

ADIRA READS: FROM INSIGHT TO IMPACT



If We



Then We Will



Make Our Vision Reality

- **Establish accountability** via real-time tracking of student, teacher, and small group data
- **Analyze literacy growth** and decoding error patterns using weekly checks
- **Empower teachers** with AI-generated learning plans, pacing suggestions, and small-group instruction
- **Adapt instruction** dynamically based on monthly data reviews, ensuring responsive intervention

- **Accelerate K–2 literacy growth** by 20–27% per semester
- Increase classroom pass rates to over 85% **reducing Tier 2/3** interventions
- **Boost teacher capacity**, satisfaction, and retention
- Provide school leadership with **transparent, real-time data** to drive a system-wide literacy strategy

- Transform how schools address foundational literacy — embedding accountability, targeted instruction, and teacher support into one **scalable, sustainable ecosystem**.
- Because Adira Reads is more than an AI assistant — it's a **learning companion for teachers**, guiding assessment interpretation, instructional sequencing, and small-group planning with a continuous feedback loop that bridges the knowing-doing gap for literacy instruction at scale.

ADIRA READS: THE SYSTEM

The Adira Reads system creates the structure for a scalable high quality literacy ecosystem.

1 - Literacy
Skills Screener



2 - Individual
Learning Plan



3 - Group
Instructional
Sequence



4 - Weekly
Lesson Checks



5 - Monthly
Reporting and
Regrouping



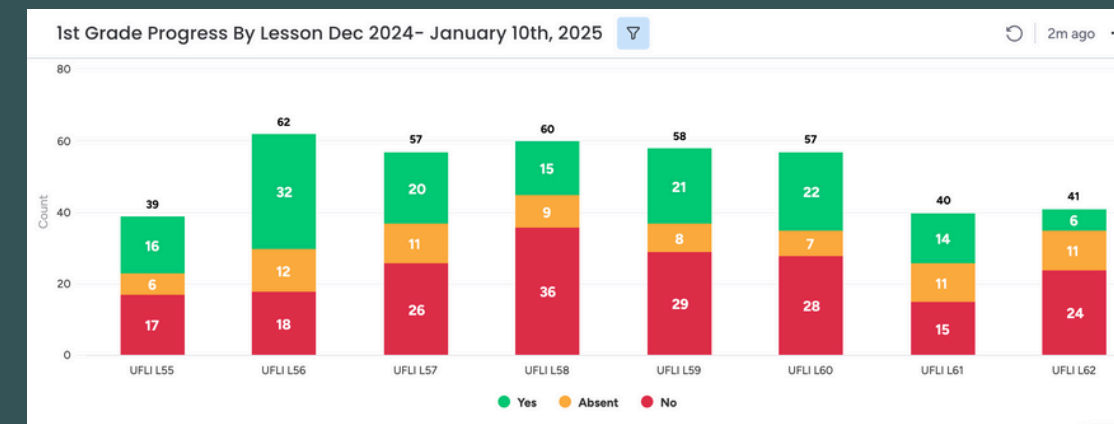
ADIRA READS: BENEFITS

How Adira Reads Supports Educators & Students

- **Automated Grouping:** Students are grouped by specific decoding skill needs (phonological, orthographic, morphological) using existing curriculum and instructional time.
- **Real-Time Progress Checks:** Teachers upload weekly Lesson Checks; our system visualizes growth trends and identifies learning gaps instantly.
- **Actionable Insights:** AI analyzes patterns and prompts timely instructional adjustments — helping prevent learning loss before it starts.

TILT TECH **ADIRA READS** **Sample 2nd Grade Report** 1/25

Name	Group	Instructional Sequence	Grade	Beginning FS%	KG Skills	1st Grade Skills %	2nd Grade Skills %	% Digraphs Passed	% VCE Passed	% RLW Passed	% ESP Passed	% RControlled Passed	% LVT Passed	% OVT Passed	% Diphthongs Passed
				UFLI 1-34	UFLI 1-68	42-110 (not including review lessons)	63-128 (not including review lessons)	Digraphs	Vowel, Consonant, E	Reading Longer Words	Ending Spelling Patterns	R-Controlled	Long Vowel Teams	Other Vowel Teams	Diphthongs
Student 1	1	UFLI L11, UFLI L8, UFLI L12, UFLI L18, UFLI L17, UFLI L9, UFLI L17, UFLI L20	2	51.60%	15.65%	19.57%	1.51%	26.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student 2	1		2	67.74%	18.71%	23.39%	5.33%	13.33%	12.50%	0.00%	0.00%	20.00%	7.69%	18.18%	0.00%
Student 3	1		2	58.87%	14.44%	18.05%	6.25%	13.33%	0.00%	0.00%	0.00%	20.00%	0.00%	18.18%	25.00%
Student 5	2		2	78.23%	34.81%	43.52%	13.92%	33.33%	50.00%	12.50%	9.09%	40.00%	7.69%	18.18%	50.00%
Student 6	2		2	76.62%	59.99%	74.99%	15.56%	73.33%	50.00%	100.00%	27.27%				
Student 7	2	UFLI L21, UFLI L22, UFLI L29, UFLI L32, UFLI L34, UFLI L25, UFLI L42, UFLI L50	2	89.51%	41.40%	51.75%	16.72%	80.00%	25.00%	12.50%	45.45%	40.00%	15.38%	27.27%	25.00%
Student 8	2		2	88.71%	46.08%	57.60%	17.26%	66.67%	50.00%	25.00%	36.36%	40.00%	15.38%	0.00%	50.00%
Student 9	2		2	82.25%	48.62%	60.77%	18.69%	73.33%	37.50%	50.00%	36.36%	20.00%	7.69%	18.18%	50.00%
Student 10	2		2	86.29%	56.76%	70.95%	24.12%	60.00%	62.50%	75.00%	36.36%	40.00%	23.08%	18.18%	50.00%
Student 11	2		2	92.74%	52.05%	65.06%	27.36%	80.00%	62.50%	25.00%	45.45%	80.00%	53.85%	36.36%	50.00%
Student 13	3		2	95.96%	62.69%	78.36%	29.69%	80.00%	62.50%	75.00%	81.82%	60.00%	38.46%	27.27%	25.00%
Student 14	3		2	95.16%	53.70%	67.12%	30.74%	73.33%	50.00%	50.00%	45.45%	80.00%	61.54%	45.45%	50.00%
Student 15	3	UFLI L22, UFLI L32, UFLI L50, UFLI L54, UFLI L55, UFLI L57, UFLI L58, UFLI L64	2	83.87%	55.11%	68.89%	31.80%	66.67%	87.50%	37.50%	81.82%	60.00%	53.85%	36.36%	75.00%
Student 16	3		2	92.74%	63.55%	79.44%	36.06%	100.00%	75.00%	50.00%	72.73%	100.00%	46.15%	45.45%	75.00%
Student 17	3		2	92.74%	65.88%	82.35%	38.08%	86.67%	62.50%	87.50%	72.73%	60.00%	53.85%	63.64%	75.00%
Student 18	3		2	99.19%	58.50%	73.13%	43.25%	93.33%	37.50%	62.50%	100.00%	100.00%	53.85%	72.73%	100.00%
Student 19	3		2	90.32%	64.23%	80.29%	44.17%	93.33%	50.00%	87.50%	81.82%	100.00%	76.92%	72.73%	75.00%
Student 21	Classroom Only		2	90.32%	56.56%	70.71%	36.24%	80.00%	62.50%	50.00%	54.55%	80.00%	46.15%	36.36%	100.00%



Adira Reads Insights

Adira Reads Insights are based on UFLI curriculum review in addition to other science-based reading resources.

Error Pattern: The VCe (vowel-consonant-e) pattern plays a critical role in first-grade reading development, and missing mastery of this pattern can significantly influence other error patterns. Here's how:

Key Observations:
A significant number of students did not pass these lessons, and with a notable portion of students also absent, this has the potential to impact mastery of foundational skills leading into the VCe lessons. Students' difficulties suggest that foundational gaps in decoding and VCe rules carry forward into these lessons, with errors compounding as the complexity increases.

1. Connection to Phonics Skills:
 - a. Decoding Errors:
 - i. The VCe pattern teaches students how the final "e" changes the preceding vowel's sound from short to long (e.g., "cap" to "cape"). If students miss this concept, they are likely to decode words inaccurately, defaulting to short vowels for long vowel words.
 - ii. This can lead to a cascade of errors with similar patterns, such as vowel teams (e.g., "ai" in "pair"), which also involve decoding long vowel sounds.
 - a. Syllable Division Errors:
 - i. Students who struggle with VCe may also find it challenging to decode multisyllabic words where one syllable contains the VCe structure (e.g., "complete"). They may default to a closed syllable structure, pronouncing "com" with a short "o" sound.
 - ii. This issue often surfaces during syllable types lessons, such as open and closed syllables.
3. Sight Word Recognition:
 - a. High-Frequency Words:
 - i. Many high-frequency words rely on the VCe pattern (e.g., "home," "time"). If students miss this pattern, they are likely to struggle with these sight words, reducing fluency and increasing reliance on decoding strategies instead of automatic word recognition.
4. Fluency and Comprehension:
 - a. Disrupted Fluency:



ADIRA READS: INNOVATION

Adira Insights

Adira Insights are a targeted instructional coaching tool teachers use after AI identifies student error patterns in lesson checks. It investigates the potential causes behind these patterns — such as gaps in phonemic awareness, decoding, or language comprehension — drawing on Science of Reading research and assessment data. This analysis provides actionable, evidence-based guidance to help educators plan precise interventions and adjust instruction for improved literacy outcomes.

OCR

Adira Reads uses Optical Character Recognition (OCR) to instantly analyze handwritten spelling assessments for entire classrooms within minutes. This digital analysis identifies specific student needs — including letter reversals, phonological processing gaps, and spatial challenges — offering educators targeted insights to guide instruction efficiently and effectively.



ADIRA READS: IMPROVED OUTCOMES

Adira Reads' embedded **Pattern Engine** delivers precision instructional coaching at scale, even in schools without literacy specialists. The platform provides responsive, adaptive intervention that evolves with performance — not against fixed timelines. Adira Reads isn't just analytics — it's actionable AI built to empower educators.

Examples include:

- Regrouping by shared decoding/encoding error types
- Surfacing classroom-wide pacing needs
- Flagging Tier 2 intervention needs before benchmark testing - leading, not lagging.

School Student Progress										
Group 1 - Teacher										
Name	Grade	Existing Group	New Group	UFLI L44	UFL L50 wh/ph	UFLI L51 ng	UFLI L54 a_e	UFLI L55 i_e	UFLI L56 o_e	UFLI L57 e_e
Student 1	2	1	1	Green	Green	Green	Green	Green	Green	Green
Student 2	2	1	1	Green	Green	Green	Yellow	Red	Green	Green
Student 3	2	1	1	Green	Green	Green	Green	Green	Green	Green
Student 4	2	1	1	Green	Green	Green	Yellow	Yellow	Green	Green
Student 5	2	1	1	Green	Red	Red	Red	Red	Green	Green
Student 6	2	2	1	Green	Red	Green	Yellow	Green	Green	Green
Student 7	2	1	1	Green	Green	Green	Green	Green	Green	Green
Group 2 - Teacher										
Name	Grade	Existing Group	New Group	UFLI L44 ck	UFLI L48 ch	UFLI L50 wh/ph	UFLI L51 -ng	UFLI L52 -nk	UFLI L54 a_e	UFLI L55 i_e
Student 8	2	5	2	Red	Yellow	Red	Red	Red	Red	Yellow
Student 9	2	1	2	Green	Green	Red	Red	Red	Red	Green
Student 10	2	3	2	Green	Green	Red	Red	Red	Red	Red
Student 11	2	2	2	Red	Red	Red	Yellow	Red	Red	Yellow
Student 12	2	2	2	Green	Green	Green	Green	Green	Green	Green
Student 13	2	2	2	Green	Green	Green	Green	Yellow	Green	Green

