



READING CORPS PREK FACT SHEET

What are Reading Corps services?

- Reading Corps interventionists 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.
- When children are present, interventionists 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)/Multi-Tiered Systems of Support (MTSS) framework in early childhood. Simply put, RtI/MTSS includes frequently assessing students’ literacy skills and reviewing this data to make instructional decisions for students.

Who are Reading Corps interventionists and what do they do?

- Reading Corps interventionists are individuals who have signed up to do one year of national service through AmeriCorps and are commonly referred to as “members” or “interventionists.” 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, a gap in reading achievement.
- Reading Corps interventionists serve in full-time or half-time positions at a school, community preschool, or child care site and are supervised by an Internal Coach designated by the site.
- Reading Corps interventionists are trained to assist preschool teachers in implementing a language, literacy, and math rich learning environment.
- Members provide targeted reading skill practice, commonly called interventions, in the areas of rhyming, alliteration, letter sounds, letter names, and picture naming (vocabulary).
- Members are also trained in scripted reading interventions and provide these interventions to children who are selected by Internal Coaches/Site Supervisors.

What students are “eligible” for Reading Corps services?

- The Reading Corps interventionist is placed in one classroom to serve **all** the children in that room. An interventionist can serve in both an AM classroom and a PM classroom. Reading Corps interventionists serve in Head Start, GSRP, or GSRP/Head Start Blend classrooms, school district



early childhood programs serving children considered “at-risk”, and nonprofit child care programs (e.g., YWCA).

- An interventionist 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 interventionist.

When are MEC services delivered?

- Every day that children attend preschool.
- Additional interventions occur outside of the teacher-led, core reading or math instruction time during the school day.
- Eligible children may receive interventions for up to 15 minutes each day they are in attendance at preschool.

What assessments are used by Reading Corps?

- The current assessment tool is the Preschool Early Literacy Indicator (PELI). The PELI assessment is designed for preschool and pre-kindergarten children (ages 3 to 5) and assesses alphabet knowledge, vocabulary and oral language, phonological awareness, and comprehension. The assessment is given in a storybook format that will be familiar to most preschoolers. The measure is untimed and takes about 15 minutes to administer per child. A supplemental Letter Sound assessment is also used. Benchmark assessments are administered by the interventionist 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. The purpose of more frequent assessment is to gauge student progress and the effectiveness of the intervention. This is called progress monitoring.
- These assessment tools were chosen because of their well-established statistical reliability and validity. All these measures fit under the umbrella of “Curriculum-Based Measurement” (CBM).

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 interventionists 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 interventionist 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 per class are 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

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 Reading Corps interventionist.
- Ensure that all lead teachers and/or classroom aides or co-teachers can 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 for the MEC Reading Corps interventionist position.
- Interview (in collaboration with MEC staff) applicants for the position in the spring for the following school year.
- Educate teachers about the Michigan Education Corps Reading 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.
- Ensure all Preschool Reading Corps classrooms implement the literacy and math rich schedule daily, which includes providing interventions for eligible children.
- 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 children who receive interventions.



- Support benchmarking data collection during the fall, winter and spring assessment periods for all children in Preschool Reading Corps classrooms.
- Oversee progress monitoring for children receiving interventions.
- Adhere to the exit criteria guidelines that establish when a child is ready to be exited from intervention.
- Provide student information including demographic and state assigned ID for student progress database, Reading Corps Data Management System (RCDMS)
- Ensure access to a computer and the internet for RCDMS and email.
- Support activities and strategies that promote family involvement in reading, writing, 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.

How often do Internal Coaches meet with the interventionist?

- *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, new Internal Coaches attend Reading Corps Institute and all additional trainings throughout the year. Returning Internal Coaches must attend refresher trainings.