WEBINAR

How to improve dyslexia support with Houston ISD's data-driven model

map Reading Fluency

Presenters

Charachel Gordon

Specially Designed Instruction -Dyslexia Coordinator 2 West Division

Kathleen Davis

Sr. Product Marketing Manager, NWEA

Kailey Rhodes

Host

Houston Independent School District

HISD IS the largest public school system in Texas, and the eight-largest in the United States.

- 274 Schools
- 179,161 Students
- ≈11,000 Teachers
- Over 100 Languages Spoken

- ≈ 8,000 Dyslexia Students
- Over 350 Providers of Dyslexia Instruction
- Access to 7 Dyslexia Curricula

Our journey to NWEA MAP Reading Fluency

Transition Phase

Transition from a paper-based fluency focused common dyslexia progress monitoring program

Year One

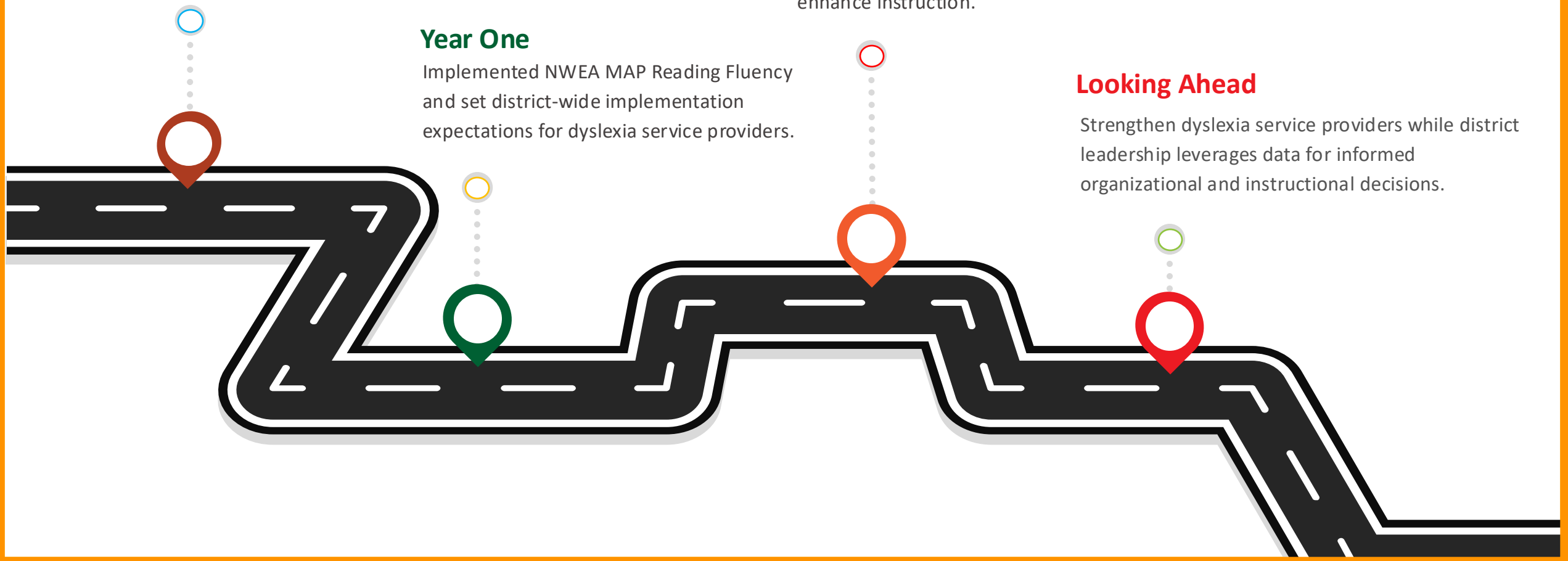
Implemented NWEA MAP Reading Fluency and set district-wide implementation expectations for dyslexia service providers.

Year Two

Continued training our dyslexia service providers on NWEA MAP Reading Fluency platform with an emphasis on how analyzing student data to enhance instruction.

Looking Ahead

Strengthen dyslexia service providers while district leadership leverages data for informed organizational and instructional decisions.



Session agenda

Our journey

What is evidence-based dyslexia instruction

NWEA MAP Reading Fluency as a common dyslexia progress monitoring tool

How to analyze NWEA MAP Reading Fluency data

Connecting the data to evidence based dyslexia instruction

What is evidence-based dyslexia instruction

What Is evidence-based dyslexia instruction

Components of evidence – based dyslexia instruction

What is dyslexia?

From the International Dyslexia Association:

"Dyslexia is a specific learning disability that is ***neurobiological in origin****. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a* ***deficit in the phonological component of language*** *that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include* ***problems in reading comprehension and reduced reading experience*** *that can impede growth of vocabulary and background knowledge."*

Components of evidence -based dyslexia instruction

Evidence-based dyslexia instruction provides evidence-based, multisensory structured literacy instruction for students with dyslexia. This instruction must be explicit, systematic, and intentional in its approach. This instruction is designed to likely take place in a small group setting.

Phonemic awareness

Systematic phonics

Fluency

Vocabulary

Comprehension

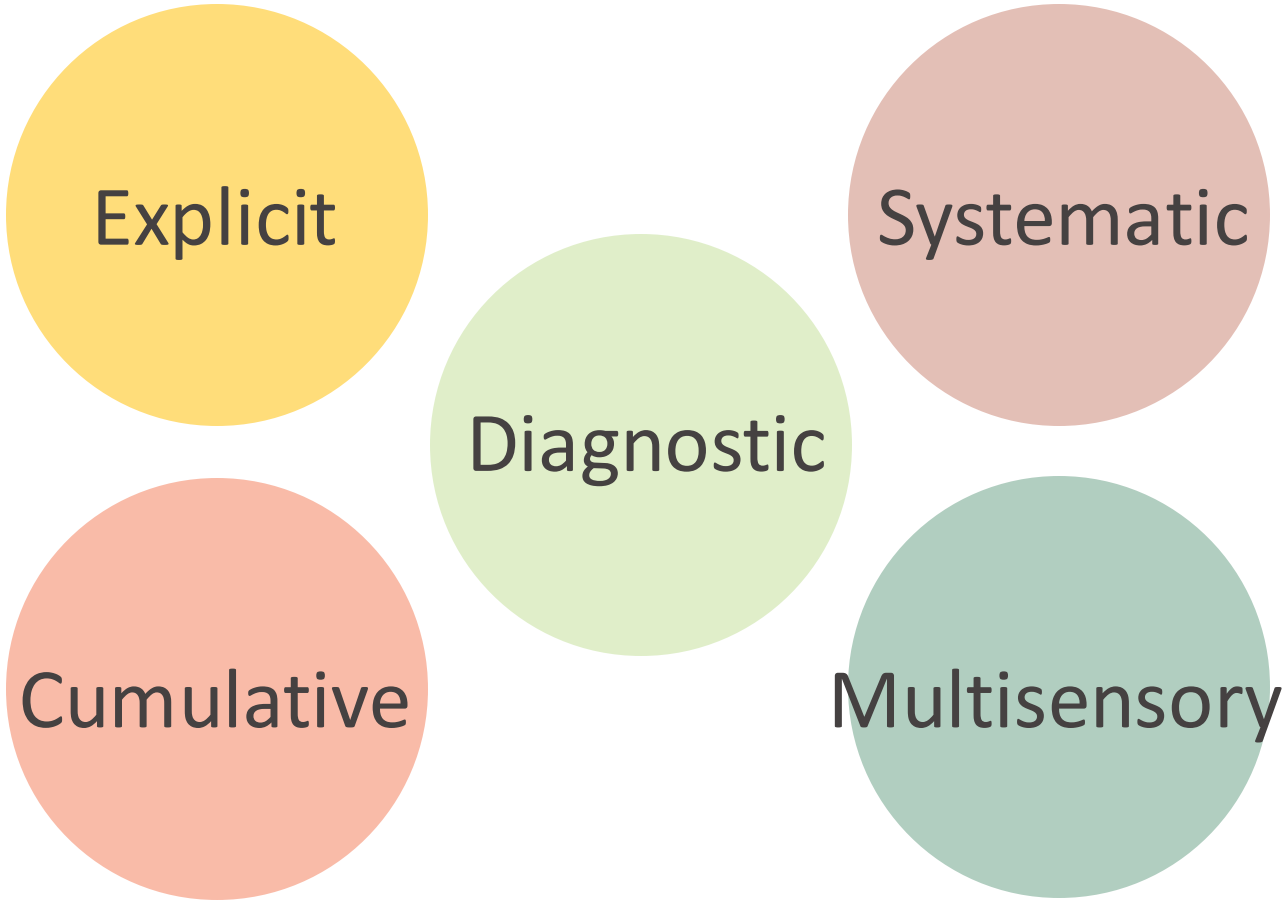
Evidence-based dyslexia instruction

Educational approaches rigorously researched and proven effective for teaching reading and writing to individuals with dyslexia.

- **Simultaneous, multisensory (VAKT)**
- **Systematic and cumulative**
- **Explicit instruction**
- **Diagnostic teaching to automaticity**
- **Synthetic instruction**
- **Analytic instruction**

Evidence-based dyslexia instruction

Educational approaches rigorously researched and proven effective for teaching reading and writing to individuals with dyslexia.



NWEA MAP Reading Fluency as a common dyslexia progress monitoring tool

Benefits of using NWEA MAP Reading Fluency

- Measure and track student progress in early reading skills
- Data gathering on oral reading fluency, literal comprehension, and foundational skills
- Identify specifics strengths and weaknesses in foundational literacy
- Provide targeted instruction
- Inform data-driven decisions

How HISD implements MAP Reading Fluency

PROGRESS MONITORING

- Beginning of the Year
- Middle of the Year
- End of the Year
- 20 – 30 minutes to complete

BENCHMARKS

- Assigned based on benchmark data
- Administered every 3 weeks in between benchmark windows
- Progress monitor in two areas max
- 5-7 minutes to complete

LANGUAGE CONSIDERATION

- Benchmark is available in Spanish
- Progress monitoring is Spanish currently not available
- Use foundational skills to progress monitor

How to analyze MAP Reading Fluency data

How to analyze student data

[redacted] 2nd Grade

TERM	LANGUAGE	TEST
Winter 2024-2025	English	Foundational Skills (02/20/2025)

Performance Results

DECODING

B *Below grade level*

Phonological Awareness: [redacted] is working at the Blending & Segmenting level (3)

B *Below grade level*

Phonics/Word Recognition: [redacted] is working at the Letters in Words level (2)

LANGUAGE COMPREHENSION

B *Below grade level*

Listening Comprehension: [redacted] understood 47% of complex oral sentences.

B *Below grade level*

Picture Vocabulary: [redacted] matched pictures to 53% of oral vocabulary words.

KEVIN

Interpretive Tables

Phonological awareness and phonics & word recognition

KEVIN

Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

No Expectation appears for terms when pre-K students are not expected to achieve competency for a given level of Foundational Skills.

Term	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Pre-K						
Fall	No Expectation*	Exceeds Expectations				
Winter	No Expectation*	Exceeds Expectations				
Spring	Approaching Expectations	Meets Expectations	Exceeds Expectations			
Kindergarten						
Fall	Approaching Expectations	Meets Expectations	Exceeds Expectations			
Winter	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations		
Spring	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
First Grade						
Fall	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
Second Grade						
Fall	Below Expectations		Approaching Expectations	Meets Expectations		
Winter	Below Expectations			Meets Expectations		
Spring	Below Expectations			Meets Expectations		
Spring	Below Expectations			Meets Expectations		

Interpretive Tables

Zone of Proximal Development (ZPD)

PHONOLOGICAL AWARENESS

	Reinforce with practice	ZPD	*Introduce with support*
Rhymes & Syllables	**Initial Sounds**	**Blending & Segmenting**	**Phonemic Manipulation**
Rhyme Completion	Onset-rime Blending	Blending Phonemes 5/7	Phoneme Addition/Deletion 3/8
—	—	Phoneme Counting 5/13	Phoneme Substitution 1/14
Counting Syllables	Initial Sound Matching		
—	—		

KEVIN

ZPD

Blending & Segmenting

Blending Phonemes

5/7

Phoneme Counting

5/13

KEVIN

Zone of proximal development levels

The ZPD measure helps you understand what skills a student is close to mastering.

Phonological Awareness

ZPD Level	Measures
0—Rhymes and Syllables (Introduce)	**Rhyme Completion***—Measures phonological rhyme identification skills
1—Rhymes and Syllables	**Counting Syllables***—Measures phonological syllable segmenting skills
2—Initial Sounds	**Onset-Rime Blending***—Measures initial phoneme blending skills **Initial Sound Matching***—Measures initial phoneme identification skills
3—Blending and Segmenting	**Blending Phonemes**—Measures phoneme blending skills **Phoneme Counting**—Measures phoneme segmenting skills
4—Phonemic Manipulation	**Phoneme Addition/Deletion**—Measures phoneme manipulation skills
5—Phonemic Manipulation (Reinforce)	**Phoneme Substitution**—Measures phoneme manipulation skills
	*Included in Foundational Skills - Beginner
	*Consonant-vowel-consonant (CVC)
	Word Families: Initial Letter*—Measures letter sound decoding skills in words

PHONICS/WORD RECOGNITION

Reinforce with practice | ZPD | *Introduce with support*

Letters & Sounds

Letter Sound Fluency

—

Letter Knowledge

—

Letters in Words

Build Words: One letter

8/13

Word Families: Initial Letter

2/9

Decodable: CVC

Decoding: CVC

2/12

Building Words: CVC

6/16

Decodable: One-syllable

Decoding: Single Syllable

—

Building Words: Single Syllable

—

KEVIN

ZPD

Letters in Words

Build Words: One letter

8/13

Word Families: Initial Letter

2/9

KEVIN

Zone of proximal development levels

The ZPD measure helps you understand what skills a student is close to mastering.

The following tables show the possible ZPD levels and the measures that correspond with them. The Foundational Skills - Beginner test includes only items from levels 0–2 and are indicated with an asterisk below; the Foundational Skills and Adaptive Oral Reading tests can assess all levels. Keep in mind that Foundational Skills is intended for younger students; see Test Segments and Skills Assessed in Each Test Type for more information.

Note: The data in following tables corresponds to English MAP Reading Fluency tests only.

Phonological Awareness

ZPD Level	Measures
0—Rhymes and Syllables (Introduce)	**Rhyme Completion***—Measures phonological rhyme identification skills
1—Rhymes and Syllables	**Counting Syllables***—Measures phonological syllable segmenting skills
2—Initial Sounds	**Onset-Rime Blending***—Measures initial phoneme blending skills
	Initial Sound Matching*—Measures initial phoneme identification skills

ZPD Level	Measures
0—Letters and Sounds (Introduce)	**Letter-Sound Fluency***—Measures letter sound correspondence knowledge
1—Letters and Sounds	**Letter Knowledge***—Measures letter identification knowledge
2—Letters in Words	**Build Words: One Letter***—Measures letter sound decoding skills in words **Word Families: Initial Letter***—Measures letter sound decoding skills in words

Phonics & Word Recognition

ZPD Level	Measures
0—Letters and Sounds (Introduce)	**Letter-Sound Fluency***—Measures letter sound correspondence knowledge
1—Letters and Sounds	**Letter Knowledge***—Measures letter identification knowledge
2—Letters in Words	**Build Words: One Letter***—Measures letter sound decoding skills in words **Word Families: Initial Letter***—Measures letter sound decoding skills in words

Sentence reading fluency

3/25
Sentence Reading Fluency

8/15
Picture Vocabulary

7/15
Listening Comprehension

12%

English Sentence Reading Fluency—Winter

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	Accuracy is 50% or greater	Accuracy is 75% or greater **AND** raw score is 6 or greater	Accuracy is 90% or greater **AND** raw score is 15 or greater	N/A	N/A
Meets Expectations	N/A	N/A	Accuracy is 75–89% **AND** raw score is 9 or greater	Accuracy is 90% or greater **AND** raw score is 15 or greater	Accuracy is 90% or greater **AND** raw score is 15 or greater
Below Expectations	N/A	N/A	N/A	Accuracy is less than 90% **OR** Raw score is less than 15	Accuracy is less than 90% **OR** Raw score is less than 15
Below Expectations	N/A	N/A	N/A	Accuracy is less than 90% **OR** Raw score is less than 15	Accuracy is less than 90% **OR** Raw score is less than 15
No Expectation	Accuracy is less than 50%	Accuracy is less than 75% **OR** Raw score is less than 6	N/A	N/A	N/A

KEVIN

Picture vocabulary & listening comprehension

3/25	8/15	7/15
Sentence Reading Fluency	Picture Vocabulary	Listening Comprehension

Listening Comprehension—Fall, Winter, Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	9+	12+	N/A	N/A	N/A

Picture Vocabulary—Fall, Winter, Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Below Expectations	N/A	0–6	0–8	0–8	0–8

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	9+	12+	N/A	N/A	N/A

Listening Comprehension—Fall, Winter, Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Below Expectations	N/A	0–6	0–8	0–8	0–8

KEVIN

Progress monitoring

KEVIN

2. TEST

- ○ Benchmark
- ○ Dyslexia Screener
- ◉ Progress Monitoring

SEE MORE

3. TEST LANGUAGE

- ◉ English

4. TEST SUBTYPE

- ☑ Phonological Awareness
- ☑ Phonics/Word Recognition
- ☐ Oral Reading

Let’s analyzing student data

Find Grade Level, Term, Test, decoding levels

LISA

[redacted] 2nd Grade

TERM	LANGUAGE	TEST
Winter 2024-2025	English	Foundational Skills (02/20/2025)

Performance Results

DECODING

B *Below grade level*

Phonological Awareness: [redacted] is working at the Phonemic Manipulation level (4)

B *Below grade level*

Phonics/Word Recognition [redacted] is working at the Decodable: One-syllable level (4)

LANGUAGE COMPREHENSION

M *Meets grade level*

Listening Comprehension: [redacted] understood 93% of complex oral sentences.

M *Meets grade level*

Picture Vocabulary: [redacted] matched pictures to 87% of oral vocabulary words.

Phonological awareness and phonics & word recognition

Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

No Expectation appears for terms when pre-K students are not expected to achieve competency for a given level of Foundational Skills.

Term	Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
Pre-K						
Fall	No Expectation*	Exceeds Expectations				
Winter	No Expectation*	Exceeds Expectations				
Spring	Approaching Expectations	Meets Expectations	Exceeds Expectations			
Kindergarten						
Fall	Approaching Expectations	Meets Expectations	Exceeds Expectations			
Winter	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations		
Spring	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
First Grade						
Fall	Below Expectations		Approaching Expectations	Meets Expectations	Exceeds Expectations	
Winter	Below Expectations			Approaching	Meets Expectations	

Find Level, Term & Grade Level

Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

Second Grade

Fall	Below Expectations	Approaching Expectations	Meets Expectations
Winter	Below Expectations		Meets Expectations
Spring	Below Expectations		Meets Expectations

Interpretive Tables

ZPD: phonological awareness

Identify the ZPD Status using the legend

Zone of Proximal Development (ZPD)

PHONOLOGICAL AWARENESS

Rhymes & Syllables	Initial Sounds	Blending & Segmenting (Reinforce with practice)	Phonemic Manipulation (ZPD)
Rhyme Completion	Onset-rime Blending	Blending Phonemes	Phoneme Addition/Deletion
—	11/13	0/1	10/10
Counting Syllables	Initial Sound Matching	Phoneme Counting	Phoneme Substitution
—	—	8/12	5/8

Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

ZPD

Phonemic Manipulation

Phoneme Addition/Deletion

10/10

Phoneme Substitution

5/8

Zone of proximal development levels

The ZPD measure helps you understand what skills a student is close to mastering

What is this telling you?
Note: refer to ZPD and Measures

Phonological Awareness

ZPD Level	Measures
0—Rhymes and Syllables (Introduce)	**Rhyme Completion***—Measures phonological rhyme identification skills
1—Rhymes and Syllables	**Counting Syllables***—Measures phonological syllable segmenting skills
2—Initial Sounds	**Onset-Rime Blending***—Measures initial phoneme blending skills **Initial Sound Matching***—Measures initial phoneme identification skills
3—Blending and Segmenting	**Blending Phonemes**—Measures phoneme blending skills **Phoneme Counting**—Measures phoneme segmenting skills
4—Phonemic Manipulation	**Phoneme Addition/Deletion**—Measures phoneme manipulation skills **Phoneme Substitution**—Measures phoneme manipulation skills
5—Phonemic Manipulation (Reinforce)	
	*Included in Foundational Skills - Beginner
	*Consonant-vowel-consonant (CVC)
	Word Families: Initial Letter*—Measures letter sound decoding skills in words

ZPD: phonics word recognition

Identify the ZPD Status using the legend

PHONICS/WORD RECOGNITION

Letters & Sounds	Letters in Words	Decodable: CVC	Decodable: One-syllable
Letter Sound Fluency	Build Words: One letter	Decoding: CVC	Decoding: Single Syllable
—	11/12	18/18	27/28
Letter Knowledge	Word Families: Initial Letter	Building Words: CVC	Building Words: Single Syllable
—	—	—	10/13

Reinforce with practice — ZPD

Legend	No Expectation*	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

ZPD

Decodable: One-syllable

Decoding: Single Syllable

27/28

Building Words: Single Syllable

10/13

What is this telling you?

Note: refer to ZPD and measure

Zone of proximal development levels

The ZPD measure helps you understand what skills a student is close to mastering.

The following tables show the possible ZPD levels and the measures that correspond with them. The Foundational Skills - Beginner test includes only items from levels 0–2 and are indicated with an asterisk below; the Foundational Skills and Adaptive Oral Reading tests can assess all levels. Keep in mind that Foundational Skills is intended for younger students; see Test Segments and Skills Assessed in Each Test Type for more information.

Note: The data in following tables corresponds to English MAP Reading Fluency tests only.

Phonological Awareness

ZPD Level	Measures
0—Rhymes and Syllables (Introduce)	**Rhyme Completion***—Measures phonological rhyme identification

ZPD Level	Measures
3—Decodable: CVC**	**Decoding: CVC**—Measures early word decoding skills **Building Words: CVC**—Measures early word encoding skills
4—Decodable: One-syllable	**Decoding: Single Syllable**—Measures word decoding skills **Building Words: Single Syllable**—Measures word encoding skills
5— Decodable: One-syllable (Reinforce)	
	*Included in Foundational Skills - Beginner
	**Consonant-vowel-consonant (CVC)

2—Letters in Words	**Build Words: One Letter***—Measures letter sound decoding skills in words **Word Families: Initial Letter***—Measures letter sound decoding skills in words

Sentence reading fluency

Find the Grade Level

Test Details and Results

19/20	13/15	14/15
Sentence Reading Fluency	Picture Vocabulary	Listening Comprehension

95%

Is accuracy 90% or better & raw score 15 or greater

English Sentence Reading Fluency—Winter

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Exceeds Expectations	Accuracy is 50% or greater	Accuracy is 75% or greater **AND** raw score is 6 or greater	Accuracy is 90% or greater **AND** raw score is 15 or greater	N/A	N/A
Meets Expectations	N/A	N/A	Accuracy is 75–89% **AND** raw	Accuracy is 90% or greater **AND**	Accuracy is 90% or greater **AND**
Expectation	less than 50%	than 75% **OR** Raw score is less than 6			

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Meets Expectations	N/A	N/A	Accuracy is 75–89% **AND** raw score is 9 or greater **OR** Accuracy is 90% or greater **AND** raw score is 9–14	Accuracy is 90% or greater **AND** raw score is 15 or greater	Accuracy is 90% or greater **AND** raw score is 15 or greater

Picture vocabulary & listening comprehension

Is the accuracy count 12 or greater?

Test Details and Results

19/20	13/15	14/15
Sentence Reading Fluency	Picture Vocabulary	Listening Comprehension

Find the Grade Level

Listening Comprehension—Fall, Winter, Spring

Listening Comprehension—Fall, Winter, Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Meets Expectations	7–8	9–11	12+	12+	12+

Picture Vocabulary—Fall, Winter, Spring

Expectation Level	Pre-K	K	Grade 1	Grade 2	Grade 3+
Meets Expectations	7–8	9–11	12+	12+	12+

Assigning progress monitoring

Viewing as: School Administrator

School: Xperience School 073

Current Grade: All Grades

1. STUDENTS

Select student(s) from the table below.

1 Student Selected

2. TEST

Ben

Dys

Prog

Text complexity of progress monitoring passages may be customized per student or set to the rostered grade level.

Grade Level	Lexile Text Measure Range
Up to 1st Grade	Under 300L
2nd Grade	400L - 490L
3rd Grade	500L - 590L
4th Grade	600L - 690L
5th Grade	700L - 790L
6th Grade and Above	800L - 1000L

5. LEXILE ® TEXT MEASURE RANGE

- Assign at Grade Level
- Custom Text level
- Under 300L
- 300L - 390L
- 400L - 490L
- 500L - 590L
- 600L - 690L
- 700L - 790L
- 800L - 1000L

Assign

LISA

Connecting the data to evidence based dyslexia instruction

Target skills in EBDI lesson components

KEVIN

DECODING

B *Below grade level*

Phonological Awareness: [redacted] is working at the Blending & Segmentin level (3)

ZPD

Blending & Segmenting

Blending Phonemes

5/7

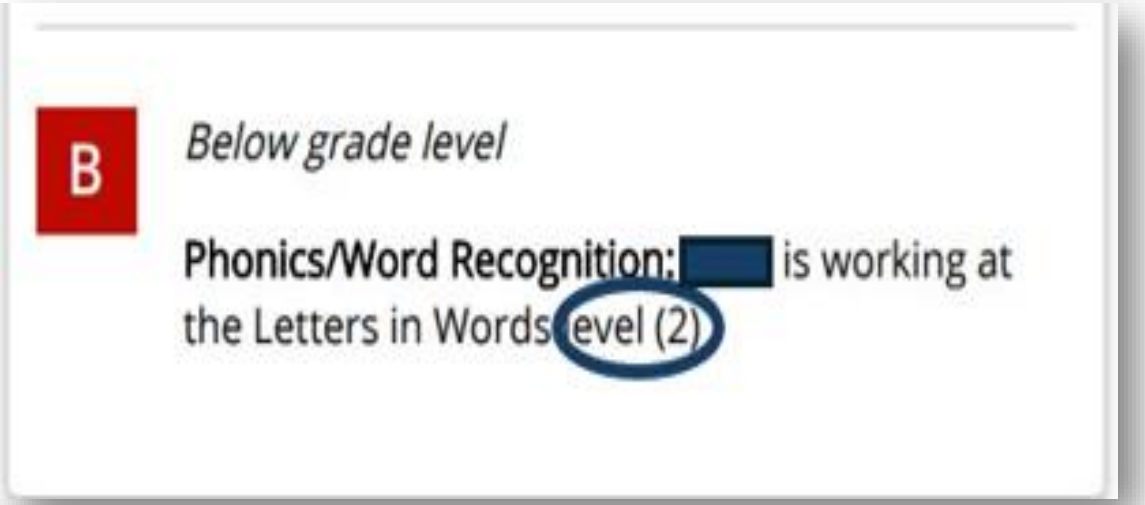
Phoneme Counting

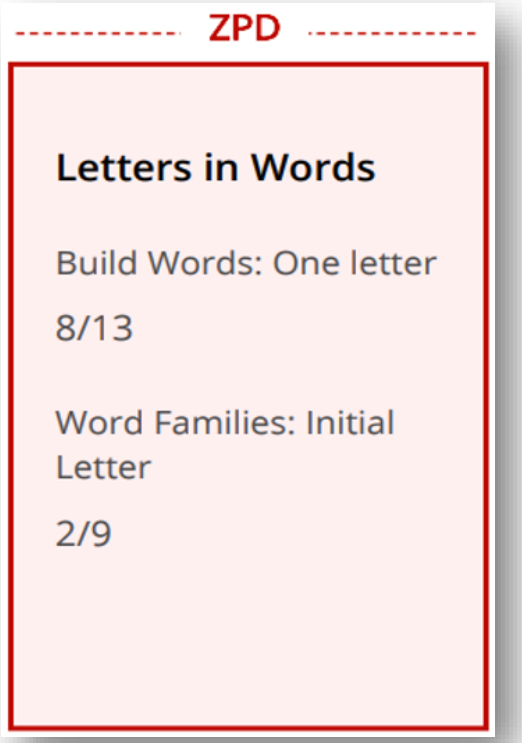
5/13

EBDI Lesson Component: Phonological Awareness	
Activities	**Examples**
Blending Phonemes	Say pin, “pin” now add /s/ after /n/, “pins”
Phoneme Counting	Say clap, “clap” now remove the /l/, “cap”

Canva Pro Image

Target skills in EBDI lesson components





EBDI Lesson Component	
Lesson Component	**Examples**
Phonological Awareness	Building words: -at, add /b/ in front of –at, what is the new word “bat”
Reading Practice	Coding single syllable words
Word Manipulation	Coding and Building Words

NWEA MAP Reading Fluency instructional recommendations

PHONOLOGICAL AWARENESS

Rhymes & Syllables	Initial Sounds (*Reinforce with practice*)	Blending & Segmenting (ZPD)	Phonemic Manipulation (*Introduce with support*)
Rhyme Completion	Onset-rime Blending	Blending Phonemes	Phoneme Addition/Deletion
—	—	5/7	3/8
Counting Syllables	Initial Sound Matching	Phoneme Counting	Phoneme Substitution
—	—	5/13	1/14

Instructional Recommendations: The Phoneme Game Vowel Picture Sort

PHONICS/WORD RECOGNITION

Letters & Sounds (*Reinforce with practice*)	Letters in Words (ZPD)	Decodable: CVC (*Introduce with support*)	Decodable: One-syllable
Letter Sound Fluency	Build Words: One letter	Decoding: CVC	Decoding: Single Syllable
—	8/13	2/12	—
Letter Knowledge	Word Families: Initial Letter	Building Words: CVC	Building Words: Single Syllable
—	2/9	6/16	—

Instructional Recommendations: Letter-Sound Bingo Change-A-Word

Target skills in evidence-based dyslexia instruction

LISA

DECODING

B

Below grade level

Phonological Awareness: [redacted] is working at the Phonemic Manipulation level (4)

ZPD

Phonemic Manipulation

Phoneme Addition/Deletion

10/10

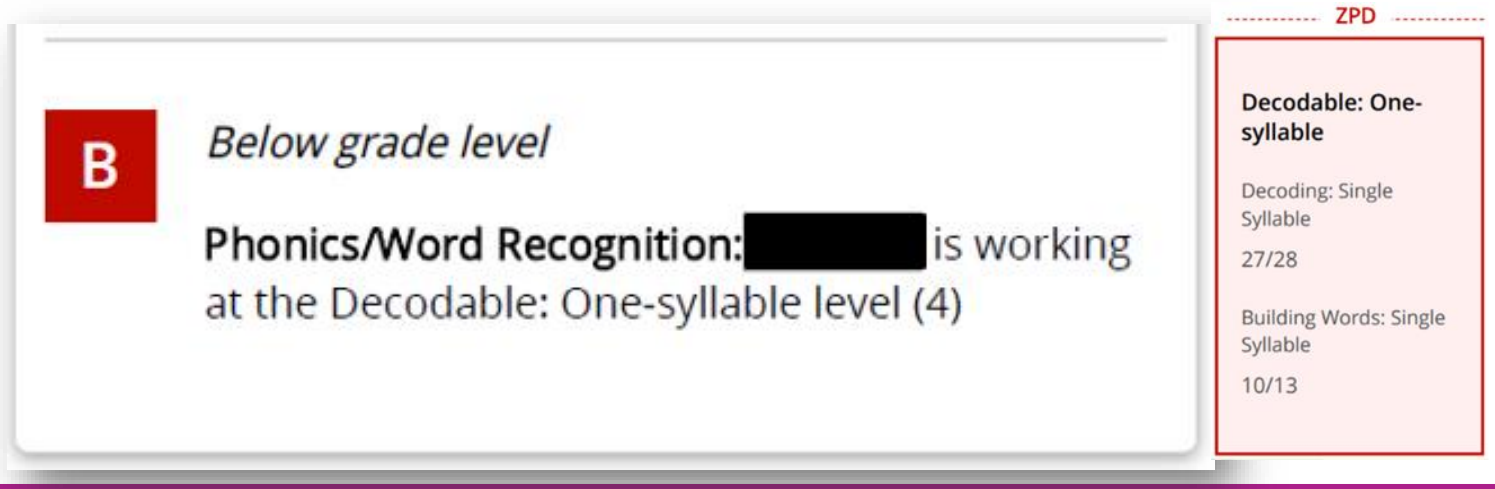
Phoneme Substitution

5/8

EBDI Lesson Component: Phonological Awareness

Activities	Examples
Phoneme Addition	Say pin, “pin” now add /s/ after /n/, “pins”
Phoneme Deletion	Say clap, “clap” now remove the /l/, “cap”
Phoneme Substitution	Say cat, “cat” now change the /k/ to /b/, “bat”

Target skills in evidence-based dyslexia instruction



EBDI Lesson Component	
Lesson Component	**Examples**
Phonological Awareness	Building words: -at, add /b/ in front of –at, what is the new word “bat”
Reading Practice	Coding single syllable words
Review Lesson (Reading By Design)	Coding and Building Words

Evidence-based instructional resources

FCRR
FLORIDA CENTER *for* READING RESEARCH

Fluency Activities

Letter-Sound Correspondence

Word Parts

Words

Phrases

Chucking Text

Connected Text

Fluency

Chunk-A-Lot F. 017

A Day at the Zoo

One day at the zoo, / Pam and her mother / bought a red balloon. // Pam held onto the balloon / by its string. // She enjoyed watching / it bounce / in the wind. // As Pam's mom paid / for their hotdogs, / Pam's balloon slipped / out of her hand. //

Pam ran after the balloon. // The balloon kept floating / higher and higher. // Finally, / Pam looked around / and her mother / was no where to be found. // She yelled, / "Mom, Mom!" // But there was no answer. //

Pam saw a police officer / and told him / what had happened. // The police officer / took Pam / to the hotdog stand. // She ran up / and hugged her mom. // Her mom told her / never to run off / like that again. // Pam told her mother / that she would tie / the string of the balloon / to her wrist next time. //

Objective:
The student will read with proper phrasing, intonation, and expression in chucked text.

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Target skills in evidence-based instructional resources

FCRR
FLORIDA CENTER for READING RESEARCH

Phonemic Awareness

Phonics

Fluency

Vocabulary

Comprehension

Including Activities in Spanish

Digital Student Center Activities

https://fcrr.org/student-center-activities/spanish-student-center-activities

Session wrap-up

Wrap up

NWEA MAP Reading Fluency is a valuable tool for monitoring the progress of students with dyslexia.

Understanding how to analyze NWEA MAP Reading Fluency data is crucial for effective intervention.

The data gathered should be used to inform and connect with evidence-based dyslexia instruction strategies.

“ Dyslexia is a different brain organization that needs different teaching methods. It is never the fault of the child, but rather the responsibility of us who teach to find methods that work for that child.

MARYANNE WOLF

Introducing: your reading dream team

map Reading Fluency

Adaptive Reading Fluency assessment

Maya

Personalized Reading Coach

Seamless placement into 1:1 coaching

Students take MAP Reading Fluency assessment

Assessment data populates NWEA reporting suite

Results place students into coaching with Maya

Student reads aloud with Maya

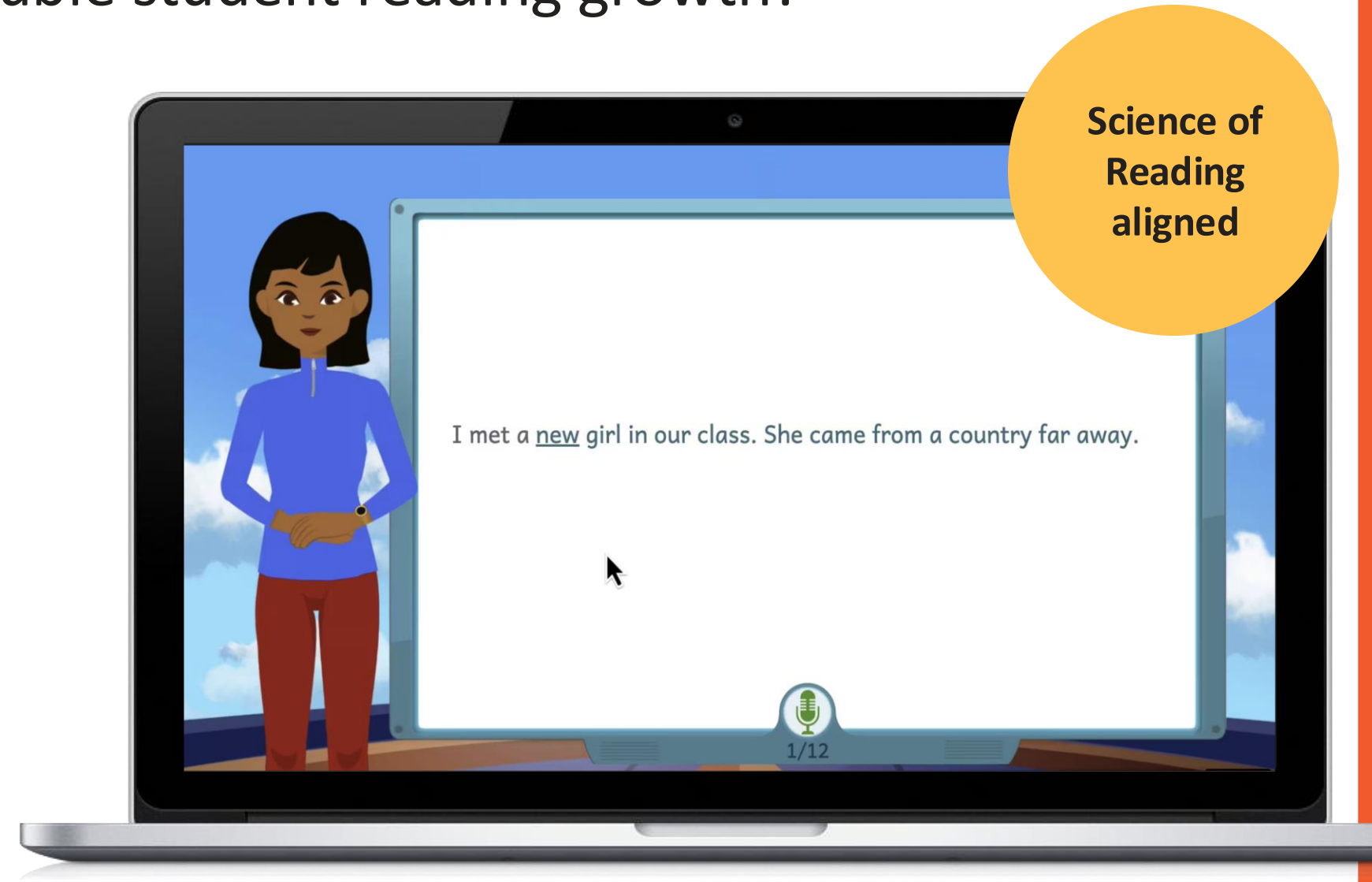
Maya provides real-time microinterventions

Practice data populates Coach reporting dashboard

Double student reading growth!

Use Maya during:

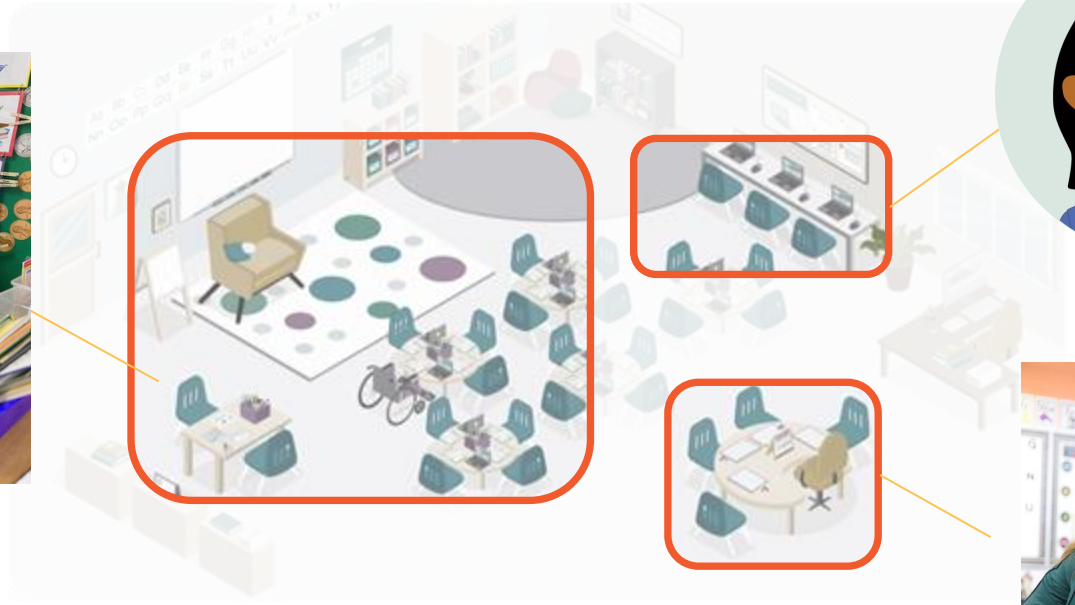
- 1:1 device time
- Computer lab time
- Digital stations
- After-school
- At-home



Science of Reading aligned

More time for high-quality instruction

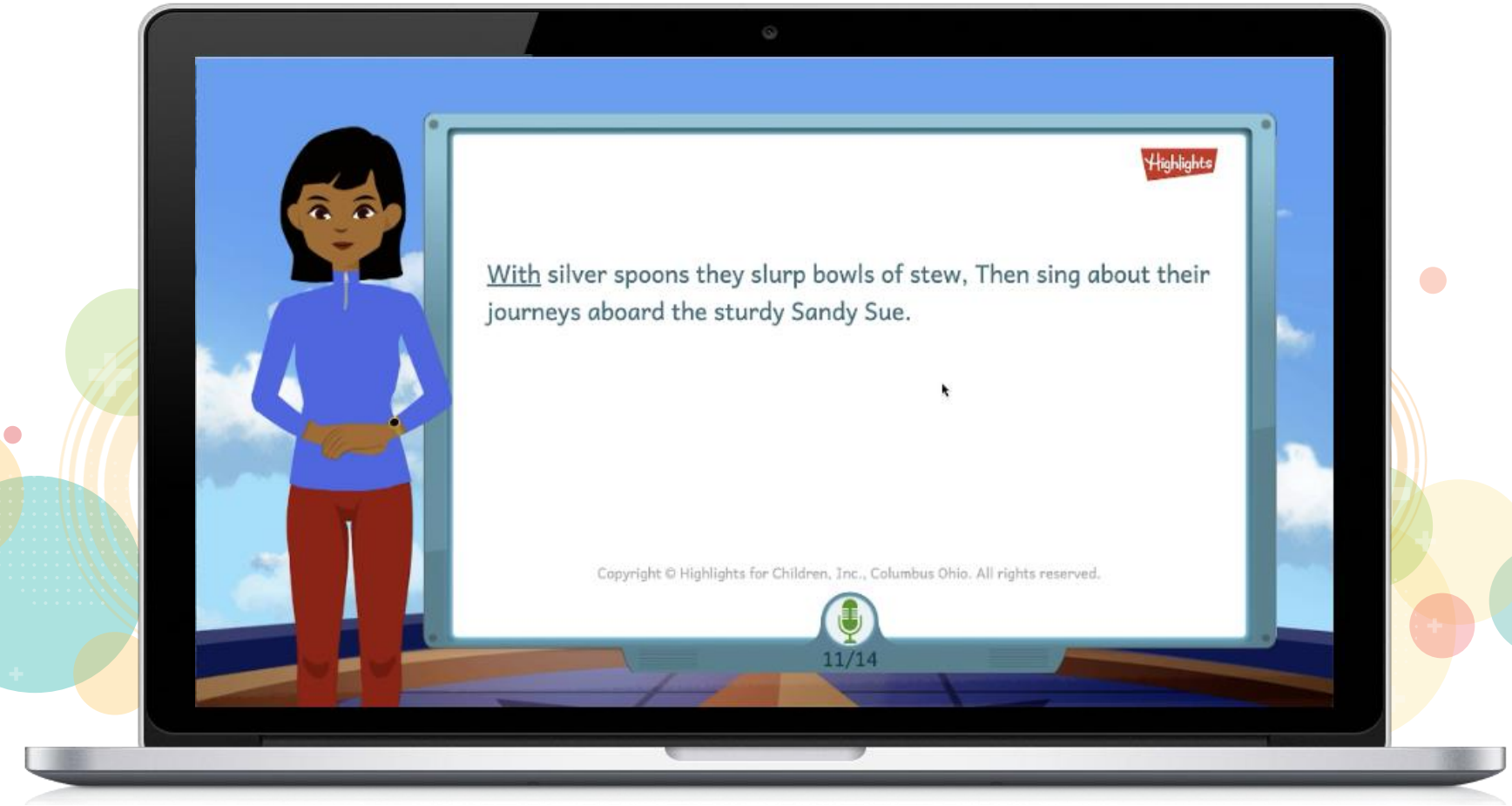
Engaging whole-class instruction



1:1 reading practice with Maya

Data-informed small group instruction

Coach in action



AI-Driven personalized micro-interventions

1

COACH delivers the most relevant micro-intervention to the student

Student misreads a word

2

COACH intelligently analyzes the misread word and student's needs

- Speak a rhyming word
- Show articulation
- Sound out a word
- Generate "cloze" questions
- Provide encouragement
- Provide a synonym
- Show sound box
- Display explanatory image
- Give word definition

Science of Reading alignment

Maya-delivered micro-interventions

Knowledge building intervention

Vocabulary intervention

Read along

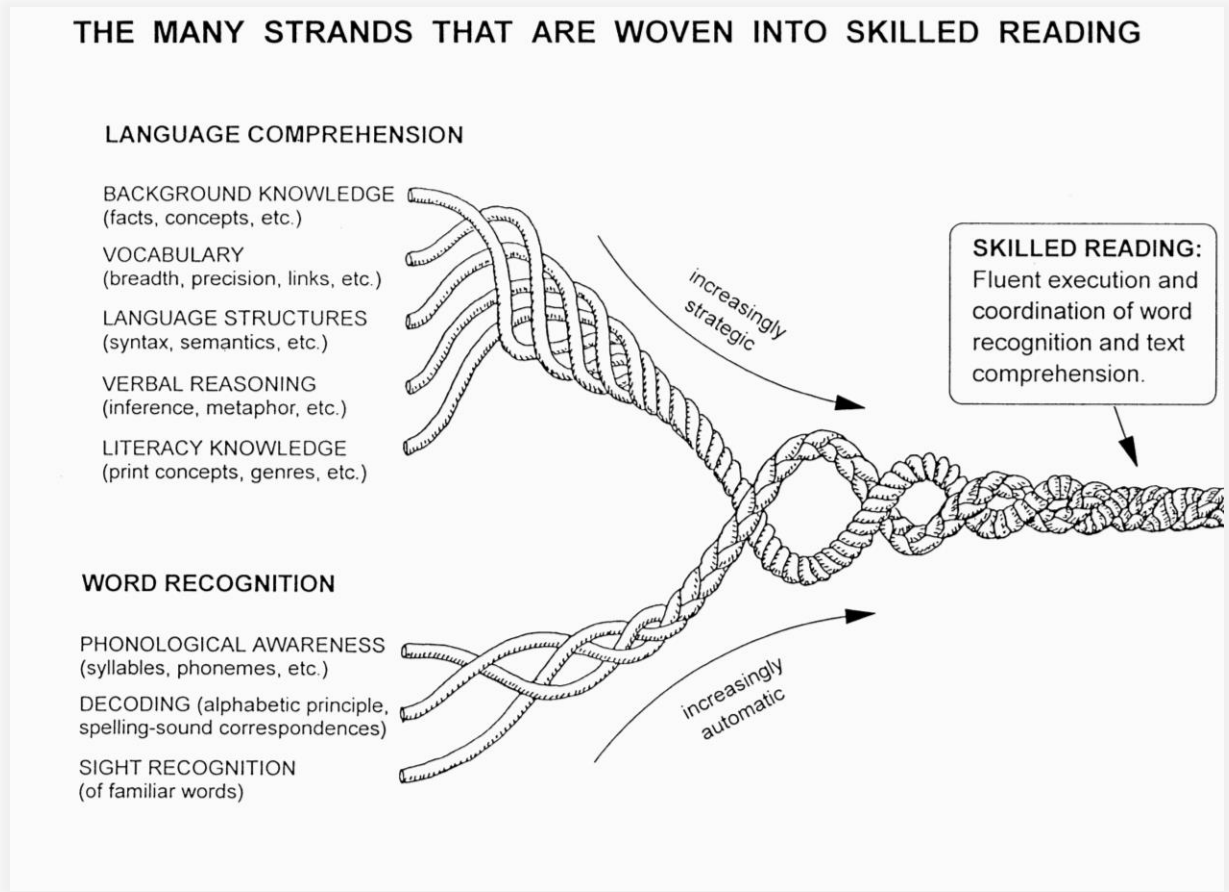
Cloze quizzing

Sound outs & repeat reading

Picture definition intervention

Lip sync intervention

Rhyming intervention



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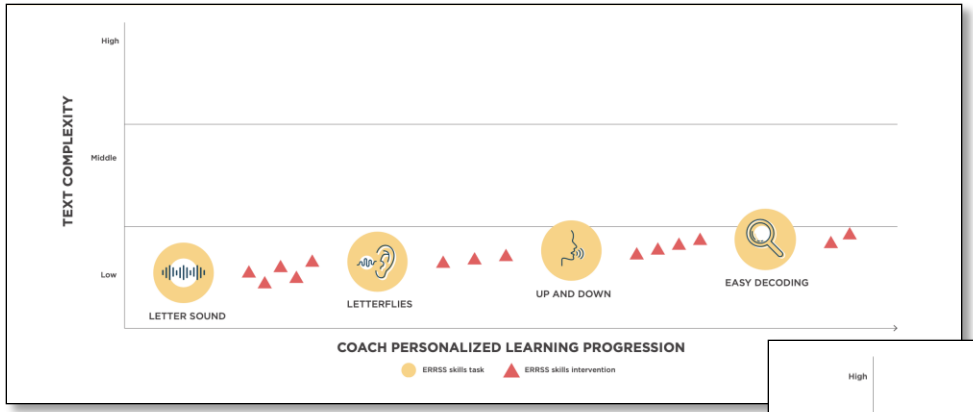
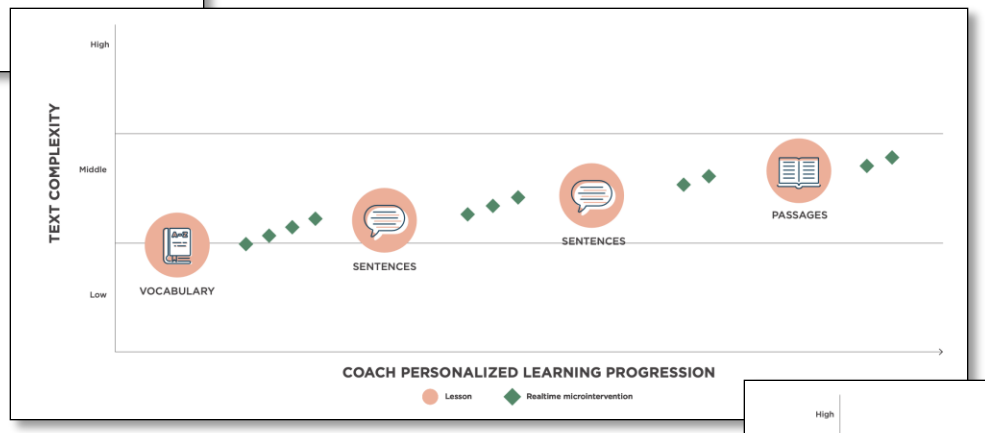
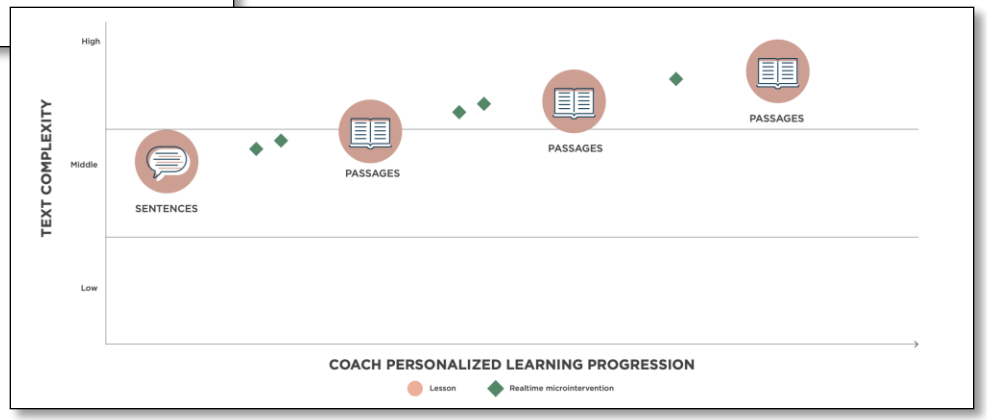
Pre-Reader



Early Emergent Reader

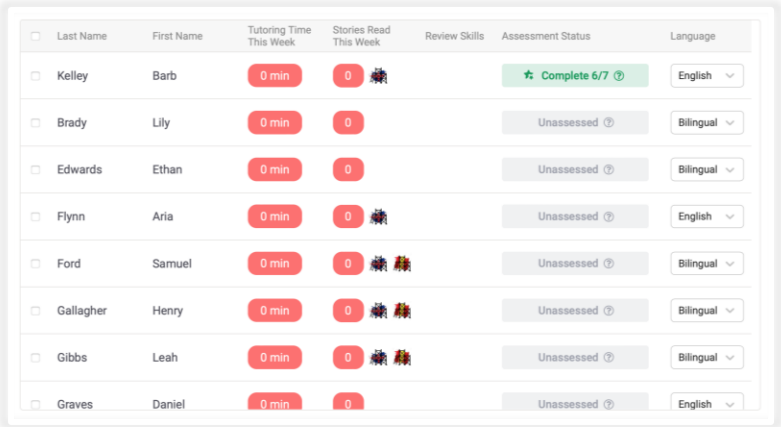


Accelerated Reader

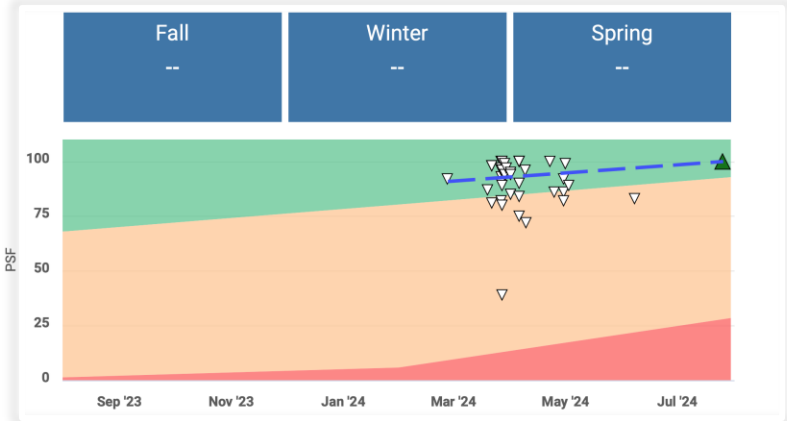


Coach reports (teachers)

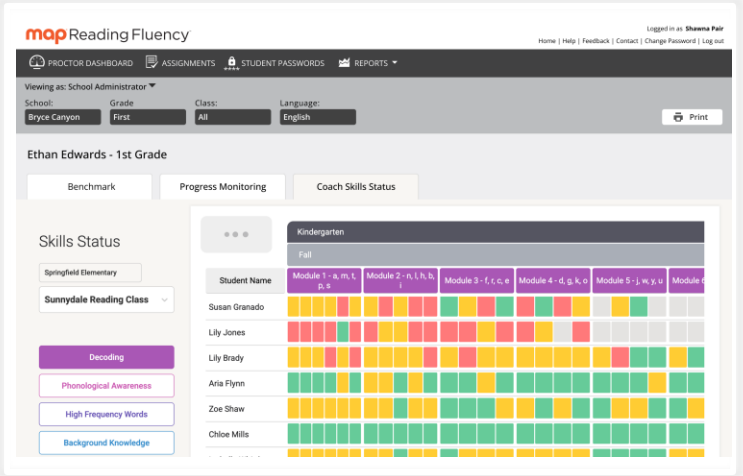
Tracking report



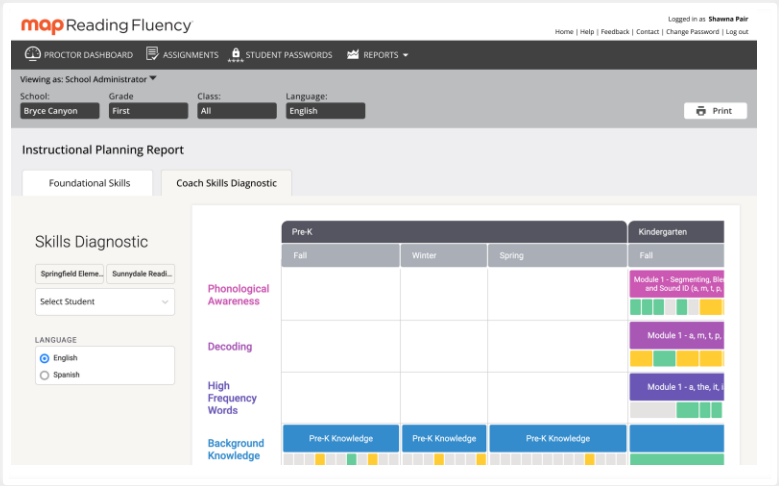
Progress report



Skills Status report



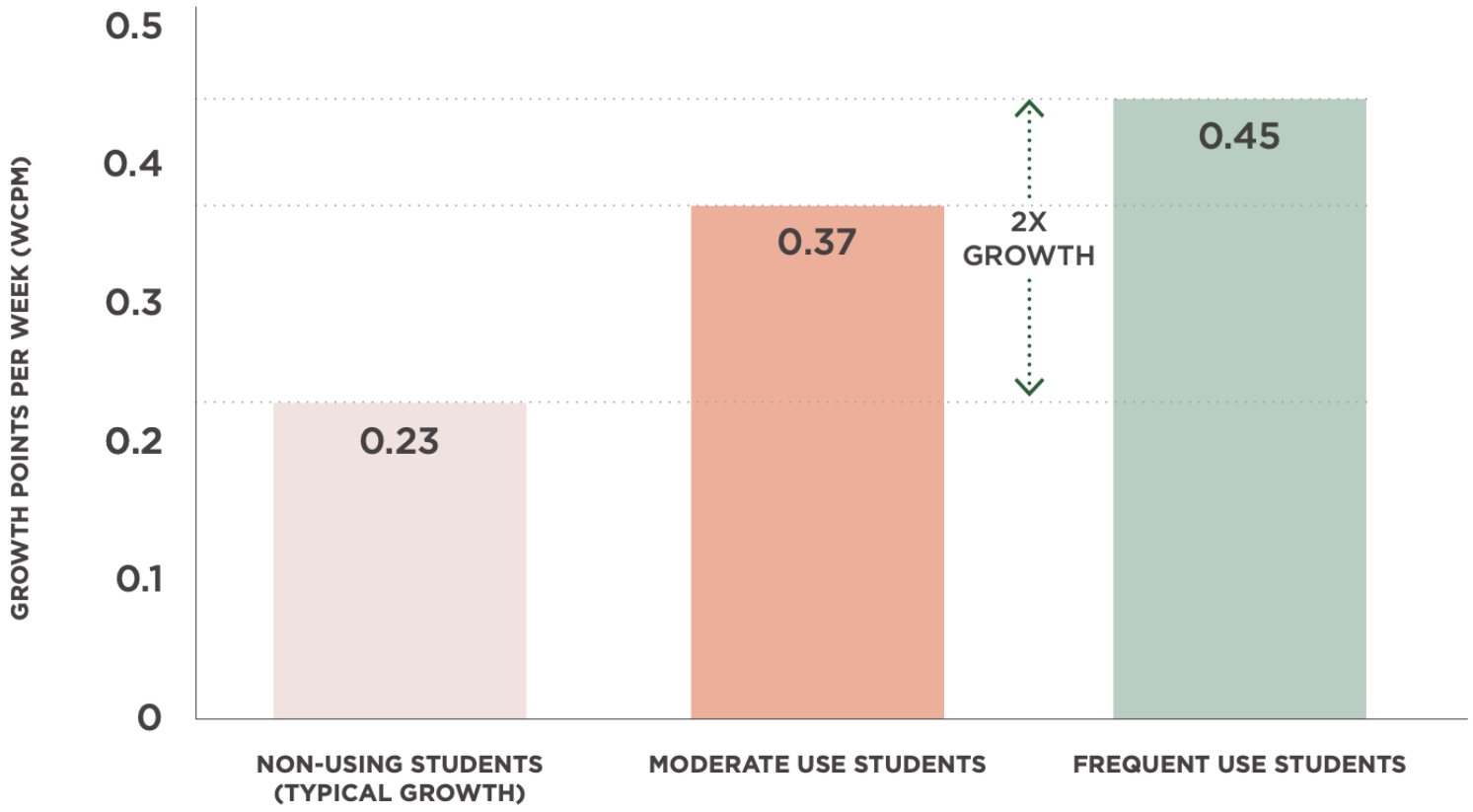
Skills Diagnostic report



ELL and MLL supports

	Benchmark Assessment in Spanish	Benchmark Assessment in English	Tutors in Spanish	Tutors in English
Student Reads in Spanish	YES	YES	YES	YES
Student Reads in English	YES	YES	YES	YES

Double Student Reading Growth with Maya



Savannah-Chatam County Public Schools results after just a few months.

map Reading Fluency

Adaptive Reading Fluency assessment

Maya

Personalized Reading Coach

Q&A