

SUPERKIDS



How Does Superkids Differentiate Instruction?

THE SUPERKIDS READING PROGRAM

What is differentiated instruction?

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 overall reading growth, for both students who need more explicit teacher-managed instruction and those who can work more independently and manage their own learning.¹

Differentiated instruction is:

- instruction in core, grade-level content to *all* students but with differentiated methods to make the content accessible;²
- teacher-directed instruction that meets the specific needs of individual learners, above and beyond core, grade-level instruction;
- assessment that is tightly aligned to instruction with the specific needs of children determined by formal and informal assessments;³
- instruction designed to focus on a particular skill or strategy;⁴
- instruction that integrates all of the language arts, paying close attention to the interrelationship of reading, writing, and spelling;⁵
- instruction that is differentiated for all students, that moves from remediation to reteaching to reinforcement to enrichment.

Differentiated instruction is *not*:

- giving children different levels of instructional materials without varying the instructional approach;
- putting children into “low,” “middle,” and “high” groups based on a single factor or impression;
- instruction focused only on struggling readers.

Superkids® is a comprehensive program that provides research-based core instruction and specific opportunities for differentiation to meet the needs of all learners.

Superkids instructional cycle

Step 1: Identify the needs of individual children through formal and informal assessment.

Superkids offers formative and summative assessments so that the teacher can answer the questions: *What does the child need? What should I teach?*

- **Formal assessments**
Assessment guides, included in every Teacher's Binder, include placement tests, progress monitoring tests, and end-of-level tests.
- **Informal assessments**
Daily Routines. In these short, daily exercises children practice critical skills taught previously in the program with emphasis on phonemic awareness, phonics and decoding, spelling, and handwriting.

Daily skill work in Student Books (K–1) and the Word Work Book (Grade 2).

Blackline masters. Optional activities given in class or as homework.

Listening to students read daily at all levels.

Students' writing. Expressive writing is included as part of the core curriculum at all levels.

Comprehension questions. Included in the Teacher's Guides for all stories.

Classroom discussions. Ideas are included in the Teacher's Guides.

Step 2: Identify resources and materials available for instruction. The Superkids curriculum provides:

- **Comprehensive, core, grade-level instruction** for all students, including reading, writing, spelling, handwriting, grammar, usage, and mechanics.
- **Ten-Minute Tuck-Ins.** These additional lessons—especially intended for small groups or individuals—appear in all levels of the Superkids program and are designed to reteach, reinforce, or enrich the core lesson, depending on student needs.
- **Small-group guided reading.** In the Superkids Reading Program, all text reading is done in small, homogeneous groups. Teachers vary instruction within these groups to teach explicitly the necessary skills and strategies as identified by assessments. *Materials support teachers in designing instruction that is truly differentiated, not just giving children different levels of materials.*



- **Superkids Libraries (K–1).** More than 100 engaging fiction and nonfiction books are designed to provide additional reading practice with decodable text that matches the sequence of core skills in kindergarten and first grade. Books are leveled as Easy, On-Level, and Challenging.
- **Superkids CDs.** Books and stories are available on CD for repeated readings, developing listening comprehension, introducing stories through listening, and modeling fluency and prosody.
- **Independent Activities.** Additional activities, including blackline masters, provide independent practice of core lesson skills in all levels of the Superkids program.
- **The Superkids Big Book of Blending** is designed to provide practice in blending in kindergarten. Real and non-sense words are arranged according to the decodability sequence of letters and sounds taught in Superkids.

- **The Big Books of Decoding.** Word lists and phonetic pattern lists are designed to provide additional practice to promote automatic decoding.
- **The Superkids Skill-Building Book.** This comprehensive collection of activities and resources helps teachers strengthen skills taught in the program. It includes quick assessments, reteaching information, targeted skill practice, challenging activities, plus many games that make learning more fun.
- **Online materials.** All Superkids print materials are available online in the teacher portal at superkidsreading.org. The online materials are great for use on interactive whiteboards, classroom computers, teachers' home computers, and iPads.

Step 3: Identify and deliver differentiated instructional techniques.

Superkids Teacher's Guides provide explicit, step-by-step instructions for delivering the core curriculum to all students. In addition, Teacher's Guides provide instructions for assessments, guided-reading instruction, classroom management, and using all of the resources available for differentiation. At each level, the *How to Teach* book provides additional information and teaching suggestions on essential skills.

Superkids teacher materials are concise, easy to use, and provide a fully integrated language arts curriculum. Teachers have everything they need with no extra materials or planning required. The Superkids' thoughtful integration of skills allows teachers time and provides them with instructional suggestions and materials to meet the different needs of all students.

1. C. M. Connor, C. Schatschneider, B. Fishman, and F. J. Morrison, "Individualizing Student Literacy Instruction: Exploring Causal Implications of Child X Instruction Interactions" (paper, Institute of Education Sciences, Washington, DC, June 2008).
2. C. Tomlinson, *The Differentiated Classroom* (Alexandria, VA: Association for Supervision and Curriculum Development, 1999). Paraphrased: All students should be given access to the same core content. Struggling learners should be taught the same big ideas as their classmates, not given watered-down content.
3. E. Lembke, K. McMaster, and P. Stecker, "The Prevention Science of Reading Research Within a Response-to-Intervention Model," *Psychology in the Schools* 47, no. 1 (2010): 22–35.
4. J. K. Torgesen, "Lessons Learned from Research on Interventions for Students Who Experience Difficulty Learning to Read," in *The Voice of Evidence in Reading Research*, ed. P. McCardle and V. Chhabra (Baltimore: Paul. H. Brookes Publishing Co., 2004).
5. L. Moats, "How Spelling Supports Reading: And Why It Is More Regular and Predictable Than You May Think," *American Educator* 29, no. 4 (Winter 2005/06); J. Metsala and L. Ehri, eds., *Word Recognition in Beginning Literacy* (Mahwah, NJ: Lawrence Erlbaum Associates, 1998).





To learn more about
the Superkids Reading Program,
call 866-370-7323 or
visit superkidsreading.org.



ROWLAND READING FOUNDATION

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dedicated to improving reading instruction in the primary grades.*

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