read Foundation is pleased to have the opportunity to review this program, and we offer our unequivocal endorsement.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert W. Sweet, Jr.", with a long horizontal flourish extending to the right.

Robert W. Sweet, Jr.
President
The National Right to Read Foundation
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Strasburg, Virginia 22657
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