

Reading Corps PreK Fact Sheet



What are Reading Corps services?

- Reading Corps tutors are trained to support the development of preschool children's early language and literacy skills using research-based intervention techniques primarily targeting the following language and literacy skill areas: 1) oral language, conversation, and comprehension; 2) vocabulary and meaning; 3) book and print concepts; 4) phonological memory and awareness; and 5) alphabetic principle and knowledge.
- Tutors dedicate their time to provide **embedded** and **explicit** instruction to support the core curriculum throughout the daily routine and provide targeted small group and one-on-one support to children needing more intense supplemental instruction.
- The Reading Corps program model supports the implementation of a Response To Intervention (RTI) or Multi-Tiered Systems of Support (MTSS) framework in early childhood. Simply put, this model includes frequently assessing students' literacy skills and reviewing this data to make instructional decisions for students.

Who are Reading Corps tutors?

- Reading Corps tutors are individuals who have signed up to do one year of national service through AmeriCorps and are commonly referred to as "members" or "tutors." 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, a gap in reading achievement.
- Reading Corps tutors serve in full-time or part-time positions at a school, community preschool, or child care site and are supervised by an Internal Coach designated by the site.

What students are "eligible" for Reading Corps services?

- The Reading Corps tutor is placed in one classroom to serve **all** the children in that room. A tutor can serve in both an AM classroom and a PM classroom. Reading Corps tutors serve in Head Start, school district early childhood programs serving children considered "at-risk", and nonprofit child care programs (e.g., YWCA).
- A tutor must be placed in a classroom that serves 3- to 5-year-old children, with priority on classrooms with 4- and 5-year-old children.
- Children whose assessment data indicate a need for more intense individualized instruction will be eligible to receive Tier 2 or Tier 3 supplemental support from the tutor.

What assessments are used by Reading Corps?

- Select Individual Growth and Development Indicators (IGDIs) and FastBridge Learning tools; both were developed at the University of Minnesota. They are 1- or 2-minute assessments and include: 1) Test of Letter Names, 2) Test of Letter Sounds, 3) Rhyming, 4) Picture Naming, and 5) Alliteration.
- Benchmark assessments are administered by the tutor with **all** children in his or her classroom in the fall, winter, and spring.
- More frequent, on-going assessment is administered with children receiving Tier 2 or Tier 3 support, called progress monitoring. The purpose of progress monitoring is to track student progress and the effectiveness of the intervention.
- These assessment tools were chosen because of their well-established statistical reliability and validity. All these measures are "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.

What Tier 1 interventions are used by Reading Corps?

- Reading Corps Tier 1 interventions are designed to support core instruction. The Reading Corps model works well with any research-based curriculum (e.g., Creative Curriculum, OWL, etc.).
- Reading Corps tutors provide embedded and explicit language and literacy support to all students throughout the daily routines, including: Arrival, Sign-in, Daily Message, Choice Time, Repeated Read Aloud, Tier 2 or Tier Intervention time, Journaling, Meal Time, Small Group, and Transitions.
- Reading Corps classrooms are expected to incorporate a Repeated Read Aloud into the daily routine. The same theme-related book is read daily for one week. The teacher and tutor incorporate talking, reading, and writing into each reading to develop vocabulary and comprehension.

What Tier 2 and Tier 3 interventions are used by Reading Corps?

- 5-7 children identified to receive targeted interventions
- Tier 2 = small groups of 2-3; 10-15 minutes daily
- Tier 3 = One-on-one; 5-10 minutes daily

Tier 2 and Tier 3 Interventions:

- Repeated Read Aloud: To increase vocabulary and comprehension
- Phonological Awareness (3 levels): To increase skills in auditory discrimination, including environmental sounds, rhyming, and alliteration
- Visual Discrimination (5 levels): To increase skills in visual discrimination, including letter names and letter sounds

How often do Internal Coaches meet with the tutor?

- Internal Coaches are expected to conduct two observation and coaching sessions each month (1-2 hours per session) with each Reading Corps classroom and are supported by an external Master Coach.
- Coaching sessions include conducting an intervention integrity checklist, observing and giving feedback on the Literacy and Math Rich Schedule, providing input into the data-based decision making process, problem-solving, providing objective feedback and affirmations, facilitating reflection, and goal-setting.
Internal Coaches can expect to dedicate 6-9 hours per classroom per month to Reading Corps. In addition, Internal
- Coaches attend a 3-day Reading Corps Institute and additional training throughout the year.