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

What DIBELS Tests	What Superkids Teaches
Nonsense Word Fluency (NWF) 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., *sig, rav, ov*) and asked to orally produce the individual sound of each letter or orally produce, or read, the whole nonsense word. For example, if the stimulus word is *vaj*, the child could say "/v/, /a/, /j/" or say the word "/vaj/" 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. The intent of this measure is that children are able to read unfamiliar words as whole words, not just name letter-sounds as fast as they can.	The Superkids Reading Program is a phonics-based program that explicitly and systematically teaches phonics skills in every level. By the end of first grade, children have learned the letter-sound correspondences for all 44 phonemes in the English language. This enables them to decode almost all regular words. They are able to blend individual letter-sounds and to look at groups of letters, such as digraphs and long-vowel patterns. In second grade, children use the Word Work Book and Decodable Reader to review all the skills taught in the previous levels, but at a much faster pace. They also learn some additional, less common letter-sound combinations. The goal is to help children consolidate their phonics skills so that they are confident, automatic decoders.

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Oral Reading Fluency (ORF) 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. **Retell Fluency (RTF)** assesses the child's comprehension of the passage he/she read during 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.	The Superkids Reading Program provides extensive instruction in both fluency and comprehension. Fluency skills are modeled and practiced using a wide variety of texts, including decodable stories in the Decodable Readers, nonfiction articles and poems in SUPER Magazine, authentic fiction in Book Club books, and children's own writing. Recorded readings of Reader stories and magazine articles provide models of fluent reading for children to listen to and read along with. Comprehension is an integral part of instruction in all levels. In second grade, children read a wider variety of fiction and nonfiction. Lessons help teachers build students' background before reading, guide their comprehension during reading, and engage children in higher-order thinking and discussion about texts they have read or heard read aloud.
Word Use Frequency (WUF) assesses expressive language and vocabulary skills. The examiner provides a word to the child and the child uses it in a sentence. As the child produces a response, the examiner counts the number of words used correctly in the response/utterance (phrase, expression, or sentence). The total score is the number of words in correct utterances within one minute.	The Superkids Reading Program uses a multifaceted approach to develop children's oral and reading vocabulary through direct and indirect instruction. Children are taught word-learning strategies and relationships among words as they continually build their vocabulary. In second grade, children are exposed to many more words than in previous grades and to richer language, including content-area vocabulary and figurative language. They also use context clues and develop their structural analysis skills to determine word meanings.