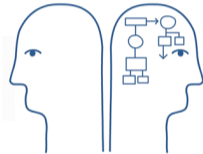


 **Burst**<sup>™</sup> Reading  
*Early Literacy Intervention*

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

**It starts with Assessment**

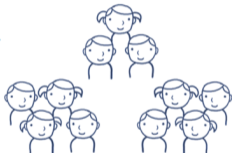
- Formative assessment data drives skills-based grouping and teacher-led intervention throughout the year.
- Extends the ability of teachers to consistently align instruction with more students' needs.
- Intuitive, industry-leading mCLASS(R) platform.



 **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.




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### 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

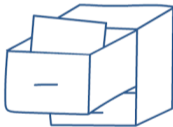
Students	Phonol. Aware	Letter Sounds	Blending	Reg. Words	Inreg. Words	Key		
 Cote, Barrett								
 Delaney, Alexis								
 Edwards, Austin								
 Michelson, Shawn								

Students are grouped based on skills needs.

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*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 10 lesson plan (30 minutes per day)		Linda Watkins Created 1/16/16
Students	Skills	Progress Monitor: PSE, WWF
Alan S., Austin E., Barrett C., Mason M.	Phonological Awareness 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 ... -)B</li> <li><b>C</b> Introduce e</li> <li><b>D</b> Letter Sound Accuracy (C)... -B, Aed + AEd, AEd</li> <li><b>E</b> Apply the Skill: Say It, Move It</li> </ul> <b>Day 2</b> <ul style="list-style-type: none"> <li><b>A</b> Separate Phoneme Blending Accuracy (Bq, Dnd, Cff ... -)B</li> <li><b>B</b> Phoneme Segmentation Accuracy (Bnd, Bm, Bf ... -)B</li> <li><b>C</b> Introduce i</li> <li><b>D</b> Let Me Introduce Myself: Letter Sound (C)... -B, C + BEd, AEd</li> <li><b>E</b> Apply the Skill: Letter Sounds Egg Carton Game</li> </ul> <b>Day 3</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (Bq, out, Bq ... -)B</li> <li><b>B</b> Phoneme Segmentation Accuracy (Bnd, Bm, Bq ... -)B</li> <li><b>C</b> Reminiscence e</li> <li><b>D</b> Letter Sound Fluency (C)... -B, AEd + AEd, AEd</li> <li><b>E</b> Apply the Skill: Say It, Move It</li> </ul> <b>Day 4</b> <ul style="list-style-type: none"> <li><b>A</b> Walk It Out: Phoneme Segmentation Accuracy (Cm, out, Bff ... -)B</li> <li><b>B</b> Introduce First Sound Segmentation (Bq, Bm, Bm ... -)B</li> <li><b>C</b> Reminiscence i</li> <li><b>D</b> Letter Hunt: Letter Sound Accuracy (C)... -B, AEd + AEd, AEd</li> <li><b>E</b> Apply the Skill: Letter Sounds Egg Carton Game</li> </ul> <b>Day 5</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (Bnd, Bm, Bm ... -)B</li> <li><b>B</b> First Sound Segmentation Accuracy (Bq, Bm, Bm ... -)B</li> <li><b>C</b> Introduce h</li> <li><b>D</b> Letter Sound Fluency (C)... -B, AEd + AEd, AEd</li> <li><b>E</b> Apply the Skill: First Sound Memory</li> </ul>	<b>Day 6</b> <ul style="list-style-type: none"> <li><b>A</b> Introduce Last Sound Segmentation (Cm, Bq, egg ... -)B</li> <li><b>B</b> How Many Sounds? Phoneme Segmentation Accuracy (Bnd ... -)B</li> <li><b>C</b> Reminiscence h</li> <li><b>D</b> Letter Sound Accuracy (C)... -B, C + BEd, AEd</li> <li><b>E</b> Apply the Skill: Cash In Letter Sounds</li> </ul> <b>Day 7 *</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (Bq, Bm, Bm ... -)B</li> <li><b>B</b> Last Sound Segmentation Accuracy (Bnd, Bm, Bm ... -)B</li> <li><b>C</b> Introduce u</li> <li><b>D</b> Letter Sound Fluency (C)... -B, C + BEd, AEd</li> <li><b>E</b> Apply the Skill: First Sound Memory</li> </ul> <b>Day 8 *</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (Bm, Bm, Aed ... -)B</li> <li><b>B</b> Last Sound Segmentation Accuracy (Bnd, Bm, Bm ... -)B</li> <li><b>C</b> Reminiscence u</li> <li><b>D</b> Let Me Introduce Myself: Letter Sound Accuracy (C)... -B, AEd, AEd</li> <li><b>E</b> Apply the Skill: Cash In Letter Sounds</li> </ul> <b>Day 9 *</b> <ul style="list-style-type: none"> <li><b>A</b> First Sound Segmentation Accuracy (Bm, Bm, Aed ... -)B</li> <li><b>B</b> Introduce Middle Sound Segmentation (Bnd, Cff, Bm ... -)B</li> <li><b>C</b> Introduce t</li> <li><b>D</b> Letter Sound Fluency (Bnd, Bnd ... -)B, AEd, AEd</li> <li><b>E</b> Apply the Skill: Last Sound To Go</li> </ul>	
<b>Day 10</b> <ul style="list-style-type: none"> <li><b>A</b> Phoneme Blending Accuracy (Bnd, Bm, Bm ... -)B</li> <li><b>B</b> First Sound Segmentation Accuracy (Bq, Bm, Bm ... -)B</li> <li><b>C</b> Introduce l</li> <li><b>D</b> Letter Sound Fluency (C)... -B, AEd + AEd, AEd</li> <li><b>E</b> Apply the Skill: First Sound Memory</li> </ul>		<b>Progress Monitor: PSE, WWF</b> Choose activities from earlier lessons for review and reinforcement.

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.

**MATERIALS**

Word to introduce

**PREPARE**

Prepare a list of the following high-frequency irregular words for you to introduce in order.

**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 large enough.
- 3 Show words are really cool. You can sound them out, just like you've been doing. But when you say the word a little differently, 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 can hear. First we read from across and then we read from left to right. We say 'I' for the dot here. Now let's blend the sounds together to say 'in'. What a cool word, and it's so easy to use all the time.

**PRACTICE**

- 4 There it goes now. 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 normally. Choose one student who blends the word and read normally.
- 5 We say 'in'. What's the word? Ask them to sound it out and then say it again.
- 7 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 all of the words in the order suggested.

**ADJUST**

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

**DIFFERENTIATE**

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

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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.

