



Interactive Story Form Learning

September 2012



Education Today

- **Limited Resources**
- **Dynamic Environments**
- **Student Specific Strategies**
- **Increased Technology**
- **Progressive Engagement**



Textfyre

The Destruction of the Tea

Jaime de Oca is Samuel Adams of Boston, Massachusetts

A STORY OF
The Boston Tea Party
of 1773

Aboard the Dartmouth

Waist Deck

Map History Hints

Samuel Adams
Quincy, MA

End the Unfair Tax

- Call a Meeting
- Agree on a Plan
- Find a Disguise
- Locate the *Dartmouth*
- Storm the Ship
- Destroy the Tea

You tug at the canvas cover. Finally, with a tremendous effort, it flies off the stack of cargo and flutters away in the wind.

The small stack of cargo is neatly organized. There are assorted crates, casks and chests. One chest has a sun-weathered label tacked on. You can barely see print beneath a layer of grime.

> Dust off label

You brush the sea grime from the chest's label. The letterpress printing is quite faded, but you can make out the large letters "EIC."

> Ask James about EIC

James responds: "Why that must be the East India Company cargo. This must be the tea." He and his crew look at you expectantly.

> Open the chest

You open the chest with your hatchet. As suspected, you find it is filled with aromatic black tea.

James gives a hand signal. His crew spreads out to encircle the stack of cargo. To a man, they look towards you, waiting to follow your lead.

>

throw tea overboard

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Textfyre Is...

- **Non-Fiction Content**
- **Educational Games**
- **Interactive Reading**
- **Common Core Standards Focused**
- **Assessment Friendly**
- **Technology Driven**

Textfyre is a proven story form platform first used in 2009.



Teacher Dashboard

Textfyre Teacher Portal Mr. Hewitt (Dane King Charter) ▾ Log Out

Student Tracker

Sort by [A-Z](#) [ID Number](#) [Risk](#) [Alignment](#) [Reading Level](#)

[All Students](#) [Grade 6 Social Science](#) [Grade 5 Social Science](#) [Grade 6 Civics](#) [More Filters](#)

Loved 2/3 games [Reviews](#)

Alignment: 88% on target [Details](#)

Model Citizen: Always lending a helping hand

Jaime de Oca	ID 91104883	Grade 6	Notes
History Scout Badge		Reading Level: 4th	JDO seems to get stuck fairly often. I have paired him with Allie for the last two days. 9-18-2012 Mr. Hewitt
Born 5/23/2002 (10yrs)			
Currently Playing			
The Destruction of the Tea (23%)		Progress	Worked with JDO to get through the introduction. He seemed to get it afterwards. 9-2-2012 Mr. Hewitt
3 games completed		History	
Hated 1, Loved 1, Liked 1		Reviews	
Alignment: 66% on target		Details	
Rapid Rusher: Reads quickly, comprehension poor			

Allie Yeun-Park	ID 33318493	Grade 6	Notes
Beginner Badge		Reading Level: 7th	Allie helps other students out a lot. She really gets them to interact while staying on task. 9-15-2012 Mr. Hewitt
Born 9/23/2002 (10yrs)			
Currently Playing			
The Destruction of the Tea (23%)		Progress	

Hide Student Name

Hide ID Number

Birthdays this month:
Allie Yeun-Park 9/23
You have discretionary badges remaining.



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Common Core Standards

All Students Grade 6 Social Science Grade 5 Social Science Grade 6 Civics

Students Who are College and Career ready in Reading, Writing, Speaking, Listening, and Language...
...use technology and digital media strategically and capably.

Progress 28%

Total Progress Class Breakdown Student Breakdown

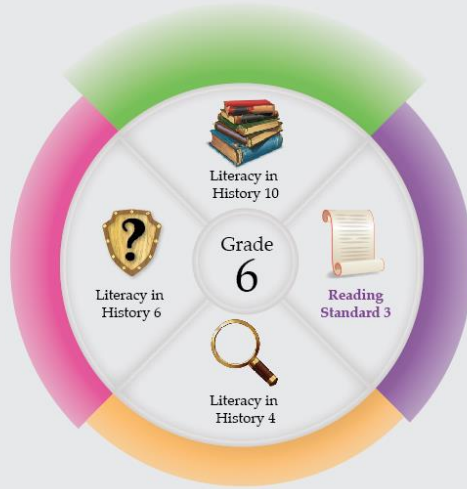
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use.

They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline.

They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

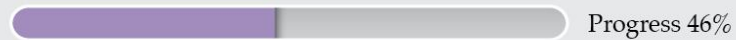


Teacher Dashboard



Grade 6: Reading Standard 3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.



Total Progress Class Breakdown Student Breakdown



Reading Standard 3: Road Map

- Describe plot episodes
- Describe how characters change throughout the story



The Problems

Students

**Not meeting
minimal grade
standards**

Not engaged

Teachers

**Assessment of
student
performance is
untimely and
inconclusive**

Administrators

**Need accurate
statistics and
measurable
feedback**



Textfyre Solution

Students

**Actively
engaged with
individual
attention**



Teachers

**Get feedback
instantly for fast
student
assessment**



Administrators

**See measurable
growth with
tools to track
progress**





Interactive Story Form

Benefits

Students

**Engaging
Entertaining
Dynamic
Reading Leveled
Social**

Teachers

**Blind Testing
Maps To CCS*
Enables Flipping
Instant Feedback**

Administrators

**Instant Feedback
Teacher Assessment
Aggregate Data
Digitally Delivered**

* Common Core Standards



Technology

- Virtual machine game engine
- Natural language parser
- Natural world model
- Artificial intelligence characters
- Embedded scholastic resources
- Teacher-controlled social networking

 we create engaging story-based experiences



Target Market

Key Market Statistics - Students	Nationwide	Illinois
Grade 6, 7 and 8 Students enrolled in Public School (2010)	10.9 Million	463,569
Grade 6, 7 and 8 Students enrolled in Private School (2010)	1.0 Million	50,831

Key Market Statistics - Schools	Nationwide	Illinois
Public Schools with Grade 6, 7 and 8 enrollment (2010)	95,850	4,169
School Districts with Grade 6, 7 and 8 enrollment (2010)	14,884	847





Competition/Peers



Education

PEARSON



KNEWTON

Sherston®



All have significant foothold in the Adaptive Learning market. Textfyre seeks to apply its story form interactive approach in ways not fully used by others.



Why Textfyre?

- Builds on existing technology
- Maps to common core standards
- Actively engages students by building on interactivity which is part of children's lives in and out the classroom
- Addresses underserved middle-school market
- Provides immediate feedback on student, class and multiple class results



Timeline

Spring 2013 – Pilot in classrooms

- Complete 2-3 working story modules
- Test in 3 diverse schools, 2 classrooms each
- Collect feedback & measure achievement
- Compile summary findings report

Summer 2013 Prelaunch Phase

Fall 2013 Launch Phase
-Introduce in Chicago area schools

Fall 2014 Roll out to target markets



Next Steps

Pilot

- Complete pilot story
- Define pilot parameters and protocols
- Gain pilot schools/class commitments
- Run pilot playtests
- Compile results

Refinement

- Adjust product based on pilot results
- User Testing
- Stakeholder feedback (teachers, admin., others)



Future

Future opportunities:

- Establish Interfaces (LMS, Research)
- English as a Second Language
- Expanded Subject Matter



THANK YOU!

Please direct questions and comments to:

David Cornelson
David@Textfyre.com
630.803.4302

or