



LEARNING GUIDE

MAP Reading Fluency Basics



Before you start working, save this document to your device or the cloud. Open it with a PDF reader, like Adobe® Acrobat®.

MAP Reading Fluency Basics

Setting the Stage

- 3 About Your Learning Guide
- 4 Learning Targets and Success Criteria

Research

- 5 From the Research
- 6 Decoding
- 7 Language Comprehension
- 8 Fluency
- 9 Reading Comprehension
- 10 Common Language
- 11 Reading Framework

Experience MAP Reading Fluency

- 12 Assessment Types
- 12 Assessment Preparation
- 13 Experience MAP Reading Fluency
- 16 Student Assessment Pathway Sample

» Select an entry to jump to a page.

Keep Exploring MAP Reading Fluency

- 17 Reports Overview
- 22 Learning Centers Overview
- 23 Lab Experience: Hand Scoring
- 25 Help Center
- 26 Assessment Design and Research
- 27 Switching from Analog to Digital
- 29 Benefits and Challenges of MAP Reading Fluency

Reflection and Planning

- 30 Build Your Elevator Speech
- 31 Reflecting on the Day
- 32 Keep Learning

About Your Learning Guide

Important: Please read

This PDF is your learning guide. It contains fillable fields—blue boxes you can type in to take notes. **If you plan to use the fillable fields, you must save this PDF before you do anything else.**

Be sure that you save your PDF to your digital device or the cloud. **Do not work on this document in your internet browser or you will lose your work.**

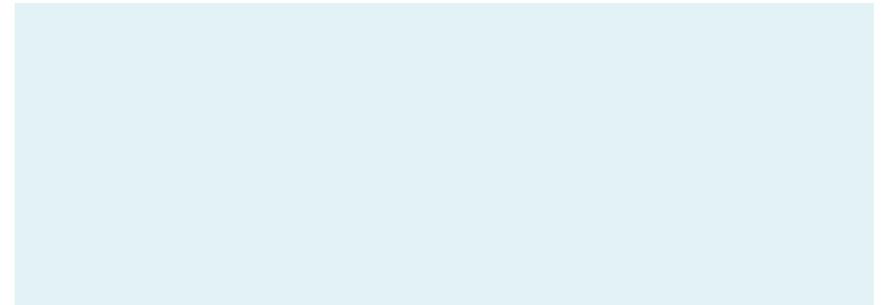
After you've saved your document, open it with a PDF reader. [Adobe® Acrobat® Reader®](#) is a great option. You can install the software or download the app for free. For installation assistance or questions, access the [PDF Help](#) document.

Home

The home button—in the bottom-left corner of each page—returns you to the table of contents. From there, you can jump to any section you'd like.

Try it out

You can type notes in any blue box. Give it a whirl:



Learning Targets and Success Criteria

Learning targets

- + Navigate MAP® Reading Fluency™ to understand key features
- + Connect research on early literacy skill acquisition with evidence from MAP Reading Fluency
- + Describe the value of MAP Reading Fluency

Success criteria

- + Identify the steps needed to use MAP Reading Fluency successfully (teacher and student perspectives)
- + Explain how MAP Reading Fluency evidence connects to the development of reading fluency
- + Explain the acquisition of reading comprehension using the Simple View of Reading



From the Research

All readings are written by Cindy Jiban, PhD, Solutions Content Lead at NWEA®.

On your own, read *The Simple View of Reading* below.

The Simple View of Reading

How do children learn to read? The National Reading Panel (2000) framed reading instruction as encompassing five areas: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. These fall under the broader categories of *decoding skills*, including pre-decoding stages, and *language comprehension skills*. These two overarching constructs come together as students learn to read fluently and with comprehension.

The National Reading Panel based its framework on the Simple View of Reading (Gough and Tunmer 1986), which posits that reading with comprehension (RC) is essentially the product of decoding (D) proficiency and language comprehension (LC), summarized in the formula $RC = D \times LC$. The multiplication in that formula is important because it means that any insufficiency in either decoding or language comprehension will suppress a student's overall reading comprehension. Imagine a student is at full power in decoding—100%, or 1.0—but is only at half power in language comprehension. The product of the two numbers is 50%, or 0.5. The Simple View asserts that we cannot make up for a weakness in one factor just by strengthening the other.

You can access the complete bibliography in the course called [MAP Reading Fluency Basics: Resources](#) in NWEA Professional Learning Online.



Based on your number, read the corresponding section.

READING 1

Decoding

» Go to [p. 6](#).

READING 2

Language Comprehension

» Go to [p. 7](#).

READING 3

Fluency

» Go to [p. 8](#).

READING 4

Reading Comprehension

» Go to [p. 9](#).



Decoding

Decoding is the task of turning sets of letters on the page into the sounds they represent. Ultimately, decoding involves bringing sounds and graphic representations together. Before this can happen, students need to be able to hear and distinguish sound, and to identify letters (Adams et al. 1998; Anthony and Lonigan 2004).

On the sound side, decoding involves working with the spoken word and noticing syllables, rhyming, individual sounds, or phonemes (Anthony and Lonigan 2004). *Phonological awareness* is about a student's ability to work with sounds.

On the graphic representations side, the decoding process begins with learning letters and continues with learning sets of common letter patterns. Systematic instruction in these letter patterns is referred to as *phonics* (Snow, Burns, and Griffin 1998). As students learn to decode words on the page, they grow more sophisticated at relating letter patterns to sounds (Guthrie and Seifert 1977; Morris, Bloodgood, Lomax, and Perney 2003). Gradually, word decoding becomes more and more automatic.

Decoding ability is necessary for reading, but on its own, decoding is insufficient for learning to read with comprehension. Especially in text made up of words with highly regular spelling, students may decode words on the page without understanding what they read (Aro and Wimmer 2003; Meisinger et al. 2009).

Notes



Language Comprehension

It is feasible for students to understand what is read aloud while still being unable to decode it on their own. This process is better characterized as language comprehension rather than reading comprehension. In the Simple View, the two must come together: the ability to decode and the ability to make meaning of the language we “hear” when we decode (Gough and Tunmer 1986).

Language comprehension rests not just on knowing a wide body of word meanings and idioms but also on understanding the structure of sentences and beyond: our understanding of grammar or syntax lets us know how to relate words’ meanings (Catts, Adlof, and Weismer 2006; Nagy 2007). Students need strong listening comprehension to foster good reading comprehension in later years (Garcia and Cain 2014). Weak language comprehension at school entry, coupled with a lack of instructional focus, will impair students’ future success (Shanahan and Lonigan 2010).

Notes



Fluency

As students gain skills in reading words, they begin to work with connected text—that is, sentences and passages. As they tackle passages, they show increases in their *rate*, *accuracy*, and *expression* in reading aloud. Together, these three factors make up reading fluency. Students who read aloud more fluently have more automatic word recognition, so they struggle less with sounding out each word. This frees up mental space for attending to the meaning of those words (LaBerge and Samuels 1974; Pikulski and Chard 2005).

As students start to string together phrases and sentences from the page, they typically draw from their own language proficiency in figuring out which words make sense. This process is the beginning of pulling decoding (D) and language comprehension (LC) together. The Simple View of Reading says that when these two factors come together adequately, reading comprehension can occur. This model explains an important research finding: in the primary grades, students' reading fluency strongly predicts their reading comprehension (Fuchs, Fuchs, Hosp, and Jenkins 2001; Basaran 2013; Garcia and Cain 2014).

Notes



Reading Comprehension

As students start to string together phrases and sentences from the page, they typically draw from their own language proficiency in figuring out which words make sense. This process is the beginning of pulling decoding (D) and language comprehension (LC) together. The Simple View of Reading says that when these two factors come together adequately, reading comprehension can occur.

When students read a text on their own and make meaning from it, they demonstrate reading comprehension. Fluent reading with good expression, accuracy, and pace suggests some understanding, but reading comprehension is a robust concept that goes well beyond literal comprehension. State standards typically call out skills in understanding relationships between ideas, inference-making, and author's purpose and craft (e.g., Common Core State Standards 2010). In the primary grades, comprehension is an area of instructional focus even before students can read independently and fluently enough to support solid *reading* comprehension. Skills in comprehending books and other texts develop even as students rely on others to read to them aloud smoothly (National Reading Panel 2000; Whitehurst and Lonigan 2001).

Notes



Common Language

Ability to . . .

Decoding turn printed words into the right sounds

Phonics match letter patterns to sounds

Phonological awareness hear and manipulate sound segments in auditory words

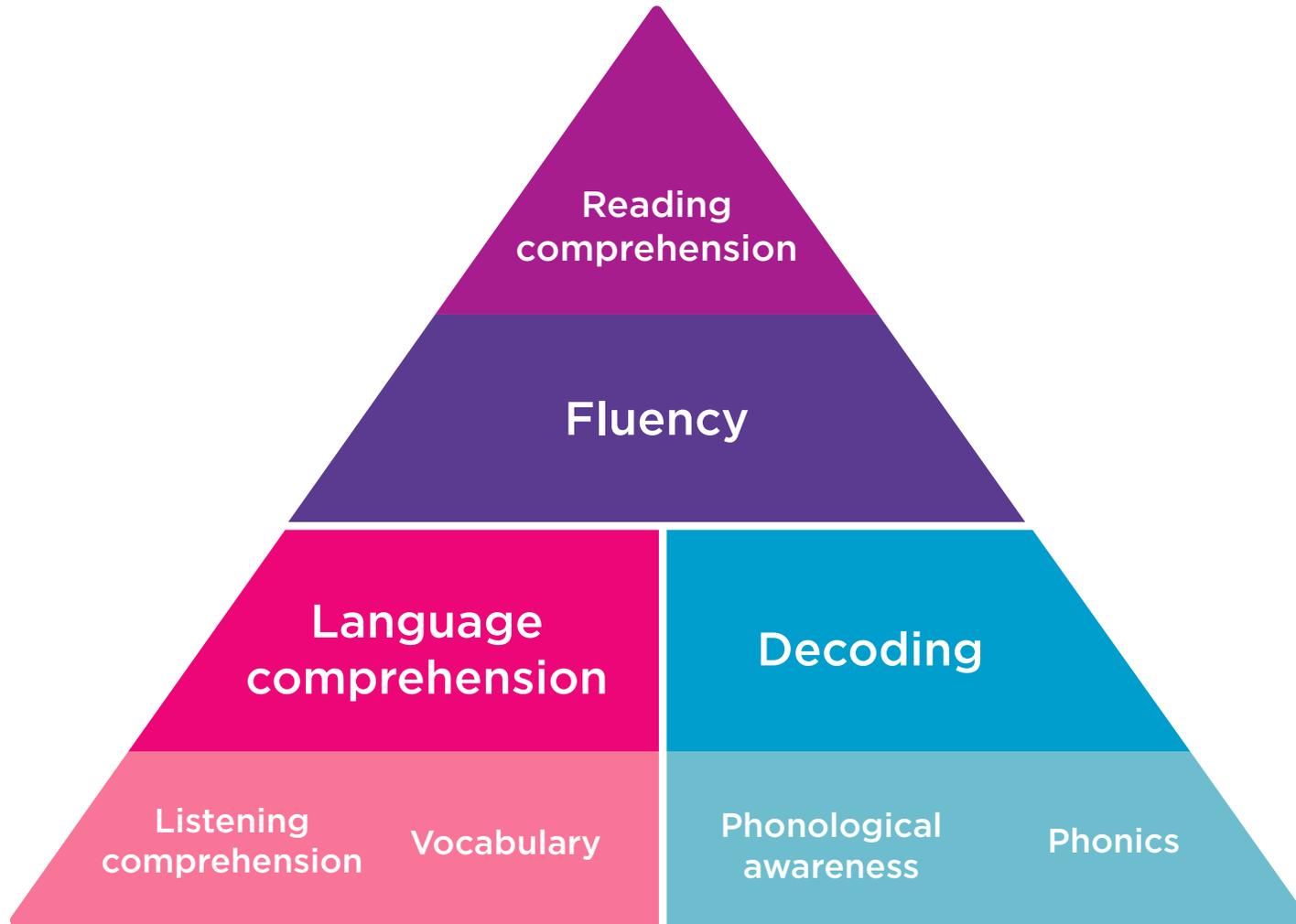
Language comprehension process spoken language

Oral reading fluency (ORF) read with automaticity, including rate, accuracy, and expression

Reading comprehension process written language and understand it by making connections with prior knowledge



Reading Framework



Graphic based on Gough, Philip B., and William E. Tunmer. 1986. "Decoding, Reading, and Reading Disability." *RASE: Remedial & Special Education* 7: 6-10.



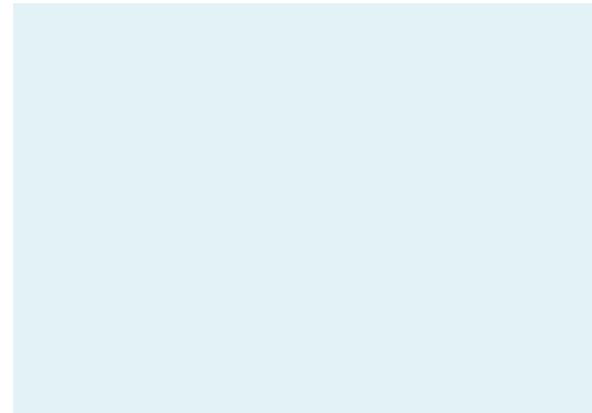
Assessment Types



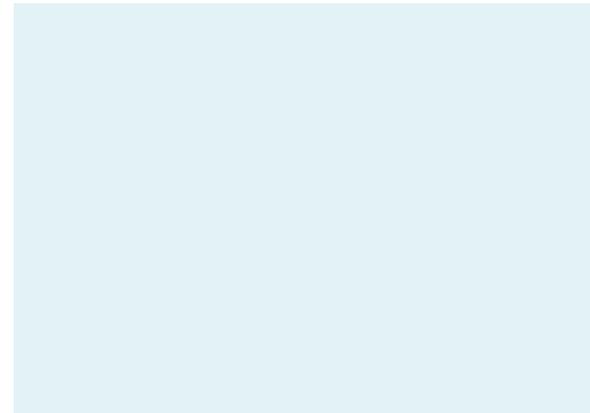
Assessment Preparation

Use the space below for questions and ideas on how to prepare for MAP Reading Fluency.

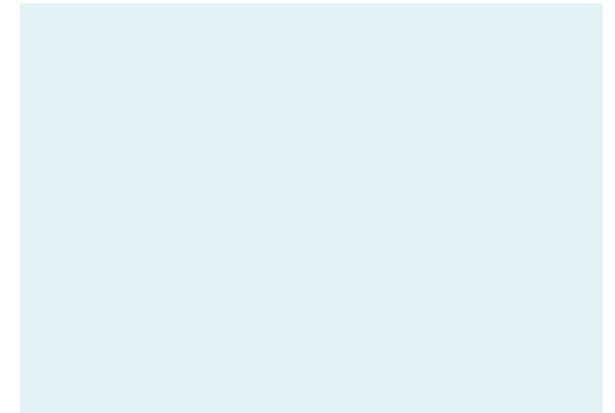
Setting up for testing



Preparing students for testing



Managing test sessions



Experience MAP Reading Fluency

Working with a partner, go through the steps to set up, assign, and experience the assessment. After taking the assessment, return to the Proctor Dashboard and select **Start Over**.

Partner One: Teacher-facing platform

1. Using the Chrome™ browser, log in to the [MAP reports site](#) with the username and password that your NWEA Professional Learning Consultant provided
2. Select **MAP Reading Fluency**
3. Select **Student Passwords**
4. Select a student whose password you'll update
5. Type in a new password; select **OK Change Passwords**
6. Write down the student's username and new password
7. Select **Proctor Dashboard** to view the proctor portal while Partner Two opens the student-facing platform
8. Keep this testing platform up on Partner One's computer

Partner Two: Student-facing platform

1. Using Chrome, access the [student testing platform](#)
2. Log in with the student username and password your partner wrote down
3. Select **Go!** to begin the assessment; you can select **Check Equipment** from this screen
4. While testing, monitor the Proctor Dashboard
5. Record notes below as you move through the assessment



Experience MAP Reading Fluency, continued

Action	Partner One Directions	Partner Two Directions	Notes
Assign test	<ul style="list-style-type: none"> + Select the Assignments tab + Select the box next to your student's name from the Students list + Follow steps 2-5 on the dashboard to assign a test, language, and test type + At step 5, assign the optional mouse check + Select Assign Test 	<ul style="list-style-type: none"> + Observe Partner One's actions 	
Check equipment	<ul style="list-style-type: none"> + On the Proctor Dashboard, under Equipment Help Needed, select Check Equipment (Tip: You can also check equipment after the student has logged in) + Plug in your headset + Select Check Speakers, Record Test Audio, and then Play Test Audio to check the sound and equipment 	<ul style="list-style-type: none"> + After logging in to the student-facing portal, select Let's Read + Plug in your headset + Select Check Equipment and follow the same steps listed for Partner One 	



Experience MAP Reading Fluency, continued

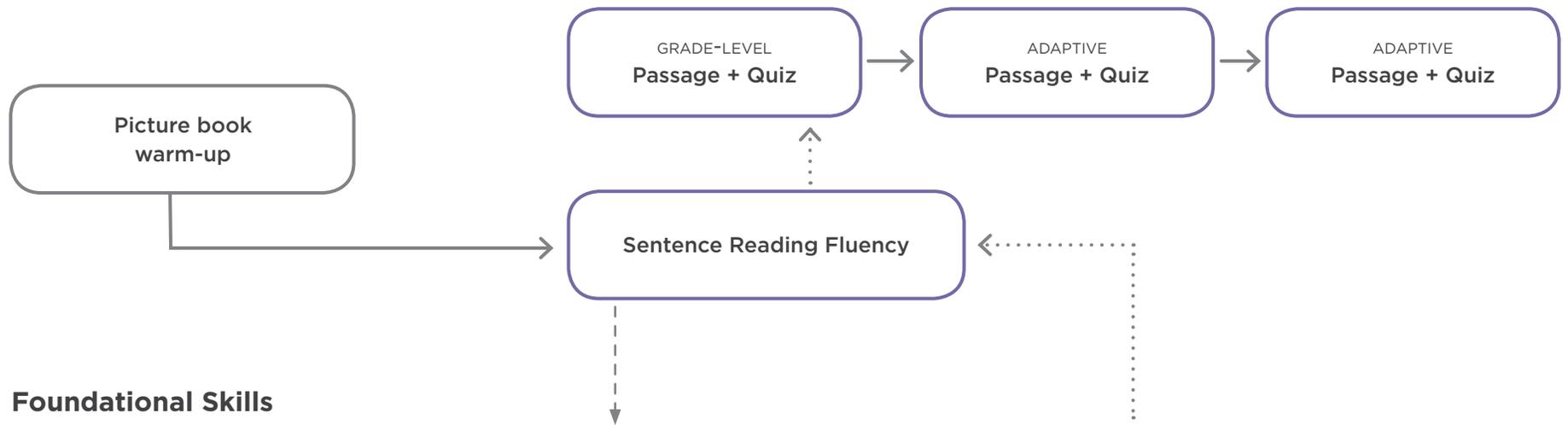
Action	Partner One Directions	Partner Two Directions	Notes
Take the assessment as a student	<ul style="list-style-type: none">+ Observe Partner Two's actions	<ul style="list-style-type: none">+ Select the box with the worm to begin the assessment+ Take the assessment	
Take the assessment	<ul style="list-style-type: none">+ Note: Sentence Reading Fluency results (presented after reading the initial picture book) determine if a student continues to Foundational Skills or to Oral Adaptive Reading+ Use the Student Testing Pathways graphics to see your progress as you move through the test		



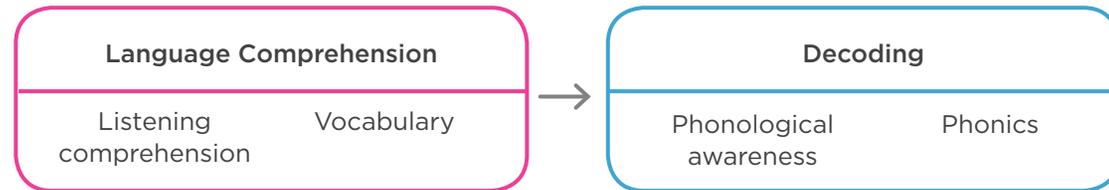
Student Assessment Pathway Sample

The student assessment path is variable based on test responses. Below is an example of how a student could progress along a pathway.

Adaptive Oral Reading



Foundational Skills



→ Continue dependent on performance → Above-threshold score - - -> Below-threshold score



Reports Overview, continued

Individual Student report: Adaptive Oral Reading (Spanish or English), Passages Only

map Reading Fluency

Logged in as **First Last**

PROCTOR DASHBOARD | ASSIGNMENTS | REPORTS | Student Passwords

Term: Most Recent | Date: 09/21/2018

Back to Student Home

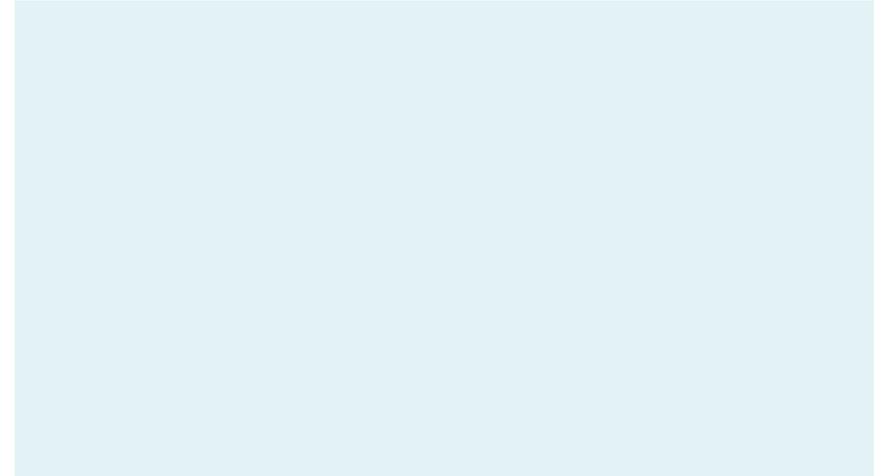
PERFORMANCE RESULTS, ORAL READING (09/01/2018)
Cassandra Chaney—2nd Grade

WORDS CORRECT PER MINUTE	INSTRUCTIONAL READING LEVEL	PROFILE & NEXT STEPS
<p>M Meets Grade Level Expectations Cassandra meets grade-level expectations for reading rate. Full expectation: 50 wcpm in second grade text.</p>	<p>A Approaching Grade Level Expectations Cassandra reads at an instructional level between 25L and 30L.</p>	<p>Cassandra reads with adequate rate and accuracy, but her understanding is insufficient. Building comprehension for readers with rapid rate</p>

TEST DETAILS & RESULTS

PASSAGE TITLE	LEXILE*	WCPM	DECODING ACCURACY	COMPREHENSION QUIZ	READABILITY	ACTIONS
Be a Teacher	380L	59	92%	50%	Instructional	Review Audio
Birds and Nests	220L	63	95%	67%	Instructional	Review Audio
PICTURE BOOKS		WCPM	DECODING ACCURACY			

Notes



Progress Monitoring report

map Reading Fluency

Logged in as **Trey Velazquez Randall**

PROCTOR DASHBOARD | ASSIGNMENTS | REPORTS

Year: 2019 - 2020 | Print | Export

Johnson, Marie - 2nd Grade

Benchmark | Progress Monitoring

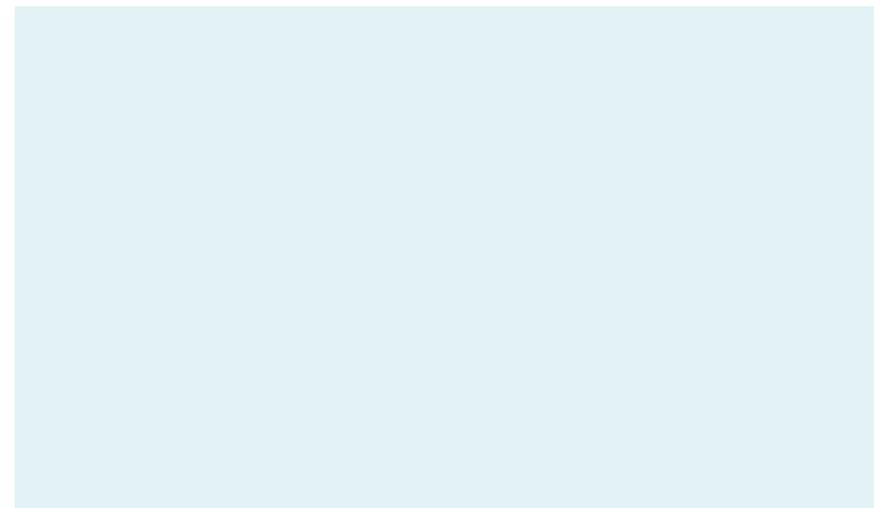
Scaled WCPM | Student Progress | Grade level percentiles

54 wcpm \pm 3 wcpm • 9/16
Lexile: 610L | Accuracy: 80% | Comprehension: 4/6 (68%)

Test Details and Results

Date #	Passage Title	Lexile	Scaled WCPM	Accuracy	Comprehension	Readability	Actions
9/23/19	Monster Baby	630L	55	85%	4/6 (68%)	Instructional	Review Audio
9/16/19	Grandma Babysits	610L	54	80%	4/6 (68%)	Frustrational	Review Audio
9/9/19	Field Mice	610L	51	85%	4/6 (68%)	Frustrational	Review Audio
9/2/19	Grandpa and the Salt Mine	600L	50	78%	4/6 (68%)	Frustrational	Review Audio

Notes



Reports Overview, continued

Audio Review

map Reading Fluency

Logged in as First Last

PROCTOR DASHBOARD | ASSIGNMENTS | REPORTS | Student Passwords

Yael Acevedo

Grade: 1 Fall

140+

Losing Teeth

Have you ever lost a tooth? I sure have. I was worried before it happened. But now I am happy. Now I have a way to tell!

Last month, I lost my first one. I wanted to eat a taco. I forgot that my tooth was loose. I took a big bite. I crushed the shell of the taco. Then my mouth felt odd. I felt a pop. I wondered where my tooth was. Did I eat it? I put down my food. My face tingled over. Guess what fell out of it? It was my tooth.

That's a good thing! I lost another one. This time, it was really hard to come out. I had to do so much. It was a little hard. I had to really think. I closed my eyes. I tapped my pencil on my tooth. Oh one day, it happened. I gave it a good yank. Before I knew it, it fell out. It landed on the math problem. The good news is, it made me think of the answer.

Are you worried about losing a tooth? If you are, this story is for you. It has a lesson. Watch out for loose and madd!

0:00 / 1:01

SHORTCUT KEYS

SPACE: scrolling audio

ESC: stop audio

1: back to start

2: continue

3: stop

4: refresh audio

5: search audio history

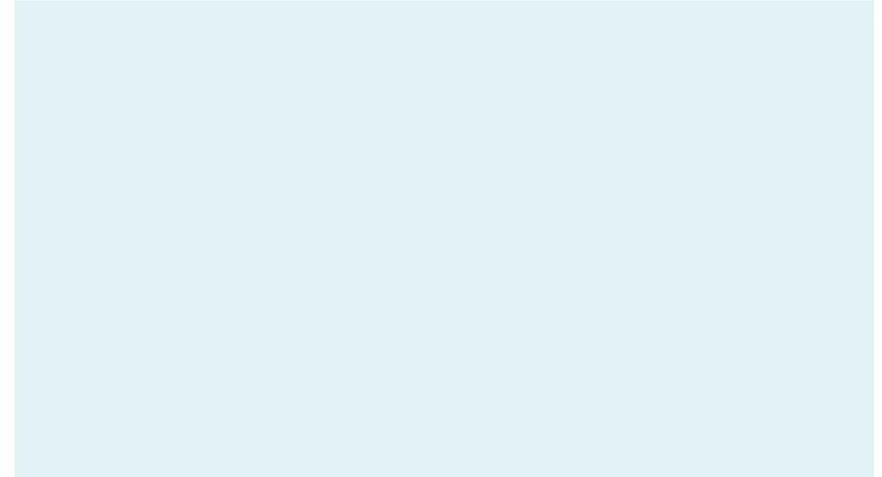
CALCULATE

SAVE

DELETE

REFRESH

Notes



Testing Progress report

map Reading Fluency

Logged in as Heather Clements

TESTING PROGRESS | REPORTS | Student Passwords

Viewing in District Administrator

Year: Winter 2017-2018

DEKALB COUNTY EASTERN COMMUNITY SCHOOL DISTRICT - 122 SCHOOLS - 10,000 STUDENTS (K-5)

What is My District's Testing Progress?

Completed | Not Started

COMPLETED 40%
4,000 students are done testing

NO SCORE 3%
300 students may need their test audio reviewed by an instructor

UNFINISHED 20%
2,000 students have not finished a test and may need to start over

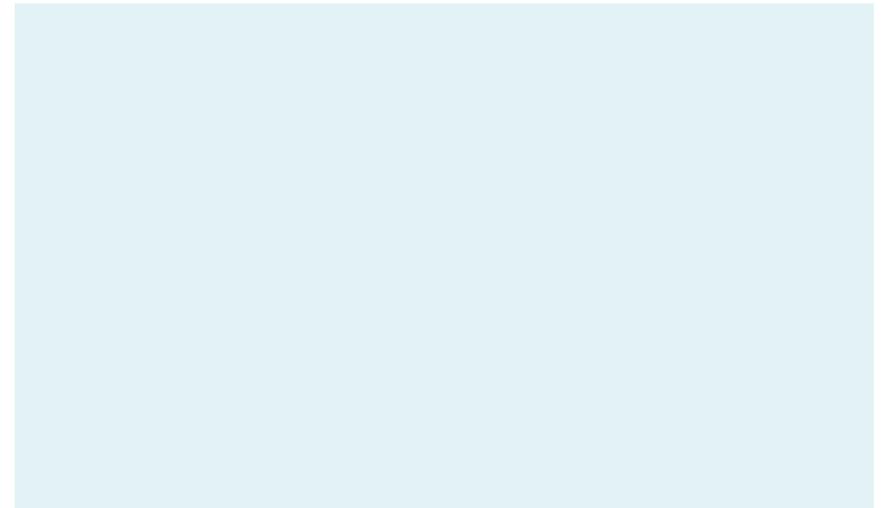
NOT STARTED 37%
3,700 students have not started the test

DEKALB COUNTY EASTERN COMMUNITY SCHOOL DISTRICT - 122 SCHOOLS - 10,000 STUDENTS (K-5)

Test Completion Status by School

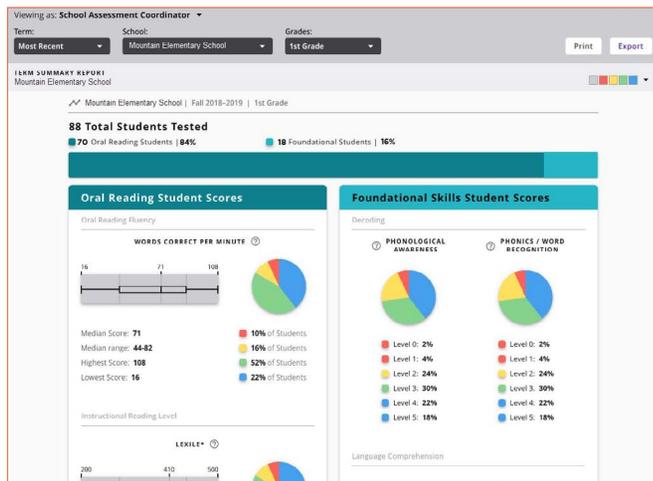
SCHOOLS	# OF STUDENTS	% TESTS COMPLETED	% NOT COMPLETED
Academy for Innovative Studies	187	34%	66%
Cape Elementary School	96	56%	44%
Cedar Hill Elementary School	209	89%	11%
Cynthia Higgins Elementary School	174	60%	40%
Darwin Wertz Elementary School	157	2%	98%

Notes

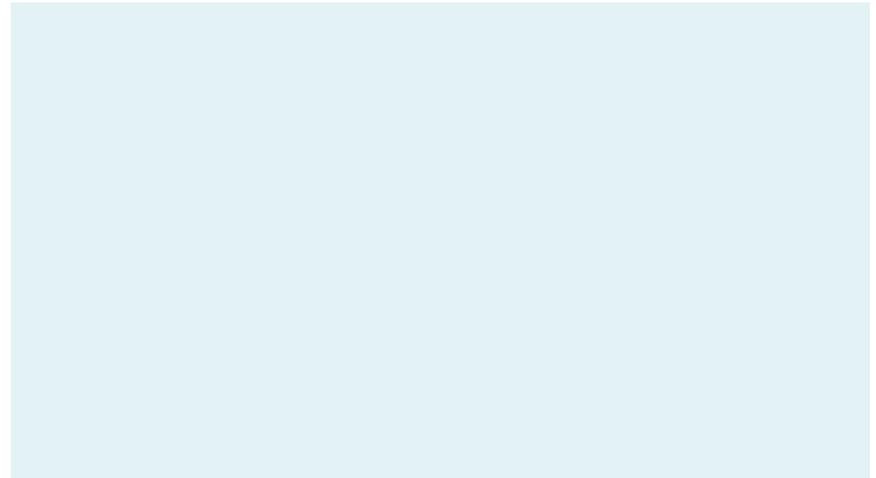


Reports Overview, continued

Term Summary report

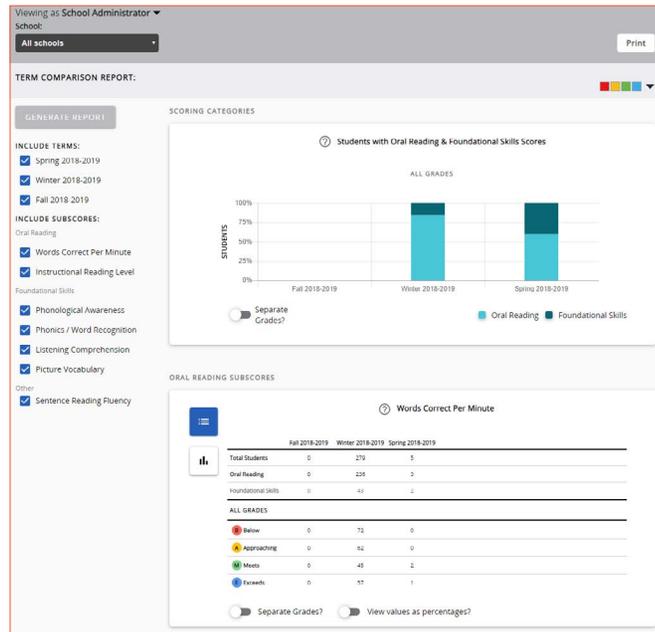


Notes

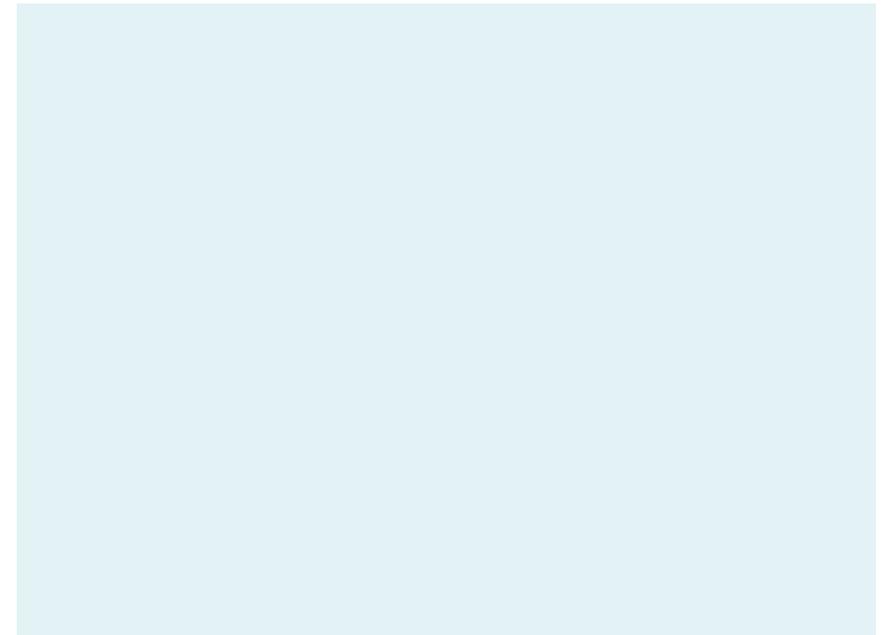


Reports Overview, continued

Term Comparison report



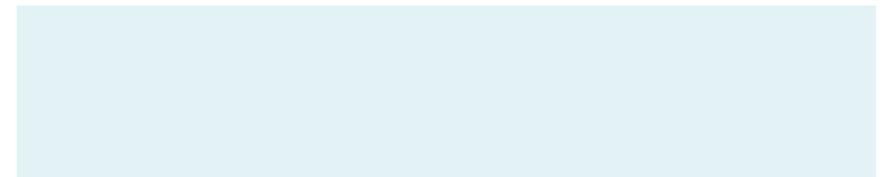
Notes



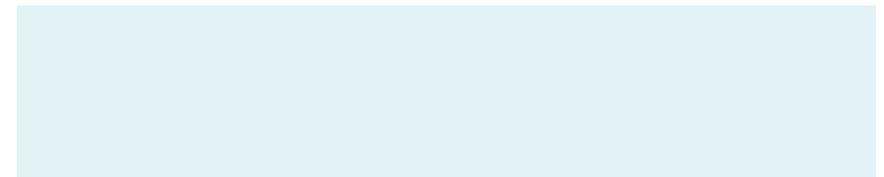
Two ideas and a question



What are **two** ideas you'd like to remember about MAP Reading Fluency reports?



What is **one** question you still have about MAP Reading Fluency reports?



Learning Centers Overview

Choose your learning center

Choose the topic you'd like to investigate further.

LEARNING CENTER 1

Lab Experience: Hand Scoring

Individually or with a partner, access the Audio Review feature, listen to an example audio recording, and explore the hand-scoring capabilities. Consider the shifts necessary to begin using a machine-scoring system and then think through scenarios in which you would use the various hand-scoring features.

» Go to [p. 22](#).

LEARNING CENTER 2

Help Center

With a partner or in a small group, explore various resources in the MAP Reading Fluency Help Center: test setup and administration, technical support resources, resource videos, and other support documentation. Identify Help Center resources you find the most valuable and worth sharing with others at your school or district.

» Go to [p. 25](#).

LEARNING CENTER 3

Assessment Design and Research

With a partner or in a small group, learn more about the Simple View of Reading and how it relates to text difficulty. Read a research blog post on the importance of including a text difficulty measure, not just a words-correct-per-minute score, when assessing fluency. Discuss the implications for your instructional practice.

» Go to [p. 26](#).

LEARNING CENTER 4

Switching from Analog to Digital

With a partner or small group, learn more about the speech technology featured in MAP Reading Fluency and how it accurately captures students' voices. Consider the shifts necessary to make the switch from analog to digital assessments. Begin to think about the mindset or classroom-process shifts involved in changing assessment formats.

» Go to [p. 27](#).



Lab Experience: Hand Scoring

Directions

1. Individually or with a partner, using the Chrome browser, log in to the [MAP reports site](#) with the username and password your NWEA Consultant provided
2. Select **MAP Reading Fluency**, then the **Reports** tab
3. Under **Term**, select **Most Recent**; under **Grades**, select 2nd Grade
4. Select a student who has scores in the **Oral Passage Reading** subtests (Oral Reading Fluency, Accuracy, Reading Comprehension)
5. Access the student's **Individual Student Report** and select **Review** to hear audio
6. Choose a student's recording to hand-score
 - + Use the **play bar** at the bottom of the passage text to listen to the recording
 - + Using the key listed at the right, hand-score the passage and select **Calculate**
 - + After you hand-score, return to the student's individual report
7. Respond to the questions on the right

What benefits do you see with hand scoring?

When would you use this feature?



Lab Experience: Hand Scoring, continued

List potential scenarios in which you may engage in the following actions.

Hand-score a student recording

Suppress a score

Delete a hand score

Have a student retest

What questions do you have about the audio review page?



Help Center

Directions

1. With a partner or in a small group, using the Chrome browser, log in to the [MAP reports site](#)
2. Select **Help** from the top menu
3. Select **Reading** from the top menu
4. Use the guiding questions on the right to explore and find resources in the **Reading Fluency Help Center**

Potential topics to explore

- + How to troubleshoot a technology issue
- + Student login and/or password changes
- + Performing a hardware check on a testing device
- + Role of proctor versus role of instructor

What resources would be helpful as you prepare to administer the assessment?

What is one thing you will share with a colleague who's not in the room?

What do you wish your administrator knew about MAP Reading Fluency?



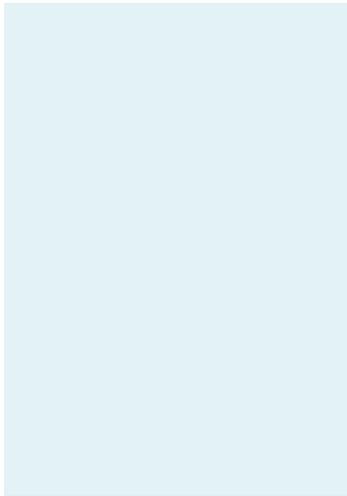
Assessment Design and Research

Explore more research underpinning the reading framework.

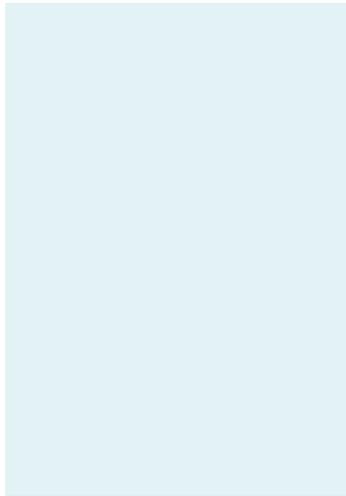
Directions

1. On your own or in pairs, think about the Reading framework as you read the blog post by Cindy Jiban, PhD
2. Read [Fast Talkers: Are Kids Getting the Right Message About Good Reading?](#)
3. Think about or discuss with your partner the important points from the article; respond to the questions below
 - a. How do students' reading goals shift once they read about 80 words correct per minute?

From

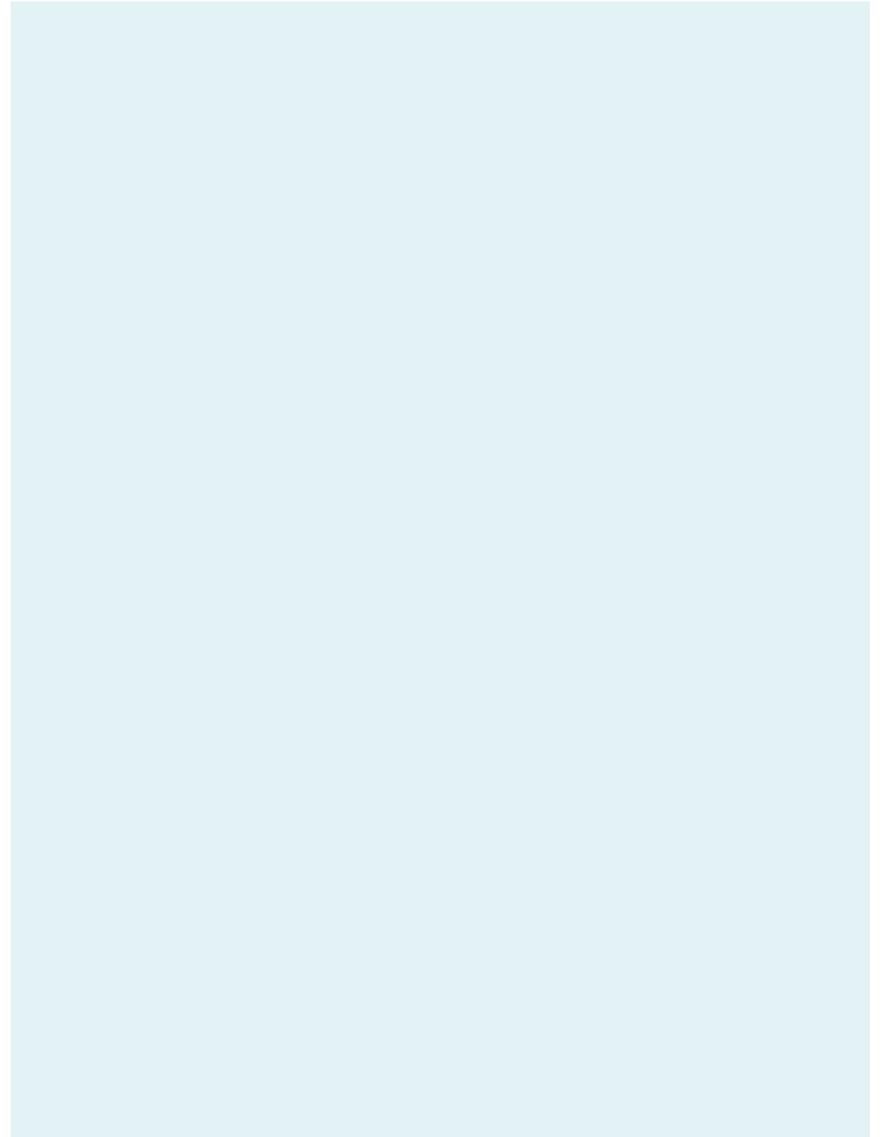


To



- b. Why does MAP Reading Fluency include an instructional reading level and not just a words-correct-per-minute score?

Notes



Switching from Analog to Digital

Learn more about the technology used in MAP Reading Fluency and how it accurately captures student voices. Then begin to consider what shifts may be necessary in switching from an analog to a digital assessment.

Part One: Jigsaw Reading

1. With a partner or in a small group, count off by 1 and 2
2. Access [About MAP Reading Fluency](#) on the Chrome browser
3. Scroll to the section called **Technical Background** and click **Technical Report**; if prompted, log in with your MAP username and password
4. Read the corresponding passages:
 - a. Reading One: Speech Scoring
 - b. Reading Two: Hand Scoring
5. Discuss with your partner or in your small group two to three key points from your reading
6. Respond to the questions on the right

What have you learned about LanguaMetrics™ and EduSpeak® speech technology?

What questions will you need to address about changing from analog to digital assessments?

» Continue on the [next page](#).



Switching from Analog to Digital, continued

Part Two: Implications for Shifting from Analog to Digital

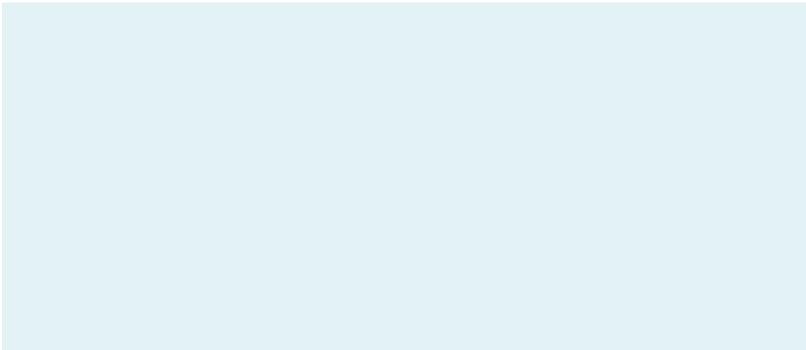
With your partner or in your small group, discuss and respond to questions about the possible shifts necessary in switching from an analog to digital assessment.

1. How will the reading assessment process change in your classroom when you use MAP Reading Fluency?

Example: I used to assess my students one-on-one during reading blocks for one week. Now I will assess them in groups of six on devices during reading instruction over two days.



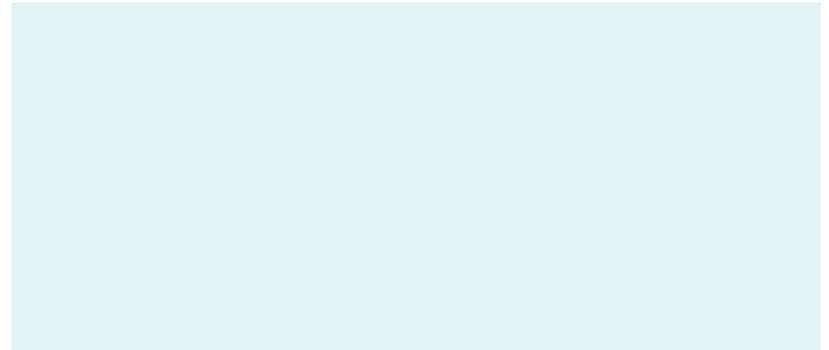
2. What routines or processes will need to change when you begin using MAP Reading Fluency?



3. How comfortable are you with no longer administering one-on-one assessments?

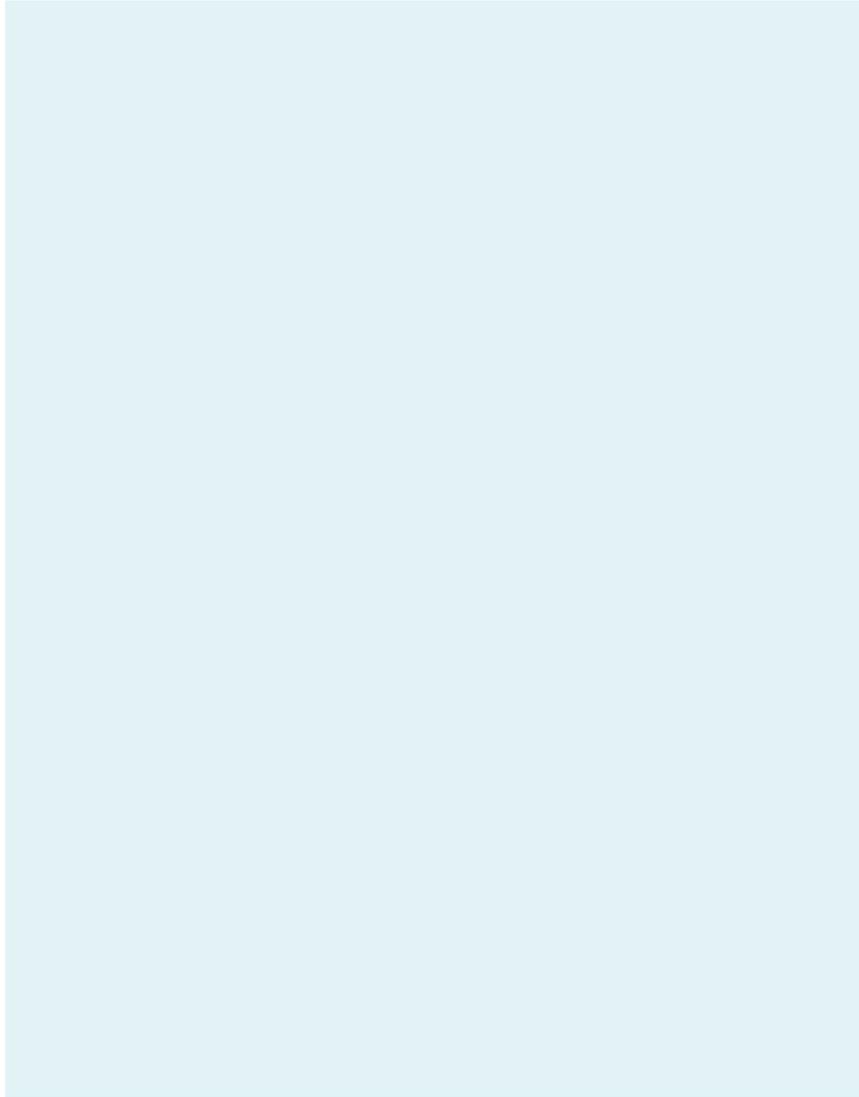


4. What mindset shifts may need to occur to switch to machine-score for reading assessments?

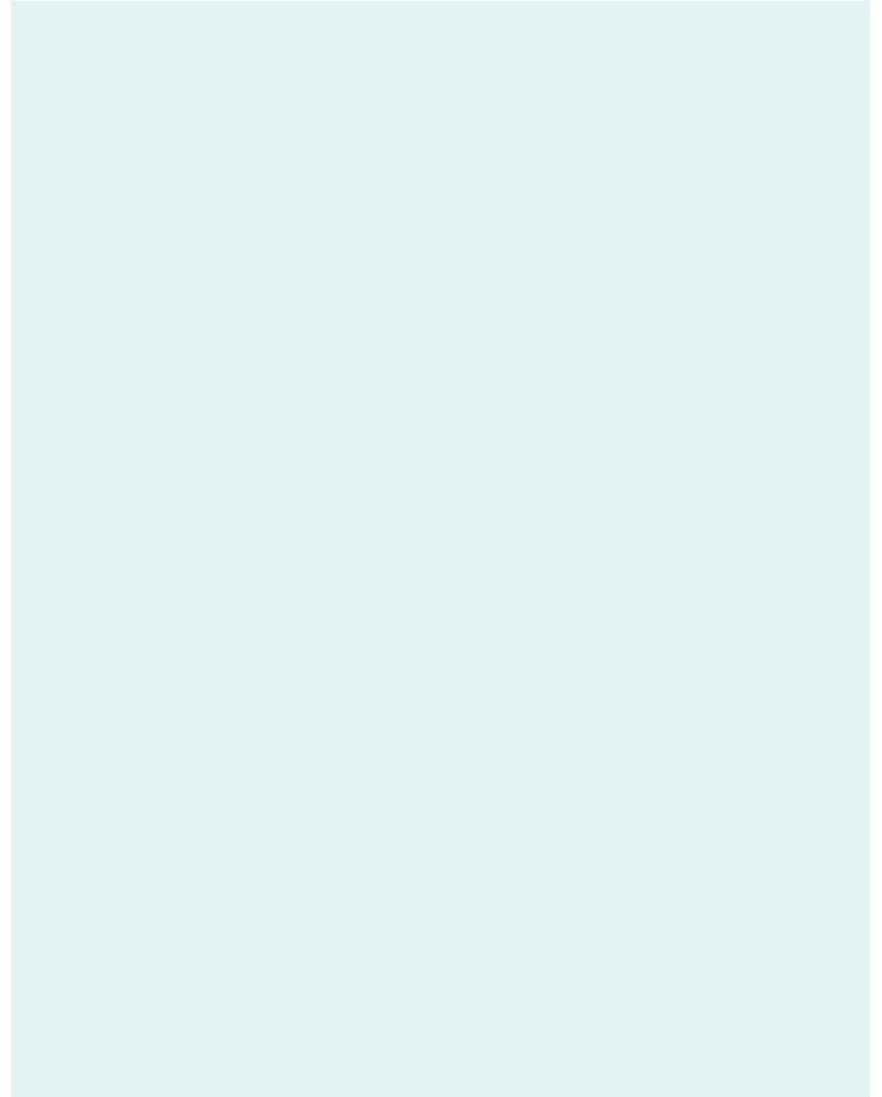


Benefits and Challenges of MAP Reading Fluency

Benefits



Challenges



Build Your Elevator Speech

As you consider the connection between the reading framework and the MAP Reading Fluency assessment, how can you explain the value of both to students and families? Compose a brief elevator speech or compose a Tweet using #NWEA to share your idea.

Questions to consider

- + How can you translate what you know about the reading framework to accurately explain it in family-friendly language?
- + What are the key pieces families need to know to understand the Reading framework?
- + How might MAP Reading Fluency affect your decision-making as you plan for instruction?
- + How does MAP Reading Fluency work in conjunction with other assessments you use?



Elevator speech

A large, empty light blue rectangular area intended for writing an elevator speech.

Post your Tweet, using #NWEA

A large, empty light blue rectangular area intended for writing a tweet using the hashtag #NWEA.



Reflecting on the Day

On your own, then with a partner, capture:



Three takeaways about
MAP Reading Fluency

Light blue rectangular box for capturing three takeaways about MAP Reading Fluency.



Two takeaways about the
reading framework

Light blue rectangular box for capturing two takeaways about the reading framework.



One action you will implement

Light blue rectangular box for capturing one action you will implement.



Keep Learning

Access workshop resources

Find today's workshop materials and resources in NWEA Professional Learning Online.

Have a Professional Learning Online login?
Go directly to the course:
[MAP Reading Fluency Basics: Resources.](#)

Don't have a login? Visit [Professional Learning Online](#) and follow the directions to create your account.

Having trouble logging in? Check out the [User Guide](#).

Explore the education blog and connect with NWEA

Discover more about assessment—and the research, policy, and practice that supports it—from NWEA experts and partners.

Visit the [Teach. Learn. Grow. blog.](#)



Further your instructional practice

Support your professional growth through self-paced learning, or engage and collaborate with a community of fellow practitioners.

Access [Professional Learning Online Courses](#) for valuable resources and eLearning.

Join the [Professional Learning Online Community](#) and visit the [MAP Reading Fluency space](#). Submit your questions to our expert consultants and participate in current discussions with other educators.



“

f

Powered by LanguaMetrics™ and includes EduSpeak® speech recognition software under license from SRI International®.

NWEA® Professional Learning Online offers a wide selection of digital content. You can use it to access learning anytime, anyplace to refresh skills, develop new ones, and find answers to your questions. Join the community at Prolearningonline.NWEA.org.

© 2019 NWEA. All rights reserved. No part of this publication may be modified or further distributed without written permission from NWEA.

NWEA and MAP are registered trademarks, and MAP Reading Fluency is a trademark, of NWEA in the US and in other countries.

The names of other companies and their products mentioned are trademarks of their respective owners.

Illustrations on pages 1, 5, 10, 21, 22, 30, and 31 © 2017 Adam Simpson and Heart.

Copyright © 2010 National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

We are providing links to the third-party website(s) contained in this material only as a convenience, and the inclusion of links to the linked site does not imply any endorsement, approval, investigation, verification, or monitoring by us of any content or information contained within or accessible from the linked site. NWEA does not control the accuracy, completeness, timeliness, or appropriateness of the content or information on the linked site. If you choose to visit the linked site, you will be subject to its terms of use and privacy policies, over which NWEA has no control. In no event will NWEA be responsible for any information or content within the linked site or your use of the linked site. By continuing to the linked site you agree to the foregoing.

July 2019 | MRFB_PL20983

nwea