



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

What DIBELS Tests	What Superkids Teaches
<p>Initial Sounds Fluency (ISF) is a test of phonological awareness that assesses a child’s ability to recognize and produce the initial sound in an orally presented word. The examiner presents four pictures to the child, names each picture, and then asks the child to identify (i.e., point to or say) the picture that begins with the sound produced orally by the examiner. For example, the examiner says, “This is sink, cat, gloves, and hat. Which picture begins with /s/?” and the child points to the correct picture. The child is also asked to orally produce the beginning sound for an orally presented word that matches one of the given pictures. The examiner calculates the amount of time taken to identify/produce the correct sound and converts the score into the number of correct initial sounds in one minute.</p>	<p>Instruction in phonological awareness is an integral part of The Superkids Reading Program. In the kindergarten levels of the program, instruction begins with recognizing and producing the initial sounds of words. The Student Books include many activities in which children identify pictures whose names begin with the same sound as the letter they are learning. Previously taught initial sounds are reinforced through the daily phonemic awareness activities and are continually reviewed throughout the program.</p>
<p>Letter Naming Fluency (LNF) 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>

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<p>Phoneme Segmentation Fluency (PSF) 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 students have learned several phonemes. They first learn to blend two phonemes, then three, and so on. With daily practice, students learn to decode words smoothly and quickly, leading to automaticity and fluency. At the same time, students 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>
<p>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., <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. By applying the simple decoding equation—one letter equals one sound—children can blend the sounds in hundreds of words by the end of the kindergarten levels of the program. Throughout the program, every word children encounter in Student Book activities and stories contains 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 builds their confidence and motivates them to tackle ever more complex and challenging material independently.</p>

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<p>Word Use Frequency (WUF) 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. Richly illustrated pages in each Student Book are designed to motivate discussion, provide common background, and introduce speaking and listening vocabulary. Songs and stories on CDs and activities in Ten-Minute Tuck-Ins and Project Corners promote discussion and introduce new vocabulary. 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.</p>