



Elementary Reading Fluency – Read Naturally Intervention Pilot

Introductions



Ashley Christie
Supervisor of Reading



Goal of Presentation



Seek approval to pilot a reading fluency intervention program for elementary students.



5 Minutes



Agenda



Background



Read Naturally



Budget



Next Steps

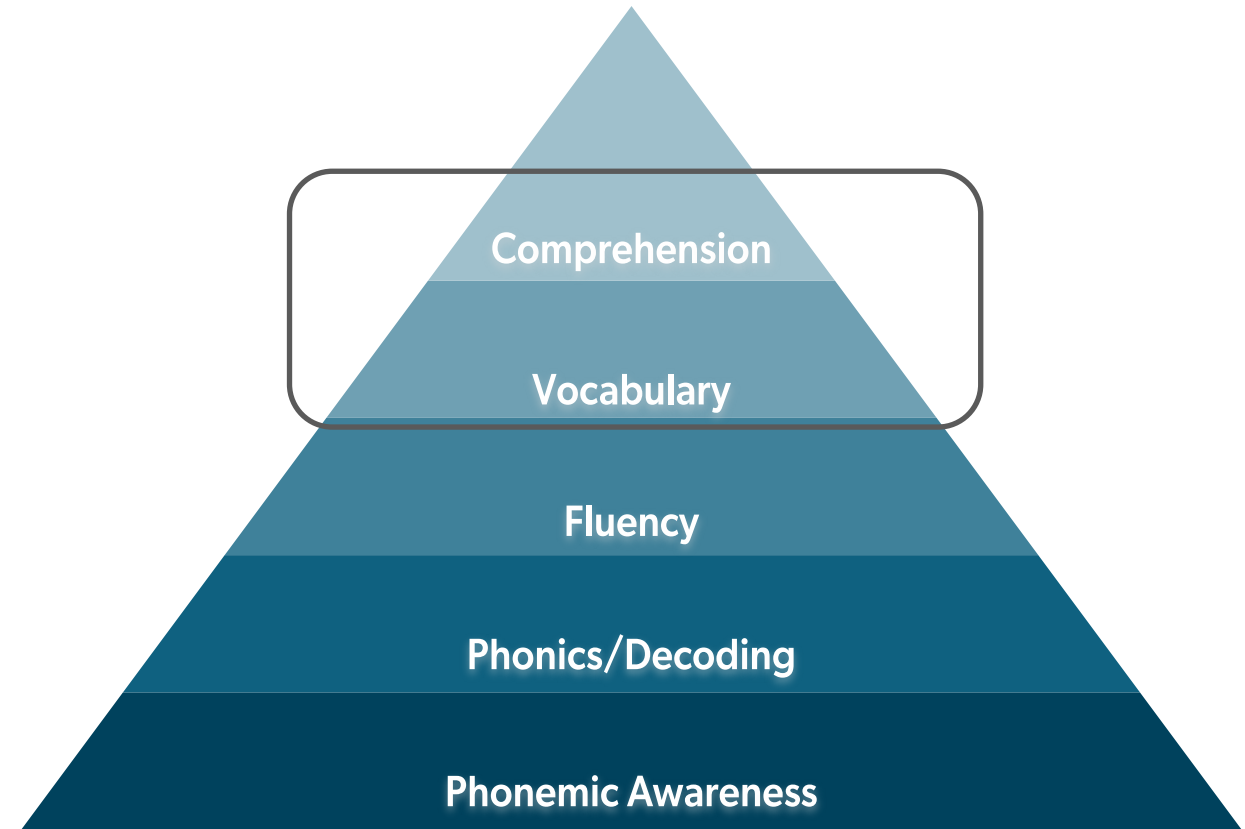
Background

Components of Effective Reading Instruction

National Reading Panel

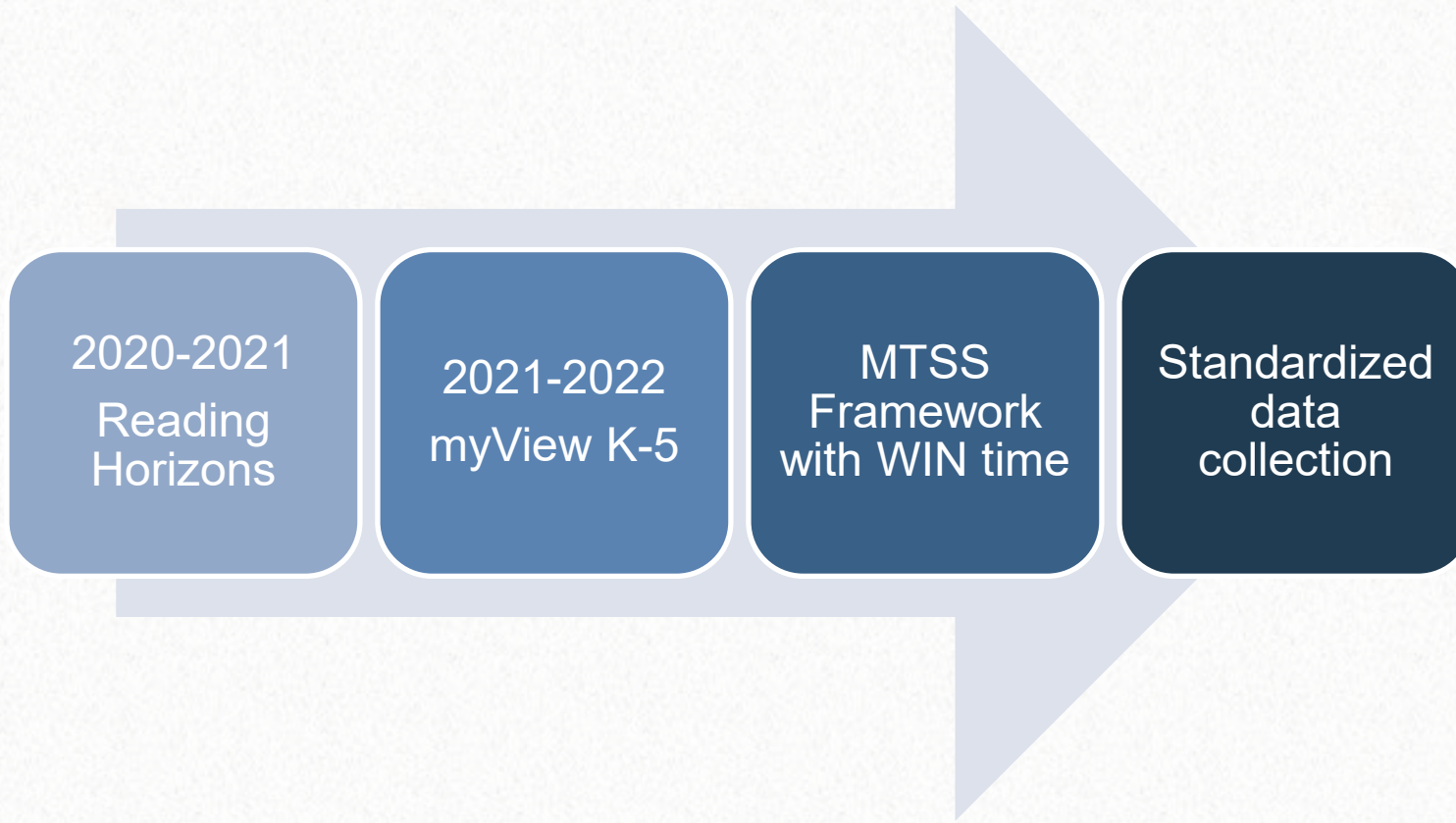


District Goal – “Read by 3”





Background





Background

3rd Grade DIBELS Data

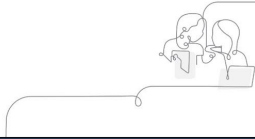
Year	Accuracy		Words Correct	
	MOY	EOY	MOY	EOY
2022-2023	85%	91%	71%	74%
2023-2024	83%	91%	70%	75%
2024-2025	84%	90%	71%	75%
2025-2026	86%	92%	71%	75%



How did we choose Read Naturally?

Amplify.

mCLASS Intervention Overview



mCLASS |
Boost Reading



Read
Naturally®
Live



Why Read Naturally?

Instruction



- ✓ **Teacher Modeling** – Provides a model for correct reading that helps students learn new words as well as focus on expression, phrasing, and automaticity.
- ✓ **Repeated Reading** – Students read the story multiple times. Repeated reading helps students master difficult words, increase accuracy, and improve expression to become a fluent readers.
- ✓ **Progress Monitoring** – Teachers and students set goals together. The student uses graphs to track progress and meet goals.

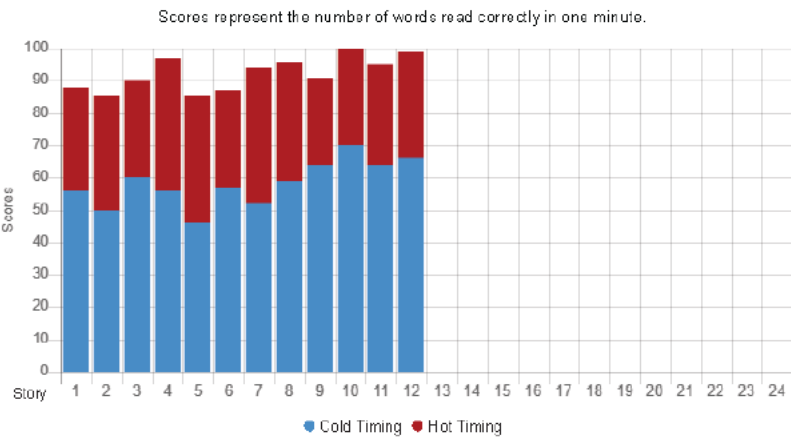


Why Read Naturally?

Student Fluency Graph

This bar chart displays a student's cold- and hot-timing scores for all stories passed in a specified series and level. Teachers use this report to track the student's reading fluency in a series/level in order to make instructional decisions that optimize the student's progress.

Fluency Graph



Order Passed	Story	Date Passed	Cold Timing	Cold Timing Errors	Goal (wcpm)	Hot Timing	Hot Timing Errors	Hot Timing Attempts	Expression
1	Gorilla	09/10/2019	56	2	85	88	1	1	3
2	Calling All Citizens!	09/12/2019	50	1	85	85	2	1	3
3	Electric Eel	09/14/2019	60	6	85	90	3	1	3
4	Destructive Builders	09/17/2019	56*	1	85	97	0	1	3
5	Trapdoor Spider	09/21/2019	46*	6	85	85	0	1	3
6	The Tree of Life	09/22/2019	57*	4	85	87	1	1	3
7	A Remarkable Friendship	09/24/2019	52*	1	85	94	0	1	3
8	Reaching for the Stars	09/25/2019	59*	2	85	96	1	1	3
9	Poison Dart Frog	10/04/2019	64*	1	85	91	0	1	3
10	Painting With Eggs	10/06/2019	70*	0	85	100	0	1	4
11	Ida Lewis	10/07/2019	64*	0	85	95	2	1	4
12	Puffer Fish	10/09/2019	66*	0	85	99	1	1	4



Why Read Naturally?

Students At-a-Glance Report

This report includes a student-by-student summary of results for Read Naturally Live stories passed. Teachers use this report to quickly identify students who may not be making adequate progress in fluency and comprehension and therefore may require adjustments in their programs or additional instruction. This report provides trend data so that teachers can easily compare the average scores from the first three stories to the average scores from the last three stories.

Report period: 9/5/2019 to 10/18/2019

Current Lead Teacher: Jane Murray
School: Springfield Elementary

Current Grade	Student	Current Homeroom	Series/Level			Fluency					Comprehension		Phonics
			Series/Level	Date Level started	Stories passed	Cold timing (first 3/last 3)	Goal (first/last)	Hot timing (first 3/last 3)	Expression (first 3/last 3)	Practices (first 3/last 3)	Quiz % correct (first 3/last 3)	Words in Retell (first 3/last 3)	Seconds to read word list (first 3/last 3)
3	Herr, Lee	Goss, H.	Seq/2.5	9/5/2019	8	41 / 48	70/70	74 / 80	2 / 3	6 / 5	87 / 93	13 / 24	/
3	Smith, Jeff	Goss, H.	Seq/2.0	9/5/2019	8	61 / 64	90/90	93 / 97	3 / 3	6 / 3	67 / 83	12 / 20	/
4	Cole, Rob	Goss, H.	Seq/3.0	9/5/2019	9	59 / 70	90/90	92 / 100	2 / 2	4 / 4	73 / 94	15 / 21	/
4	Stack, Janelle	Goss, H.	Seq/2.5	9/5/2019	11	47 / 64	75/85	78 / 92	2 / 3	6 / 4	80 / 100	15 / 23	/
6	Anderson, John	Goss, H.	Seq/5.0	9/5/2019	10	101 / 104	140/140	141 / 144	2 / 2	6 / 5	76 / 81	18 / 29	/
7	Aubid, Anna	Goss, H.	Seq/5.6	9/5/2019	11	82 / 90	120/120	124 / 132	2 / 2	6 / 5	78 / 85	23 / 30	/

* Teacher was not present for one or more of the cold timings used to calculate the first 3 or last 3 cold timing score.



Budget Impact

	Total Cost
2026-2027 60 Day Pilot	\$0
After the Pilot	\$22.00/ student license

****Note:** At this time, you are not approving the purchase of these resources for “after the pilot”. If the pilot goes well, and we see improved fluency with our students, we will present the results of the pilot and ask for approval of the purchase of this intervention resource for students who show a need.



Next Steps

- 1 Pilot for 60 days in the fall of the 2026-2027 school year, including teacher training.
- 2 Provide a recommendation based on the results of the pilot.
- 3 Purchase for the remainder of the 2026-2027 school year and beyond, based on student need.
- 4 Provide professional development for teachers.
- 5 Progress monitor the impact on students' reading fluency to ensure continued success and impact.



Questions