



EDUTUTOR HUB

Data. Insight. Impact.



ELA Phonics & Fluency Intervention Report (Grades 3–4)



**Western Massachusetts
Charter School**



In-Person Intervention | November–December 2025



Prepared by
EduTutor Hub

Student information anonymized



Actionable insights.
Stronger readers.
Brighter futures.



Empowering educators with data
to accelerate literacy growth.



2025-2026

Program Overview

Intervention Snapshot

Western Massachusetts Charter School



15
students

Students received targeted reading intervention.



Grades
3-4

Students in third and fourth grade.



6+
weeks

Duration of intervention during the reporting period.



1:1 •
Small Group •
Whole Group

Flexible instructional formats to meet student needs.



OUR PURPOSE

Strengthen core phonics skills, improve reading fluency, and build confidence

through data-driven instruction and engaging literacy practices.



STUDENT PROFILE

Students showed a wide range of reading abilities.

Common needs included foundational phonics, decoding accuracy, reading fluency, and confidence with grade-level text.



Baseline Data & Initial Assessments

Key findings that shaped instruction

1 i-Ready Diagnostic (Reading)



- Most students below grade level**
Many placed at Kindergarten through Grade 2 instructional levels despite enrollment in Grades 3–4.
- Phonics is a primary area of need**
Foundational decoding skills were the biggest area of challenge.
- Vocabulary & comprehension need support**
Both domains showed below-grade-level performance for most students.
- Wide range of instructional levels**
Results indicate the need for differentiated small-group intervention.

Instructional Level
(Percent of Students)



2 CORE Phonics Assessment



- Broad range of needs**
Students showed a wide range from CVC patterns to multisyllabic decoding.
- Gaps at multiple levels**
Many had gaps in early phonics while others struggled with advanced patterns such as vowel teams and variant vowels.
- Impact on fluency and confidence**
These foundational gaps likely affect reading fluency and overall confidence.

Skills Assessed Across
a Continuum

Early Phonemic Awareness
(Blending • Segmenting)

Phonics
(CVC • Digraphs • Blends)

Advanced Phonics
(Vowel Teams • Variant Vowels)

Multisyllabic Decoding
(Syllable Types • Affixes)

3 UFLI Fluency Assessments



- November baseline**
Fluency averaged about 50 words per minute.
- Establishing a starting point**
This baseline helps guide individual growth goals.

Fluency Performance Guide

- Below 60 WPM**
Beginning Reader
- 60–90 WPM**
Developing Reader
- 90–120 WPM**
Approaching Proficiency
- 120+ WPM**
Proficient Reader



Baseline data confirmed the need for explicit, differentiated phonics instruction paired with ongoing progress monitoring.

Fluency Growth Outcomes

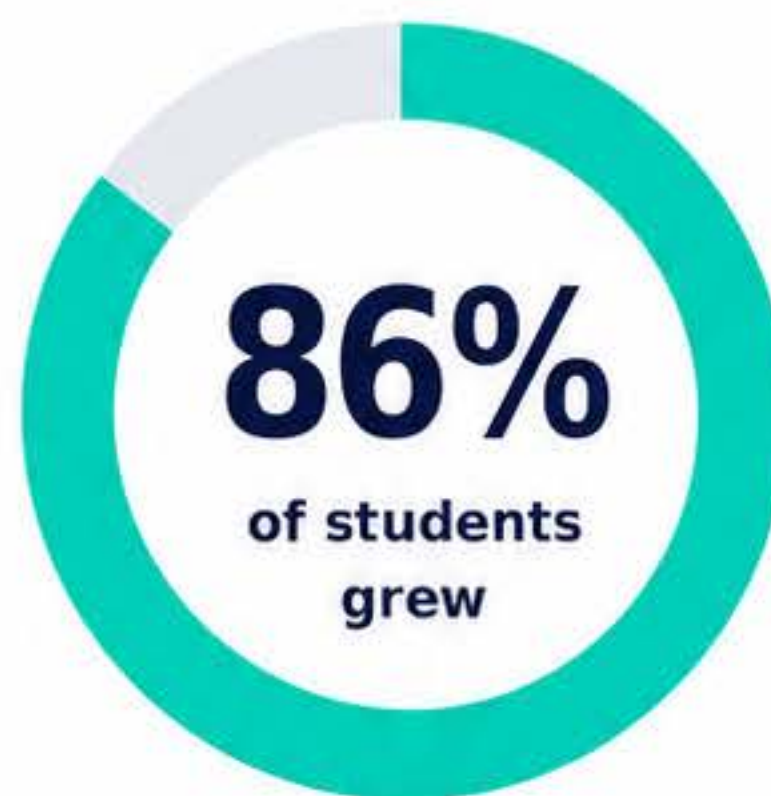
UFLI November–December growth snapshot

Average Fluency (WPM)



Average fluency increased from approximately **50 WPM** in November to **66 WPM** in December.

Students with Measurable Growth



86% of students with complete fluency data showed measurable growth
(12 of 14)



+16 WPM

average gain

Across students
with complete data



12 of 14

grew

Students with
measurable growth



2 of 14

maintained
a stable level

No meaningful
change



0 of 14

declines

No students
declined



INTERPRETATION

Fluency gains suggest increased reading automaticity, confidence, and responsiveness to instruction.

The majority of students demonstrated measurable improvement in oral reading fluency. Continued practice with accuracy, rate, and expression will support sustained growth and deeper comprehension.



Note: The fluency graph reflects students with complete November/December UFLI data.

Six-Week Phonics Growth Trends

What the growth patterns show

DOMAIN TRENDS OVER SIX WEEKS



1. Foundational Skill Stability

CVC word reading remained consistently strong for most students.

Strong foundation maintained.



2. Strongest Intermediate Gains

Digraphs and r-controlled vowels showed the most significant growth.

Clear acceleration in this stage.



3. Developing Long Vowel Control

Long vowel spelling and vowel team patterns showed moderate but meaningful progress.

Building accuracy and consistency.



4. Advanced Skill Readiness

Variant vowels and multisyllabic decoding remained the most challenging areas, but students showed increased readiness and movement away from early-stage performance.

Growing capacity for complex decoding.

THE PHONICS GROWTH LADDER

Progression of skills across the six weeks



ADVANCED SKILLS

Variant vowels & multisyllabic decoding

Emerging readiness



LONG VOWEL CONTROL

Long vowel spelling & vowel team patterns

Developing steadily



INTERMEDIATE SKILLS

Digraphs & r-controlled vowels

Strongest growth area



FOUNDATIONAL SKILLS

CVC word reading

Stable strength



SUMMARY

All students showed progress relative to their baseline.

The data suggests instruction was well targeted, with most students moving toward consolidation rather than reteaching of fundamentals. Continued focus on advanced decoding and complex word analysis will help students complete the ladder and strengthen automaticity.

Instructional Approach

How the intervention was delivered



Core Instructional Focus



Phonics patterns

Students learned and applied sound-symbol relationships in meaningful contexts.



Decoding strategies

Students used strategies to read unknown words and multisyllabic patterns.



Reading accuracy

Students focused on accurate word recognition and self-monitoring.



Fluency

Students practiced reading with expression, pace, and phrasing.



Embedded comprehension support

Students engaged in think-alouds, questioning, and evidence-based responses.



Materials & Texts

- ✓ Fiction and nonfiction selections
- ✓ Decodable texts
- ✓ Leveled readers



Technology Tools

Nearpod, Kahoot, and Gimkit were used intentionally to increase engagement, provide immediate feedback, and reinforce targeted skills.



Learning Activities

- ✓ Small-group instruction
- ✓ Partner practice
- ✓ Matching and sorting
- ✓ Sentence creation
- ✓ Choral reading
- ✓ Call-and-response
- ✓ Interactive phonics games



The Power of Purposeful Practice

Technology-supported instruction increased engagement, excitement, perseverance, and confidence.



Next Steps for Educators

Instructional strategies and grouping recommendations



1. Continue Explicit, Systematic Phonics Instruction

Focus on strengthening decoding through continued, explicit instruction in:

- Long vowel patterns and vowel teams
- R-controlled vowels
- Variant vowels
- Multisyllabic decoding strategies

Use spiraled review and decodable texts to build automaticity and confidence.



2. Fluency Development

Build reading fluency through consistent, purposeful practice:

- Daily fluency practice with connected text
- Timed readings to build rate
- Repeated readings for accuracy and automaticity
- Attend to expression, phrasing, and accuracy



3. Vocabulary & Comprehension Support

Deepen understanding and meaning-making through integrated support:

- Use comprehension checks and think-alouds
- Implement sentence frames to support responses
- Ask high-quality, text-dependent questions
- Build and revisit contextual vocabulary



4. Technology Integration

Continue using interactive tools to reinforce skills and personalize learning:

- Adaptive practice for phonics, fluency, and vocabulary
- Digital texts with built-in supports
- Student dashboards to track growth and goals
- Multimedia resources to boost engagement and understanding



Flexible Grouping for Targeted Instruction

Use data to place students in instructional groups that support growth.

TIER 1



Foundational Support

Students below grade level who need intensive support in core foundational skills.

Focus:

- Phonics and decoding
- High-frequency words
- Basic fluency and accuracy
- Scaffolded comprehension

TIER 2



Skill Consolidation

Students near grade level who need support applying skills consistently.

Focus:

- Fluency and expression
- Vocabulary development
- Text comprehension
- Strategy use and application

TIER 3



Enrichment/Transfer

Students at or above grade level ready for deeper understanding and application.

Focus:

- Complex texts and genres
- Critical thinking and analysis
- Writing from sources
- Cross-disciplinary connections



Flexible by Design

Grouping should be flexible and responsive to student progress. Reassess student data weekly or biweekly to adjust groups and instruction.

Anonymized Learner Patterns

Student trends without identifying information

These role-based patterns describe groups of students with similar learning characteristics. They help guide targeted instruction and resource allocation.



13%

of students

Intensified Support Needed

A small subgroup showed limited growth due to factors such as attendance, instructional continuity, or confidence.

- Benefit from additional small-group support and review routines
- Need consistent practice and re-teaching of foundational skills
- Closer monitoring and family engagement can help accelerate progress



28%

of students

Emerging Automaticity

These students are approaching mastery but still need repetition and structured practice to build confidence and fluency.

- Strengthening decoding automaticity across patterns
- Focus on long vowels and vowel teams
- Consistent, distributed practice will solidify skills



37%

of students

Steady Growers

A majority of students demonstrated clear responsiveness to instruction and continued progress across multiple phonics domains.

- Showing consistent growth in decoding and word recognition
- Building vocabulary and comprehension skills in tandem
- Continue grade-level instruction with targeted extensions



22%

of students

Enrichment Ready

These students showed strong mastery and are ready for deeper learning experiences.

- Ready for application, complexity, and multisyllabic word work
- Engage in higher-order comprehension and analytical tasks
- Opportunities for leadership and peer support



Overall Takeaway

Variations in progress were influenced by attendance, continuity, and focus. With strong instructional systems and targeted supports, the class demonstrated **meaningful growth**.

Progress Monitoring & Instructional Response

A cycle for continued growth



Key Supports



Use CORE Phonics check-ins.

Keep instruction aligned to the scope and sequence.



Maintain anecdotal notes.

Capture strengths, challenges, and teaching moves that work.



Monitor attendance closely.

Strong attendance supports consistent growth.



Adjust intensity when needed.

For students with limited growth, consider more frequent checks or short daily interventions.

Teacher Collaboration



Share progress notes

Communicate regularly with classroom teachers about student growth, focus areas, and next steps.



Align intervention with core instruction

Ensure intervention targets support what students are learning in the classroom.



Summary & Closing Insights

Western Massachusetts Charter School



KEY TAKEAWAYS



01

Broad-Based Student Growth

Across both classes, the majority of students demonstrated positive reading growth over the six-week intervention. Strong gains in comprehension and vocabulary highlight the impact of consistent, evidence-based instruction.



02

Meaningful Fluency Gains

Students showed measurable improvements in oral reading fluency and accuracy, with more students reading with increased automaticity and confidence—key drivers of comprehension.



03

Strong Response to Phonics Instruction

Targeted, explicit phonics instruction led to strong growth in foundational skills. Students are applying phonics strategies more independently, which is strengthening decoding and word recognition.



04

Continued Focus for Sustained Success

Ongoing differentiation, regular progress monitoring, and continued advanced phonics work will be essential to accelerate growth for all learners and ensure mastery at every reading level.



IN SUMMARY

Overall, the intervention data reflects effective instruction and meaningful student growth.

Continued emphasis on explicit instruction, strategic review, targeted intervention, and enrichment will support ongoing progress across phonics and fluency domains.



Prepared by EduTutor Hub

Student information anonymized



Committed to data-informed instruction and student success.