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HOPE NETWORK'S MICHIGAN EDUCATION CORPS K-3 READING CORPS AND GELN ESSENTIAL INSTRUCTIONAL PRACTICES IN EARLY LITERACY GRADES K TO 3 AND ESSENTIAL SCHOOL-WIDE AND CENTER-WIDE PRACTICES

COLLABORATORS:

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MEC K-3 READING CORPS

GELN ESSENTIAL INSTRUCTIONAL PRACTICES IN EARLY LITERACY GRADES K TO 3

GELN ESSENTIAL SCHOOL-WIDE AND CENTER-WIDE PRACTICES

Purpose

The purpose of this document is to describe the extension of supports among the Essentials in Early Literacy Grades K to 3, Essentials in School-Wide and Center-Wide Practices, and Hope Network's Michigan Education Corps. The Top 10 in 10 goals and strategies and the Michigan Literacy Plan call for coherency and alignment of the work of the Early Literacy Task Force's Essential Instructional Practices, and all other laws, policies and programs for advancing literacy skills within the P-20 education system. It is critical that schools who partner with MEC to implement the K-3 Reading Corps program have shared understanding for effective integration of all articulated practices and strategies/examples in the Essentials in Early Literacy Grades K-3, the Essential School-Wide and Center-Wide Practices, and those of K-3 Reading Corps.

Definitions

The **Essential Instructional Practices in Early Literacy K to 3** are practices to support what research suggests will have a positive impact on literacy development. The practices, in conjunction with reliable and valid literacy assessments, can be used to build an effective literacy program. The Essential Instructional Practices improve children's literacy by identifying a set of research-supported instructional classroom practices that are delivered by classroom teachers (rather than school-wide or systems-level practices, which are addressed in another document). Use of these practices in every classroom every day could make a measurable positive difference in the State's literacy achievement. They should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

The **Essential School-Wide and Center-Wide Practices in Literacy** are recommended organizational practices to support literacy development in ways that systematically impact learning throughout elementary schools, early childhood learning centers, and other literacy-oriented learning environments and programs. Each of the ten recommended school-level or center-level systems and practices should occur in all Michigan prekindergarten and elementary school learning environments. These essential practices should be viewed, as in practice guides in medicine, as presenting a minimum 'standard of care' for Michigan's children.

Hope Network's **MEC K-3 Reading Corps** is based on the successful Minnesota K-3 Reading Corps an evidence-based tier 2 intervention program. Within an MTSS framework¹, MEC K-3 Reading Corps is replicable and scalable using reliable and valid assessments, data-based decision-making, evaluation of implementation fidelity, and on-going instructional coaching. MEC interventionists provide students with daily one-on-one, targeted skill instruction for 100 minutes a week (20 minutes daily) that is *in addition to* the general education classroom instruction, i.e., tier 2. Interventionists reinforce skills introduced in core instruction by providing extended practice on specific reading skills through the use of scripted interventions

¹ Jimerson, S. R., Burns, M. K., & VanDerHeyden, A. M. (Eds.). (2007). Handbook of response to intervention: The science and practice of assessment and intervention. Springer Science + Business Media.



delivered in a standardized format to increase accuracy and build automaticity. The goal is grade level reading proficiency. Rigorous studies conducted by NORC at the University of Chicago confirm K-3 Reading Corps is a proven model that significantly accelerates literacy achievement for children in Kindergarten to grade 3².

Essential Elements for Effective Tier 2 Intervention

MEC K-3 Reading Corps uses empirically-based practices and content for tier 2 reading intervention, and meets criteria and definitions for being an evidence based intervention:

- ✓ **Established effectiveness and efficacy:** As defined by ESSA and IES.
- ✓ **Alignment of need to instruction:** Skill-by-Treatment Interaction³ paradigm.
- ✓ **Dosage:** Dosage established by experimental research at effect size level of medium or higher.
- ✓ **Fidelity:** Documented adherence to intervention and progress monitoring protocol.
- ✓ **Progress Monitoring:** Occurs weekly.
- ✓ **Regular data review:** Occurs monthly.

The specific research-based interventions delivered by K-3 Reading Corps Interventionists directly to students provide additional, explicit practice that is supplemental to the core reading instructional program provided by the school. The interventions focus on building accuracy and automaticity for foundational reading skills such as phonemic awareness, letter sound knowledge, decoding skills, prosody, and oral reading fluency. Comprehension skills are emphasized in Repeated Reading with Comprehension Strategy.

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.

² Markovitz, C.E., Hernandez, M.W., Hedberg, E.C., Whitmore, H.H., Satorius, J.L. (2018). *Impact Evaluation of the Minnesota Reading Corps K-3 Program*. NORC at the University of Chicago: Chicago, IL.; Markovitz, C.; Hernandez, M.; Hedberg, E.; Silbergliitt, B. (2014). *Outcome Evaluation of the Minnesota Reading Corps K3 Program*. NORC at the University of Chicago: Chicago, IL.

³ e.g., Christ, T. J., & Arañas, Y.A. (2015). Best practices in problem analysis. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology* (Vol. VI, pp. 87–98)..

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.

MEC Interventionists

Once selected through a screening and interview, MEC interventionists receive intensive training and frequent instructional coaching throughout the duration of service.⁴ Instructional coaching occurs from both an Internal Coach (site-based) and Master Coach (external, program expert). Coaching is accompanied by direct observation fidelity checks with immediate performance feedback⁵ for all assessments and interventions. Further, each child has a progress monitoring graph, and coaches lead a monthly data-review conversation with the interventionist following research-supported guidelines for data-based decision-making.

Summary and Detailed Overview: MEC and Essentials

A summary overview of how MEC K-3 Reading Corps is an extension of the **Essential Instructional Practices in Early Literacy K to 3** is provided in Table 1. A more detailed description of how the specific practices support and align with MEC K-3 Reading Corps practices is provided in Table 2.

A summary overview of how MEC K-3 Reading Corps is an extension of the **Essential School-Wide and Center-Wide Practices in Literacy** is provided in Table 3. A more detailed description of how the specific practices support and align with MEC K-3 Reading Corps practices is provided in Table 4.

⁴ Fixson, D.L., & Blasé, K. (2006). Transformation for Consumer Benefits. Tampa, FL: National Implementation Research Network, University of South Florida; Joyce, B.R. & Showers, B. (2002). Student achievement through staff development. Alexandria, VA: Association for State Curriculum Directors.

⁵ Forman, S. G., Shapiro, E. S., Coddling, R. S., Gonzales, J. E., Reddy, L. A., Rosenfield, S. A., ... & Stoiber, K. C. (2013). Implementation science and school psychology. *School Psychology Quarterly*, 28, 77-100.

TABLE 1

**GELN Essential Instructional Practices in Early Literacy K to 3 (Tier 1) and MEC K-3 Reading Corps (Tier 2):
Summarized Extension of Essential Literacy Practices to MEC**

	Essential #1 Literacy Motivation/ Engagement	Essential #2 Read Alouds	Essential #3 Small Group/ 1:1 Instruction	Essential #4 Phonological Awareness Instruction	Essential #5 Letter Sounds Instruction	Essential #6 Writing Instruction	Essential #7 Vocabulary & Content Knowledge	Essential #8 Reading Materials & Opportunities	Essential #9 Ongoing Assessment	Essential #10: Family Collaboration
MEC INTERVENTIONS										
Phoneme Blending			✓	✓	✓				✓	
Phoneme Segmenting			✓	✓	✓				✓	
Letter Sound Correspondence			✓		✓				✓	
Blending Words		✓	✓	✓					✓	
Newscaster Reading		✓	✓						✓	
Duet Reading		✓	✓						✓	
Repeated Reading with Comprehension Strategy		✓	✓				✓		✓	
Pencil Tap		✓	✓						✓	
Stop/Go		✓	✓						✓	
Great Leaps		✓	✓	✓	✓				✓	
MEC PRACTICES										
Screening (3x year)									✓	
Intervention chosen based on individual student data			✓						✓	
Weekly Progress Monitoring									✓	
Monthly Progress Monitoring Graph Review			✓						✓	
Explicit, direct instruction		✓	✓	✓	✓				✓	
Read At Home (RAH! RAH! RAH!)	✓							✓		✓
1:1 instruction		✓	✓						✓	
20 minutes/daily			✓							
Direct Observation Fidelity Checks with Performance Feedback		✓	✓	✓	✓		✓		✓	

TABLE 2

Detailed Overview of Extension of Essential Instructional Practices in Early Literacy K to 3

Practices	Tier 2: MEC K-3 Reading Corps Interventionist Led	As demonstrated by....
Essential #1 Literacy Motivation / Engagement <i>Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons</i>		
*creates opportunities for children to see themselves as readers	✓	Daily, reading intervention
*helps establish purposes for children to read and write beyond being assigned or expected to do so, such as for their enjoyment/interest, to answer their questions about the natural and social world, to address community needs, or to communicate with a specific audience.	✓ Reading only	Conversations between the Interventionists and students before, during, and after intervention sessions
*uses additional strategies to generate excitement about reading such as book talks and updates about book series. The teacher avoids attempting to incentivize reading through non-reading-related prizes such as stickers, coupons, or toys, and avoids using reading and writing as "punishment" (e.g., "If you can't listen, I'm going to send you to sit and read in the library.")	✓	Interventionists are trained on use of meaningful praise statements and using high-fives. Interventionists are coached to use specific verbal praise and links to what specifically about a child's reading was a sign of effort and new learning, etc.
Essential #2 Read Alouds <i>Read alouds of age-appropriate books and other materials, print or digital</i>		
*sets of texts, across read aloud sessions, that are thematically and conceptually related and that offer opportunities to learn that children could not yet experience independently.	✓	Students always read aloud during intervention. Reading Interventionists may or may not read aloud to students; depends on intervention. E.g., Newscaster Reading requires interventionist to read aloud. Reading intervention materials, e.g., reading passages or books, are chosen by Internal Coach to align with core curriculum and child's instructional level.
*higher order discussion among children and teacher before, during, and after reading	✓	Repeated Reading with Comprehension Strategy Intervention specifically targets this
*instructional strategies, depending on grade level and child's need, that:		
*develop print concepts such as developing children's directionality by running fingers under words and asking where to start, with texts being sufficiently visible to children that they can see specific features of print	✓	Interventionists are trained on how to use and teach running fingers under words, and asking where the sentence, paragraph, or passage begins; Internal Coaches ensure texts are easily visible to students.
*model application of knowledge and strategies for word recognition	✓	All interventions require modeling word recognition strategies.
*describe and model comprehension strategies including activating prior knowledge/predicting; questioning; visualizing; monitoring and fix-up; drawing inferences; and summarizing/retelling	✓	Repeated Reading with Comprehension Strategy Intervention specifically targets this
Essential #3 Small Group/1:1 Instruction <i>Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of literacy development</i>		
*ensures that children use most of their time actually reading and writing	✓ Reading only	Full 20 minutes of reading every day, 1:1 with Interventionist
*coaches children as they engage in reading and writing with reading prompts focusing primarily on (a) monitoring for meaning, (b) letters and groups of letters in words, and (c) rereading	✓ Reading only	All Interventions contain one or more of these elements
*employs practices for developing reading fluency, such as repeated reading, echo reading, paired and partner reading	✓	Repeated Reading with Comprehension Strategy; Duet Reading; Newscaster Reading
*includes explicit instruction, as needed, in word recognition strategies, including multi-syllabic word decoding, text structure, comprehension strategies, and writing strategies	✓	All interventions are scripted and delivered using direct and explicit instruction methods. All interventions require modeling word recognition strategies. Blending Words and Repeated Reading with Comprehension Strategy are specific strategies listed.

*is deliberate in providing quality instruction to children in all groups, with meaning-making the ultimate goal of each group's work	✓	Training and coaching emphasizes fidelity to intervention scripts and Reading Corps model. Fidelity is documented by Internal and Master Coaches through direct observations using a checklist with immediate performance feedback. Note: all instruction is provided 1:1.
Essential #4 Phonological Awareness Instruction <i>Activities that building phonological awareness (grades K and 1 and as needed thereafter).</i>		
*activities that involve segmenting sounds in words (e.g., Elkonin boxes, in which children move a token or letters into boxes, with one box for each sound in the word)		Phoneme Segmenting and Blending Words interventions
*activities that involve blending sounds in words (e.g., "robot talk" in which the teacher says the sounds "fffff" "iiiiii" "shhhh" and children say fish)		Phoneme Blending and Blending Words interventions
Essential #5 Letter-Sound Relationships <i>Explicit instruction in letter-sound relationships</i>		
*verbally precise and involving multiple channels, such as oral and visual or visual and tactile	✓	All interventions use explicit and direct instruction methods, largely oral and visual combined, although some do use objects, e.g., Phoneme Blending.
*informed by careful observation of children's reading and writing and, as needed, assessments that systematically examine knowledge of specific sound-letter relationships	✓	All students are screened and progress monitored using CBM measures (FastBridge Learning)
*taught systematically in relation to students' needs and aligned with the expectations of the Michigan K-3 Standards for English Language Arts	✓	Multiple data sources are used to determine eligibility and intervention need; All Interventions are aligned with the Michigan K-3 Standards for English Language Arts
*reinforced through coaching children during reading, most notably by cueing children to monitor for meaning and by cueing children to attend to the letters in words and recognize letter-sound relationships they have been taught	✓	All interventions use explicit, direct instruction methods with immediate, standardized error correction procedures
Essential #6 Writing Instruction <i>Research- and standards-aligned writing instruction</i>		
<i>Does not occur in MEC K-3 Reading Corps</i>		
Essential #7 Vocabulary & Content Knowledge <i>Intentional and ambitious efforts to build vocabulary and content knowledge</i>		
<i>Does not occur in MEC K-3 Reading Corps</i>		
Essential #8 Reading Materials & Opportunities <i>Abundant reading material and reading opportunities in the classroom</i>		
*books and other materials connected to children's interests and that reflect children's backgrounds and cultural experiences, including class- and child-made books	✓	Reading intervention materials are chosen to align with core curriculum, child's instructional level, child's interests and background, etc.
*books children can borrow to bring home and/or access digitally at home	✓	Read at Home! (RAH! RAH! RAH!) allows child to take home a book/passage to read to someone outside of school, ideally the primary caregiver.
Essential #9 Ongoing Assessment <i>Ongoing observation and assessment of children's language and literacy development that informs their education</i>		
*engages in observation and assessment that is guided by an understanding of language and literacy development and the Michigan K to 12 Standards for English Language Arts	✓	Training covers understanding of language and literacy development; all interventions are aligned to MI K-3 ELA standards; Interventionists receive direct observation fidelity checks from Master and Internal Coaches for both assessment and interventions
*prioritizes observation during actual reading and writing	✓ Reading only	Direct and explicit instruction requires on-going observation of student's performance of the skill be taught.
*administers assessments as one source of information to identify children who may need additional instructional supports	✓	Interventionists administer screening/benchmark assessments to current and potential Reading Corps students
*employs formative and diagnostic assessment tools as needed to inform specific instructional targets (e.g., assessing knowledge of specific sound-letter relationships, assessing knowledge of specific vocabulary words taught, reading and writing strategies being used and not used)	✓ Formative tools only	All students are screened and progress monitored using CBM measures (FastBridge Learning)
Essential #10: Family Collaboration <i>Collaboration with families in promoting literacy</i>		
*provide literacy-supporting resources, such as: books from the classroom that children can borrow or keep	✓	Read at Home! (RAH! RAH! RAH!) allows child to take home a book/passage to read to someone outside of school, ideally the primary caregiver.

TABLE 3

**GELN Essential School-Wide and Class-Wide Practices in Literacy (Tier 1) and MEC K-3 Reading Corps (Tier 2):
Summary of Extension of one or more strategies of the Essential School-Wide and Class-Wide Practices to MEC**

	Essential #1 Literacy Leadership Team	Essential #2 Organizational Climate	Essential #3 Learning Environment	Essential #4 Research- Based, On- Going Professional Learning	Essential #5 MTSS Literacy Framework	Essential #6 System Response to Child Challenges	Essential #7 Adequate Instructional Resources	Essential #8 Family Engagement	Essential #9 Summer Reading	Essential #10: Network of Community Connections
MEC										
Reading Interventions		✓	✓		✓		✓			
K-3 Reading Corps Training		✓	✓	✓						
K-3 Reading Corps Coaching		✓	✓	✓						
K-3 Reading Corps Program Model in MTSS Framework		✓	✓							
Monthly Progress Monitoring Graph Review		✓			✓					
Explicit, direct instruction					✓					
Read At Home (RAH! RAH! RAH!)			✓					✓		
20 minutes/daily			✓							
Direct Observation Fidelity Checks with Performance Feedback				✓						

TABLE 4

Detailed Overview of Extention of Essential School-Wide and Class-Wide Practices to MEC

Instructional Practices	Tier 2: MEC K-3 Reading Corps	As demonstrated by....
<p align="center">Essential #1 Leadership Team <i>The leadership team is composed of instructional leaders committed to continuous improvements in literacy and ongoing attention to data.</i></p>		
<p align="center"><i>Not a feature of MEC K-3 Reading Corps; although the decision to partner with MEC to implement K-3 Reading Corps is optimally made by this or another team of school leaders.</i></p>		
<p align="center">Essential #2 Organizational Climate <i>The organizational climate reflects a collective sense of responsibility for all children and a focus on developing child independence and competence in a safe space.</i></p>		
<p>*share and act upon a sense of responsibility for the literacy growth and overall wellbeing of every child that is grounded in the shared belief that every child can and will be successful, regardless of location, demographic, or program funding</p>	<p align="center">✓</p>	<p>The MEC model is grounded in this; emphasized in training and coaching.</p>
<p>*ensure that the entire learning environment is emotionally and physically safe, such that there are positive adult-child relationships and positive child relationships throughout the building</p>	<p align="center">✓</p>	<p>Training includes PBIS overview and strategies.</p>
<p>*support the development of children’s independence by engaging them in such practices as planning for their own reading and writing growth, observing and regulating their own reading and writing, and monitoring their own growth toward their reading and writing goals</p>	<p align="center">✓ Reading only</p>	<p>Interventions are designed to develop skills for self-correcting, reading every letter or word, paying attention to punctuation, etc. Students may complete an individual progress graph depending on time/appropriateness.</p>
<p>*help all children develop perceptions of competence and self-efficacy in reading and writing through such practices as helping children identify and build on their academic strengths, providing specific feedback to help children grow, and modeling the thoughts and practices of successful readers and writers.</p>	<p align="center">✓ Reading only</p>	<p>All interventions require modeling word recognition strategies, behaviors of good readers, and specific corrective or validating feedback.</p>
<p align="center">Essential #3 Learning Environment <i>The learning environment reflects a strong commitment to literacy.</i></p>		
<p>*literacy is a priority (e.g., amount, type, and nature of print experience)</p>	<p align="center">✓</p>	<p>Full 20 minutes of reading every day with the interventionist.</p>
<p>*instruction is built on explicitness, continuity, and responsiveness</p>	<p align="center">✓</p>	<p>All interventions are scripted delivered using direct and explicit instruction methods.</p>
<p>*guest readers and volunteers (e.g., parents, college students) are recruited and trained to support literacy in an ongoing manner</p>	<p align="center">✓</p>	<p>Interventionists are AmeriCorps members providing service in schools directly to kids (or students) everyday. All Interventionists are highly trained and have on-going coaching from a Master and Internal Coach.</p>
<p>*school staff aim to foster intrinsic motivation to read, making only temporary and sparing, if any, use of non-reading-related prizes such as stickers, coupons, or toys, and avoiding using reading and writing as “punishment”</p>	<p align="center">✓</p>	<p>Interventionists are trained on use of meaningful praise statements and using high-fives. Interventionists are coached to use specific verbal praise and links to why reading is fun, reading and a child's interests, etc.</p>
<p align="center">Essential #4 Ongoing Professional Learning <i>Ongoing professional learning opportunities reflect research on adult learning and effective literacy instruction.</i></p>		
<p>*data informed so that they meet the needs and best interests of teaching staff and their students</p>	<p align="center">✓</p>	<p>All students are screened and progress monitored using CBM measures (FastBridge Learning); Monthly data reviews of progress monitoring graphs follow research-based decision-making guidelines.</p>
<p>*focused on the “why” as well as the “how” of effective whole-class and small-group instructional practices, with opportunities for teachers to observe effective practice and to be observed and receive feedback from mentors and coaches</p>	<p align="center">✓</p>	<p>Emphasized in training; Interventionists receive on-going observation and support from a Master Coach and Internal Coach for the duration of their service.</p>
<p>*collaborative in nature, involving colleagues working together (e.g., study groups, collaborative inquiry, and problem solving) and inclusive of other classroom and school staff</p>	<p align="center">✓</p>	<p>Interventionists receive on-going support from a Master Coach and Internal Coach for the duration of their service; teachers and administrators are welcome to attend intervention sessions and monthly data review meetings; all progress monitoring graphs are shared with classroom teachers and Principals.</p>
<p>*focused on research-based instructional practices that are age, developmentally, and culturally appropriate and that support children’s literacy development (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3)</p>	<p align="center">✓</p>	<p>Please see Research Base for K-3 Reading Corps document for a comprehensive reference list, and experimental studies by NORC at the University of Chicago.</p>

*based in an understanding of knowledge and skills to be learned (see Essential Instructional Practices in Early Literacy for Prekindergarten and Grades K-3)	✓	Please see Research Base for K-3 Reading Corps document for a comprehensive reference list, and experimental studies by NORC at the University of Chicago. Reading Corps follows the skills progression for reading articulated by the National Reading Panel, IES (Foorman et al., etc.).
*utilizing current research on motivation and engagement to support children's learning	✓	Please see Research Base for K-3 Reading Corps document for a comprehensive reference list, and experimental studies by NORC at the University of Chicago.
* inclusive of modeling and instructional coaching with colleagues who demonstrate effective practices with children and provide opportunities for teachers to reflect on their knowledge, practice, and goals in an ongoing and continuous manner (see Essentials Coaching Practices in Early Literacy).	✓	Interventionists receive on-going observation and support from a Master Coach and Internal Coach for the duration of their service; Coaches are experienced literacy experts.

Essential #5 System of Literacy Supports

There is a system for determining the allocation of literacy support in addition to high-quality classroom instruction with multiple layers of support available to children who are not reading and/or writing at a proficient level.

*instruction and additional supports are coherent and consistent with instruction received elsewhere in the school day and occur in addition to, not instead of, regular literacy instruction	✓ <i>Reading only</i>	MEC K-3 Reading Corps is tier 2, supplemental intervention provided <i>in addition to</i> core reading instruction. Internal Coaches partner with Master Coaches to ensure alignment with core reading curriculum and child's instructional level.
*instruction and additional supports are differentiated to the individual child's specific profile of literacy strengths and needs	✓	All students are screened and progress monitored using CBM measures (FastBridge Learning); Monthly data reviews of progress monitoring graphs follow research-based decision-making guidelines.
*teachers are supported in using and reflecting on analyses of multiple, systematic internal assessments (e.g., universal screening, diagnostic, progress monitoring tools) and observation as appropriate in an on-going basis to: identify individual child needs early and accurately; tailor whole group, small group, and one-on-one instruction; and measure progress regularly	✓	Multiple data sources are used to determine eligibility and intervention need; All students are screened and progress monitored using CBM measures (FastBridge Learning); Monthly data reviews of progress monitoring graphs follow research-based decision-making guidelines, and are led by Master and Internal Coaches and include the Interventionists.

Essential #6 Individual Challenges

Organizational systems assess and respond to individual challenges that may impede literacy development.

Does not occur in MEC K-3 Reading Corps; if children receiving Reading Corps service are identified as needing tier 3 or different instruction (e.g., behavior) the team may decide to exit them from Reading Corps to address those learning needs first.

Essential #7 Instructional Resources

Adequate, high-quality instructional resources are well maintained and utilized.

*each child has access to many informational and literature texts in the classroom and school, with culturally diverse characters and themes, that they want to read and that they can read independently or with the support of others	✓	Reading intervention materials are chosen by Internal Coach to align with core curriculum, child's instructional level, child's interests and background, etc.
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Essential #8 Family Engagement

A consistent family engagement strategy includes specific attention to literacy development.

*fostering familial and community participation in the education of children and the work of the learning environment	✓	Read at Home! (RAH! RAH! RAH!) allows child to take home a book/passage to read to someone outside of school, ideally the primary caregiver. This is done as often as daily or once a week.
*empowering families to communicate about and impact the educational environment at school, as well as strengthen the educational environment in the home, regardless of education level, income, or native language of the primary caregivers	✓	Read at Home! (RAH! RAH! RAH!) allows child to take home a book/passage to read to someone outside of school, ideally the primary caregiver. The primary caregiver is asked to sign the child's journal indicating the child read with them.

Essential #9 Summer Reading

An ambitious summer reading initiative supports reading growth.

Not a feature of MEC K-3 Reading Corps. MEC K-3 Reading Corps is only implemented during the school year.

Essential #10: Community Connections

A network of connections in the community provides authentic purposes and audiences for children's work and helps facilitate use of quality out-of-school programming.

Not a feature of MEC K-3 Reading Corps. Interventionists may engage community partners, e.g., libraries, or participate in community literacy events where children may make their own books; but, these are not consistent features of MEC.