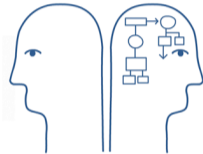


→ **Burst™ Reading**  
Early Literacy Intervention

**Burst™ Reading Walkthrough**

- Driven by a sophisticated, patent-pending algorithm that works through the night, Burst:Reading is like an insomniac, genius sidekick assigned to each teacher.
- Each teacher's capacity to more effectively help more students to read with comprehension is dramatically amplified.



 **Burst™ Reading**  
Early Literacy Intervention

**It starts with Assessment**

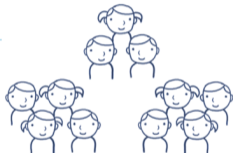
- Formative assessment data drives skills-based grouping and teacher-led intervention throughout the year.
- Extends the ability of teachers to consistently align instruction with more students' needs.
- Intuitive, industry-leading mCLASS(R) platform.



## **Burst™ Reading** Early Literacy Intervention

### **Sophisticated, skills-based Grouping**


- Grouping based on real-time, sophisticated, item-level analysis.
- The Burst:Reading algorithm was engineered to think like the most effective teaching practitioners.
- Teachers approve group assignments.
- Targets 5 Big Ideas: Phonemic Awareness, Alphabetic Principle, Vocabulary, Fluency and Comprehension.




**Burst**<sup>™</sup> Reading  
*Early Literacy Intervention*

### Sample Grouping User Interface

**Download Burst Instruction**

























**Download Burst #1**  
(created Feb. 3)

Focus: **Phonological Awareness, Letter Sounds**

▼ [Why this Burst?](#)

These students are grouped because they have similar instructional needs. This 2-week instructional plan has been tailored to meet their precise needs.

SNAPSHOT WHEN BURST WAS CREATED on Feb 3

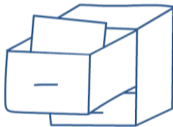
| Students                                                                                           | Phonol. Aware                                                                     | Letter Sounds                                                                     | Blending                                                                          | Reg. Words                                                                        | Inag. Words | Key                                                                                                     |                                                                                                     |                                                                                                           |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|  Cote, Barrett    |  |  |  |  |             |  Far Below Expectation |  Below Expectation |  At or Above Expectation |
|  Delaney, Alexis  |  |  |  |  |             |                                                                                                         |                                                                                                     |                                                                                                           |
|  Edwards, Austin  |  |  |  |  |             |                                                                                                         |                                                                                                     |                                                                                                           |
|  Michelson, Shawn |  |  |  |  |             |                                                                                                         |                                                                                                     |                                                                                                           |

Students are grouped based on skills needs.

 **Burst**<sup>™</sup> Reading  
*Early Literacy Intervention*

### Synchronized Intervention

- Teachers receive 10-day sequences of instruction throughout the year to provide the precise instruction students need.
- Explicit instruction, dynamic curriculum with comprehensive scope and systematic sequence.
- Four activities and an application game reinforce the two strands of daily instruction.
- Instructional design develops skills with increasing difficulty until mastery is achieved.
- “I do; we do; you do” modeling approach quickly develops confidence and understanding.
- Interactive, teacher-led instructional activities engage students.




**Burst<sup>™</sup> Reading**  
*Early Literacy Intervention*

### The Burst Overview

Every Burst is customized specifically for a single group of students, highlighting the two focus skills and key probes to use for process monitoring.

| Writers Group 1 Burst #2<br>10 lesson plan (30 minutes per day)                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                      | Linda Warren<br>Created 1/16/16                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Students                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                               | Progress Monitor: PSE, WFF                                                                                                                                                                                                                                                                                                                                                                                           |
| Alan S., Austin E., Barrett C., Mason M.                                                                                                                                                                                                                                                                                                                                                          | Phonological Awareness<br>Letter Sounds                                                                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Your progress monitoring log can be anytime from day 7-10. Sync your results no later than day 10 so you can request a new Burst and stay on schedule.</li> </ul>                                                                                                                                                                                                             |
| <b>Day 1</b> <ul style="list-style-type: none"> <li><b>A</b> My Sentences: Partial Phoneme Segmentation</li> <li><b>B</b> Introduce Phoneme Segmentation (C: Am, Aed ... -at)</li> <li><b>C</b> Introduce e</li> <li><b>D</b> Letter Sound Accuracy (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Say it, Move it</li> </ul>                                                   | <b>Day 5</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (Bag, Dad, Cat ... -at)</li> <li><b>B</b> Phoneme Segmentation Accuracy (Bad, Fish, Top ... -at)</li> <li><b>C</b> Reminiscence e</li> <li><b>D</b> Letter Sound Fluency (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Say it, Move it</li> </ul>                                                          | <b>Day 6</b> <ul style="list-style-type: none"> <li><b>A</b> Introduce Last Sound Segmentation (at, Bag, egg ... -at)</li> <li><b>B</b> Show Many Sounds: Phoneme Segmentation (at, ... -at)</li> <li><b>C</b> Reminiscence h</li> <li><b>D</b> Letter Sound Accuracy (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Catch at Letter Sounds</li> </ul>                                             |
| <b>Day 2</b> <ul style="list-style-type: none"> <li><b>A</b> Separate Phoneme Blending Accuracy (Bag, Dad, Cat ... -at)</li> <li><b>B</b> Phoneme Segmentation Accuracy (Bad, Fish, Top ... -at)</li> <li><b>C</b> Introduce i</li> <li><b>D</b> Let Me Introduce Myself: Letter Sound (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Letter Sounds Egg Carton Game</li> </ul>  | <b>Day 7</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (egg, horse, spider ... -at)</li> <li><b>B</b> Last Sound Segmentation Accuracy (Bad, Job, other ... -at)</li> <li><b>C</b> Introduce u</li> <li><b>D</b> Letter Sound Fluency (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: First Sound Memory</li> </ul>                                         | <b>Day 7</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (Banana, Fish, Aardvark ... -at)</li> <li><b>B</b> Last Sound Segmentation Accuracy (at, Bank, job, the ... -at)</li> <li><b>C</b> Reminiscence e</li> <li><b>D</b> Let Me Introduce Myself: Letter Sound Accuracy (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Catch at Letter Sounds</li> </ul> |
| <b>Day 3</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (Bag, Dad, Cat ... -at)</li> <li><b>B</b> Phoneme Segmentation Accuracy (Bad, Fish, Top ... -at)</li> <li><b>C</b> Reminiscence e</li> <li><b>D</b> Letter Sound Fluency (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Say it, Move it</li> </ul>                                       | <b>Day 8</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (Banana, Fish, Aardvark ... -at)</li> <li><b>B</b> Last Sound Segmentation Accuracy (at, Bank, job, the ... -at)</li> <li><b>C</b> Reminiscence e</li> <li><b>D</b> Let Me Introduce Myself: Letter Sound Accuracy (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Catch at Letter Sounds</li> </ul> | <b>Day 8</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (Banana, Fish, Aardvark ... -at)</li> <li><b>B</b> Introduce Middle Sound Segmentation (Bad, Cat, up ... -at)</li> <li><b>C</b> Introduce i</li> <li><b>D</b> Letter Sound Fluency (Shaded Red (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Last Sound To Go</li> </ul>                           |
| <b>Day 4</b> <ul style="list-style-type: none"> <li><b>A</b> Walk it Out: Phoneme Segmentation Accuracy (at, job, other ... -at)</li> <li><b>B</b> Introduce First Sound Segmentation (at, job, other ... -at)</li> <li><b>C</b> Reminiscence i</li> <li><b>D</b> Letter Sound Accuracy (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Letter Sounds Egg Carton Game</li> </ul> | <b>Day 9</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (at, job, other ... -at)</li> <li><b>B</b> First Sound Segmentation Accuracy (at, job, other ... -at)</li> <li><b>C</b> Introduce h</li> <li><b>D</b> Letter Sound Fluency (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: First Sound Memory</li> </ul>                                                     | <b>Day 9</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (Banana, Fish, Aardvark ... -at)</li> <li><b>B</b> Last Sound Segmentation Accuracy (at, Bank, job, the ... -at)</li> <li><b>C</b> Reminiscence e</li> <li><b>D</b> Letter Sound Fluency (Shaded Red (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: Last Sound To Go</li> </ul>                     |
| <b>Day 5</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (at, job, other ... -at)</li> <li><b>B</b> First Sound Segmentation Accuracy (at, job, other ... -at)</li> <li><b>C</b> Introduce h</li> <li><b>D</b> Letter Sound Fluency (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: First Sound Memory</li> </ul>                                  | <b>Day 10</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (at, job, other ... -at)</li> <li><b>B</b> First Sound Segmentation Accuracy (at, job, other ... -at)</li> <li><b>C</b> Introduce h</li> <li><b>D</b> Letter Sound Fluency (at ... -at, Ad + at, At, Ad)</li> <li><b>E</b> Apply the Skill: First Sound Memory</li> </ul>                                                    | <b>Progress Monitor: PSE, WFF</b> <ul style="list-style-type: none"> <li>Choose activities from earlier lessons for review and reinforcement.</li> </ul>                                                                                                                                                                                                                                                             |

The precise sequence of lessons that will be taught over the 10-day period.



**Burst™ Reading**  
Early Literacy Intervention

**The Burst – Day 1 Sample**

Name of activity, skill it teaches, and its goals.

In a Nutshell is a quick summary of the lesson.

Materials you'll need for this lesson.

How to adjust the lesson so that it is easier or harder.

**Introduce High-Frequency Irregular Words**

After given a printed high-frequency irregular word, the student can read it.

DAY 1

**In a Nutshell:**

Students sound out an irregular word and then practice using the word when it is printed in a story.

**MATERIALS**

Read to write on.

**PREFACE**

Prepare a list of the following high-frequency irregular words for your reference as you read.

**MODEL**

- 1 In the rehearsal, we're going to play a game. The game might have some new words for it that you may not have heard yet. First, we need to learn those words. Are you ready to learn those?
- 2 Write the word on a card that is like this one.
- 3 Some words are really cool. You can sound them out, just like you've been doing. But when you say the word it's different. Let's learn a new word.
- 4 Using the hand, show how the letters map to the words.
- 5 Let's sound out this word. We say *fun*. *Fun* is not like *fun* you see it. In this word, we say /f/ for the *fun*. We say /n/ for the *fun*. Now let's blend the sounds together to say it. What word was it, and what word was it all the time.

**PRACTICE**

- 4 There's your turn. When I touch the letters, you say the words and show me the word.
- Have each student practice sounding out it, and saying the word separately. Choose one student who blends the word and read it to the class.
- 5 We say *fun*. What's the word? Ask them to sound it out and show me it again.
- 6 Repeat the steps when introducing the remaining words in the list, mapping the letters to the letters in the irregular word.
- 7 Show each of the new irregular words has been introduced, introduce it to the student and read together.

**ADJUSTMENTS**

If students pronounce a word incorrectly, ask them if they think that word is correct.

**ADJUSTMENTS**

Add other irregular words that students have learned previously to this list and map them out on the board. Use the same steps as above.

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## **Burst™ Reading** Early Literacy Intervention

### Teacher-led Instruction

- Powered by sophisticated technology, but brought to life by teachers – not students sitting in front of computers.
- Design of Burst:Reading user guides and innovative, engaging materials was informed by extensive classroom observation.
- Works across the three common intervention models – Literacy center, Pull out/Push-in, and Walk-to models.
- Interactive, teacher-led instructional activities engage students.



## **Burst™ Reading** Early Literacy Intervention

**“I don’t wear a red satin cape. But I feel like I could.”**

- Every teacher can now help more students learn to read with comprehension, more effectively.
- Professional Development and fidelity team support strong implementation.
- Training: Half-day onsite (participating teaching practitioners or “training of trainers”), and two, 2-hour enrichment webcasts.
- Dedicated fidelity team tracks each Burst group, alerts teachers, coaches and/or administrators as needed to ensure success of the program and students.

