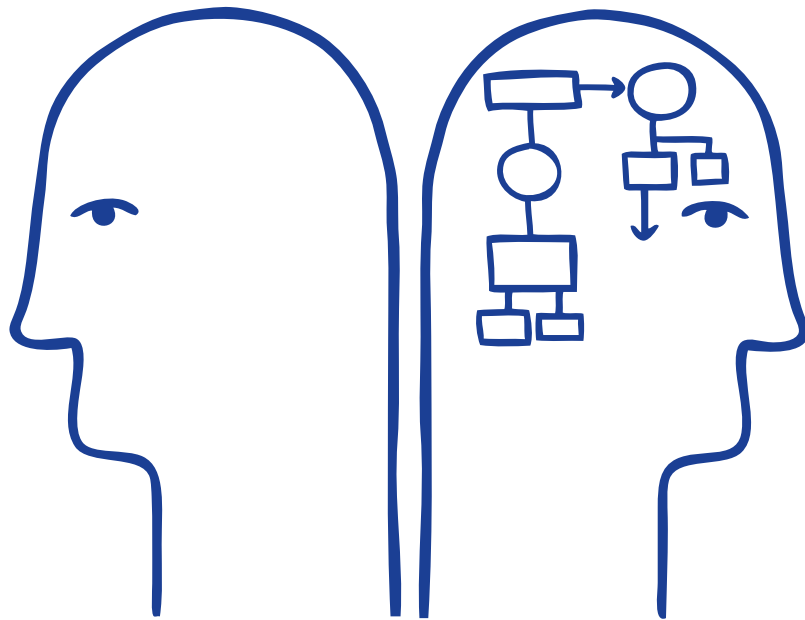
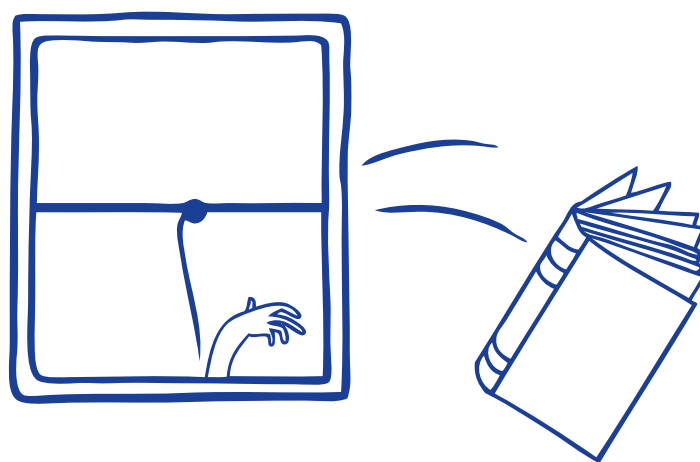


 **Burst**® Reading
Early Literacy Intervention



How could you teach exactly what your students need, when they need it?

You'd need an insomniac,
genius sidekick.



**You're giving your students the instruction they need,
when they need it. How could you ever go back to a textbook?**

Welcome to the future of instruction

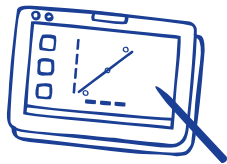
Imagine how quickly more students would build vocabulary and read with comprehension if teachers could synchronize curriculum to the ongoing development of their students' needs throughout the year.

That's the promise of Burst[®]:Reading.

By connecting formative assessment data with sophisticated, skills-based grouping and high-quality curricula, Burst:Reading provides K-3 teachers with detailed, 10-day sequences of intervention throughout the year, aligned with their students' specific literacy needs. Teachers bring the lessons to life using innovative materials and their unique ability to engage and inspire their students.

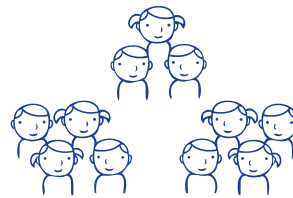
Assessment

Benchmark assessment and progress monitoring identify real-time needs.



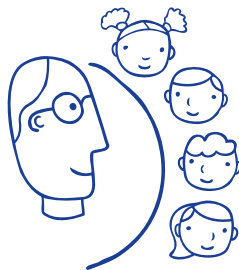
Grouping

The technology at the heart of Burst:Reading groups students according to their skill needs.



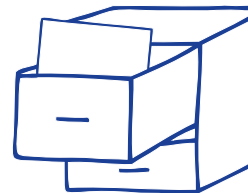
Instruction

Teachers, not computers, bring each lesson to life in the classroom with engaging, innovative materials.



Synchronized Intervention

High-quality curriculum is delivered in the form of 10-day, targeted intervention.



Helping teachers connect it all

Driven by a sophisticated, patent-pending algorithm, Burst:Reading is like an insomniac, genius sidekick assigned to each teacher.

Why → Burst® Reading?

You know that textbooks can't bend. Here's something that can.

Off-the-shelf interventions tend to start at day one, page one and march forward in much the same way for each student. In real-world classrooms, students vary in their development and acquisition of skills.



If these intervention programs can't respond to classroom realities, what's a teacher to do? Recent research¹ has substantiated the value of adaptive instruction, but it is hard for teachers to find the time to continuously adapt lessons to struggling students' instructional needs throughout the year. There just aren't enough hours in the day.

The need for a better way could not have been clearer.



It begins with assessment

Teachers conduct observational assessments with Wireless Generation's intuitive mCLASS® mobile application, and then sync with the Web-based software to view a real-time class summary of results.



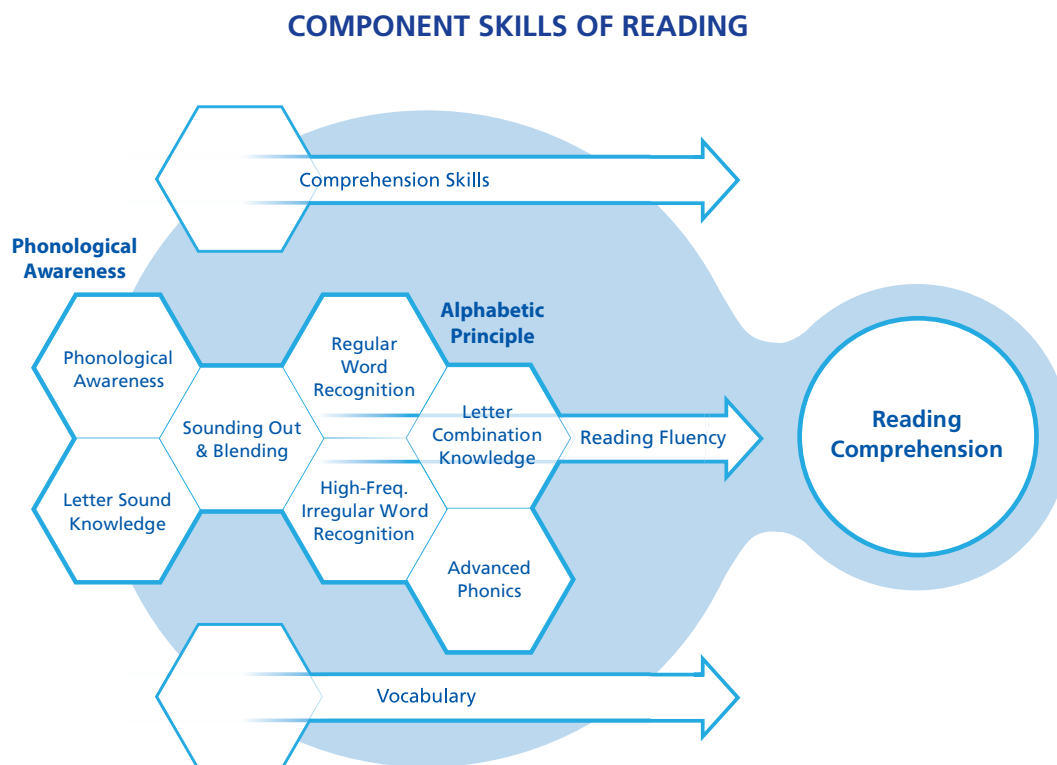
Item-level data for each student then informs the grouping process and instruction. Ongoing progress monitoring enables Burst:Reading to adapt to students' varying rates of progress and current instructional needs.

¹ Riddle Buly, M., & Valencia, S.W. (2002). Below the bar: Profiles of students who fail state reading tests. *Educational Evaluation and Policy Analysis*, 24, 219-239.

The goal: reading with comprehension

Skills-Based Model

Since the National Reading Panel first established the Five Big Ideas in 2000, discussion has continued as to how many reading component skills exist. The skills-based model on which Burst:Reading is built, shown here, reflects an extension of the Big Ideas² in reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.



How the Skills-based Model is applied:

- ▶ The earliest skills that students in the group do not possess are identified.
- ▶ Those skills are taught to mastery.
- ▶ Subsequent skills are added to that foundation toward the goal of reading with comprehension.
- ▶ Each strand of instruction in Burst:Reading corresponds to one of the hexagons shown here.

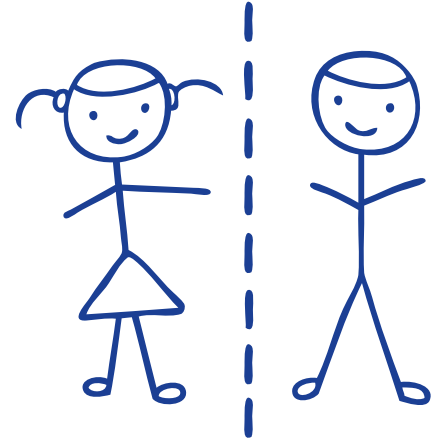
Because student groups are based on very specific needs at the item level, they can include any combination of students that would be categorized as Red, Yellow or Green within the familiar Instructional Recommendation Model.

² P.B. Gough and W.A. Hoover, "The Simple View of Reading," *Reading and Writing* 2 (1990): 127-160.



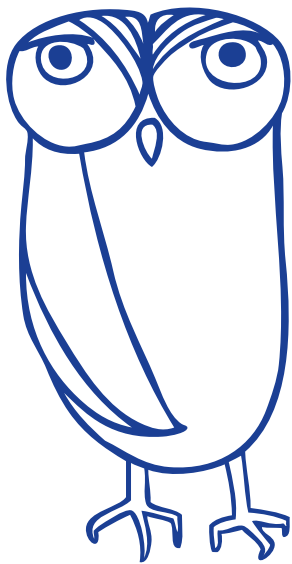
Sophisticated skills-based grouping

You knew Jim and Amy had different needs from Carlos and Sally. Now you know exactly what they are.



The Grouping tool in Burst:Reading is step one in applying the data from the mCLASS assessment, and it's where the sophisticated algorithm at the heart of Burst:Reading comes into play.

The algorithm behaves like a "recommendation engine" that narrows a vast realm of options to the ones most likely to correspond with a specific set of instructional needs. Simply described, Burst:Reading analyzes the strengths and needs of each student in a class, down to the item level, based on their assessment performance. It then finds students with similar needs and invites the teacher to form a group.



So, what makes the algorithm so smart?

The Burst:Reading algorithm is so smart because it was influenced by the successes of teaching practitioners, built into rigorous, patent-pending technology.

We identified highly effective teachers and coaches, presented them with student data, and asked how they would address each scenario. We then repeated the process with literacy researchers; when they agreed, we formed a rule. Additionally, we included rules based on widely accepted early literacy research and patterns derived from research that proved highly predictive of later success.

Even when the algorithm suggests putting Sally and Carlos together, it knows you have the final word.

We wouldn't design a program for the real world without the flexibility for exceptions – we have the data, but teachers know their students.

Perhaps a teacher has a limit for the number of students that can receive intervention. Perhaps placing Sally

and Carlos together will result in more distraction than learning. Teachers have the opportunity to acknowledge classroom realities and reassign students to other groups with similar needs without impacting fidelity.

	Phonol. Aware	Letter Sounds
Sarah Bettis		
Ana Cruz		
Jamil Makki		
Bryan Olsen		
Jason Petrus		

Teachers have final approval for group assignments.

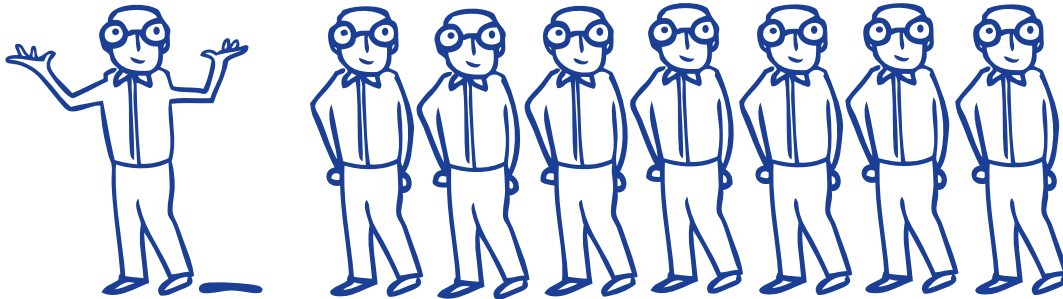
Intelligent Grouping

- ▶ Based on real-time, sophisticated, item-level analysis
- ▶ Engineered to think like the most effective teachers and coaches
- ▶ Extends capacity and frequency of teachers' ability to align instruction with students' needs
- ▶ Targets the Five Big Ideas: Phonemic Awareness, Alphabetic Principle, Vocabulary, Fluency, and Comprehension
- ▶ Groups established at Benchmark, adjusted if warranted after progress monitoring



Intervention synchronized to each group's needs



This is what it feels like to have your own personal night shift.



As soon as a teacher has reviewed and approved the recommended groups after Progress Monitoring, Burst:Reading goes to work and literally “stays up all night,” determining the skill, pace, and style of lessons that will work best for the needs of a specific group of students.

Now, a 10-day sequence of 30-minute lessons – called a Burst – is made available for download as a PDF file that can be printed or referenced from a computer.

Download Burst Instruction


























 [Download Burst #2](#) (created Jan 6) Focus: **Phonological Awareness, Letter Sound Knowledge**  [Download Supplemental materials](#)

▼ [Why this Burst?](#)




These students have been grouped together because they have similar instructional needs. This 2-week instructional plan, focused on Phonological Awareness and Letter Sound Knowledge, has been precisely tailored to those needs.

If you need assistance or have any questions or comments, please send us an email at bursts@wgen.net.

SNAPSHOT WHEN BURST WAS CREATED on Jan 6

Students	Skills									
	Phonol. Aware	Letter Sounds	Blending	Reg. Words	Ireg. Words	Letter Combos	Adv. Phonics	Reading Fluency	Vocab.	Co S
 Sarah Bettis										
 Ana Cruz										
 Jamil Makki										
 Bryan Olsen										
 Jason Petrus										

▼ Hide Key

-  Beginner
-  Showing Progress
-  Proficient

Sample Burst:Reading Web-based interface

The Burst

Here's an example of what is included with each 10-day Burst, illustrating the overview, lesson detail and the type of progression that could be seen from Day 1 to Day 10 of a Burst that's designed to focus on two skills for a sample group.

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

Sansone Group 3 Burst #2

10-day lesson plan (30 minutes per day) Created January 6, 2010

Students	Skills	Progress Monitor: PSF, NWF
Kindy B , no d , no d , one k , two k	Phonological Awareness Letter Sound Knowledge	* Your progress monitoring day can be anytime from day 7-10. Sync your results by day 10 so you can request a new Burst and stay on schedule.

Day 1

- A Introduce First Sound Segmenting (*alligator, banana ... umbrella*)
- B First Sound Segmenting Accuracy (*apple, fish ... volcano*)
- C Introduce v
- D Blastoff: Letter Sound Fluency (a ... b, n, k)
- E Initial Sound Memory: Phonological Awareness Game

Day 2

- A First Sound Segmenting Accuracy (*bird, egg ... zipper*)
- B Introduce Last Sound Segmenting (*ant, bag ... van*)
- C Reintroduce v
- D Letter Hunt: Letter Sound Accuracy (a ... c, b, n, k, v)
- E Draw My Sounds: Letter Sounds Game

Day 3

- A Last Sound Segmenting Accuracy (*bed, cat ... star*)
- B First Sound Segmenting Accuracy (*banana, fish ... zebra*)
- C Introduce l
- D Letter Sound Fluency (a ... n, k, v)
- E Initial Sound Memory: Phonological Awareness Game

Day 4

- A Last Sound Segmenting Accuracy (*elephant, elk ... watch*)
- B First Sound Segmenting Accuracy (*cow, girl ... zipper*)
- C Reintroduce l
- D Introduce e
- E Initial Sound Tic Tac Toe: Letter Sounds Game

Day 5

- A Introduce Middle Sound Segmenting (*bed, cat, ... van*)
- B Middle Sound Segmenting Accuracy (*dice, duck ... wave*)
- C Reintroduce e
- D Let Me Introduce Myself: Letter Sound Accuracy (a ... v, l, e)
- E Say It, Move It: Phonological Awareness Game

Day 6

- A Middle Sound Segmenting Accuracy (*bag, box ... run*)
- B Introduce Phoneme Segmenting (*fit, ham ... sit*)
- C Introduce h
- D Letter Sound Fluency (a ... v, l, e)
- E Draw My Sounds: Letter Sounds Game

Day 7 *

- A Phoneme Segmenting Accuracy (*bad, fan ... Tim*)
- B Phoneme Segmenting Accuracy (*cut, fish ... wash*)
- C Reintroduce h
- D Letter Sound Accuracy (*/a/ ... /l/, /e/, /h/*)
- E Word Race: Phonological Awareness Game

Day 8 *

- A Phoneme Identification with Chips (*bed, cat ... van*)
- B Walk it Out: Phoneme Segmenting Accuracy (*can, cub, doll ... tub*)
- C Introduce w
- D Letter Sound Fluency: Student-led (a ... l, e, h)
- E Initial Sound Tic Tac Toe: Letter Sounds Game

Day 9 *

- A Phoneme Identification Accuracy (*bag, box ... wave*)
- B Phoneme Identification Accuracy (*box, cup ... well*)
- C Reintroduce w
- D Introduce j
- E Word Race: Phonological Awareness Game

Day 10*

Progress monitor: PSF, NWF
Choose activities from earlier lessons for review and reinforcement.

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

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This Burst created for Sansone Group 3, Burst #2 3

The overview page provides a 10-day road map.

9

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

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 First Sound Segmenting

DAY 1
A B C D E

Goal: Given a spoken word, the student can say the first sound.

In a Nutshell:

Students select from a set of pictures the one that begins with a sound spoken by a puppet.

MATERIALS

- Puppet
- Picture Cards: *alligator, banana, cow, door, fire, gate, jar, mailbox, nest, pizza, socks, umbrella.*

Support

Repeat the first sound before you say each word, and separate out the first sound in each word. For example, *lal, aaa-alligator. lcl, c-ow. lgl, g-ate.* If students still have difficulty, start with just two cards instead of three.

Challenge

Write words on the board and have students identify the first sound instead of using picture cards. Add some words that have initial blends such as *frog* and *star*.

PREPARE

Gather appropriate picture cards.

MODEL

1 Lay out three picture cards: *alligator, cow, gate.*

2 **Here's Mico.** Today, he wants to play a game with us. He's going to say a sound, and you will find the word that begins with the same sound. My turn first. This is *alligator, cow, gate.* Point to each picture card as you say their names.

3 **What sound do you want to find, Mico? /a/. What's the sound, Mico? /a/ like apple.** Which word begins with /a/? I think it's *alligator.* *Alligator* begins with /a/: *aaalligator.*

PRACTICE

4 **Now it's your turn.**

Select three new cards with different first sounds. Remember to name them for students first. Then call on an individual student and have Mico say a first sound. When the student selects a picture card, have them name it and say the sound.

5 Continue with other sets of three picture cards, calling on students individually.

6 Once students have mastered the three-card activity, repeat it but increase the number of picture cards to 4, then 6, then all 12 pictures.

Lessons progress in difficulty within each 10-day plan.

Each day session is comprised of five activities, each of which should take five to eight minutes to deliver.

Phoneme Identification Accuracy

DAY 9
A B C D E

Goal: Given a spoken word, the student can identify the first, middle, or last sound of the word.

In a Nutshell:

Students place one chip in an Elkonin box that corresponds to a given sound's place in the word (first, middle, or last).

MATERIALS

- Elkonin Boxes.
- One Chip Per Student.
- Picture Cards: *bag, box, coat, dice, kick, kite, leg, lock, mine, six, vet, wave.*

PREPARE

Create Elkonin boxes for each student (three connected boxes in a row, with each box representing a letter in a CVC word). Gather appropriate picture cards and chips.

MODEL

1 Give each student one Elkonin box and one chip.

2 **I'm going to say a word and then a sound in the word.** You will figure out if the sound is in the start, middle, or end of the word. Then, you'll place your chip in the either the first, middle, or last box.

2 Show the picture card *lock*.

3 **My turn first.** This is a picture of a *lock, llllock.* Where do you hear the /l/ in *lock*? I hear the /l/ sound at the start of the word *lock*, so I'm going to place my chip in the first box.

4 **Where do you hear the /o/ sound in *lock*? I hear the /o/ in the middle of the word *lock*, so I'm going to place my chip in the middle box.**

PRACTICE

3 Show the picture card *wave*.

4 **Now it's your turn.** Where do you hear the /w/ sound in *wave*? Remember to place your chip in the right box.

Call on individual students to identify where a specific phoneme occurs in a word. Vary the phoneme you are asking for: first, middle, or last. Provide support and modeling as needed.

5 Continue with the other picture cards.



Some of the Burst:Reading lessons are based on content drawn from FreeReading, launched by Wireless Generation and the first open-source curriculum to have been approved by a state instructional materials adoption process (Florida). Unlike open-source lesson repositories, FreeReading's K-3 content is based on the recommendations of the National Reading Panel and other leading researchers.

In sharp contrast to major print programs updated every five to seven years, FreeReading is constantly refined and expanded, fostered by experts and community members. To ensure stability and rigor, the content from which instruction is drawn for Burst:Reading is “locked,” meaning it can only be changed by those authorized to do so.

FreeReading Advisors

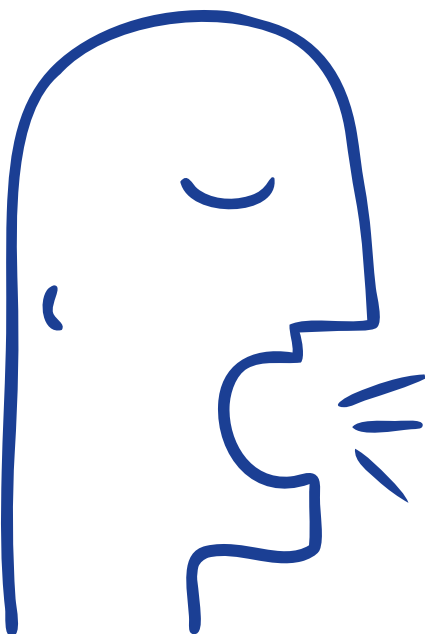
The advisors steward the ongoing research and development agenda of FreeReading.

Catherine Snow

Henry Lee Shattuck Professor of Education
Harvard Graduate School of Education

Michael Kamil

Consulting Professor of Education;
Psychological Studies in Education;
Learning, Design, and Technology
Stanford University School of Education



You've got a silent partner that lets you do all the talking.

Burst:Reading supports the work of teachers who remain central to instruction by making them more empowered and able to adapt to the responses and responsiveness of each student.



Brought to life by teachers

Customizing instruction for your students doesn't have to send you to the chiropractor – a canvas messenger bag leaves teachers with two free hands so they can deliver intervention anywhere from a classroom to the hallway. The cheerfully-colored base unit sits comfortably on a shelf, and has clearly-marked places to store everything.

Smarter Instructional Materials

- ▶ Not a typical, back-straining teacher edition
- ▶ Innovative materials design informed by classroom observation
- ▶ Designed to work across the three common intervention models – Literacy Center, Pull-out/ Push-in and Walk-to models
- ▶ Dynamic, continuous student engagement with easy-to-use instructional materials

Included in the Burst Kit:

- Shaped and color-coded cards
- Puppet
- Light, friendly user guides
- Pop-up Book
- Erasable board and markers
- Binder
- Stickers
- Burst messenger bag



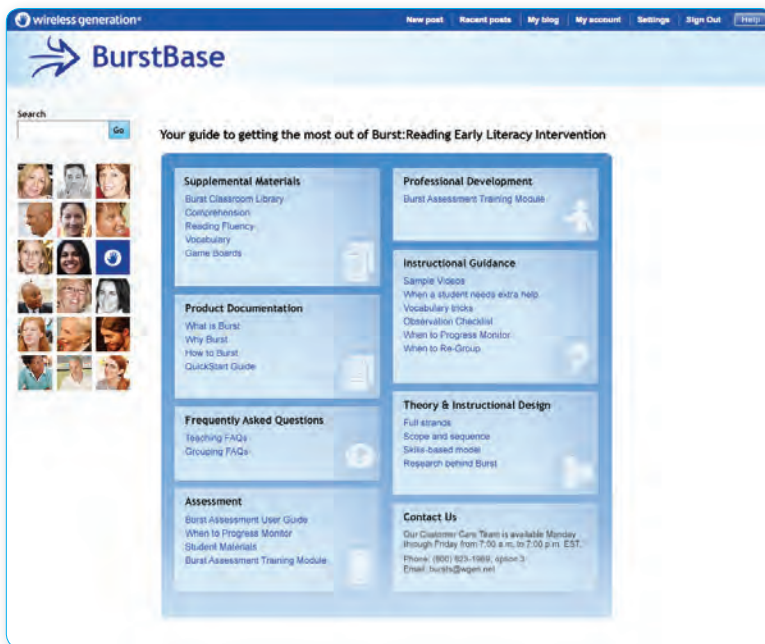
Professional Development and Support

We recognize that providing teachers with better tools is only half the challenge. The product training program for Burst:Reading is designed to build teacher capacity. Ideally, this would follow a common “see one; do one,” model in class, with students, so teachers can quickly learn through context how the instruction is delivered.

We have also conducted comprehensive professional development engagements in districts and schools where there has been an immediate need to quickly scale capacity and to help manage the organizational change required to effectively implement strong practices. Ask a Wireless Generation representative to see a case study illustrating the immediate and lasting results of these engagements.

Ongoing implementation support

A unique advantage to Burst:Reading is our fidelity program that tracks each Burst group and makes it possible for teachers, coaches, and/or administrators to take action before things go off course. The success of the program and its students is ensured by making it possible for our partners to respond quickly to issues as they arise.



Product Training

- ▶ Half-day onsite (participating teaching practitioners or “training of trainers”).
- ▶ Two-hour webcast covering Burst assessment measures.
- ▶ Two-hour enrichment training webcast at eight weeks.

BurstBase.net is an online resource where Burst:Reading educators can access tools and supplemental materials — including instructional videos, support materials, and instructional content — that have been designed to help them maximize the outcomes of Burst:Reading students.

Alignment with “What Works” Research

Burst:Reading aligns tightly with the five guidelines for successful RTI implementation (below) set forth by the U.S. Department of Education’s Institute of Education Sciences in 2009. By making it easier for educators to apply these practices, Burst:Reading makes it much easier to implement a successful RTI program with fidelity.

Guideline 1: Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.

Guideline 2: Provide time for differentiated reading instruction for all students based on assessments of students’ current reading levels.

Guideline 3: Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.

Guideline 4: Monitor the progress of Tier 2 students at least once a month.

Guideline 5: Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).







Citation: U.S. Department of Education. Institute of Education Sciences.

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

We consistently hear from teachers that their most gratifying moments are when they can vividly see students making progress. In developing Burst:Reading, we wanted teachers to feel a bit like superheroes – still at the heart of the action, but with the ability to help each student progress faster and more comprehensively than ever before.

WirelessGeneration.com/Burst • (866) 212-8688



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