WEBINAR

Maximize the early literacy block:
Help your teachers with evidence-based strategies

map Reading Fluency

Before we begin

- 45-minute presentation, 15 minutes for Q&A
- Listen mode only
- Submit questions via the Q&A box
- Recorded and sharable
- Short survey at the end

Today's Presenters

Tiffany Peltier, PhD
Sr. Professional Learning
Strategy Consultant
NWEA

Heather Cella, EdS
Director of Early Learning
Solutions Strategy
NWEA

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What you'll learn

- Effective Science of Reading aligned instructional strategies to create an impactful literacy block

- How to strategically utilize assessment data to ensure students receive the most effective and personalized instruction and intervention

- How to save time and extend the reach of teachers with personalized, 1:1 reading fluency coaching
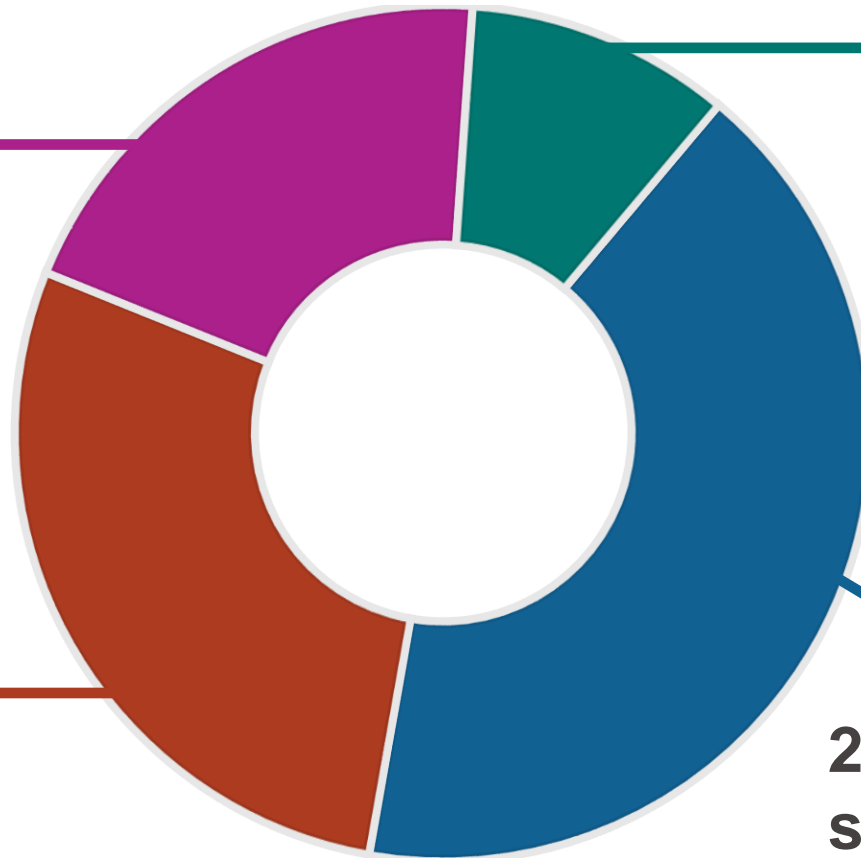
Our goal: Changing classroom practices

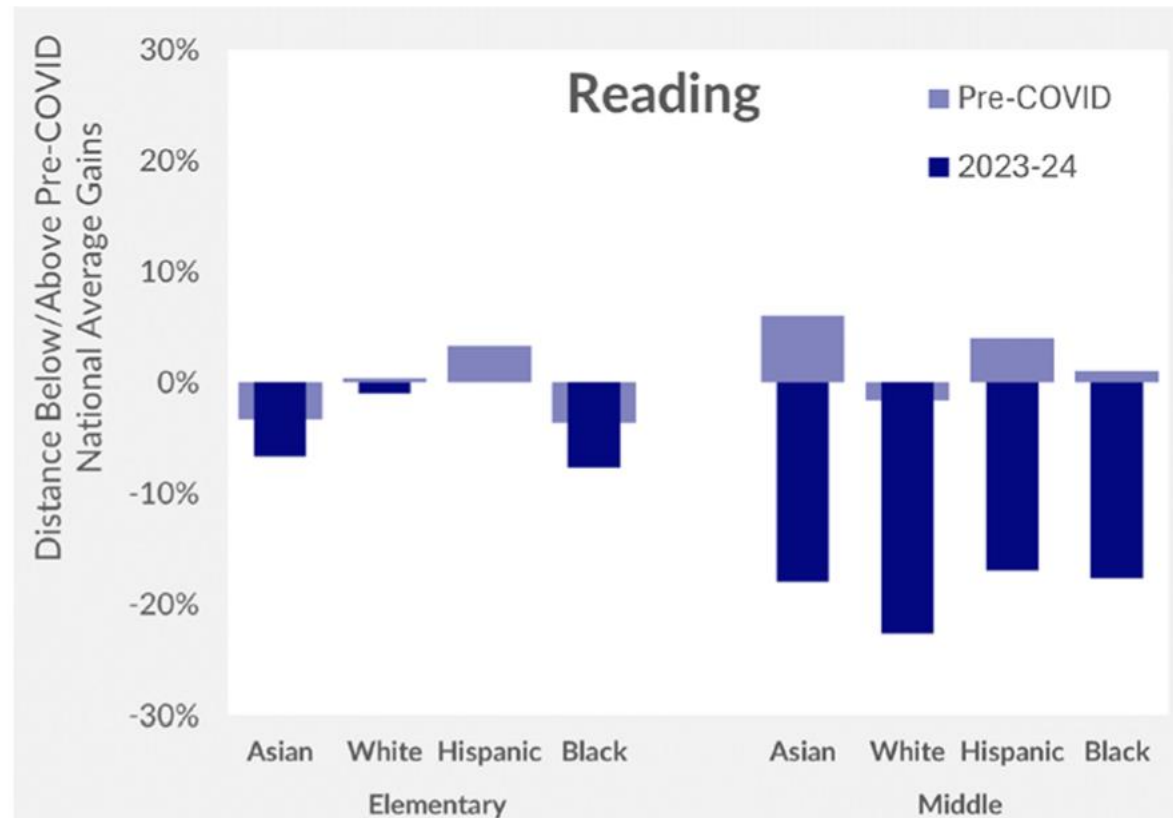**10–15 practice sessions** with colleagues and small groups of students

15–20 demonstrations of the model with diverse learners

Today's learning

20–30 hours to study theory of the new teaching model

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Literacy achievement gains in 2023–24 related to pre-covid growth averages
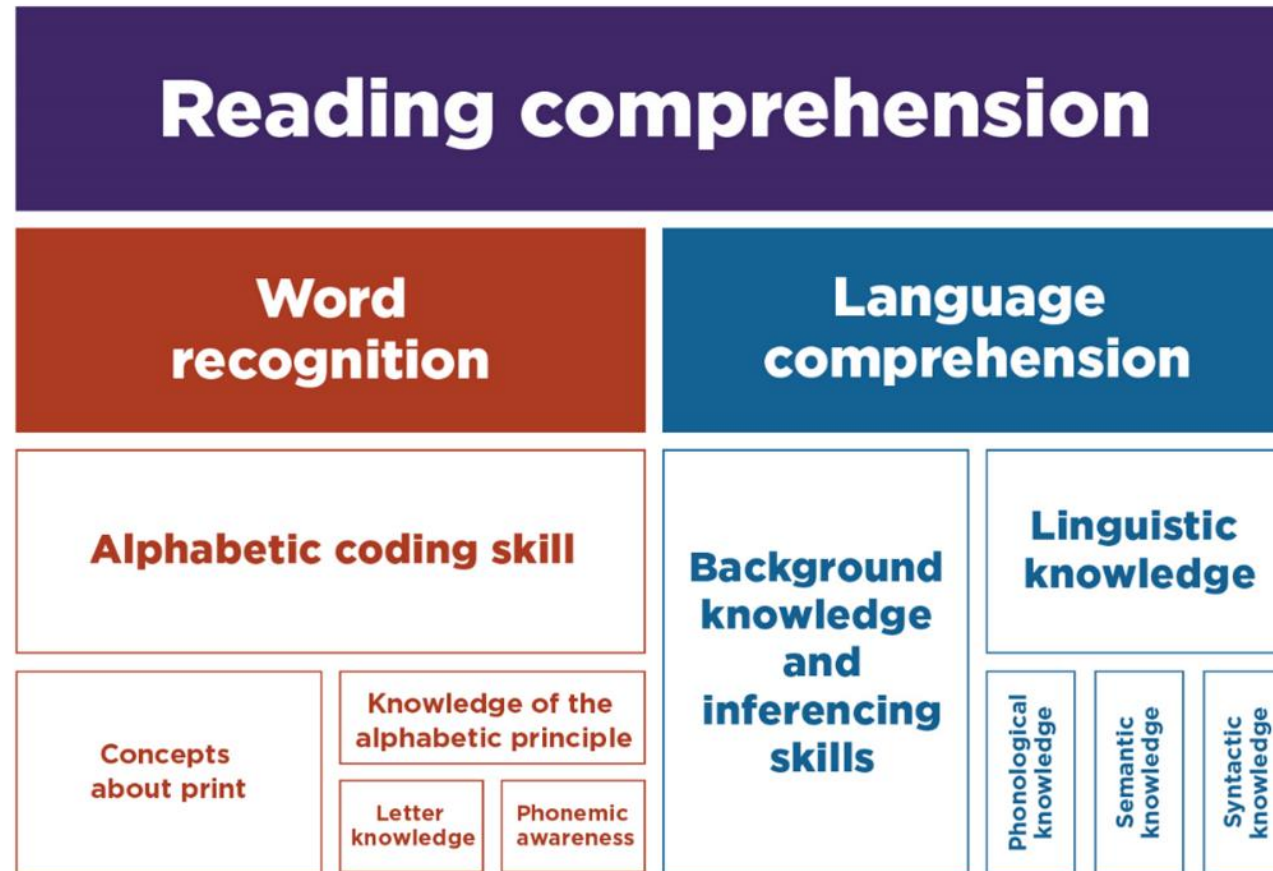
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The simple view of reading

$$RC = WR \times LC$$

Reading Comprehension is the product of **Word Recognition** and **Language Comprehension**
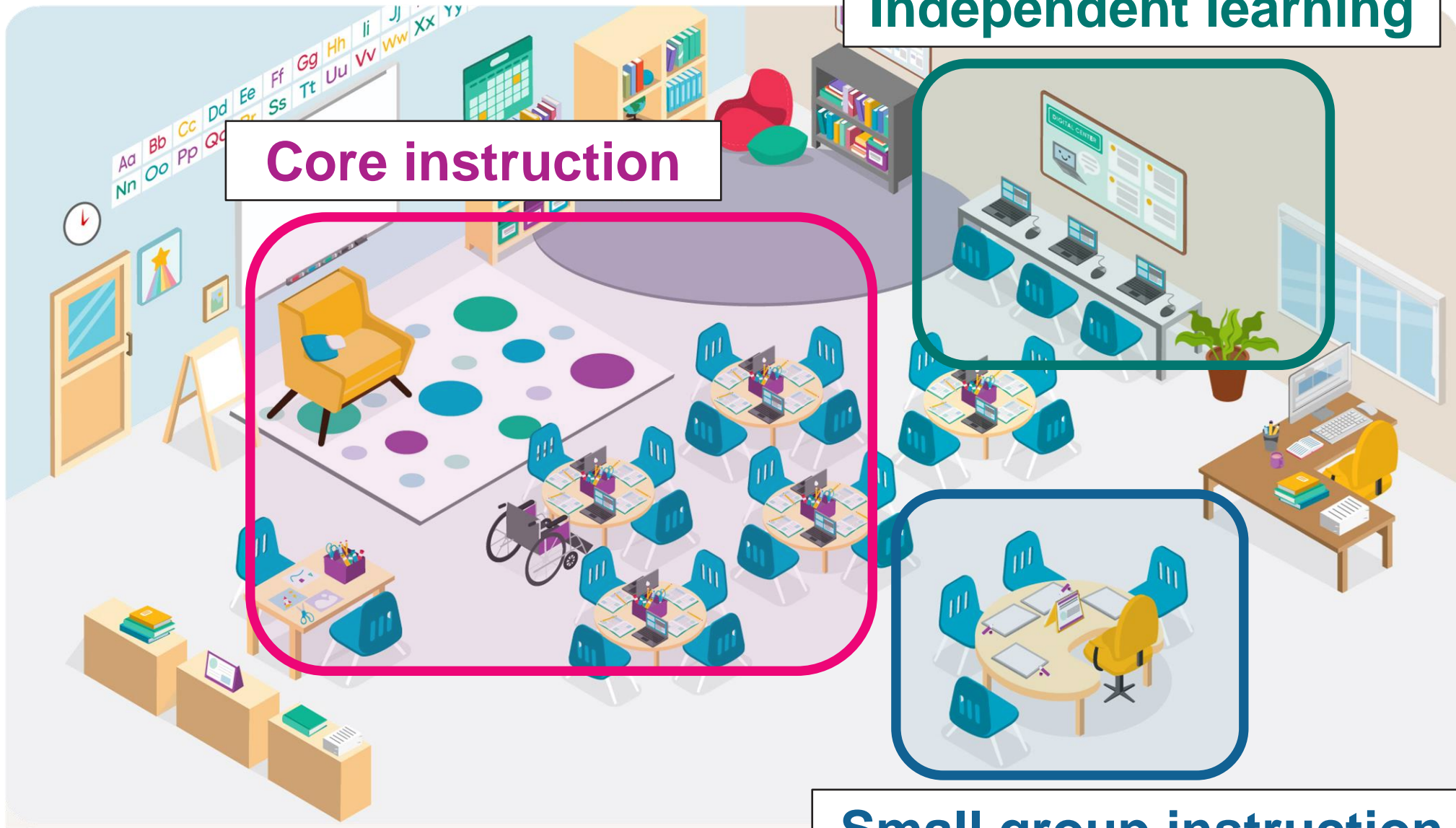
Source: Formula based on Philip B. Gough and William E. Tunmer, "Decoding, Reading, and Reading Disability,"
RASE: Remedial & Special Education 7, no. 1 (1986): 6–10.

The cognitive foundations framework

Independent learning

Core instruction

Small group instruction

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Core instruction

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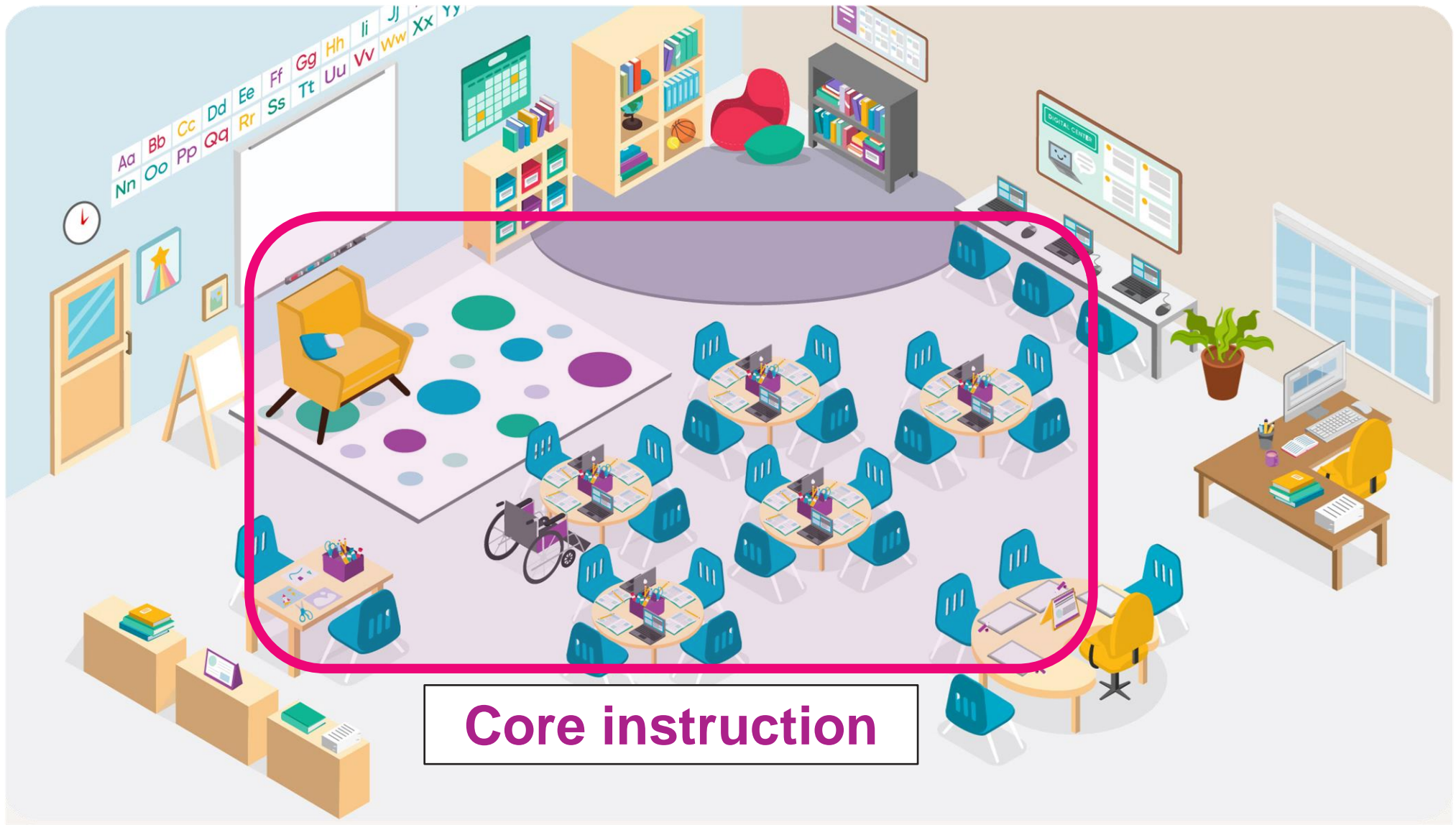
Lesson Planning Tools

- Early Word Recognition

- Advanced Word Recognition

- Building Passage Fluency

- Vocabulary and Morphology

- Comprehension and Knowledge

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Early Word Recognition Lesson Plan

TASK	MIN	INSTRUCTIONAL NOTES
Review Review previously learned skills using visual and auditory drills.	2	Record previously learned letters (or letter combinations) and previously learned sounds that students should review prior to the new skill introduction. Graphemes: Phonemes: Notes:
New skill introduction Model the relationship between a grapheme (e.g., i) and a phoneme (e.g., /ĭ/).	2	Record the new letter (or letter combination) and the new sound that you will introduce in this lesson. Grapheme: Phoneme: Example words: Notes:
Spelling and word chaining Lead an activity that helps students to connect the sounds in words with letter-sound relationships.	4	Word chain Notes:
Decoding Have students practice decoding words. Use word lists with new and previously learned skills.	3	List of new words List of review words Notes:
Irregular words Have students practice reading, speaking, and spelling words with irregular parts. Review familiar words first, and then introduce new words from the connected text.	3	List of review words List of new words Notes:
Connected text Have students practice decoding in context by reading a connected text.	6	Title: Text-dependent comprehension questions

Teaching tool: Embedded mnemonics
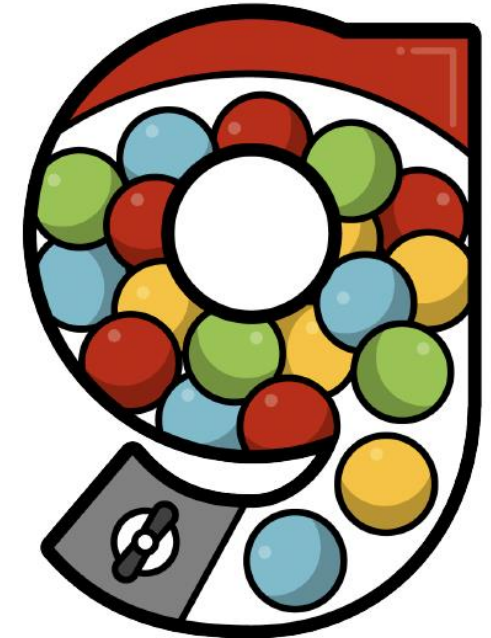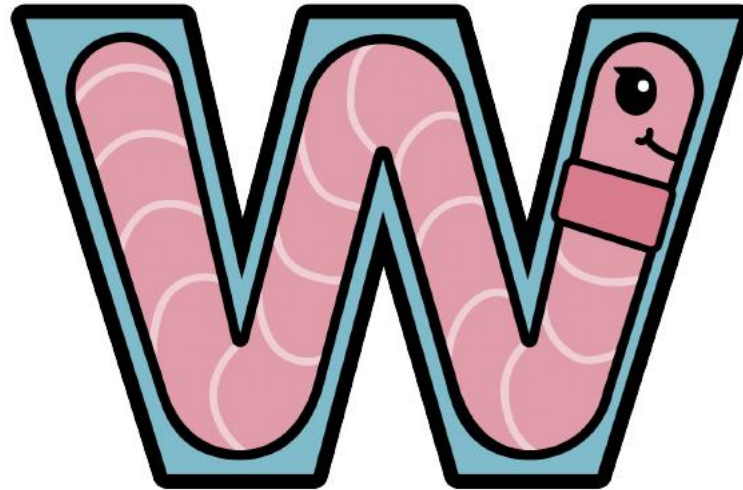
"What makes letter-mnemonics such as these so memorable? The key ingredient is the special relationship linking letter shapes to the objects that they resemble *and* that have names beginning with those letters."

+ Dr. Linnea Ehri

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Early Word Lesson Tools

- Review

- New skill introduction

- Spelling and word chaining

- Decoding practice

- Irregular words

- Connected text

- Partner reading

Early Word Recognition Lesson Plan

| TASK	MIN.	INSTRUCTIONAL NOTES
Review Review previously learned skills using visual and auditory drills.	2	Record previously learned letters (or letter combinations) and previously learned sounds that students should review prior to the new skill introduction. Graphemes: ___ Phonemes: ___ Notes: ___
New skill introduction Model the relationship between a grapheme (e.g., i) and a phoneme (e.g., /ĭ/).	2	Record the new letter (or letter combination) and the new sound that you will introduce in this lesson. Grapheme: ___ Phoneme: ___ Example words: ___ Notes: ___
Spelling and word chaining Lead an activity that helps students to connect the sounds in words with letter-sound relationships.	4	Word chain ___ Notes: ___
Decoding Have students practice decoding words. Use word lists with new and previously learned skills.	3	List of new words ___ List of review words ___ Notes: ___
Irregular words Have students practice reading, speaking, and spelling words with irregular parts. Review familiar words first, and then introduce new words from the connected text.	3	List of review words ___ List of new words ___ Notes: ___
Connected text Have students practice decoding in context by reading a connected text.	6	Title: ___ Text-dependent comprehension questions ___

Spelling and word chaining
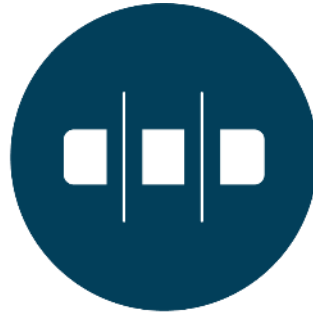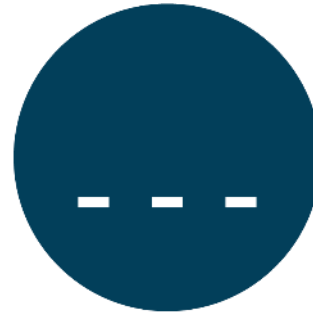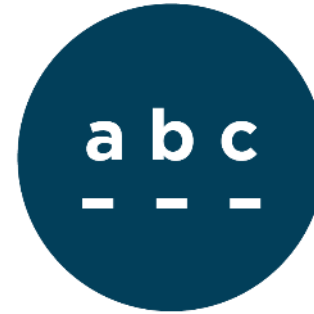
Say   Stretch   Chop   Dash   Spell   Check

Say   Stretch   Chop   Dash   Spell   Check

sat

sap

Say

Stretch

Chop

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tap

Microteaching to build confidence

1. cat   3. con
2. cot   4. can

Say   Stretch   Chop   Dash   Spell   Check

Advanced word lesson tools

- Warm-up: Set for variability

- Morphology review

- New morpheme intro

- Decoding practice

- Word building

- Connected text

- Collaborative/independent practice

Advanced Word Recognition Lesson Components

Word recognition is a crucial building block for learning to read. Fast, accurate recognition of words allows readers to focus on making meaning from texts—the goal of reading. The Simple View of Reading (SVR) is based on the idea that reading comprehension is the product of word recognition and language comprehension (RC = WR × LC).[1] Expanding on the SVR are the phases developed by Linnea C. Ehri combined with Louise Spear-Swerling's roadmap to proficient reading, shown below.[2,3] These phases describe students' reading skills as their decoding and reading comprehension progress. As students progress from the Full Alphabetic phase of decoding words sound by sound to the Consolidated Alphabetic phase of reading words more fluently and in larger chunks, educators can transition to focus on flexible syllabication and explicit morpheme instruction. These strategies help students decode longer words more fluently and expand their understanding of word parts, increasing their comprehension.
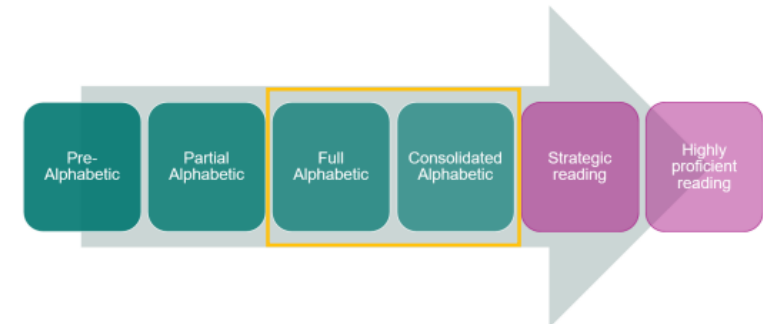
Concept for graphic based on Ehri, "Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning" and Spear-Swerling, Off Track: When Poor Readers Become "Learning Disabled."

Advancing instruction throughout the grades

Combining research-aligned strategies, like flexible syllabication and explicit morpheme instruction, can help students move on from sound-by-sound decoding and gain the skills, strategies, and confidence they need to become fluent readers. The Advanced Word Recognition Lesson Components provides a simple 15-minute instructional routine educators can use daily to advance students' reading and spelling. It can be used to create new lessons or to organize and expand upon locally adopted curriculum materials. The companion Advanced Word Recognition Learning Walk Tool can support educator reflection and learning on the instruction of advanced word reading.

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Multisyllabic words: Spelling and word chaining
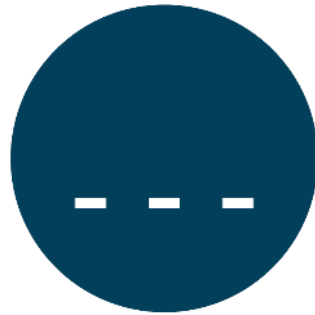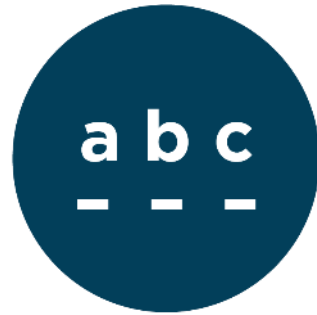
Say   Stretch   Chop   Dash   Spell   Check

Demo: Multisyllabic word building

r o   b o t
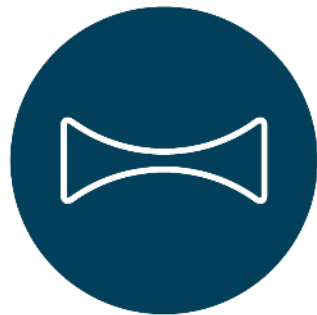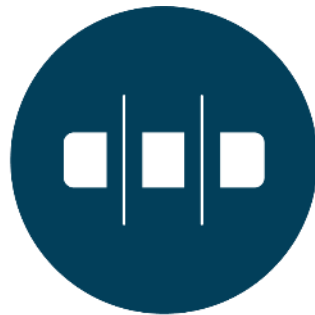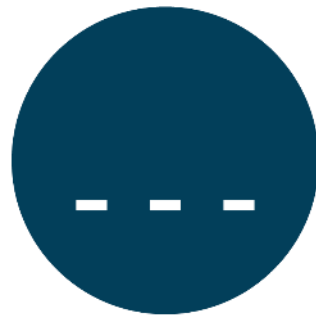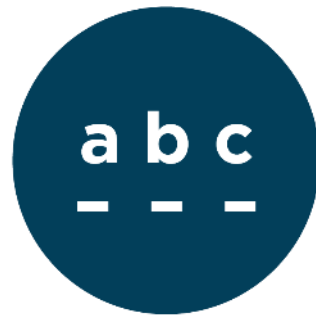
Say • Stretch • Chop • Dash • Spell • Check

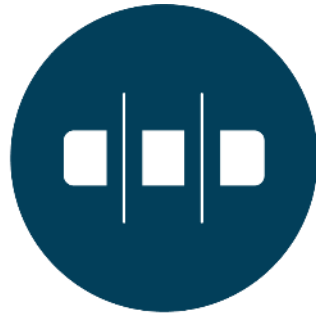# Morphology: Spelling and word chaining

Say   Stretch   Chop   Dash   Spell   Check

Demo: Morphological word building

Say

Stretch

Chop

Dash

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respect

Say

Stretch

Chop

Dash

_____ re spect

Dash

a b c
Spell

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dis agree

Spell

Check

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Aligned learning walk tools

Advanced Word Recognition Learning Walk Tool

The Advanced Word Recognition Learning Walk Tool is a companion for the **Advanced Word Recognition Lesson Components** and is intended to support the teaching and learning shifts educators make to provide an equitable and excellent education for all students. We encourage educators to partner with their colleagues, coaches, and school leaders and use this learning walk tool to identify trends at the classroom, school, and district levels. Consider this tool a starting place for understanding students' opportunities to learn.

Educator:

Colleague:

Date:　　Time:　　Lesson structure:　☐ Whole group　☐ Small group

OVERVIEW	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Organization	Total minutes observed Minutes of explicit instruction	Opportunities to respond as a class Opportunities to respond individually
Alignment	☐ Skills align to scope and sequence.	☐ Skills reflect individual student needs.
Materials	☐ Effective　☐ Engaging　☐ Equitable	Text title:

Vocabulary teaching tool

1. Review

2. New word introduction

3. Active engagement

Vocabulary Lesson Components

TASK	TIME	INSTRUCTIONAL NOTES
Vocabulary review Review previously learned words or word part(s).	1 min.	Review previously learned words and/or word part(s) with students before introducing the new word. Show each word on a screen or on index cards in random order. Ask students to respond by either (1) showing the gesture that corresponds to each word, (2) telling their partner the meaning, or (3) saying a sentence and asking which of the two words shown relates better (if subjective question, ask students to discuss why). Words for review: Notes:
New word introduction Introduce the new word or word part(s).	2 min.	Say and have students echo the word while showing it on an index card or screen. Then, connect the spelling of the word to the sounds, either by phoneme (short words) or syllable/morpheme (long words). Finally, introduce the meaning with a student-friendly definition. Word(s): Meaning(s): Sample script: *In the book, we'll see this word,* _____ . *Say, "* _____ *." Say the sounds as I point to the parts of the word (display on an index card or screen).* _____ *means* _____ .
Active engagement Students practice to refine their understanding of the word or word part(s).	2 min.	Connect the new word or word part(s) to the context of the book, then introduce an associated gesture for the word. Practice by providing 3–5 sentences as examples and ask students to respond by either saying [the word], if it relates, or [not the word], if it doesn't relate to the sentence. Finally, give students a sentence stem containing the word and ask students to turn and talk to complete the sentence. Sentence examples:

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Vocabulary tiers

Tier 1 → Basic, everyday words → Typically Anglo-Saxon words → Examples: said, walk, computer

Tier 2 → Cross-domain words → Target for explicit vocabulary instruction → Examples: intrepid, discern

Tier 3 → Domain-specific words → Best taught as the context arises → Examples: photosynthesis, tectonic plate

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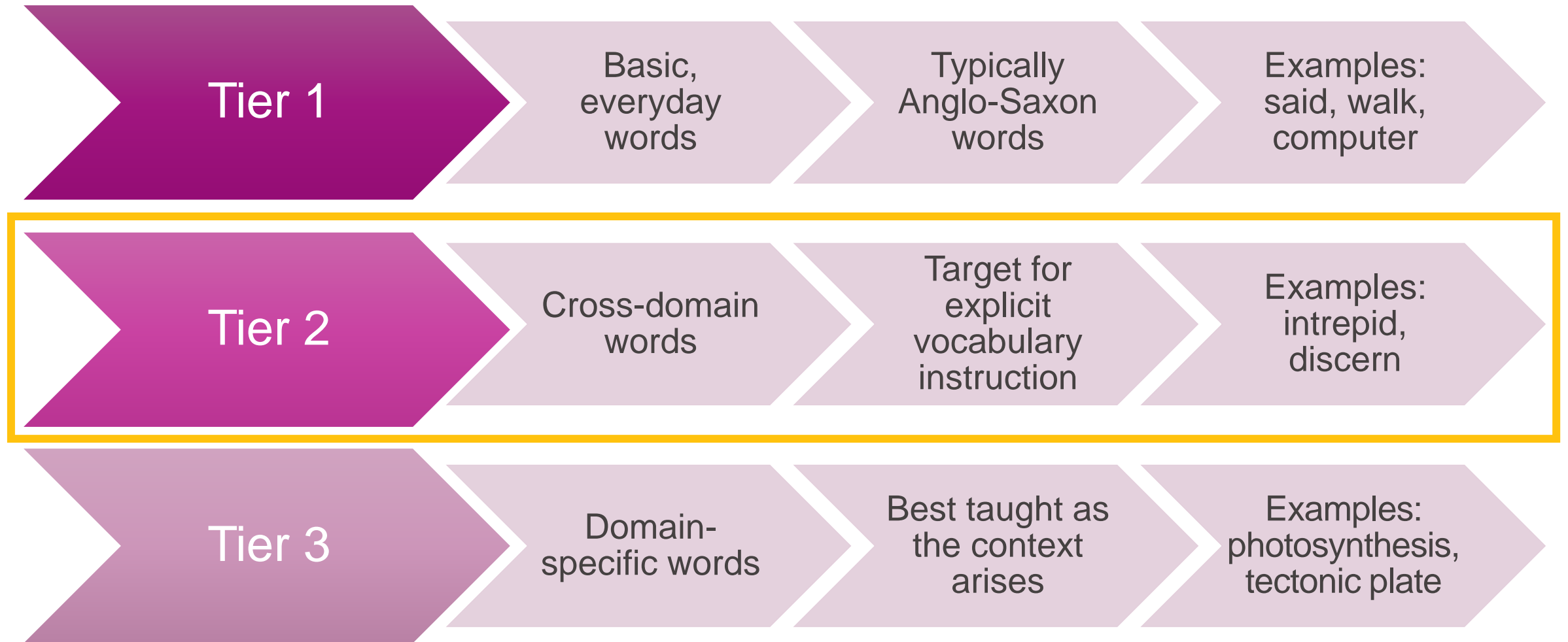
Word learning routines

avid

The word learning burden

"In light of the massive 'word learning burden' faced by school-age learners, it is widely understood that awareness of morphological relationships is an aspect of word knowledge that is essential for vocabulary acquisition."

—Amy Crosson et al.

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Morphology routines

<table>
<tr><td>

spect

to look

</td><td>

struct

to build

</td></tr>
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Comprehension lesson components

1. Introduce text & content focus

2. Introduce new vocabulary

3. Read the text

4. Ensure understanding

5. Extend Learning

Cultivating Comprehension and Knowledge Lesson Components Tool

1. Introduce text and content focus

Choose a text that connects to content-area instructional goals. Ensure the text is topical, strategic, systematic, and intentional.

Title of text:

Determine if students have gaps in their background knowledge before reading the text, and, if so, build content knowledge.

Connect content focus and build background knowledge:

2. Introduce new vocabulary

*Choose 2–5 Tier 2 words essential to understanding to teach explicitly before reading. See **vocabulary lesson components tool** for more information.*

Tier 2 vocabulary words:

If there are Tier 3 words essential to understanding, plan to teach during reading as embedded instruction.

Tier 3 vocabulary words for embedded instruction:

Student-friendly definitions:

3. Read the text

List 3–5 text-dependent questions and corresponding page numbers to focus, clarify, connect, or deepen understanding.

Planning a read aloud

QUESTIONS TO CONSIDER

- What background knowledge does the text assume readers bring with them when they approach the page?

- Is there anything that students may not likely have experience with or prior knowledge of?

- What other sections of the text could be challenging for readers?

TEACHER PLANNING ACTIONS

❑ Identify essential Tier 2 and Tier 3 words to explicitly teach

❑ Plan teaching moments and questions to deepen student understanding

❑ Plan to use a photo or video clip (30 seconds or less) to build background

❑ Plan think-alouds to deepen student understanding during these sections

Simulation: Background knowledge

First, remove an old cassette so you can introduce a new one. Make sure to notice the size of the new cassette and confirm its compatibility. Then, identify the appropriate position for putting the cassette in place ensuring it is turned in the correct direction. To install the new cassette, align the grooves and ridges of the freehub body with the cassette. Position the spacers between each cog before tightening. Finally, further secure the cassette in place with a lockring. Enjoy your new cassette!

Simulation: Background knowledge

01 Summarize the instructions.

02 Why might someone need to replace a cassette?

03 How do you know if the cassette and freehub are aligned?

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> "Time flies like an arrow; fruit flies like a banana.

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Dialectal varieties

What do you call the little gray creature (that looks like an insect but is actually a crustacean) that rolls up into a ball when you touch it?

- roly poly
- pill bug
- potato bug
- I have no idea what this creature is

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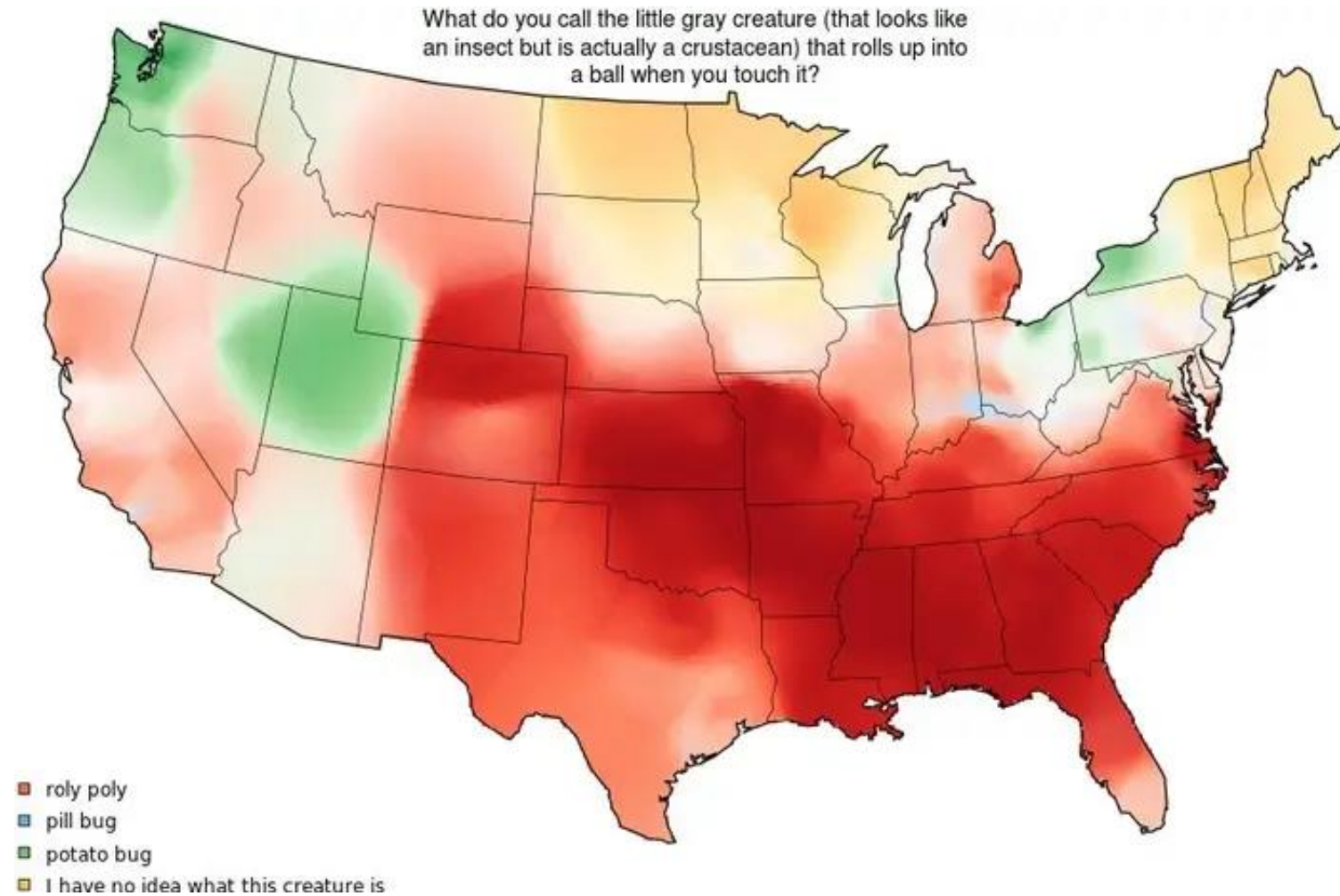
Simulation: Dialectal varieties

Me and Zeke was up in the holler yesterday, lookin' fer ginseng. The air was crisp, and the leaves was rustlin' underfoot. We had our pokes ready, hopin' to find some good roots to sell.

"I reckon we'll find a mess of 'sang today," Zeke said, squattin' down to check under a bush. "Been a good season so far."

We kept on traipsin' through the woods, our eyes peeled. The sun was high in the sky when I hollered, "Found some!"

Zeke came runnin' over. "We gonna make a fine profit with this here haul," he said, noddin'.

Simulation: Dialectal varieties

01 Why did they choose a holler to look for ginseng?

02 What did they need pokes for?

03 What are they keeping their eyes peeled for to know they've found ginseng?

Zooming in on language comprehension

Reflect and connect

1. Why was this task difficult for you?

2. What might students feel like who speak a dialect different from the texts they read everyday?

3. How do dialect and background knowledge play a role in reading?

4. What shifts can you make to support students who speak a different dialect?

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Data-based decision-making

- What literacy assessments do you use to make instructional decisions?

- How often are they given and how are each used for instructional decision-making?
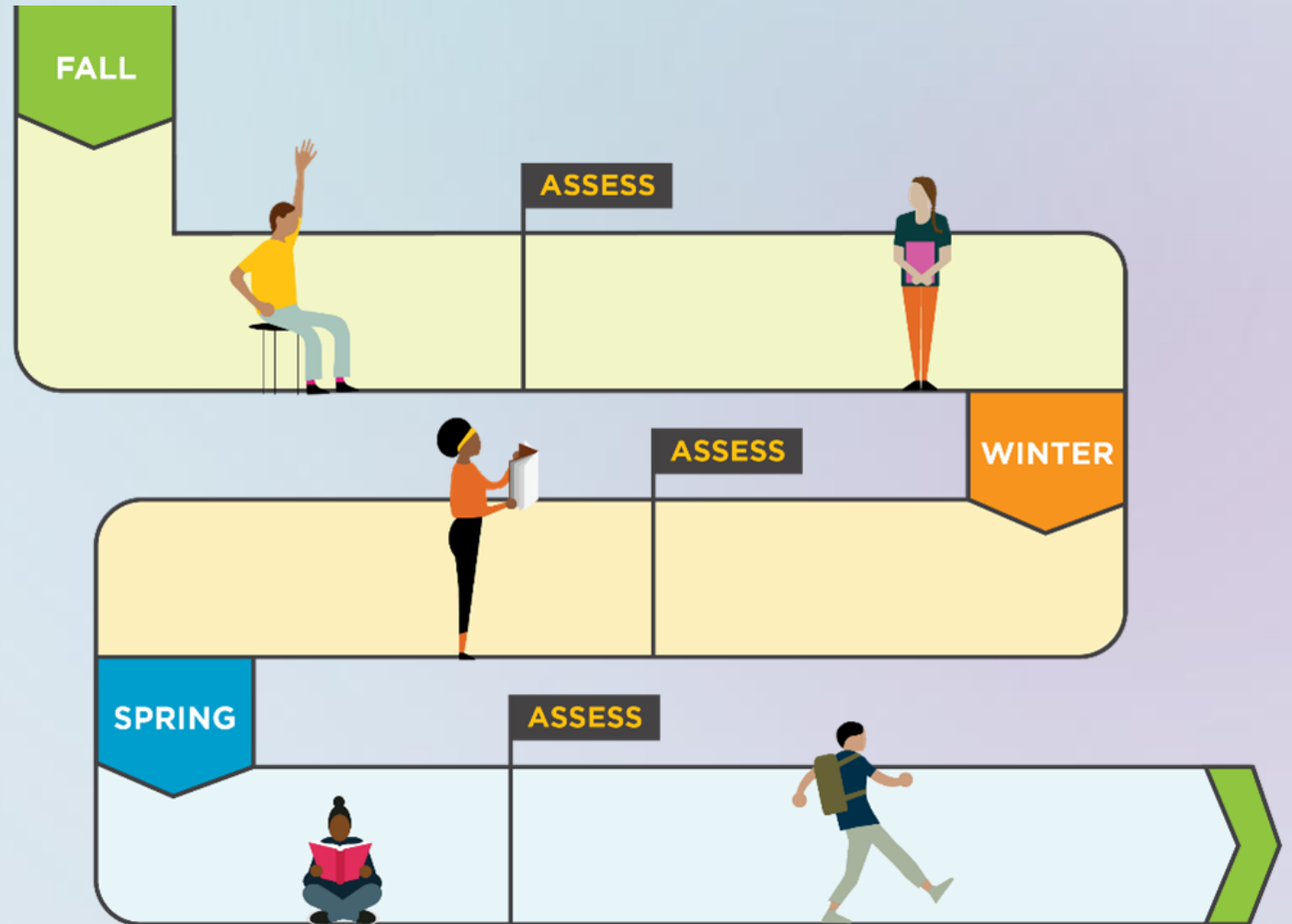
Assessment literacy

Screening	Diagnostic	Progress monitoring
Identifies learners who are or are not on track for grade-level expectations	**Identifies what specific skills the learner knows to plan instruction or intervention**	**Identifies how effective the intervention is with a specific learner**
Which learners are at risk?	Where do I start and where are we going?	Is the learner meeting set goals?

Data literacy: Aligning instruction to student needs

ORF +Rate +Accuracy	ORF +Accuracy - Rate	ORF - Accuracy +/- Rate	Decoding +/- PA - PWR*
↓	↓	↓ ↘	↓
Continue high-quality literacy instruction	Fluency instruction	Phonics/WR - Multisyllabic words +Single syllable words	Phonics/WR - Single syllable words
		↓	↓
		Multisyllabic instruction	Phonics instruction

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Small group instruction

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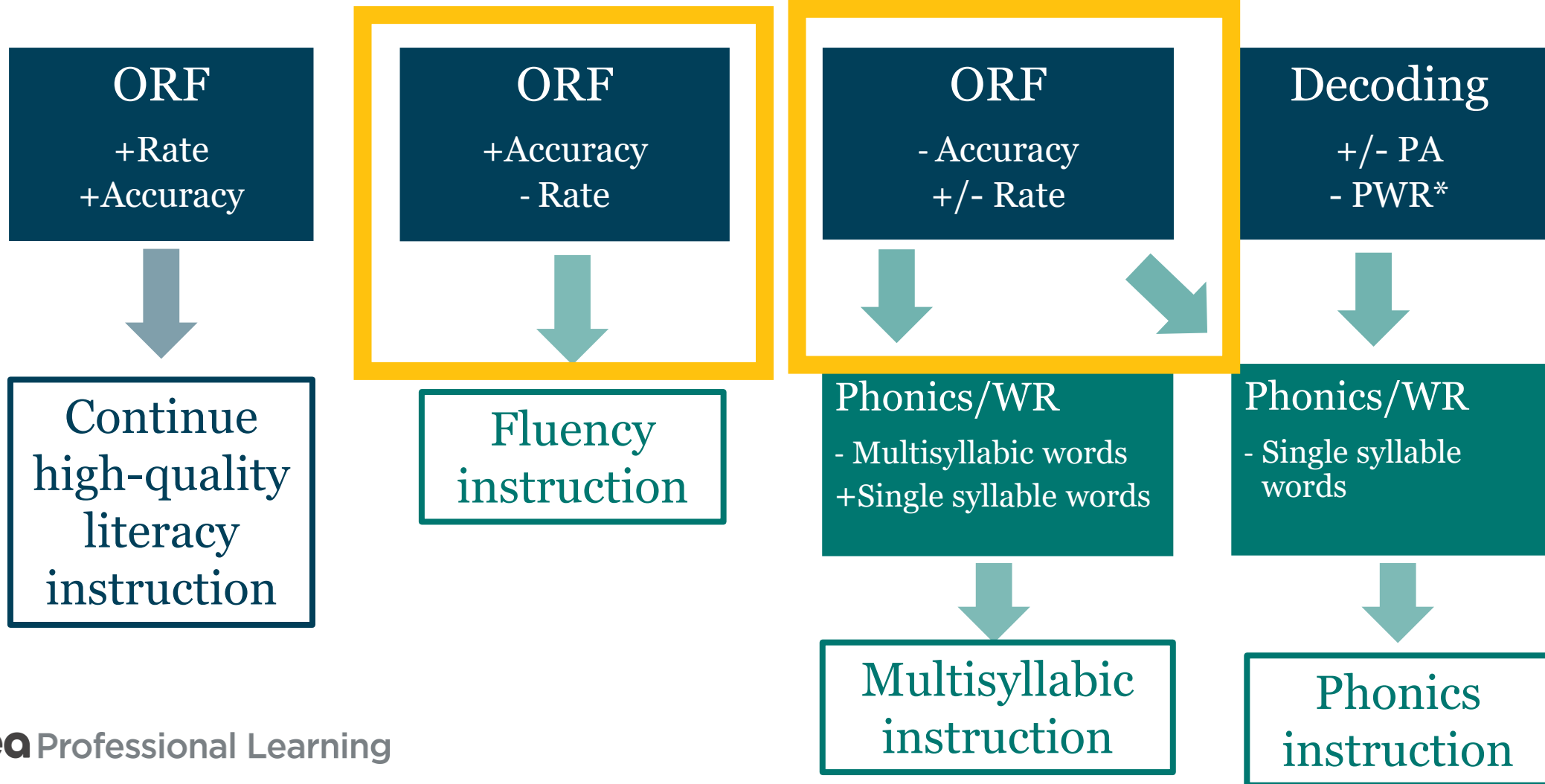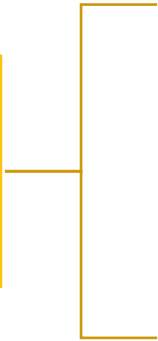
Class:

Early Literacy Assessment Data

RC = WR x LC

Reading Comprehension is the product of **Word Recognition** and **Language Comprehension**

School

Grade

District

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Data reflection by grade

ZPD Level
0—Rhymes and Syllables (Introduce)
1—Rhymes and Syllables
2—Initial Sounds
3—Blending and Segmenting
4—Phonemic Manipulation
5—Phonemic Manipulation (Reinforce)

ZPD Level
0—Letters and Sounds (Introduce)
1—Letters and Sounds
2—Letters in Words
3—Decodable: CVC**
4—Decodable: One-syllable
5— Decodable: One-syllable (Reinforce)

Performance Level Key ✕

- **E** Exceeds
- **M** Meets
- **A** Approaching
- **B** Below
- **NE** No Expectation

Term: **Fall 2024-2025**
School: **Bryce Canyon Elementary School**
Current Grade: **1st Grade**
Language: **English**

Foundational Skills Performance Breakdown

DECODING

Phonological Awareness ❓
14% 11%
29%
37%

- Level 0: **0%**
- Level 1: **11%**
- Level 2: **29%**
- Level 3: **37%**
- Level 4: **9%**
- Level 5: **14%**

Phonics / Word Recognition ❓
14% 11%
31%
40%

- Level 0: **0%**
- Level 1: **11%**
- Level 2: **31%**
- Level 3: **40%**
- Level 4: **3%**
- Level 5: **14%**

LANGUAGE COMPREHENSION

Listening Comprehension ❓
29%
20%
51%

- Below: **29%**
- Approaching: **20%**
- Meets: **51%**
- Exceeds: **0%**

Picture Vocabulary ❓
40%
37%
23%

- Below: **40%**
- Approaching: **23%**
- Meets: **37%**
- Exceeds: **0%**

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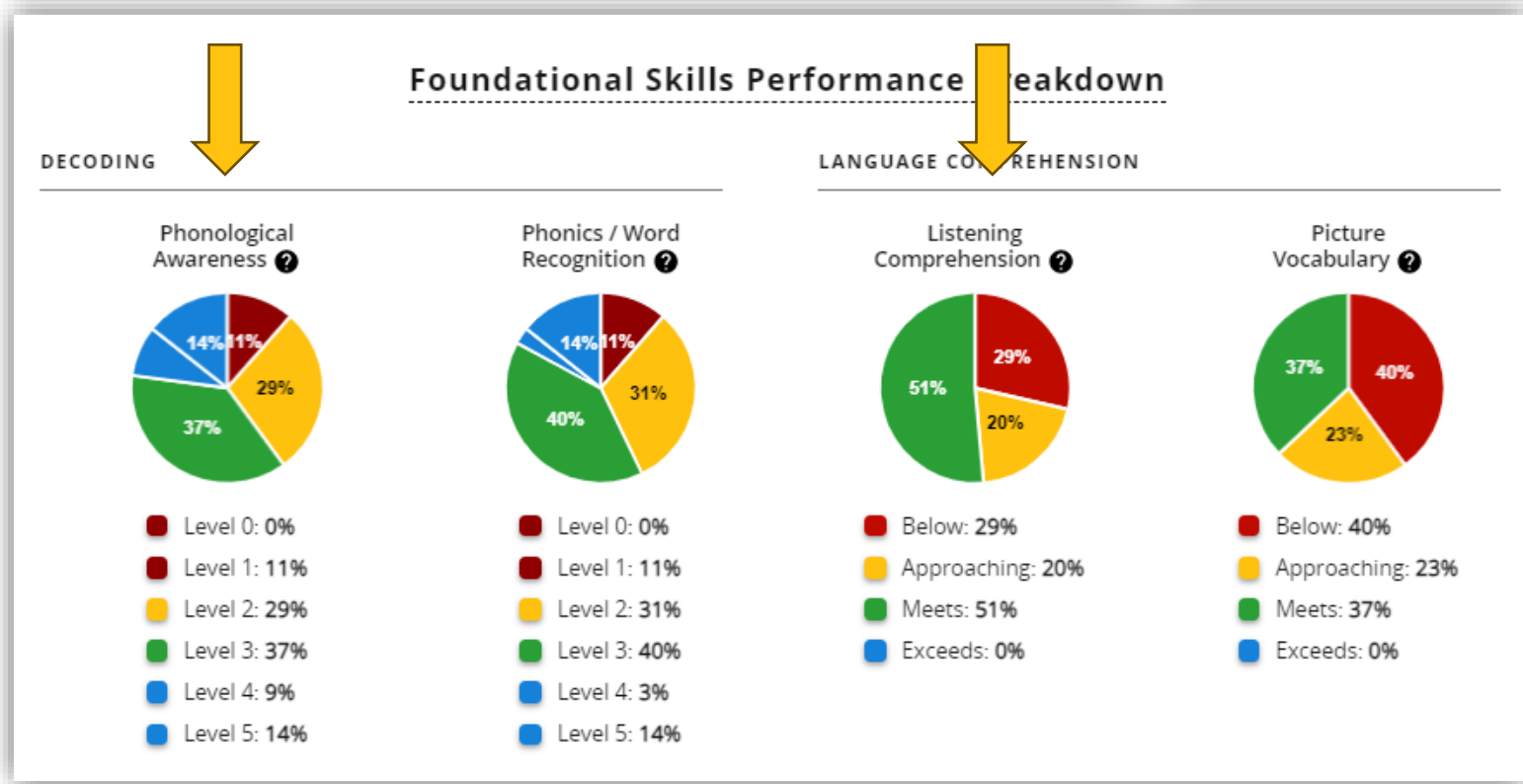
Data reflection by class

Where should teachers target core instruction?

What about small groups?

What about independent practice?

Student	Tested Grade	FOUNDATIONAL SKILLS								Sentence Reading Fluency
		Listening Comprehension		Picture Vocabulary		Phonological Awareness		↑ Phonics/Word Recognition		
Griffin, Dennis	1	B	33%	B	40%	B	Rhymes & Syllables	B	Letters & Sounds	A 4/10
Phillips, Diane	1	B	40%	B	33%	B	Rhymes & Syllables	B	Letters & Sounds	A 3/7
Renner, Lawrence	1	B	33%	B	40%	B	Rhymes & Syllables	B	Letters & Sounds	A 4/10
Torres, Andrew	1	B	40%	B	47%	B	Rhymes & Syllables	B	Letters & Sounds	A 5/11
Diaz, Pamela	1	B	33%	B	33%	A	Initial Sounds	A	Letters in Words	A 2/6
Griffin, Philip	1	B	40%	B	40%	A	Initial Sounds	A	Letters in Words	A 3/7
⌄ Hanson, Chris	1	A	60%	B	53%	A	Initial Sounds	A	Letters in Words	A 5/11
Phillips, Ashley	1	A	73%	B	47%	A	Initial Sounds	A	Letters in Words	A 4/8
⌄ Phillips, Peter	1	B	40%	B	33%	A	Initial Sounds	A	Letters in Words	B 2/6
Robertson, Tommy	1	B	33%	B	40%	A	Initial Sounds	A	Letters in Words	A 3/7
Scott, Christina	1	A	60%	B	53%	A	Initial Sounds	A	Letters in Words	A 5/11
Sharp, Louise	1	A	60%	B	47%	A	Initial Sounds	A	Letters in Words	A 3/7
Torres, Donna	1	B	40%	B	33%	A	Initial Sounds	A	Letters in Words	A 1/6
Walker, Steven	1	B	20%	B	40%	A	Initial Sounds	A	Letters in Words	A 3/7
Webb, Karl	1	B	53%	B	47%	A	Initial Sounds	A	Letters in Words	A 3/7
Bowman, Nicolas	1	A	73%	A	60%	M	Blending & Segmenting	M	Decodable: CVC	A 5/11
Carlson, Roderick	1	M	87%	M	93%	M	Blending & Segmenting	E	Decodable: One-syllable	A 5/8
Carter, Ralph	1	M	87%	M	80%	M	Blending & Segmenting	M	Decodable: CVC	M 10/11

Performance Level Key

E	Exceeds
M	Meets
A	Approaching
B	Below
NE	No Expectation

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Grouping for instruction

RC = WR x LC
Reading Comprehension is the product of Word Recognition and Language Comprehension

Student	Tested Grade	Listening Comprehension		Picture Vocabulary		Phonological Awareness		Phonics/Word Recognition	
Brooks, Kelly	K	B	33%	A	53%	A	Rhymes & Syllables	B	Letters & Sounds
Clark, Albert	K	B	20%	B	27%	B	Rhymes & Syllables	B	Letters & Sounds
Seymore, Mariano	K	B	13%	A	47%	B	Rhymes & Syllables	B	Letters & Sounds
Adkins, Nadine	K	B	40%	A	47%	A	Rhymes & Syllables	A	Letters & Sounds
Butler, Joseph	K	B	20%	B	13%	A	Rhymes & Syllables	A	Letters & Sounds
Clark, Phillip	K	A	47%	B	40%	A	Rhymes & Syllables	A	Letters & Sounds
Cox, Bobby	K	A	47%	B	20%	A	Rhymes & Syllables	A	Letters & Sounds
Foster, Ann	K	B	33%	B	40%	A	Rhymes & Syllables	A	Letters & Sounds
Baker, Sonya	K	E	80%	M	73%	E	Initial Sounds	E	Letters in Words
Barnes, Sandra	K	E	80%	M	73%	E	Initial Sounds	E	Letters in Words
Carr, Geoffrey	K	M	67%	M	67%	M	Rhymes & Syllables	E	Letters in Words

LC — FOUNDATIONAL S — WR

Zones of proximal development

Phonics/Word Recognition Kindergarten

Hide Students and Resources ⌃

←---- Below   Spring Expectation   Above ----▶

Level 1 and Below	Level 2	Level 3	Level 4 and Above
Letters & Sounds	**Letters in Words**	**Decodable: CVC**	**Decodable: One-syllable**

At Level 1
- Hall, Janet
- Guinn, Fred
- Gonzalez, Geraldine
- Russell, Walter
- Patterson, Wayne
- Poindexter, Hildegard
- Flowers, Grace

Below Level 1
- Clark, Phillip
- Johnson, Roger
- Foster, Ann
- Gilchrist, Charis
- Cox, Bobby
- Clark, Albert
- Brooks, Kelly
- Free, Sudie
- Ross, Shawn
- Butler, Joseph
- Adkins, Nadine
- Seymore, Mariano
- Jenkins, Edward

Level 2 students:
- Baker, Sonya
- Crews, Alaine
- Morris, Christopher
- Craig, Angel
- Parker, Hazel
- Fisher, Floyd
- Barnes, Sandra
- Carr, Geoffrey
- Jordan, Lawrence
- Coleman, Peter

Level 3 students:
- Wood, Carmen
- Williams, Albert

At Level 4
- Walton, Maryann

Above Level 4

🖊 In Class Activities

Level 1:
Lettercritter
Photo Chart

Level 2:
Change-A-Word
Letter-Sound Train

Level 3:
Vowel Stars
Three-In-One

Level 4:
At level 4
Canned Sort
Vowel Slide

Focused word recognition lesson components

Early word skills

- Review

- New skill introduction

- Spelling and Word Chaining

- Decoding practice

- Irregular words

- Connected text

Advanced words skills

- Warm up/review

- New skill introduction

- Decoding practice

- Word building practice

- Connected text

Fluency skills

- Introduction to text

- First read

- Feedback

- Goal setting

- Practice and repeated readings

(All also include continued practice through partner and independent reading)

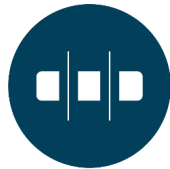# Letter and sound acquisition

Early Word Lesson Tools

- Lesson components

- Learning walk tool

- Embedded mnemonics

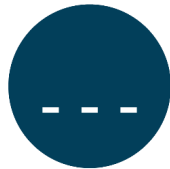- Letter-sound mouth photos
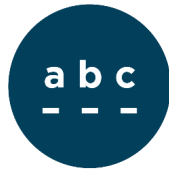
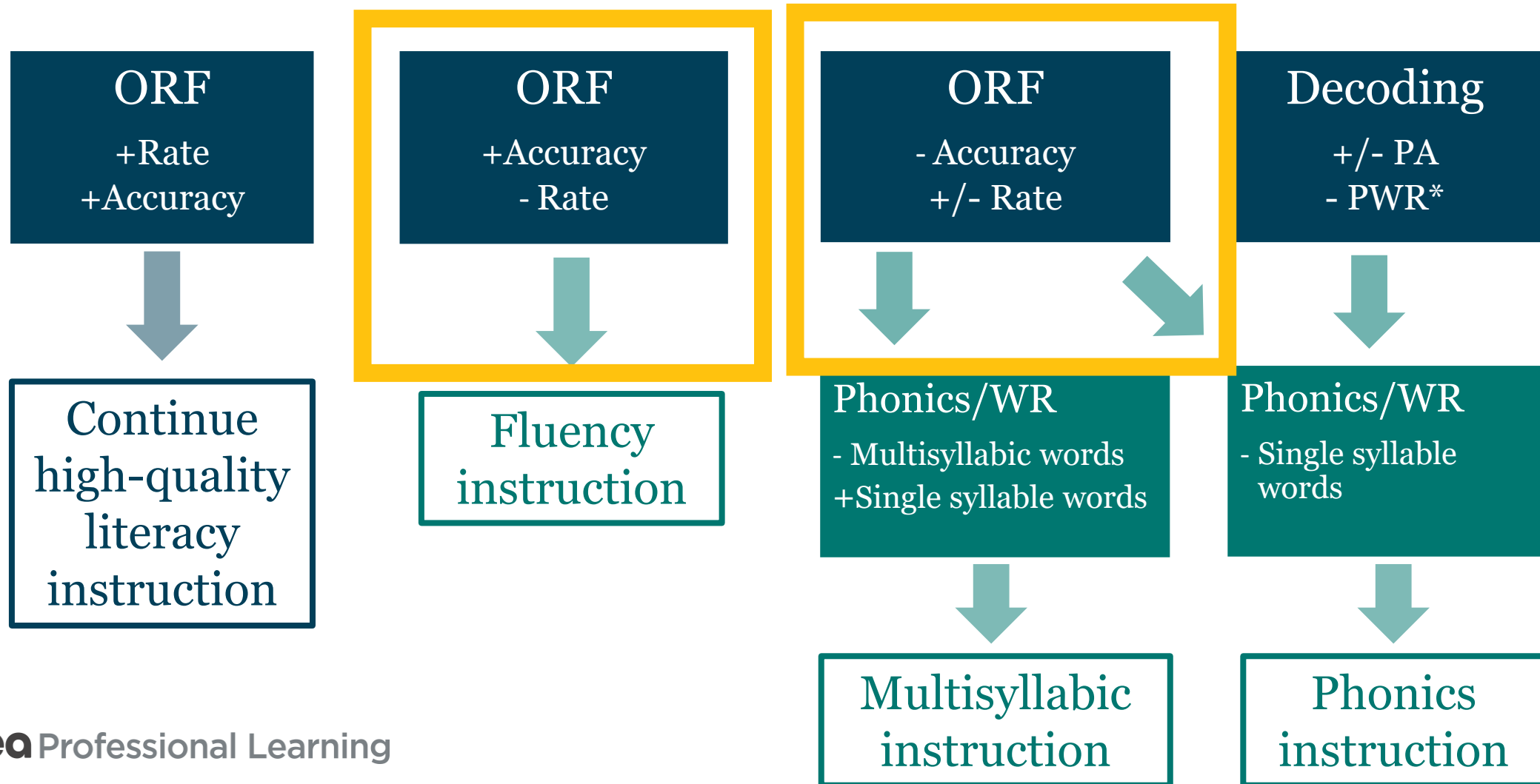- Phonics and spelling routine

Say   **Stretch**   **Chop**   **Dash**   **Spell**   **Check**

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Early Word Recognition Lesson Plan

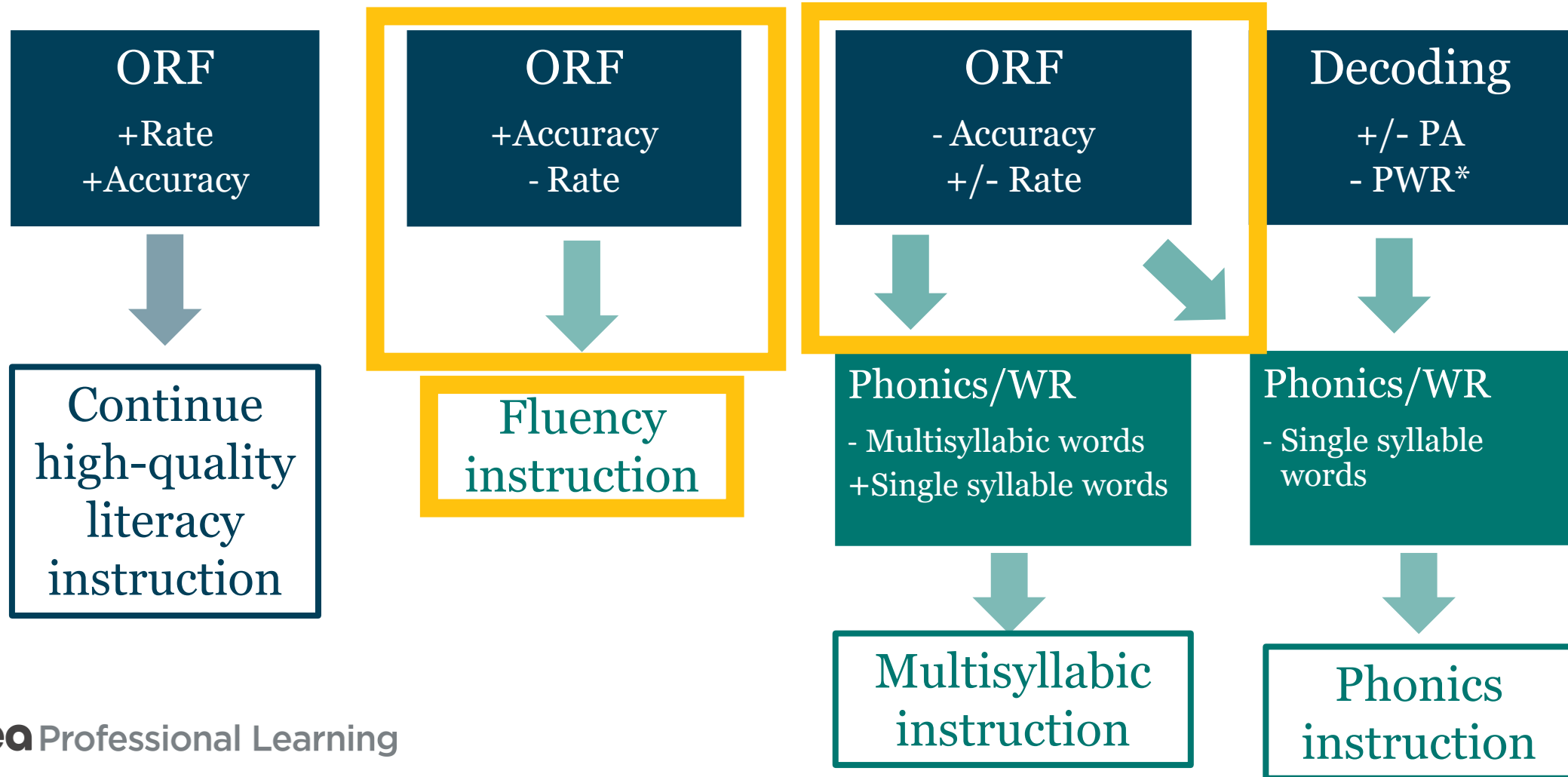| TASK	MIN.	INSTRUCTIONAL NOTES
Review Review previously learned skills using visual and auditory drills.	2	Record previously learned letters (or letter combinations) and previously learned sounds that students should review prior to the new skill introduction. Graphemes: Phonemes: Notes:
New skill introduction Model the relationship between a grapheme (e.g., i) and a phoneme (e.g., /ĭ/).	2	Record the new letter (or letter combination) and the new sound that you will introduce in this lesson. Grapheme: Phoneme: Example words: Notes:
Spelling and word chaining Lead an activity that helps students to connect the sounds in words with letter-sound relationships.	4	Word chain Notes:
Decoding Have students practice decoding words. Use word lists with new and previously learned skills.	3	List of new words List of review words Notes:
Irregular words Have students practice reading, speaking, and spelling words with irregular parts. Review familiar words first, and then introduce new words from the connected text.	3	List of review words List of new words Notes:
Connected text Have students practice decoding in context by reading a connected text.	6	Title: Text-dependent comprehension questions

Data literacy: Aligning instruction to student needs

ORF +Rate +Accuracy	ORF +Accuracy - Rate	ORF - Accuracy +/- Rate	Decoding +/- PA - PWR*

Continue high-quality literacy instruction

Fluency instruction

Phonics/WR
- Multisyllabic words
+Single syllable words

Phonics/WR
- Single syllable words

Multisyllabic instruction

Phonics instruction

Unpacking oral reading fluency data

Student	Tested Grade	Listening Comprehension	Picture Vocabulary	Phonological Awareness	Phonics/Word Recognition	Sentence Reading Fluency		Oral Reading Rate		Accuracy↑		Oral Reading Level*	Literal Comprehension
					FOUNDATIONAL SKILLS			ORAL READING					
Davis, Samuel	2					A	15/20	A	36	B	71%	375L	B
Sanchez, Elizabeth	2					A	15/20	A	36	B	71%	410L	B
Taylor, Maria	2					A	15/17	B	35	B	71%	375L	B
Crouse, Donn	2					A	15/17	M	79	A	90%	530L	M
Wood, Samantha	2					A	15/19	A	42	A	90%	510L	A
Peterman, Brian	2					M	20/22	M	70	A	93%	410L	B
Lopez, Inez	2					M	20/21	A	42	M	95%	500L	A
Turner, Sharon	2					A	16/19	E	89	M	95%	625L	E

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Data literacy: Aligning instruction to student needs

ORF
+Rate
+Accuracy

↓

Continue high-quality literacy instruction

ORF
+Accuracy
- Rate

↓

Fluency instruction

ORF
- Accuracy
+/- Rate

↓

Phonics/WR
- Multisyllabic words
+Single syllable words

↓

Multisyllabic instruction

Decoding
+/- PA
- PWR*

↓

Phonics/WR
- Single syllable words

↓

Phonics instruction

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Repeated reading lesson components

1. Introduction
2. First read
3. Feedback
4. Goal setting
5. Practice
6. Later reads
7. Celebration

Building Fluent Readers Lesson Plan

TASK	MIN.	INSTRUCTIONAL NOTES
Introduction Introduce the components of reading fluency: accuracy, rate, and prosody. Preview the repeated reading routine. Introduce the text.	1	Read the title of the text and introduce the topic to establish whether the student has background knowledge on the topic. If the student does not have background knowledge, consider selecting a different text. Text is appropriate: ☐ Length ☐ Complexity ☐ Topic Title of text: Question to gauge background knowledge:
First read Have the student read a short passage of between 100 and 250 words for one minute to set a baseline WCPM.	1	As the student reads, mark errors on your copy of the text. Errors include words provided to the student, omitted words, and substituted words. Self-corrected words do not count as errors, but make note of them. Words correct: ___ Words read: ___ Accuracy %: ___ WCPM: ___ ☐ More than 10% errors: Select a new text ☐ 10% or fewer errors: Move forward with feedback
Feedback Engage the student in feedback and indicate what to work on during independent practice. Connect feedback and instruction to skills and strategies the	1	Identify errors, provide support, and indicate focus for practice. Feedback on accuracy: ☐ Attend to parts of words (e.g., "*ph* spells /f/..."). ☐ Track with your finger or pen as you re-read a sentence.

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Small group instruction
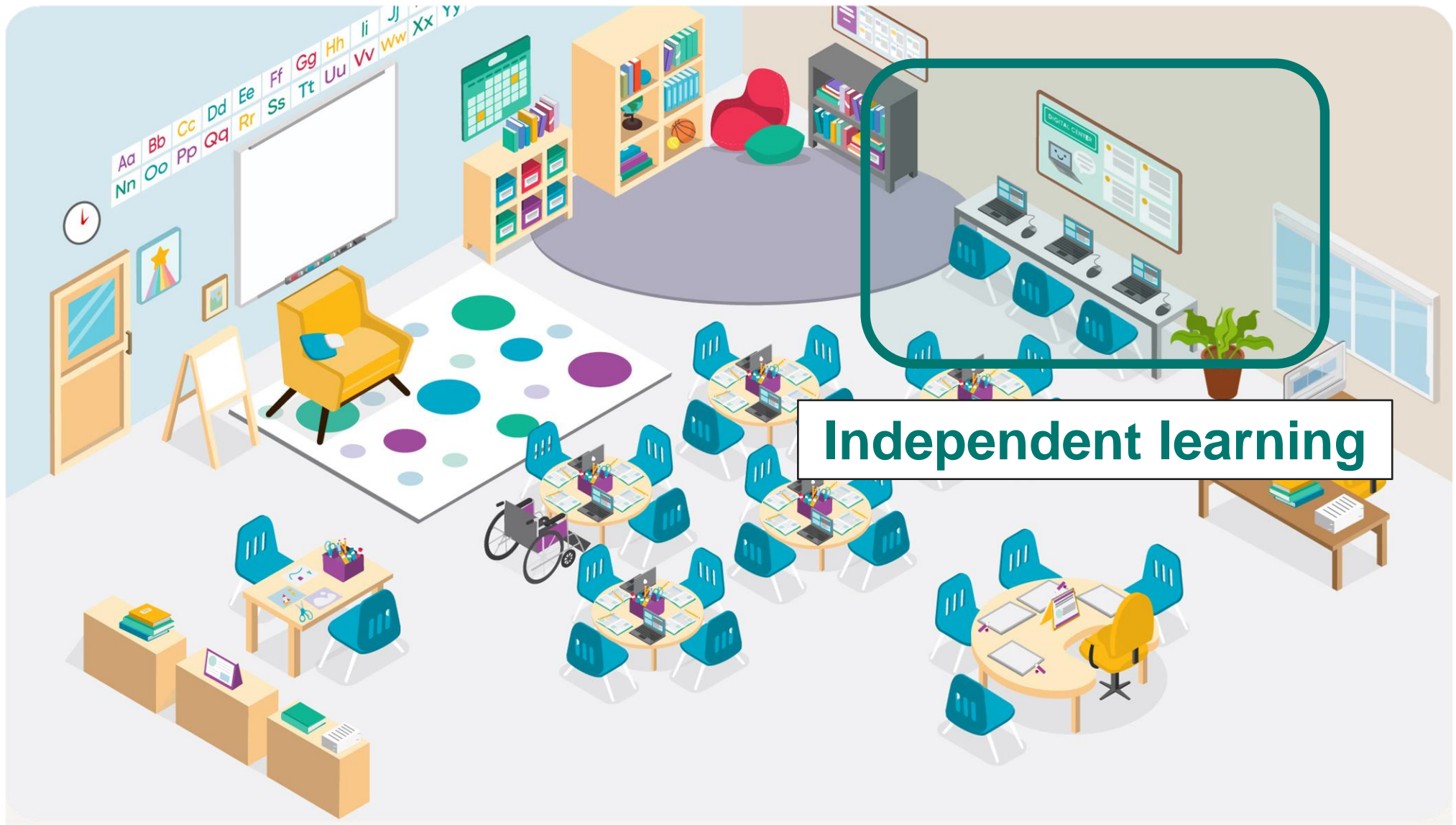
Independent learning

Letter and sound acquisition

INSTRUCTIONAL HIERARCHY

Student	Acquisition - Accurate - Fluent	Fluency + Accurate - Fluent	Generalization + Accurate + Fluent
Teacher	• Modeling, think alouds, worked examples • Blocked practice • Detailed feedback • Opportunities for support and reinforcement	• Consistent reinforcement • Spaced practice • Delayed feedback • Opportunities for engagement and interaction	• Scaling back of scaffolds • Interleaved practice • Corrective feedback for problem solving • Opportunities for independence

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MAP Reading Fluency with Coach

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
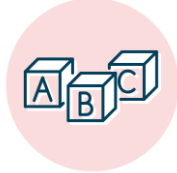populates Coach
reporting dashboard

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MAP Reading Fluency assessment results

Foundational skills data

PA
Phonological awareness

PH
Phonics & word recognition

LC
Language Comprehension

- ZPD in Phonological Awareness and Phonics
- Decoding and language comprehension

Oral reading data

FL
Oral reading fluency

RC
Reading comprehension

- Words (scaled) correct per minute
- Decoding accuracy
- Literal comprehension
- Oral reading Lexile level
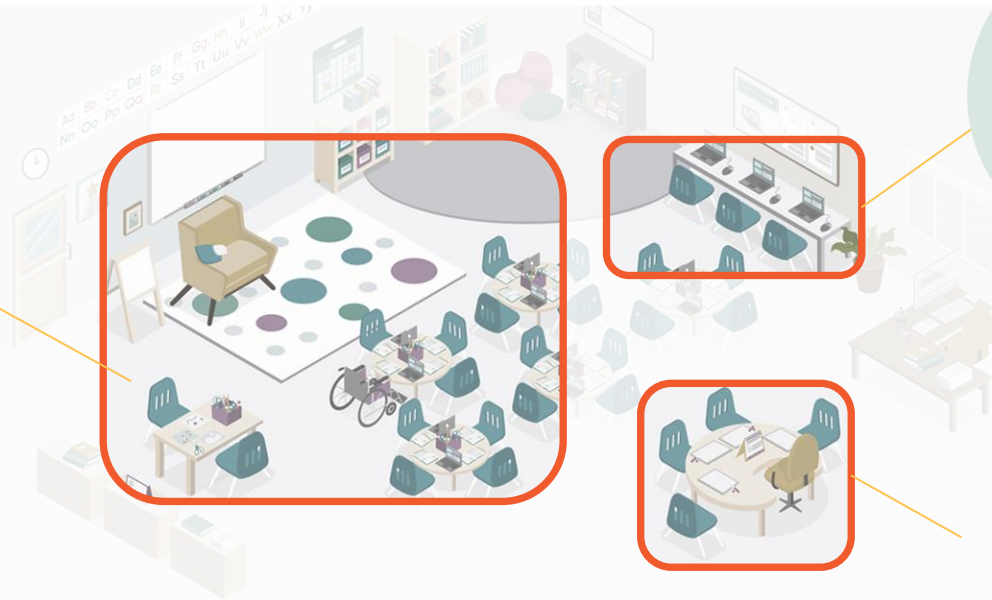
Actionable data

Class   Group   Student

Reader profiles and next steps

Universal Screener flag

More time for high-quality instruction

Engaging whole-class instruction

1:1 reading practice with Maya

Data-informed small group instruction

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Science of Reading alignment

Maya-delivered micro-interventions

Knowledge building intervention

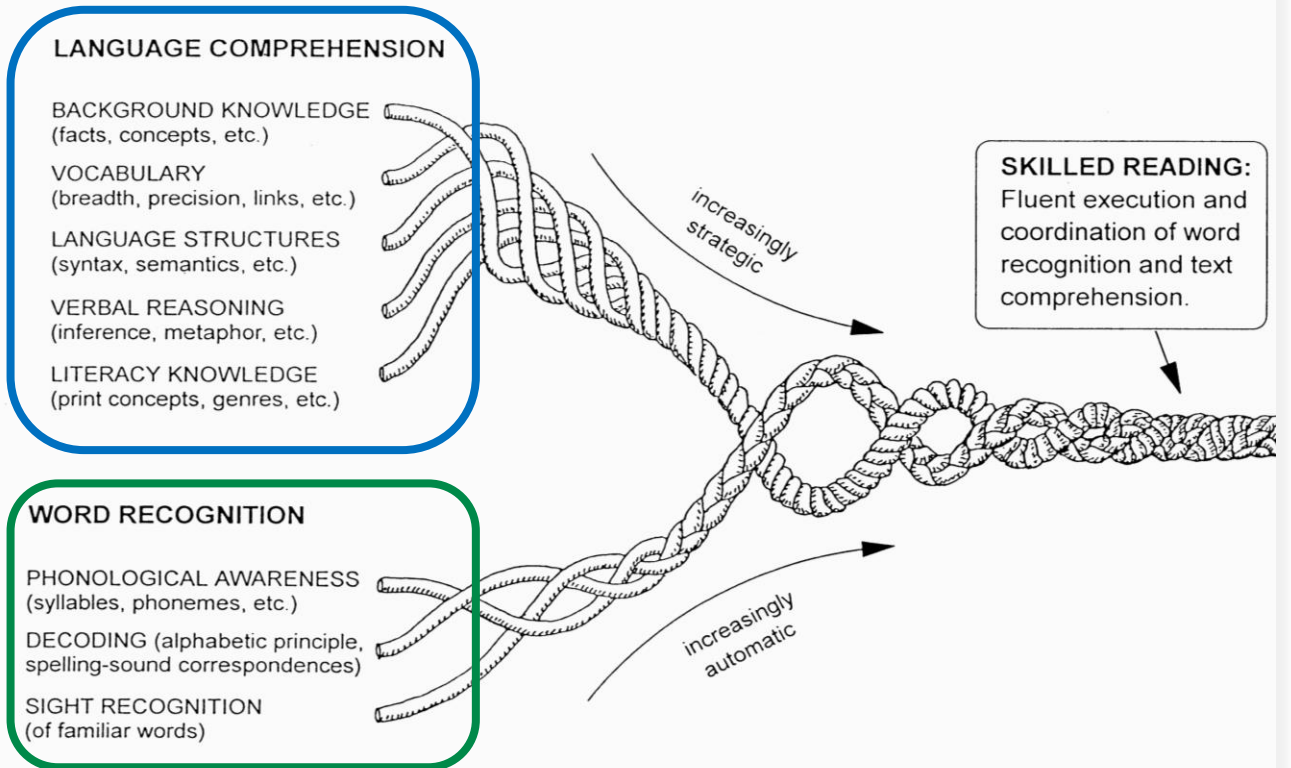Vocabulary intervention

Read along

Cloze quizzing

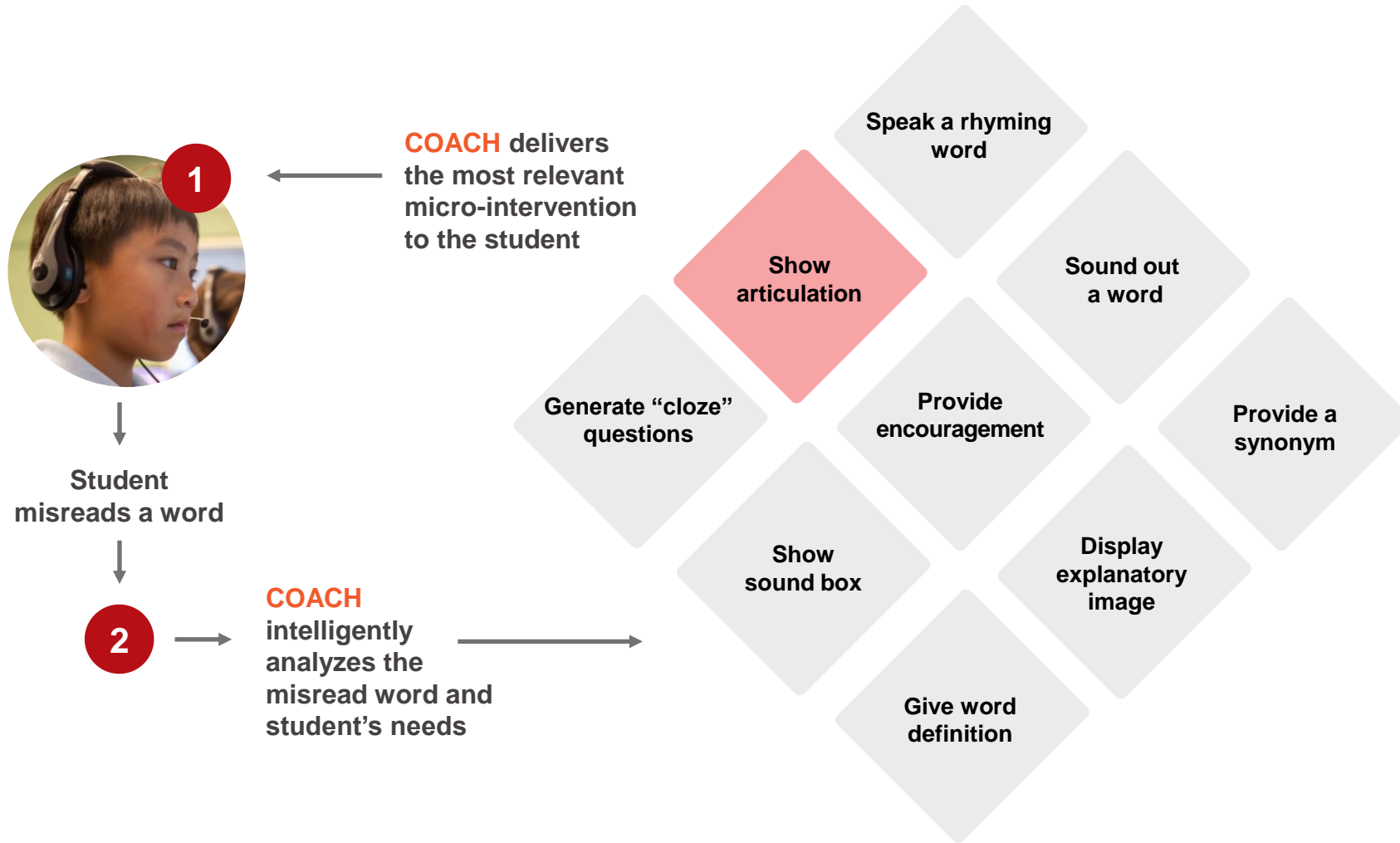Sound outs & repeat reading

Picture definition intervention

Lip sync intervention

Rhyming intervention
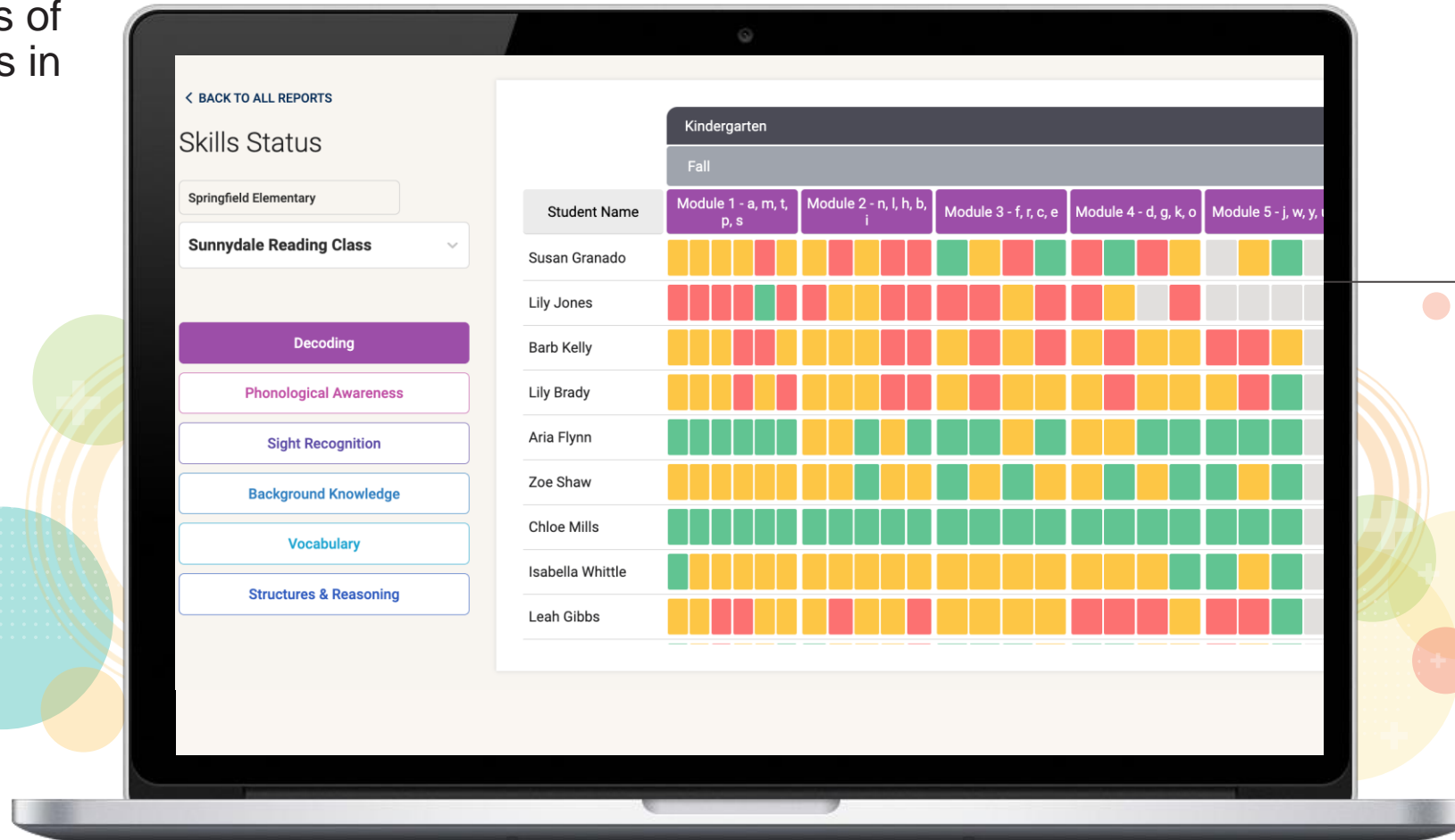

THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE (facts, concepts, etc.)

VOCABULARY (breadth, precision, links, etc.)

LANGUAGE STRUCTURES (syntax, semantics, etc.)

VERBAL REASONING (inference, metaphor, etc.)

LITERACY KNOWLEDGE (print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS (syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION (of familiar words)

increasingly strategic

increasingly automatic

SKILLED READING: Fluent execution and coordination of word recognition and text comprehension.

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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

Skill Status report

See the status of an entire class in every reading skill

This shows the Coach reporting progression. Skills are ordered by skill area.

Skills Diagnostic Report

Skill Areas are ordered by their typical age of acquisition. Skill Areas are arranged in time, on a continuum from Kindergarten to 5th grade.

Teachers can toggle over the exact skills to see a description of the skill and the number of observations and errors.

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Reading transcript

Teachers can listen to the audio recording of student reading

Display important metrics to understanding reading fluency

map Reading Fluency

Review Activity Reports ⑦ Help ↪ Log Out

Scoring Barb Kelley's Practice On 6/07

● Correct   ● Incorrect   ● Not Read   ● Flagged

		Errors
	Totals	**11**
1	Most people look at the peanut and think snack food. George Washington Carver looked further.	5
2	He used the peanut to make products such as shoe polish and shampoo.	1
3	His imagination helped him develop multiple uses for this plant.	2
4	He became one of the world's most famous inventors.	1
5	George was born around mid nineteenth century in Diamond, Missouri.	0
6	His parents, Mary and Giles, were slaves.	0
7	When he was just a week old, George, his mother, and his sister were kidnapped.	0
8	George was soon found and returned to slave owners Moses and Susan Carver.	0
9	They decided to educate him and his brother, James.	2

▶ ⟳ 0:00 ───────────────────────────── 2:33 🔊 💻 »

Status
COMPLETE

Accuracy	89%
Adjusted WCPM	56
Adjusted Read Time	2:31
ARM Score	2.38

Questions?

How do I change a word's score?

💬
Get Help NOW

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Reading coaching in English and Spanish

Science of Reading Resource Page

JESSICA TOSTE, PhD
Associate Professor
Department of Special Education
The University of Texas at Austin

JAN HASBROUCK, PhD
Educational Researcher, Author, and Consultant

NATALIE WEXLER
Author, "The Knowledge Gap"

WESLEY HOOVER, PhD
Cognitive Foundations Framework Developer
Former President and CEO
Southwest Educational Development Laboratory

SONIA CABELL, PhD
Associate Professor of Education
Florida State University

MARGARET MCKEOWN, PhD
Senior Scientist and Professor Emerita
University of Pittsburgh

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Free instructional and leadership resources

• Access…

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Literacy Professional Learning Offerings

$$RC = WR \times LC$$

Reading Comprehension is the product of **Word Recognition** and **Language Comprehension**

Literacy-focused Coaching Services

Cultivating Comprehension & Knowledge (6hr)

Early Word Recognition (6hr)

Advanced Word Recognition (6hr)

Vocabulary and Morphology (6hr)

Foundations of Writing (3hr)

Building Fluent Readers (6hr)

Aligned Literacy Interventions (6hr)

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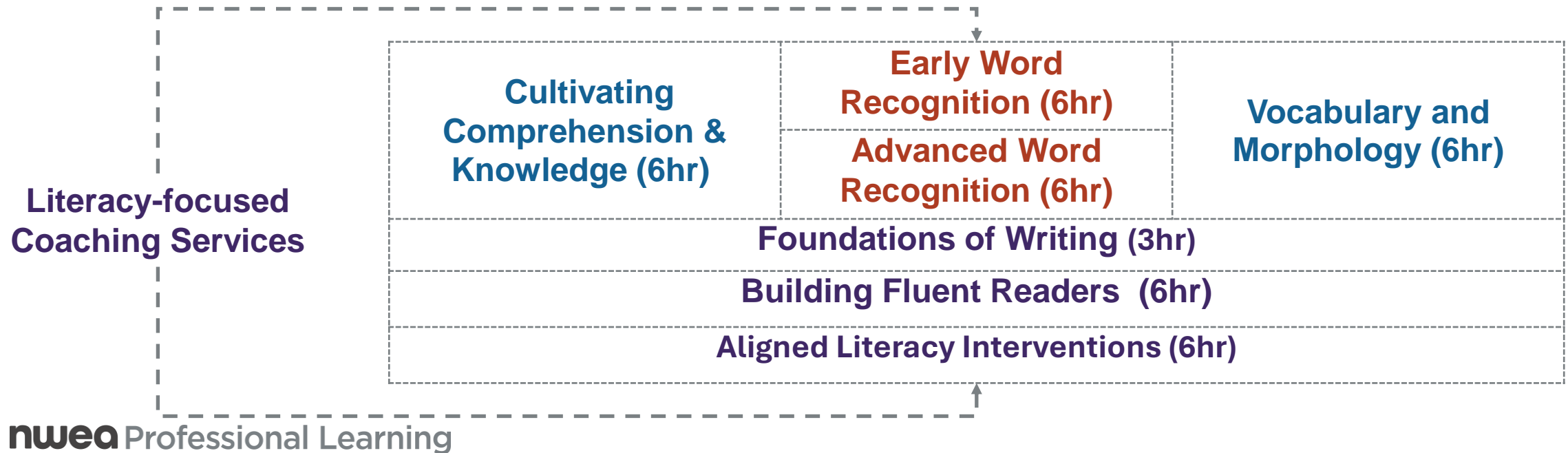
Learn more about MAP Reading Fluency with Coach

map Reading Fluency

Adaptive Reading Fluency assessment

Maya
Personalized Reading Coach

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Q&A