

Reading Corps K-3 Fact Sheet



What are Reading Corps services?

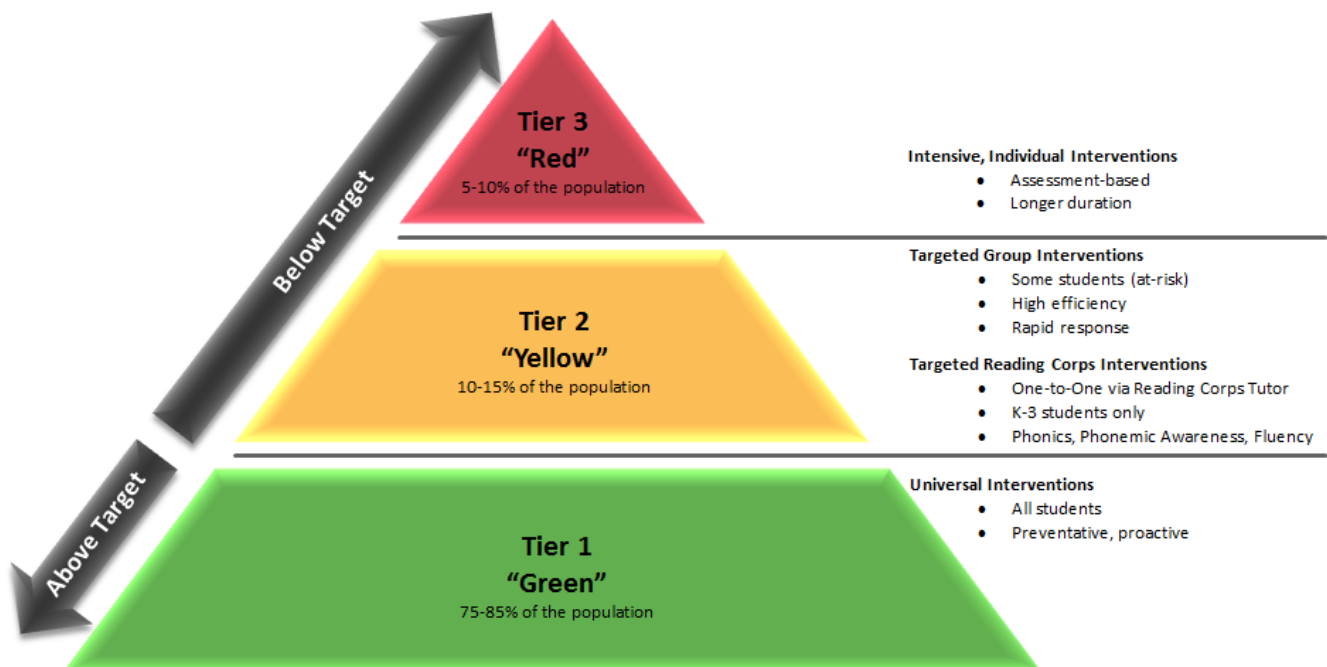
- Reading Corps interventionists are trained to provide daily 1-on-1, twenty-minute sessions with Kindergarten through 3rd grade students
- A staff person at the school, called an Internal Coach, attends three days of Reading Corps training prior to the school year and supports the interventionists throughout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

- 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 Coaching Specialist 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. Coaching Specialists 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 assessment is observed jointly by Internal Coaches and Coaching Specialists, tri-annually, using a checklist

Who are Reading Corps interventionists?

- Reading Corps interventionists serve as AmeriCorps members who focus on solving a societal problem – in this case, a gap in reading achievement. AmeriCorps is often referred to as the “domestic Peace Corps.”
- Reading Corps interventionists are individuals engaged in a commitment of service, ranging from five months to one year, in meeting needs in their local communities through AmeriCorps and are commonly referred to as “members” or “interventionists.” Interventionists are not employees of the school. In this document, those serving will be referred to as “interventionists.”
- 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 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 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. **Word Construction** is a daily 20 minute intervention that emphasizes phonics and fluency. This intervention combines early literacy practice and carefully sequenced connected text practice.