



**Correlation of The Superkids Reading Program to the  
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)  
First-Grade Assessments**

What DIBELS Tests	What Superkids Teaches
<p><b>Letter Naming Fluency (LNF)</b> measures a child’s ability to recognize letters. The child is presented with a page of uppercase and lowercase letters arranged in random order and is asked to name as many letters as he/she can. Children are told if they do not know a letter, they will be told the letter. The child is allowed one minute to produce as many letter names as he/she can, and the score is the number of letters named correctly in one minute.</p>	<p>The Rowland Reading Program includes a readiness level, <i>Happily Ever After</i>. In <i>Happily Ever After</i>, children are taught to recognize and name all letters of the alphabet, both uppercase and lowercase. When children complete this level, they move into <i>Meet the Superkids</i>, the first of the two kindergarten levels of The Superkids Reading Program. From <i>Meet the Superkids</i> forward, letter instruction not only reviews letter recognition, but also teaches sounds and formation. By the end of kindergarten, children have been taught to name, hear, say, and write all 26 letters of the alphabet.</p>
<p><b>Phoneme Segmentation Fluency (PSF)</b> is a test of phonological awareness that assesses a child’s ability to segment words into their individual phonemes fluently. The PSF measure has been found to be a good predictor of later reading achievement. The examiner orally presents words of three to four phonemes. The child orally produces the individual phonemes for each word. For example, the examiner says “sat,” and the child says “/s/, /a/, /t/” to receive three possible points for the word. The score is the number of phonemes produced correctly in one minute.</p>	<p>In The Superkids Reading Program, phonemic awareness is integral to instruction in letter-sound correspondences and is frequently reviewed. Children are explicitly taught to listen for sounds in the initial, medial, and final positions of words. Blending and segmenting activities are introduced early in kindergarten, after children have learned several phonemes, and continue throughout first grade. Children first learn to blend two phonemes, then three, and so on. With daily practice, children learn to decode words smoothly and quickly, leading to automaticity and fluency. At the same time, children have daily practice encoding, or segmenting, phonemes by writing down the sounds that make up words. Developing blending and segmenting skills simultaneously reinforces children’s understanding of the relationship between spoken sounds and written letters and helps children learn to spell.</p>

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<p><b>Nonsense Word Fluency (NWF)</b> is a test of the alphabetic principle, assessing a child’s ability to use letter-sound correspondences and blend letters into words. The child is presented an 8.5" × 11" sheet of paper with randomly ordered VC and CVC nonsense words (e.g., <i>sig, rav, ov</i>) and asked to orally produce the individual letter-sound of each letter or orally produce, or read, the whole nonsense word. For example, if the stimulus word is <i>sep</i>, the child could say “/s/, /e/, /p/” or say the word “/sep/” to obtain a total of three correctly identified letter-sounds. The child is allowed one minute to produce as many letter-sounds as he/she can, and the final score is the number of letter-sounds produced correctly in one minute. Because the measure is fluency based, children receive a higher score if they are phonologically recoding the word; children receive a lower score if they are providing letter-sounds in isolation.</p>	<p>The systematic, explicit phonics instruction at the heart of The Superkids Reading Program teaches children to blend letter-sounds with continuous practice until they reach automaticity and fluency. Throughout the program, most of the words children encounter in Student Book activities and stories contain only letter-sounds that have been explicitly taught, encouraging children to build the habit of blending the letter-sounds in unknown words rather than guessing what the words are. The success children experience decoding words builds their confidence and motivates them to tackle ever more complex and challenging material independently. By the end of the program, children can decode almost any phonetically regular word in the English language.</p>
<p><b>DIBELS Oral Reading Fluency (ORF)</b> measures accuracy and fluency with connected text. The child reads a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute from the passage is the oral reading fluency rate.</p> <p><b>Retell Fluency (RTF)</b> is intended to be a comprehension check for the ORF assessment. The child retells what he/she has read aloud for one minute. The number of passage-relevant words in the child’s retell is his/her score.</p>	<p>The Superkids Reading Program provides extensive instruction in both fluency and comprehension. Discrete fluency skills, such as reading with natural expression and observing punctuation marks, are discussed, modeled, practiced, and monitored throughout the program. In guided reading lessons in the first-grade levels of the program, teachers can monitor children’s accuracy, speed, and expression as they read aloud. Teachers model fluency skills and have children practice applying them, working individually or in small groups. As children practice applying fluency skills, teachers are encouraged to provide feedback and correction as needed. Because the ultimate goal of reading is comprehension, The Superkids Reading Program explicitly teaches comprehension skills and strategies, such as monitoring comprehension, generating questions, and other strategies recommended by the National Reading Panel (2000). Guided reading lessons provide think-alouds for teachers to model metacognition.</p>

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<p><b>Word Use Frequency (WUF)</b> assesses expressive language and vocabulary skills for children in kindergarten through third grade. The examiner provides a word to the child and the child uses it in a phrase, expression, or utterance. As the child produces a response, the examiner counts the number of words in the response. The score is the number of words in correct utterances within one minute.</p>	<p>The Superkids Reading Program uses a multifaceted approach to develop children’s oral and reading vocabulary through direct and indirect instruction. The continuing characters in The Superkids Reading Program and their diverse interests provide a common vocabulary and foster children’s oral language. Lesson by lesson, book by book, children’s vocabulary grows as they talk about the characters’ interests and escapades. Lessons on CDs build vocabulary and background before students read each story in the Reader. Extended instruction before and after reading helps children understand words in different contexts and relate them to their prior knowledge and experience. Direct instruction in difficult words, such as synonyms, antonyms, homophones, homonyms, and idioms, is integrated throughout the program. By the end of the program, children can read and spell all 220 words on the Dolch Basic Word List and thousands of other useful, common words.</p>