



WHAT ARE NORTH DAKOTA READING CORPS SERVICES?

- Reading Corps tutors are trained to provide daily 1-on-1, 20-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 tutors throughout the year
- Tutors provide targeted reading skill practice, commonly called interventions, in the areas of phonemic awareness, phonics and fluency
- Tutors are trained in 10 scripted reading interventions (Internal Coaches select interventions for the students, with consultation of the Master Coach)

WHO IS ELIGIBLE TO RECEIVE SERVICES?

- Kindergarten through 3rd grade students scoring “below target” on benchmark assessment probes administered by the tutors (falling in the 49th percentile or below for reading)
- Students who need reading skill practice versus intensive reading instruction in longer daily sessions
- Students receiving 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 SERVICES DELIVERED?

- Tutoring sessions occur in 20-minute sessions, outside of the student’s teacher-led, core reading instruction time during the school day, typically five days a week

HOW LONG DO STUDENTS RECEIVE SERVICES?

- Tutors administer weekly one-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 spring 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 TUTORS MEET WITH INTERNAL AND/OR MASTER COACHES?

- It is recommended that tutors and their Internal Coaches allocate 10-15 minutes per day for communication or schedule 30 minute weekly meetings. As tutors become familiar with their tasks, the amount of meeting time may be reduced.
- One time per month, the Internal Coach, Reading Corps tutors, and Master Coach meet to review every student’s graph and determine if interventions should be changed.
- Twice per month (minimum), the Internal Coach or Master Coach observe tutor(s) with students and check intervention integrity using observation checklists. Administration and scoring of the assessment is observed jointly by Internal and Master Coaches, tri-annually, using a checklist.

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MORE INFORMATION:

For more information and to view full evaluation reports visit www.ndreadingcorps.org.



WHO ARE NORTH DAKOTA READING CORPS TUTORS?

- Individuals who have signed up to do a year of national service and are commonly referred to as “members.” The tutors receive a living allowance and earn hours of service toward an education award to pay for college tuition or pay back college loans.
- Reading Corps tutors serve as AmeriCorps members who focus on solving a societal problem - in this case, preventing reading failure.
- Reading Corps tutors serve in part-time positions at a school and are supervised by an Internal Coach as the school.
- Reading Corps tutors 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.

The benchmark assessments are conducted in the fall, winter and spring. They are 1-minute assessments from Formative Assessment for Teachers (FAST), from the University of Minnesota, and include: 1) Letter Naming Fluency, 2) Letter Sound Fluency, 3) Nonsense Word Fluency; and 4) CBM-Reading (3 passages).

The progress monitoring assessments are conducted weekly to gauge the effectiveness of the intervention and progress of the student. They are 1-minute assessments from FAST and include: 1) Letter Sound Fluency, 2) Nonsense Word Fluency, and 3) CBM-Reading.

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 focus on building fluency for basic reading skills such as phonemic awareness, letter sound knowledge, decoding skill, and oral reading fluency. Tutors are trained to deliver ten research-based supplemental reading interventions with participating students.

A description of the research base can be found in the 2007-08 Evaluation Report in the ‘Publications’ section of the N.D. Reading Corps website (www.ndseec.com/readingcorps).

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 breaking words into their individual phonemes.
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 sounds into words.
5. **Newscaster:** The student builds skills in reading with expression through extensive modeling and practice.
6. **Duet Reading:** The student builds 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 skill 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.

HOW IS NORTH DAKOTA READING CORPS FUNDED?

N.D. Reading Corps is currently supported through a AmeriCorps State and National grant, Bismarck, Fargo, Hazen, Jamestown, LaMoure, Mandan and West Fargo school districts, the South East Education Cooperative, the Missouri River Education Cooperative, The Mid-Dakota Education Cooperative, the United Way of Cass-Clay, the Missouri Slope Areawide United Way, the Otto Bremer Foundation and the Minot Area Foundation.