

# Reading Corps K-3 Fact Sheet



## What are Reading Corps services?

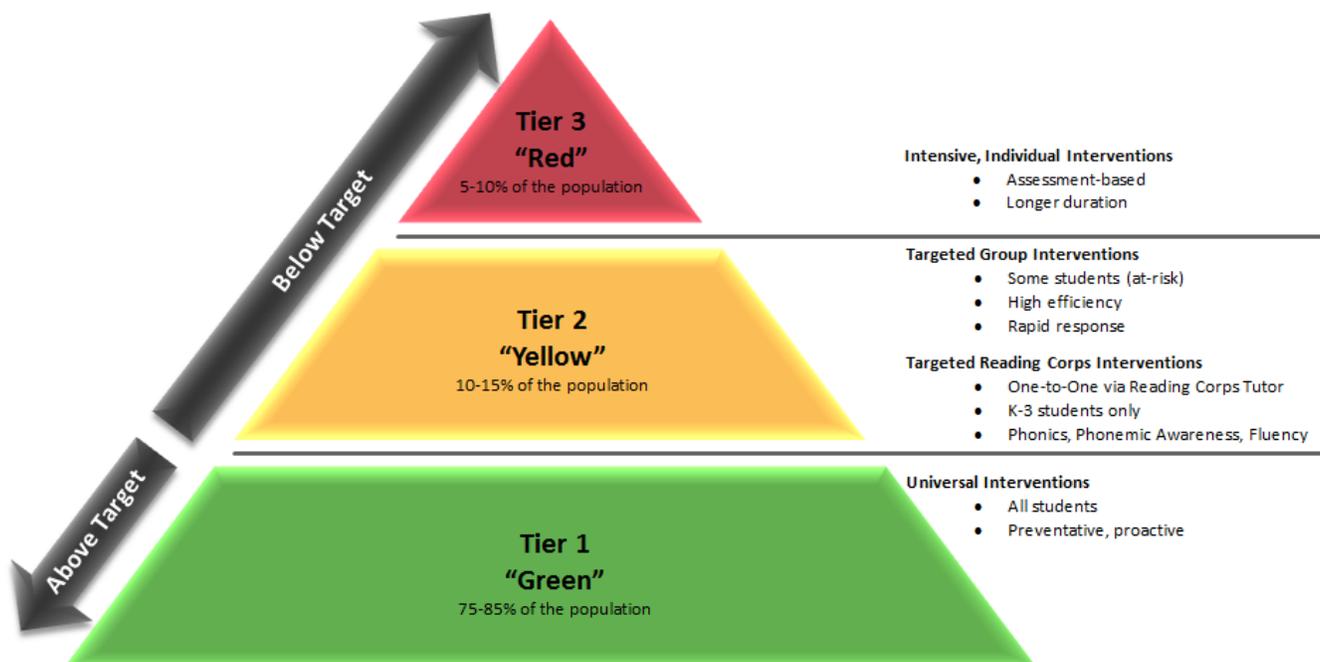
- Reading Corps tutors are trained to provide daily 1-on-1, twenty-minute sessions with Kindergarten through 3<sup>rd</sup> grade students
- A staff person at the school, called an Internal Coach, attends three days of Reading Corps training prior to the school year and supports the tutors throughout the year
- A literacy expert with Reading Corps, called a Master Coach, supports the Internal Coach and tutors at the school
- Tutors provide targeted reading skill practice, commonly called interventions, primarily in the areas of phonemic awareness, phonics, and fluency
- Tutors are trained in 10 scripted reading interventions; Internal Coaches and Master Coaches select interventions for students

## Which students are eligible to receive Reading Corps services?

- Kindergarten through 3<sup>rd</sup> grade students scoring “below target” on benchmark assessment probes administered by the tutors (within a Response To Intervention/Multi-Tiered Systems of Support 3-Tier model, these students are *generally* classified as Tier 2)
- Students who need reading skill practice versus intensive reading instruction in longer daily sessions
- Students receiving Title 1, special education, or English Language services are eligible on a case-by-case basis, as determined by the Internal Coach in collaboration with school staff

## Response to Intervention - Three Tier Model

Data-based decision making and intervention



### **When are Reading Corps services delivered, and how many students do tutors serve during the school day?**

- Tutoring sessions occur outside of a student's teacher-led reading instruction time during the school day
- Students participating in Reading Corps receive daily 20-minute sessions every day of the week
- Full-time tutors must have a minimum caseload of 15 students per day; part-time tutors are at schools daily and must have a minimum caseload of 8 students

### **How long do students receive Reading Corps services?**

- Reading Corps tutors administer weekly 1-minute reading probes to students and create individual student graphs to illustrate student progress. Student graphs include an aim-line from the student's baseline score to his or her grade-level target score
- If a student is making adequate progress, his or her scores will increase at a rate similar to the aim-line (i.e., some points above and some points below the aim-line). Students in 1<sup>st</sup> -3<sup>rd</sup> grade who have 3-5 consecutive data points above the aim-line with two of these scores at or above the upcoming season target should be exited from Reading Corps services; Kindergarten students must have 3-5 consecutive data points above the aim-line with two of these scores at or above the spring target

### **How often do Reading Corps tutors meet with their Internal Coaches and/or Master Coaches?**

- It is recommended that tutors and their Internal Coaches allocate 10-15 minutes per day for communication or schedule weekly meetings. As tutors become familiar with their tasks, the amount of meeting time may be reduced
- One time per month, the Internal Coach, Reading Corps tutors, and Master Coach meet to review every student's graph and determine which interventions should be observed for fidelity and additional coaching or if interventions should be changed
- Two times per month, Internal Coaches observe tutors with students and check intervention integrity using observation checklists. Master Coaches observe and conduct integrity checks with Internal Coaches on a monthly basis to support the Internal Coach in learning the interventions and coaching the tutors. Administration and scoring of the assessment is observed jointly by Internal and Master Coaches, tri-annually, using a checklist.

### **Who are Reading Corps tutors?**

- Individuals who have signed up to do a year of national service through AmeriCorps and are commonly referred to as "members" or "tutors." The tutors receive a living allowance and earn hours of service toward an education award to pay for college tuition or pay back college loans. AmeriCorps is often referred to as the "domestic Peace Corps"
- Reading Corps tutors serve as AmeriCorps members who focus on solving a societal problem - in this case, reading failure
- Reading Corps tutors serve in full-time or part-time positions at a school and are supervised by an Internal Coach at the school
- Reading Corps tutors are not employees of the school district nor are they paraprofessionals; they may not be used to supplant services provided by the school or site employees

### **What are the assessments used?**

The assessment tools used by Reading Corps were chosen because of their well-established statistical reliability and validity. All these measures fit under the umbrella of “Curriculum-Based Measurement” (CBM), and are fluency-based assessments, meaning that students are given an unlimited opportunity to respond to items within a fixed amount of time, and the number of correct responses is counted.

- Benchmark assessments are conducted in the fall, winter, and spring. They are 1-minute assessments from FastBridge Learning, developed at the University of Minnesota, and include: 1) Test of Letter Names, 2) Test of Letter Sounds, 3) Test of Nonsense Words (English); and 4) CBMReading (3 passages).
- Progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention and progress of the student. They are 1-minute assessments from FastBridge Learning and include: 1) Test of Letter Sounds, 2) Test of Nonsense Words (English) and 3) CBMReading.

### **What are the interventions used?**

The interventions used by Reading Corps are each designed to provide additional practice that is supplemental to the core reading instructional program provided by the school. The interventions share a common theme in that they focus on building fluency for foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency. Tutors are trained to deliver ten research-based supplemental reading interventions with participating students.

1. **Phoneme Blending:** The student builds the skill of blending individual phonemes (smallest individual units of sound of spoken language) into words.
2. **Phoneme Segmenting:** The student builds the skill of listening to words and breaking words into their individual phoneme segments.
3. **Letter Sound Correspondence:** The student builds the skill of associating the correct sounds with letters.
4. **Blending Words:** The student builds the skill of blending individual letter sounds into words.
5. **Newscaster Reading:** The student builds skills in reading with appropriate phrasing and expression through extensive modeling by the tutor and practice.
6. **Duet Reading:** The student builds reading fluency skills with modeling and practice.
7. **Repeated Reading with Comprehension Strategy:** The student builds skills in reading fluently (rate+accuracy+expression) while reading for comprehension.
8. **Pencil Tap:** The student builds skills in reading accurately instead of carelessly.
9. **Stop/Go:** The student builds skills in recognizing punctuation and phrasing when reading connected text.
10. **Great Leaps** is a reading program designed to increase fluency in phonemic awareness, letter recognition and phonics, high frequency words, and connected text.