Evaluating the Effectiveness of Read Naturally on Student Fluency

A Special Project

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Dr. Robert P. Kraig

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FACULTY APPROVAL

Evaluating the Effectiveness of Read Naturally on Student Fluency

A Master's Special Project

by

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ABSTRACT

Title

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In order to gain the necessary skills needed for reading development vital reading skills need to be developed, including accurate and fluent decoding and word identification skills. This study evaluated the effectiveness of the Read Naturally program, an intervention that is implemented and monitored by a teacher. A control trial was conducted involving twenty fourth grade students. A group of ten students received an additional reading intervention using the Read Naturally program. The remaining ten students continued to experience the reading instruction characteristic of their classroom with no supplemental fluency intervention.

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CHAPTER 1

Introduction

Background for the Project

Reading was a primary focus of the No Child Left Behind Act, NCLBA, the education bill signed into law in January 2002. A vital component of the act was Reading First, a high-quality, scientific research based initiative intended to improve the reading skills of students in grades K through 3. Reading First built on the findings of the National Reading Panel (NRP, 2000), detailed in a comprehensive report that set the standard for research evidence of instructional practices that improve reading achievement. The National Reading Panel report identified the essential elements of reading instruction: alphabetic, fluency, and comprehension.

There were many tribulations that negatively impacted a student's ability to read efficiently and effectively. Paramount among these tribulations was the student's ability to read fluently, which in turn negatively impacted the student's reading comprehension. Comprehension was the primary goal of reading; unfortunately this goal was seriously compromised when a student was unable to process text in a timely manner (Rasinski, 2000). A condition called, disfluent reading, was noted by a student's shuddering, stop and go reading (Allington,

2004). With the implementation of effective reading interventions, students improved their reading fluency.

This project focused on the importance of reading fluency. Reading fluency was defined as the ability to read phrases and sentences smoothly and quickly, while understanding them as expressions of complete ideas (NRP, 2000). With the acquisition of reading fluency a student had been better able to process and comprehend the meaning of text (Stanovich, 1984).

Statement of the Problem

A report from the National Assessment of Educational Progress stated that approximately 44% of fourth grade students in the United States functioned with low reading fluency within grade level materials (Pinnell, Pikulski, Wixon, Campbell, Gough, and Beatty, 1995). Evidence indicated that there was a strong correlation between reading fluency acquisition and the ability to comprehend written text (Reutzel and Hollingsworth, 1993).

Purpose of the Study

The purpose of this study was to evaluate the effect of the Read Naturally intervention on reading fluency skill development over a brief period (16 weeks) of implementation.

Delimitations

This project was delimited to ten fourth grade students receiving the Read Naturally fluency intervention and ten fourth grade students not receiving the Read Naturally fluency intervention during the 2008-2009 academic school year at Onalaska Elementary School in Lewis County, Onalaska, Washington. As of January 2009, there were 60 fourth grade students enrolled at Onalaska Elementary. The study was conducted beginning on September 15, 2008, and concluded on January 15, 2009.

Assumptions

For the purpose of this study the following assumptions were believed to be true:

1. All survey questions were answered honestly.
2. All students did their best on the DIBELS fluency assessment.
3. All students did their best on the Read Naturally fluency intervention.
4. Teachers had the necessary skill to administer the DIBELS fluency assessment.
5. Teachers had the necessary skill level to instruct and monitor the Read Naturally fluency intervention.

Hypothesis

Fourth grade students receiving intervention with the Read Naturally program will increase their words per minute reading fluency at a faster rate than those fourth grade students not receiving the Read Naturally intervention. When given a survey, fourth grade students receiving intervention with the Read Naturally program will express a higher reading confidence level than those fourth grade students not receiving the Read Naturally intervention.

Null Hypothesis

Fourth grade students receiving intervention with the Read Naturally program will not increase their words per minute reading fluency at a faster rate than those fourth grade students not receiving the Read Naturally intervention. When given a survey, fourth grade students receiving intervention with the Read Naturally program will not express a higher reading confidence level than those fourth grade students not receiving the Read Naturally intervention.

Significance of the Project

The purpose of this project was to provide administration and staff a factual base of information regarding the effectiveness of the Read Naturally fluency intervention on students at Onalaska Elementary. This information was crucial in decision making when allocating funds and staff resources on the purchase and implementation of reading fluency interventions. Once the results were compiled

and analyzed, they were presented to the Onalaska Elementary School Principal, Taj Jensen.

Procedure

For the purpose of this project, the following procedures were implemented:

1. Permission to conduct research was granted from the Onalaska Elementary School Principal, Taj Jensen (see Appendix A)
2. A review of selected literature was conducted at Onalaska Elementary School, Heritage University, and articles collected through the use of internet search engines.
3. A student survey was developed, administered, and analyzed (see Appendix B).
4. A DIBELS Oral Reading Fluency pre-test was administered to each student on September 15, 2008.
5. A DIBELS Oral Reading Fluency post-test was administered to each student on January 15, 2009.
6. Data was tabulated.

Definition of Terms

Comprehension. The level of understanding of a writing.

Fluency. The ability to read accurately, quickly, effortlessly, and with appropriate expression and meaning.

Phonics. The system of relationships between letters and sounds in a language.

Acronym

DIBELS. Dynamic Indicators of Basic Early Literacy Skills.

EEL. English Language Learner.

NRP. National Reading Panel.

NCLB. No Child Left Behind.

DORF. Oral Reading Fluency.

CHAPTER 2

Review of Selected Literature

Introduction

This chapter has been organized around the following topics: (a) Struggling Readers, (b) Dynamic Indicators of Early Indicators, (c) Read Naturally, (d) Reading Fluency, and (e) summary.

Fluency was a key skill to effective reading. When readers struggled with reading fluency, comprehension and motivation to read was negatively impacted (Hasbrouck, Ihnot, and Rogers, 1999). Because of the negative effects of disfluent reading, fluency deserved extensive attention, yet it was one area of reading that was too often ignored in the classroom (Lipson and Lang, 1991).

Struggling Readers

Research demonstrated that students who did not possess basic reading skills by third grade continued to struggle with the process of reading into adulthood (Bryant, 2003). This lack of basic reading skills negatively impacted a student's ability to attain the level of literacy needed to succeed academically in an educational setting driven by high-stakes testing.

Reading difficulties that began in elementary school often persevered through the middle and high school years. Many of these students were identified for special education as they entered the upper elementary grades. The majority of

students who then received services for special education (U.S. Department of Education, 2002) were primarily diagnosed with reading deficits (Torgesen, Alexander and Wagner, 2001). These deficits included difficulty with automatic word recognition, decoding, fluency and reading comprehension.

Failure to acquire the basic foundational reading skills affected student success in other academic areas and made transitions between the grade levels difficult (Montgomery and Moore-Brown, 2003). If these students were to succeed with core academic curriculum, they required intensive skill building and the teaching of strategies to strengthen their reading comprehension (Fisher and Ivey, 2006). Reading instruction of this kind posed challenges to teachers who were faced with a wide range of reading abilities in their classrooms (Linan-Thompson and Hickman-Avis, 2002).

Less skilled or struggling readers were defined as individuals not performing at a level noted in same age peers. Approximately 20% of upper primary grade students did not achieve the necessary skills for competent grade level reading (Chapman and Klein, 2001). As these students struggled with reading, they fell further behind in school and were at risk for secondary school failure. The ability to successfully attain these early basic reading skills enabled an individual continued growth in both reading comprehension and general knowledge (Chapman and Klein, 2001). These skills predicted positive outcomes for future

school success among elementary age children (Rashotte, Macphee, and Torgesen, 2001).

A number of students struggled with reading in the academic setting, including students that were labeled LD, those who had educational gaps, and students that were labeled English Language Learners, (ELL) (Daqi Li and Nes, 2001). Struggling readers risked academic failure which impacted their future adult lives. A number of reading interventions had been designed and implemented to assist the struggling reader. This study focused on the Read Naturally program.

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

The DIBLES assessments were intended to provide school-based data to direct instruction and to review school level outcomes. The measures were intended to be brief and repeatable. There were over 20 alternate forms of each measure, and each measure was designed to take approximately one minute to administer. For a benchmark assessment, two to four measures were administered.

School-based reports from the DIBELS Data System provided a basis to periodically evaluate the professional development needs of a school. The reports became vehicles for teacher change by operationalizing four principles of effective professional development (Baker and Smith, 1999). First, a clear focus

was created with concrete, realistic, and challenging goals for improved student performance on critical basic early literacy skills, labeled benchmarks and validated by large scale studies (Good, Gruba and Kaminski, 2001). Second, there was a professional development focus on both technical and conceptual components of instruction with clear, unequivocal linage between critical basic early literacy skills and DIBELS measures (Good, Kaminski, Simmons, & Kame'enui, 2001). Third, change was enhanced through grade level discussion of teacher reports where collegial relationships and essential support systems were created to effect instructional and programmatic decisions based on data. Finally, teachers saw the effects of the instructional changes on student performance with compelling visual representations in the teacher reports. DIBELS school reports indicated the percentages of students needing additional intervention.

Read Naturally

Read Naturally was an intervention system designed to implement three research based strategies: repeated reading, reading with a model, and progress monitoring with feedback that promoted student reading achievement. The primary skills that were targeted were reading accuracy and fluency. In addition,

vocabulary and reading for meaning were emphasized through introductions to key words and comprehension questions. The following description was provided on the Read Naturally website (2009).

> The Read Naturally program provided engaging nonfiction material appropriate for a student's age and skill level. Using teacher modeling and repeated reading and the appropriate curriculum, students improved their fluency, develop phonics skills, improve vocabulary, and promote comprehension.

The website also included a description of reports, studies, case examples, and the evidence base for the Read Naturally instruction program.

Prior research on the Read Naturally intervention system provided evidence that elementary and middle school students that used the program generally approximated typical or ambitious rates of achievement of oral reading skills (Hasbrouck, Ihnot, and Rogers, 1999). To date, no randomized control trials of the Read Naturally program have been conducted. The What Works Clearinghouse (2007) reviewed 14 studies of Read Naturally and identified two studies in their evaluation of the intervention. One was an unpublished master's thesis that evaluated intervention effects on a small sample of first graders who were randomly assigned to intervention conditions and the other is an unpublished dissertation on a modest sample of second graders who were matched across control and intervention conditions. Neither of these studies provided sufficient

evidence of intervention integrity and the latter study clearly did not implement all components of the intervention; furthermore, the purpose of the latter study was not to evaluate the effects of the Read Naturally intervention system.

Reading Fluency

In the past a general definition of reading fluency was the ability to read quickly and automatically. However, the definition was broadened beyond word calling or just stating the words, and included comprehension as an essential part of fluency (Nathan and Stanovich, 1991). The National Reading Panel (2000) defined fluency as the ability to read automatically with proper accuracy, speed, and expression, thus freeing the reader's cognitive abilities so meaning of the text can be made. Likewise, Nathan and Stanovich (1991) and Kuhn and Stahl (2003) stated that fluency was the ability to rapidly recognize words while speaking with correct prosody, thus focusing the attention toward cognitive processing.

Zutell and Rasinski (1991) defined fluency as proficient oral reading that included reading that is effortless or automatic, correct phrasing, and the use of pitch, stress, and intonation. Unlike the other researchers, Zutell and Rasinski (1991) did not include word recognition and comprehension in their definition. They did this for the purpose of focusing educators' attention "on the extent to which reading 'sounds' like speaking, that is, how much it conformed to the rhythms, cadences, and flow of oral language"(Zutell and Rasinski, 1991).

Due to the many different definitions of reading fluency, Wolf and Katzir-Cohen, (2001) conducted a literature review and reported that researchers generally viewed fluency through one of three theories; the informational-processing theory, the connectionist theory, and the rauding theory. The information-processing theory proposed that fluency was acquired through automaticity. This means that a reader received visual stimuli, such as the letters in a word, and with practice and exposure, the features (letters) in the stimuli became a unit. "As these units accumulate and letter perception becomes increasingly automatic, attention to early visual coding process decreased" (Wolf and Katzir-Cohen, 2001). Once the units were automatic, a reader rapidly retrieved them and therefore read fluently.

In contrast to the informational-process theory, the connectionist theory emphasized "continuous, distributed interaction of phonological, orthographic, syntactic, and semantic processing codes during word recognition" (Wolf and Katzir-Cohen, 2001). Unlike the informational-processing theory, the connectionist theory did not view retrieval mechanisms as the source for coding but acknowledged the importance of other linguistic features, such as prosody. Prosody, or intonation and inflection used by readers, was one of the key links to becoming a fluent reader (Dowhower, 1991).

The rauding theory was the third theory of fluency (Carver, 1984). This theory's central focus was on the link between fluency and comprehension. The rauding theory defined fluency as the fastest rate at which a reader can efficiently understand complete thoughts in each sentence (Carver, 1984). Researchers (Dowhower, 1991) concured with the rauding theory in that automaticity and rate alone did not define fluency. A level of comprehension was also included for more complete fluency. All three of these theories agreed that fluency was a desirable, even necessary skill, but they described different processes obtaining it.

In summary, a number of researchers agreed that fluency is much more than rapid decoding of words. It encompasses word recognition, which when completely developed, was an accurate, automatic reading rate, with correct phrasing, expression and volume, smoothness, and pace, and where attention was allocated to comprehension.

Summary

The focus of this chapter was to address the available evidence relating to the topics of (a) Struggling Readers, (b) Dynamic Indicators of Early Indicators, (c) Read Naturally, (d) Reading Fluency. The intent of the review was to explore the Read Naturally program and its effectiveness on student reading fluency and comprehension. A universal theme that evolved in all of the research found that reading fluency was a vital key to a student's success in the academic arena.

Struggling readers were defined as students who do not possess basic reading skills. Without intensive interventions these students fell further behind in school and later became at risk for secondary school failure. The DIBLES assessments were intended to provide school-based data to direct instruction and to review school level outcomes. These assessments provided focus when interventions were needed to help ensure a student's success. Read Naturally is an intervention system designed to implement three research based strategies: repeated reading, reading with a model, and progress monitoring with feedback to promote student reading achievement. The primary skills that were targeted were reading accuracy and fluency. The National Reading Panel (2000) defined fluency as the ability to read automatically with proper accuracy, speed, and expression, thus freeing the reader's cognitive abilities so meaning of the text can be made.

Read Naturally was a fluency intervention based on current scientific research on reading fluency. Its approach included the recommended guided oral repeated reading and repeated reading techniques, accompanied by immediate quantitative feedback.

CHAPTER 3

Methodology and Treatment of the Data

Introduction

This chapter has been organized around the following topics: (a) Methodolgy, (b) Participants, (c) Instruments, (d) Design, (e) Procedure, (f) Treatment of Data, and (g) Summary.

Methodology

Review of selected literature. A review of selected literature was conducted at Onalaska Elementary School, through Heritage University's on-line database and articles collected through the use of internet search engines.

Permission to conduct research. Permission to conduct this research on students at Onalaska Elementary School was granted by the School Principal, Taj Jensen (see Appendix A).

DIBELS. The researcher administered the DIBELS Fourth Grade Oral Reading Fluency assessment on September 15, 2008, and January 15, 2009. The researcher then collected and analyzed the data and charted the information in Excel.

Student survey. A student survey was developed and given to the Onalaska Elementary Principal, Taj Jensen, for approval. Once approval had been granted the survey was administered to the ten fourth grade students participating in the

Read Naturally intervention. The survey was collected and all the data was compiled.

Participants

The participants in this study included twenty fourth grade students falling in the at risk or some risk category during the 2008-2009 school year. The students were then randomly divided into two groups of ten. One group received the Read Naturally intervention for a period of 12. The control group students continued to experience the reading instruction characteristic of their classroom with no supplemental fluency intervention. The students all attended Onalaska Elementary School, which is a rural community school in Lewis County. The October 2007, enrollment count was 411. The ethnic diversity of Onalaska Elementary was 81.9% Caucasian, 8.2% Hispanic, 1% African-American, and 6.7% Native Indian. The percentage of free and reduced meals was 51.7%.

Instruments

At the inception of the study (September 15, 2008), all participants were administered the DIBELS Oral Reading Fluency assessment in order to assess individual reading fluency. DIBLES Oral Reading Fluency (DORF) was a standardized, individually administered test of accuracy and fluency with connected text. The DORF passages and procedures were based on the program of research and development of Curriculum-Based Measurement (CBM) of

Reading by Stan Deno and colleagues at the University of Minnesota and used the procedures described in Shinn (1989). A series of studies had confirmed the technical adequacy of CBM reading. Test-retest reliabilities for elementary students ranged from .92 to .97; alternate form reliability of different reading passages drawn from the same level ranged from .89 to .94 (Tindal, Marston and Deno, 1983). Criterion-related validity studied in eight separate studies in the 1980's reported coefficients ranging from .52 to .91 (Good and Jefferson, 1998). The fluency assessment was repeated after the intervention was completed (January 15, 2009). The second instrument was a survey developed by the researcher to help assess the attitudes of the students toward their reading abilities. The researcher felt the two instruments used tested what they were designed to test.

Design

This study was designed to provide school personnel evidence of the effectiveness of the Read Naturally fluency program. An oral reading fluency assessment was administered pre and post study, as well as a student reading confidence survey.

Procedure

For the purpose of this project, the following procedures were implemented:

1. A review of selected literature was conducted at Onalaska Elementary School, Heritage University, and articles collected through the use of internet search engines.
2. Permission to conduct research on students was received from the Onalaska Elementary Princpal, Taj Jensen (see Appendix A).
3. The principal, Taj Jensen, reviewed and approved the writing survey.
4. A partnership was formed between the researcher and the teacher administrating the fourth grade Read Naturally program for the purpose of this study.
5. The DIBELS fourth grade DORF pre and post assessments were administered to all study participants in the 2008-2009 school year.
6. The researcher collected and analyzed the data from the pre and post DIBELS assessments given to study participants in the 2008-2009 school year.
7. A survey of reading attitudes was given to Read Naturally study participants in the 2008-2009 school year (see Appendix B)
8. Responses from the Reading Survey were tabulated.
9. Summary, conclusion, and recommendations concluded the study.

Treatment of Data

The results of the Fall and Winter DIBELS Oral Reading Fluency assessments were recorded and calculated. The tool used to analyze the data by the researcher after it was entered into an Excel spreadsheet was a statistic calculator, STATPAK. This tool was used to test for significance. This calculator told the researcher the probability values of a t-test, given the t-value and the degrees of freedom.

Summary

The researcher gathered and analyzed reading fluency and reading confidence data from fourth grade students at Onalaska Elementary School. The students enrolled in the Read Naturally intervention were given a reading confidence survey, generated by the researcher, on September 13, 2008. The students were given an oral reading fluency pre-test on September 15, 2008, and an oral reading fluency post-test on January 15, 2009. The researcher chose to do an experimental research study with the participating project students. The researcher then recorded reading confidence scores and oral reading fluency scores in the Excel program and generated corresponding graphs. The data was then entered into a statistical calculator and a *t*-test for independent samples was conducted.

CHAPTER 4

Analysis of the Data

Introduction

Chapter 4 has been organized around the following topics: (a) description of the environment, (b) hypothesis, (c) results of the study, (d) findings, and (e) summary.

Description of the Environment

Onalaska Elementary School was a rural community school, located in Lewis County. The October 2007, enrollment count was 411. The ethnic diversity of Onalaska Elementary was 81.9% Caucasian, 8.2% Hispanic, 1% African-American, and 6.7% Native Indian. The percentage of free and reduced meals was 51.7%.

Hypothesis

Fourth grade students receiving intervention with the Read Naturally program will increase their words per minute reading fluency at a faster rate than those fourth grade students not receiving the Read Naturally intervention. When given a survey, fourth grade students receiving intervention with the Read Naturally program will express a higher reading confidence level than those fourth grade students not receiving the Read Naturally intervention.

Null Hypothesis

Fourth grade students receiving intervention with the Read Naturally program will not increase their words per minute reading fluency at a faster rate than those fourth grade students not receiving the Read Naturally intervention. When given a survey, fourth grade students receiving intervention with the Read Naturally program will not express a higher reading confidence level than those fourth grade students not receiving the Read Naturally intervention.

Results of the Study

There was a significant increase in the reading fluency of those students receiving the Read Naturally intervention than those students not receiving the Read Naturally intervention. The hypothesis, fourth grade students receiving intervention with the Read Naturally program will increase their words per minute reading fluency at a faster rate than those fourth grade students not receiving the Read Naturally intervention, was supported. To test this hypothesis the researcher used the STATPAK and the Microsoft Excel program to calculate the mean, mode, and t-scores.

Figure 1 represented the Fourth Grade students DIBELS Oral Reading Fluency scores of students receiving the Read Naturally intervention. The pre-test was given to the treatment group on September 15, 2008. The scores illustrated

the amount of growth each student made in the area of oral reading fluency as measured by the DIBELS Fourth Grade Oral Reading assessment.

Figure 1

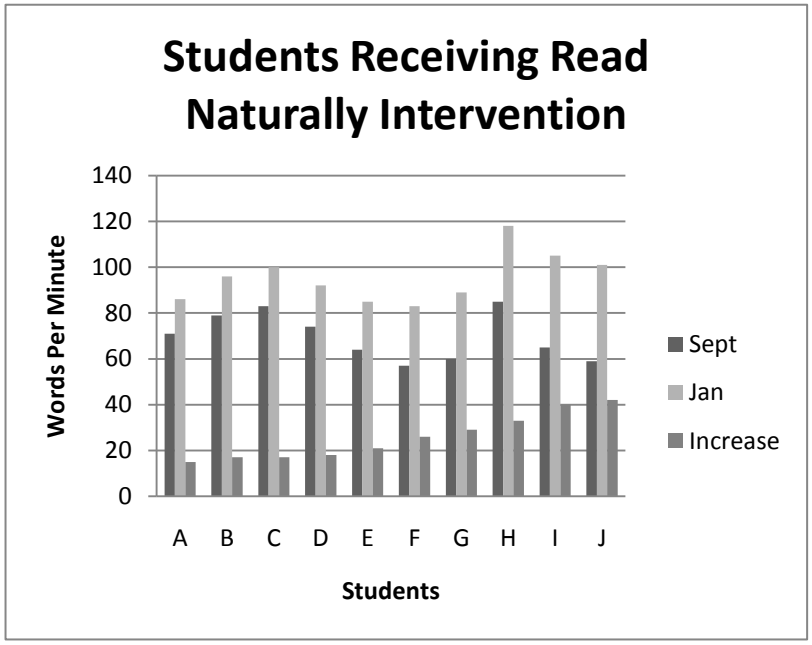
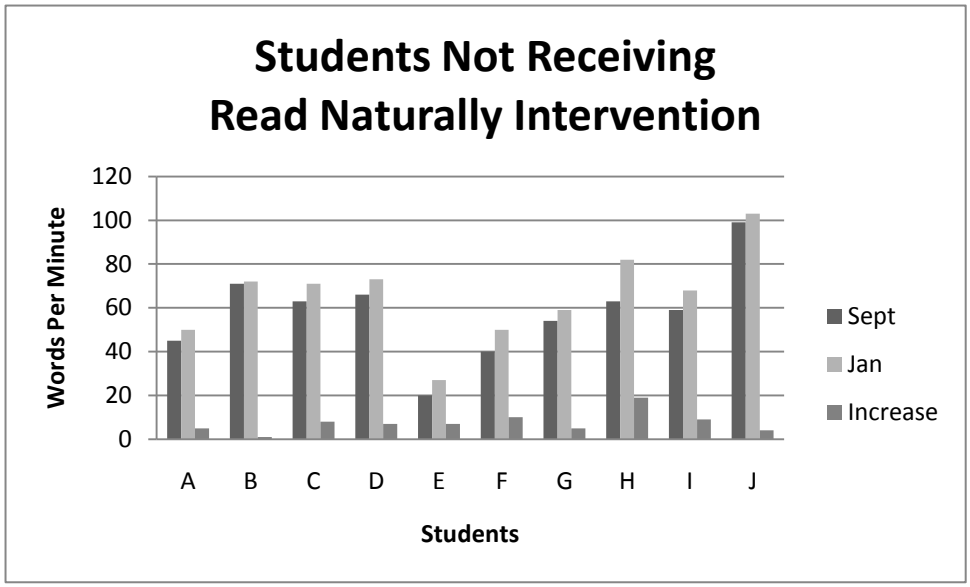


Figure 2 represented the Fourth Grade students DIBELS Oral Reading Fluency scores of students not receiving the Read Naturally intervention. The pre-test was given to the treatment group on September 15, 2008. The scores illustrated the amount of growth each student made in the area of oral reading fluency as measured by the DIBELS Fourth Grade Oral Reading assessment.

Figure 2



The data was entered into a STATPAK and a *t* test was conducted to test for significance. With the degree of freedom 18 and a probability of .05, a value of 2.101 needed to be exceeded to show significance. When calculated with a

degree of freedom of 18 the *t* value was 5.25, showing a significant change; accepting the hypothesis. The mean from the students receiving the Read Naturally intervention was 25.8, while the mean from those students not receiving the Read Naturally intervention was only 7.40. (Table 1)

t-Test For Independent Samples

Statistic	Values
No. of Scores in Group X	10
Sum of Scores in Group X	258.0000
Mean of Group X	25.80
Sum of Squared Scores in Group X	7538.00
SS of Group X	881.60
No of Scores in Group Y	10
Sum of Scores in Group Y	75.0000
Mean of Group Y	7.50
Sum of Squared Scores in Group Y	771.00
SS of Group Y	208.50
t-Value	5.26
Degrees of Freedom	18

Group X	Group Y
15	5
17	1
17	8
18	7
21	7
26	10
29	5
33	19
40	9
42	4

Table 1

A survey was given to students participating in the reading intervention group prior to the beginning the study and upon conclusion of the study. The purpose of the survey was to examine the attitude of the fourth grade students toward their reading abilities. Figure 3 reflected the results of question one on the survey, pre-study and post-study.

Survey Question #1: I feel comfortable when asked to read in front of the class.

The results of survey question one indicate the students felt more comfortable following the Read Naturally intervention when asked to read in front of the class.

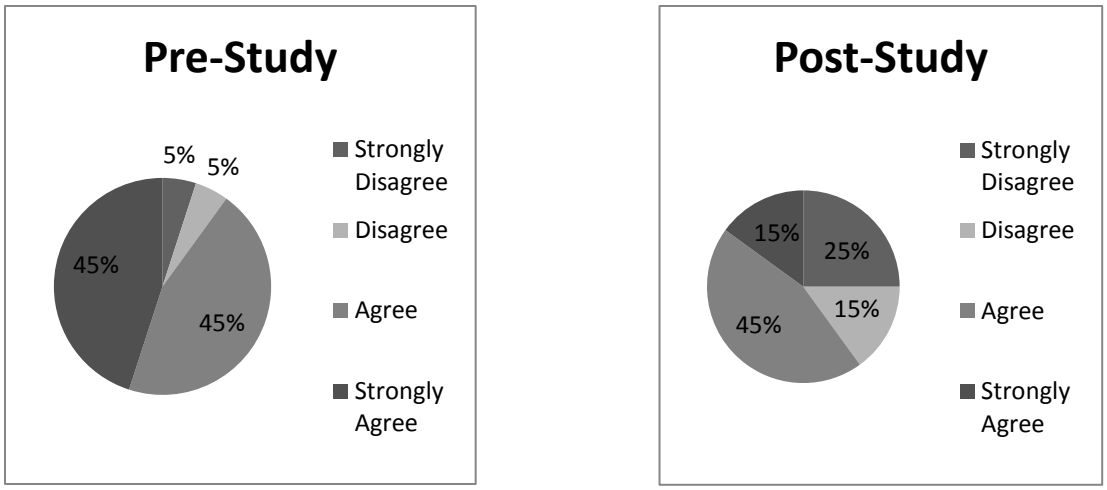


Figure 3

Survey Question #2: I feel I am a strong reader.

Figure 4 reflected the results of students receiving reading intervention on question two of the survey, pre-study and post-study. The results of survey question two indicate the students felt they had become stronger readers following the Read Naturally intervention.

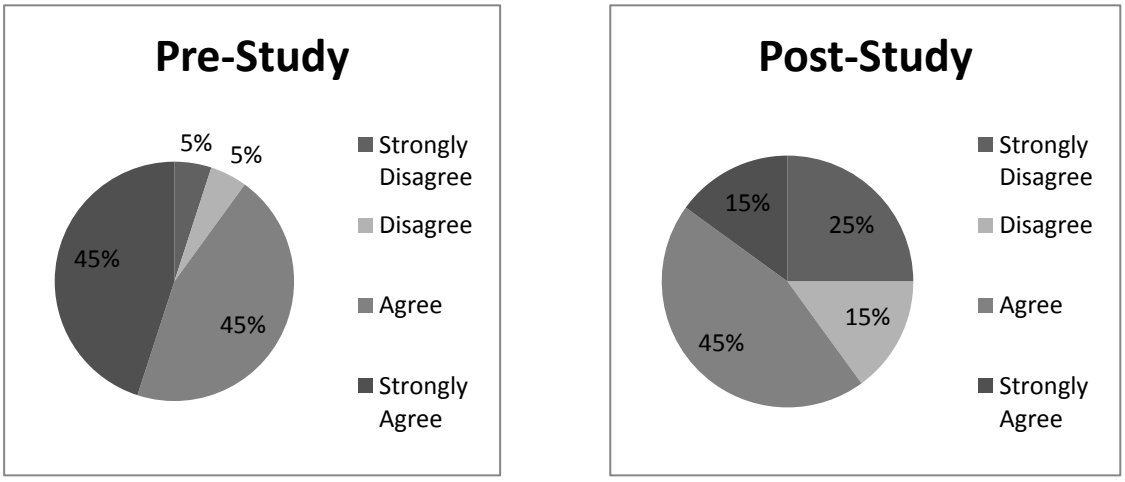


Figure 4

Findings

The researcher rejected the null hypothesis and supported the hypothesis based on the data results. Students receiving the Read Naturally intervention had an average increase in their reading fluency of 25.8 words per minute in the sixteen week study. Students not receiving the Read Naturally intervention only had a 7.5 words per minute increate in their reading fluency. The student survey also revealed an increase in reading confidence in those students receiving the Read Naturally intervention.

Discussion

The primary focus of this study was to evaluate the effects of the Read Naturally program with students following in the at-risk to some-risk category. The intervention program was designed to accelerate the acquisition of reading fluency skills. This study examined the impact of a sixteen week implementation of Read Naturally.

Significant differences were noted between the students receiving the Reading Naturally intervention and those students not enrolled in the program. Results support the conclusion that the intervention is both effective and practical for use in the classroom.

Summary

It was found that the hypothesis was supported and the null hypothesis was rejected. There was a significant increase in the reading fluency scores of those fourth grade students receiving the Reading Naturally intervention at Onalaska Elementary.

CHAPTER 5

Summary, Conclusions and Recommendations

Introduction

This chapter has been organized around the following topic: (a) introduction, (b) summary, (c) conclusions, (d) recommendations.

Summary

The Onalaska Elementary School determined there was a deficient in student fluency skills. The researcher sought to conduct a study to evaluate the effectiveness and practicality of the Read Naturally program. If the program was found to be an effective and practical reading intervention, with gains in reading fluency, there would be a recommendation to administration to purchase this program across all grade levels.

Several articles and websites were reviewed by the researcher and background knowledge was gained on effective reading fluency instruction and implementation.

After analyzing the data using a *t* test, it was found there was a significant increase in the reading fluency scores of those students participating in the Reading Naturally program.

Conclusions

The results of the study indicated there was significant increase in reading fluency scores of those students participating in the Read Naturally program. Figure 1 showcases the increases in reading fluency scores of those students participating in the Read Naturally program. The researcher also noted the increased confidence in participating students reading ability.

Recommendations

After finding a significant change in the reading fluency scores of students participating in the Read Naturally program it is the recommendation of the researcher that the Read Naturally program be implemented at Onalaska Elementary as an effective and practical reading intervention.

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APPENDIX

Teresa D. Armstrong has permission to conduct the study, *Evaluating the Effectiveness of Read Naturally on Student Fluency,* at Onalaska Elementary School.

Administration Approval

_____, Administrator,

Taj Jensen

4th Grade Reading Survey

The purpose of this survey is to find out how you feel about your reading skills right now. Read each question carefully and then circle the answer that best shows the way you feel about that question right now. Your choices for answers are as follows:

Strongly Disagree Disagree Agree Strongly Agree

1. I feel comfortable when asked to read in front of the class.

Strongly Disagree Disagree Agree Strongly Agree

2. I feel I am a strong reader.

Strongly Disagree Disagree Agree Strongly Agree