



WHAT ARE NORTH DAKOTA READING CORPS SERVICES?

- Reading Corps tutors are trained to support the development of preschool children's early language and literacy skills using research-based intervention techniques primarily targeting these key early language and literacy skill areas, including: 1) oral language, 2) vocabulary and meaning, 3) concepts about books and print, 4) phonological awareness and 5) alphabetic principle.
- When children are present, tutors 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 incorporates frequently assessing students' literacy skills and reviewing this data to make instructional decisions for students.

WHO IS ELIGIBLE TO RECEIVE SERVICES?

- A tutor 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. All children in that classroom will receive services.
- Children ages 3-5, whose assessment data indicates a need for more intense individualized instruction will be eligible to receive Tier 2 (small group) or Tier 3 (one-on-one) supplemental support from the tutor.

WHO ARE NORTH DAKOTA READING CORPS TUTORS?

- Individuals who have signed up to do 10 months of national service through AmeriCorps and are commonly referred to as "members" or "tutors." AmeriCorps is often referred to as the "domestic Peace Corps."
- Reading Corps tutors serve as AmeriCorps members who focus on solving a societal problem - in this case, reading failure.
- There are two classifications of tutors:
 - **Community Corps:** A person from the community who has signed up to do a year of service. They receive a monthly living allowance and are earning hours of service toward an education award to pay for college tuition or pay back college loans.
 - **Educator Corps:** A current employee who is in a teaching position at the site (i.e. lead teacher or assistant teacher) and has signed up to do a year of service. They continue to be paid by the organization by which they are employed and are earning hours of service toward an education award to pay college tuition or pay back college loans.

WHO PROVIDES COACHING SUPPORT?

- **Internal Coach (on-site staff member):** Each site must designate an internal coach to provide literacy support and oversight to the Reading Corps tutor. Internal coaches attend training with tutors and uphold the Reading Corps model.
 - Internal coaches are expected to conduct two coaching sessions each month (1-2 hours per coaching session) with each Reading Corps classroom. 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 and goal setting.
- **Master Coach (literacy expert):** Employed by Reading Corps, a master coach meets with internal coaches and tutors monthly to conduct fidelity checks for assessments and interventions and review student progress.

WHAT ARE THE ASSESSMENTS USED?

- The assessment tools include the Individual Growth and Developmental Indicators (IGDIs) and Formative Assessment for Teachers (FAST), which were developed at the University of Minnesota. They are 1- or 2-minute assessments and include: 1) letter naming fluency, 2) letter sound fluency, 3) rhyming, 4) picture naming, and 5) alliteration.
- Benchmark assessments are administered by the tutor 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 and/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), 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.

WHAT ARE THE TIER 1 INTERVENTIONS USED?

- Reading Corps Tier 1 interventions are designed to support core instruction. The Reading Corps model works well with any research-based curriculum (i.e. Creative Curriculum, OWL, etc.).
- Reading Corps tutors 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 book, which is theme-related, is read daily for one week. The tutor incorporates talking, reading and writing into each reading to develop vocabulary and comprehension.

WHAT ARE THE TIER 2 AND 3 INTERVENTIONS USED?

- Tier 2 = Small group intervention; minimum of 5-7 children; 10-15 minutes daily
- Tier 3 = One-on-one intervention; # of children identified with Internal Coach; 5-10 minutes daily

Tier 2 and Tier 3 Interventions:

- Oral Language and Vocabulary: To increase vocabulary and expressive language
- Visual Discrimination (5 levels): To increase skills in visual discrimination and letter sounds
- Phonological Awareness (3 levels): To increase skill in auditory discrimination

WHAT IS THE COMMITMENT FOR HOST SITES?

- Complete host site application available annually to apply to host the program
- Provide release time for tutor and internal coach training and coaching sessions
- Internal coach travel expenses for training (if applicable)

HOW IS NORTH DAKOTA READING CORPS FUNDED?

N.D. Reading Corps is currently supported through an AmeriCorps State and National grant, the South East Education Cooperative, the United Way of Cass-Clay and the Otto Bremer Trust.

MORE INFORMATION:

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



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