

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, literacy, and math skills using research-based intervention techniques. Interventionists primarily target 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. They also target early math skills including: 1) object counting; 2) counting based comparisons; 3) mental comparisons; 4) number after knowledge; and 5) composing and decomposing.
- 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) framework in early childhood. Simply put, this model includes frequently monitoring students’ literacy and math progress and reviewing this data to make instructional decisions for students.

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 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.” Generally, 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.
- There are two classifications of interventionists:
 - **PreK Literacy Interventionist:** A person from the community who has signed up to do a year of service. They receive a living allowance and are earning hours of service toward an education award to pay for college tuition or to pay back college loans.

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. A interventionist can serve in both an AM classroom and a PM classroom. Reading Corps interventionists serve in Head Start, school district early childhood programs serving children considered “at-risk”, and nonprofit child care programs (e.g., YWCA).
- A 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 tiered supplemental support from the interventionist.

What assessments are used by Reading Corps?

- Reading Corps interventionists administer the Preschool Early Literacy Indicator (PELI) and Early Math Inventory (EMI) to the whole class three times per year. The PELI is designed for preschool and pre-kindergarten children (ages 3 to 5) and measures alphabet knowledge, vocabulary and oral language, phonological awareness, and comprehension. The PELI is given in a storybook format familiar to most preschoolers. It is untimed and takes about 15 minutes to administer per child. The EMI measures students' early math skills including counting, comparisons, and composing and decomposing. It is untimed and takes about 5 minutes to complete. 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 progress monitoring occurs with children receiving tiered intervention support. The purpose of progress monitoring is to gauge 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 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, literacy, and math support to all students throughout the daily routines, including: Arrival, Sign-in, Daily Message, Choice Time, Repeated Read Aloud, tiered 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, writing, and counting into each reading to develop vocabulary, comprehension, and early math skills.

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

- Reading Corps Tier 2 and 3 interventions are designed to support core instruction.
- 7 children per class are identified to receive targeted interventions in small groups for 10-15 minutes daily or one-to-one for 5 – 10 minutes daily.
- Interventions target the math and literacy skills students need support in according to their benchmark scores.

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 Coaching Specialist.
- 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 Reading Corps Institute and additional training throughout the year.