

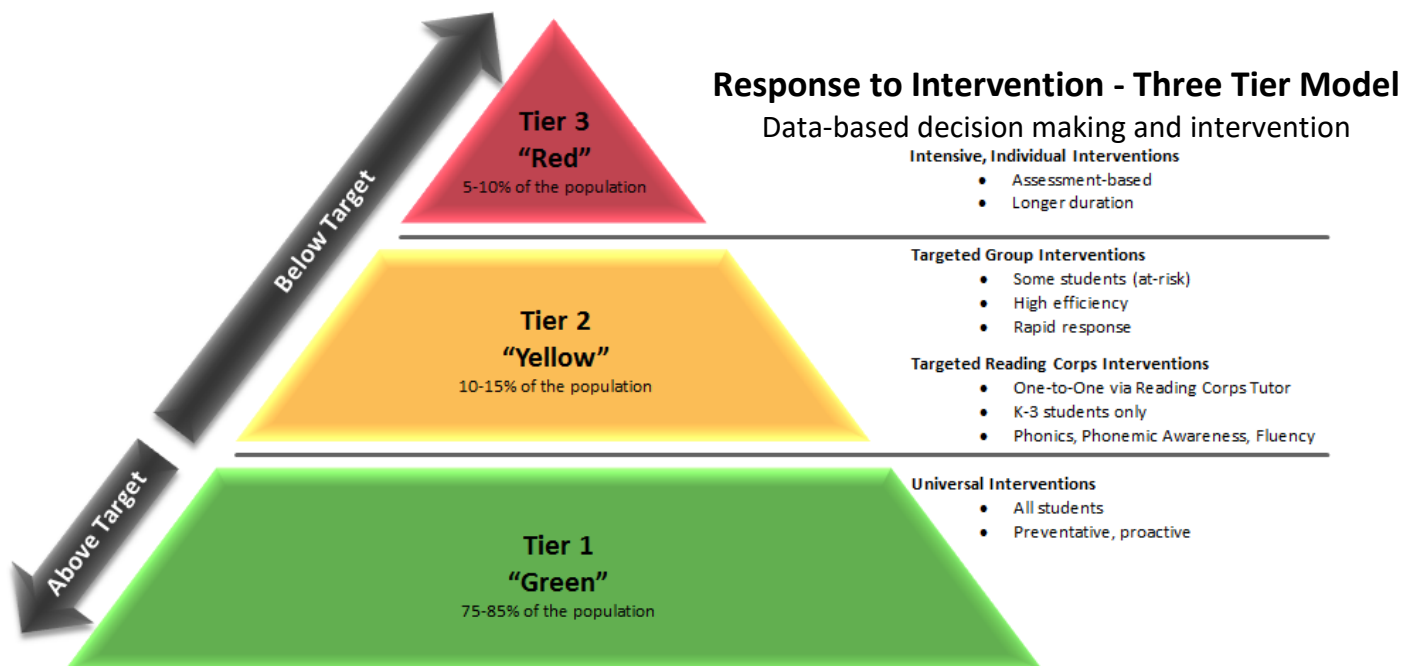
READING CORPS K-3 FACT SHEET

What are Reading Corps services?

- Reading Corps interventionists are trained to provide daily 1-on-1, twenty-minute sessions with Kindergarten through 3rd 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 interventionists throughout the year
- A literacy expert with Reading Corps, called a Master Coach, supports the Internal Coach and interventionists at the school
- Interventionists provide targeted reading skill practice, called interventions, primarily in the areas of phonemic awareness, phonics, and fluency
- Interventionists are trained in 10 scripted reading interventions; Internal Coaches and Master Coaches select interventions for students based on individual student data

Which students are eligible to receive Reading Corps services?

- Kindergarten through 3rd grade students scoring “below target” on benchmark assessment probes administered by the interventionists within a 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

When are Reading Corps services delivered, and how many students do interventionists 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
- Interventionist caseloads vary from one another depending on the number of hours they are serving in a day (varies from 6 to 10 students for interventionists serving part of the school day to a range of 13-20 students, average 15, for interventionists serving a full day. **Minimum of 15 students** for interventionists serving the whole day)

How long do students receive Reading Corps services?

- Students receive Reading Corps interventions as long as their individual data indicates they are in need of intervention services
- Reading Corps interventionists 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 1st -3rd 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 interventionists meet with their Internal Coaches and/or Master Coaches?

- It is recommended that interventionists and their Internal Coaches allocate *10-15 minutes per day* for communication or schedule weekly meetings. As interventionists become familiar with their tasks, the amount of meeting time may be reduced



- One time per month, the Internal Coach, Reading Corps interventionists, 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 interventionists* with students and check intervention integrity using observation checklists. Master Coaches observe and conduct integrity checks with Internal Coaches regularly to support the Internal Coach in learning the interventions and coaching the interventionists. Administration and scoring of the assessments is observed jointly by Internal Coaches and Master Coaches, tri-annually, using a checklist.

Who are Reading Corps interventionists?

- Individuals who have signed up to do a year of national service through AmeriCorps and are commonly referred to as “members” or “interventionists.” The interventionists 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 interventionists serve as AmeriCorps members who focus on solving a societal problem - in this case, reading failure
- Reading Corps interventionists maintain a stable, regular schedule of hours at a school and are supervised by an Internal Coach at the school
- Reading Corps interventionists 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 foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, and oral reading fluency. Interventionists 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 interventionist 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.

What are the school's responsibilities?

- Identify a staff person to fill the role of Internal Coach* and allocate sufficient time for the person to attend required trainings and fulfill the responsibilities of Michigan Education Corps, including providing on-site supervision and support of the MEC interventionist.
- Ensure that all lead teachers and/or classroom aides or co-teachers can to attend all Preschool Reading Corps trainings.
- Ensure the Internal Coach conducts required monthly coaching activities with the interventionist.



- Recruit (in collaboration with MEC staff) a pool of high-quality applicants in spring and summer for the MEC interventionist position.
- Interview (in collaboration with MEC staff) applicants for the position during spring and/or summer.
- Educate teachers about the Michigan Education Corps model to capture buy-in and support.
- Welcome the interventionist to the school, introduce to staff, provide an orientation to the school, include in professional development opportunities, etc.
- Follow MEC's Eligibility Scores Table to determine which students are eligible for interventions.
- Support the interventionist's implementation of MEC's research-based literacy interventions.
- Assist interventionists in creating the tutoring schedule for students who receive interventions.
- Support benchmarking data collection during the fall, winter and spring assessment periods for all students in K-3 Reading Corps.
- Oversee progress monitoring for students receiving interventions.
- Adhere to the exit criteria guidelines that establish when a student is ready to be exited from intervention.
- Provide student information including demographic and state assigned ID for student progress database, RCDMS.
- Ensure access to a computer and the internet for RCDMS and email.
- Support activities and strategies that promote family involvement in reading, and overall literacy.

* The Internal Coach is designated by the principal and will be trained by Michigan Education Corps to provide literacy support and oversight to the interventionists. Internal Coaches will uphold the MEC model and act as a liaison between teachers and interventionists or program staff.