



Foundation Paper Supporting Special Education Students with *System 44*TM

System 44 is a foundational reading program designed for the most challenged struggling readers in Grades 3-12. Intentionally metacognitive, *System 44* helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. *System 44* was designed for students in Grades 3-12 reading at a BR-400 Lexile ® level, including Special Education students and English-Language learners.


OVERVIEW OF THE *SYSTEM 44* PROGRAM

System 44 is designed so that the teacher, technology, and texts work together to deliver highly engaging, comprehensive, research-based instructional content to the older struggling reader. Through a combination of teacher-led and software-based instruction, the *System 44* student is guided along a systematic path from phonemic awareness to fluent reading. *System 44* includes research-based features designed for the most challenged older readers:

- Computer-Based Screening and Placement The *Scholastic Phonics Inventory* (SPI) collects data on students' decoding accuracy as well as fluency. This helps to identify students whose lack of decoding proficiency impedes comprehension. The SPI uses real, as well as nonsense words, which assess students' ability to apply decoding skills to unfamiliar words.
- Adaptive Software The *System 44* adaptive software delivers, direct, systematic, research-based phonics instruction to students. Multiple points of entry allow students to work at the appropriate level based on their performance on the SPI.
- Independent Reading Beginning readers will always have something to read with the *System 44* program. The Decodable Digest includes two passages for every sound-spelling correspondence taught in the program. Each passage is at least 75% decodable and is designed to engage, reluctant, older students. The 44Book reinforces skills from the software and teacher-led instruction as activities guide students to read, write, and think. These activities feature word building, word sorts, puzzles, and other engaging exercises. The *System 44* Library features high-interest, age-appropriate topics and offers students a choice of books ranging from a 130 to 450 Lexile level.
- Teacher Support The *System 44* Teaching Guide provides teacher-led phonics instruction building on phonemic awareness and moving to letter-sound correspondence, blending, word building, dictation, and spelling. The Teaching Guide provides comprehensive support for teachers by offering several types of lessons. Decoding and word strategies lessons present explicit, systematic instruction on the most high-utility spellings or the 44 sounds of English, syllable strategies, morphology, sight words, and more. S.M.A.R.T. lessons present essential concepts, teach academic vocabulary, and build background for learning. Differentiated support lessons offer alternate strategies for Special Education students and English-Language learners.
- Data-driven Instruction The *Scholastic Achievement Manager* (SAM) is a computer-based management and reporting system that gathers usage and performance data for the *System 44* Software, *Scholastic Reading Inventory* (SRI), *Scholastic Phonics Inventory* (SPI), and *ReadingCounts!* Teachers use SAM as a dashboard for supporting data-driven instruction, AYP accountability requirements, and district-wide data aggregation.
- Multisensory Instruction *System 44* includes a Sound & Articulation DVD, manipulatives, and teaching aids to help engage students in multisensory instruction. The Sound & Articulation DVD provides audio and visual articulation models to help students identify and accurately produce sounds. Teachers use the Word Building Kit to engage students in building words and applying skills and strategies in small groups. The Flip Chart provides patterned lists and decodable sentences to focus students' attention as teachers model skills and guide their practice in small-group.

RESEARCH FOUNDATION

System 44 combines the very best thinking on research-based phonics instruction for older students with the power of adaptive technology and age-appropriate, supportive fiction and nonfiction text. The program is the result of collaboration between Marilyn Adams, author of the seminal work *Beginning to Read: Thinking and Learning about Print*, and Dr. Ted Hasselbring, the scientist behind the development of the Scholastic READ 180 program. An extensive body of literature, both theoretically and empirically based, was reviewed to develop the research foundations for System 44.

 The *System 44 Research Foundation Paper* provides specific information regarding the research foundation for the program. Please contact your Scholastic Account Executive to request a copy.

UNIVERSAL DESIGN FOR LEARNING (UDL)

The Center for Applied Special Technology (CAST) has defined three facets of content to support the Universal Design Principles for Learning (UDL). *System 44* addresses each:

1. *Multiple Means of Representation*, to provide students a variety of ways to learn.
System 44i's multisensory approach includes interactive software with digital, audio and visual support, audiobooks, manipulatives, and teacher-led instruction to offer multiple access points for learners.
2. *Multiple Means of Expression*, to offer students alternatives to show what they know.
System 44 includes both software- and paper-based assessments. Students can also practice and demonstrate fluency by reading and recording software passages at the end of each software series.
3. *Multiple Means of Engagement*, to motivate and challenge students appropriately.
System 44 software activities encourage playing with sounds and symbols, and differentiate instruction to meet students' varied needs. Likewise, paperbacks of graduated lengths focus on subjects relevant to students' lives and interests.

EXPLICIT, SCAFFOLDED INSTRUCTION

In *System 44* differentiated and individualized instruction are achieved by the integration of multiple assessments, multiple entry points, adaptive computer technology, and targeted instructional materials and strategies. Teachers can thus create learning environments for multiple purposes to meet the needs of individual students. Two distinct tracks in the software—Standard and Fast-Track—further individualize instruction with adaptive pacing, allowing students to skip content for which they already show mastery and focus more closely on their specific areas of need. Additionally, the software's supportive coaching and immediate, corrective feedback help ensure that struggling or challenged students do not feel uncomfortable about their pace for not mastering specific skills – even when that pace is slower than that of their classmates.

The *System 44* classroom is organized to allow students to benefit from technology-based instruction, teacher-led instruction, and guided practice. The combination of software-based and teacher-led instruction provides the *System 44* students with adaptive, individualized learning as well as teacher-mediated collaborative learning.

Whole-Group Instruction

Whole-Group Instruction takes place during the first five to ten minutes of class before students break into small groups. Teachers use this time to motivate students through word-play games and activities that introduce and review broad phonics concepts. Teachers can use the Whole-Group Instructional setting to motivate students by using the Word Building Kit to promote engagement, read aloud books to model fluent reading, or teach important academic vocabulary words and word study elements.

Small-Group Instruction

Small-Group Instruction takes place while a group of students work independently on the *System 44* software. Using the *System 44 Teaching Guide*, teachers review and reinforce skills that students are learning on the software. Small-Group Instruction allows the teacher to work with several students at a time to differentiate instruction. The S.M.A.R.T. (Strategies for Metacognition, Academic Language, Reading, and Thinking) lessons present essential concepts, teach academic vocabulary, and build background for learning. Teachers use the *Word Building Kit* manipulatives to engage students in word analysis and word-building activities that support learning and word consciousness. The Flip Chart helps engage students' attention and provides patterned word lists and decodable sentences for modeling, instruction, and practice.

Teachers can also use the Whole- or Small-Group Instructional setting to hold structured reading conferences. The *Teaching Resources for the System 44 Library* has Conference Guides for each book to help engage students in book discussions and monitor comprehension during reading conferences. Teachers can use the guides to focus on content, along with decoding, word study, vocabulary, and fluency instruction.

System 44 provides students with opportunities to build confidence in their ability to decode and read connected text. The software and teacher-led instruction focus on discrete skills in the program scope and sequence. Students are engaged with manageable, progressively difficult content that requires demonstrated proficiency before moving on. The *System 44* software rewards students' efforts as they complete each Series of Topics. After students have mastered a group of new skills, the dashboard feature of the software unlocks a high-interest Success Video. The engaging subject of the video reinforces newly acquired skills, while building background knowledge in nonfiction content. This mastery-based nature of the program helps students to feel confident before being challenged with new content.

ASSESSMENT

Ensuring the right students are placed in the *System 44* software and at the right point of entry is critical to student success. *System 44* includes two computer-based screening tools, the *Scholastic Reading Inventory* (SRI) and the *Scholastic Phonics Inventory* (SPI).

The *Scholastic Reading Inventory* assesses students' reading levels and reports them as Lexile measures. If students score BR (Beginning Reader) to 400 Lexile®, teachers can administer the SPI to determine the appropriate intervention.

The *Scholastic Phonics Inventory* (SPI) uses various discrimination tasks to determine whether the root cause of a student's reading difficulty is an inability to decode. SPI places students who are candidates for *System 44* at one of two points of entry in the software. Series One begins with foundational topics such as understanding consonants, short vowels, and the word ending in -s. Series Four skips foundational topics and covers more advanced skills, such as understanding double consonants, final blends, and closed syllables.

The *System 44* adaptive software automatically and continuously collects data on student performance. Every click of the mouse, including the speed of that click, provides valuable data on student accuracy and fluency. The *System 44* algorithm uses this data to customize the pacing, instructional load, and content for each individual student, ensuring instructional time is optimized. The *System 44* software regularly checks for mastery and adapts instruction. As students complete a cycle of instruction, the software measures a student's mastery of automaticity and either promotes the student to the next instructional topic, or guides the student through additional instruction and practice with fresh content.

PROGRESS MONITORING

As students participate in *System 44*, the *Scholastic Achievement Manager* (SAM) gathers quantifiable data about usage and performance for all software components. SAM reports allow teachers to monitor progress and plan day-to-day instruction. SAM reports are designed for flexible use. Teachers can specify a time period for data that they wish to view, sort, save, and print. Data are also exportable to other applications. Reports viewed on the computer contain links to targeted instructional resources available through SAM. SAM includes the following reports to meet assessment and reporting needs:

Report Type	Purpose of Report
Diagnostic	Identify skills with which individual students are struggling
Progress Monitoring	Monitor students' achievement and progress
Instructional Planning	Target teacher-led instruction to meet students' needs
School-to-Home	Share progress information with families and caregivers
Alerts	Address problems students may be having
Acknowledgements	Recognize student successes

MOTIVATION & ENGAGEMENT

System 44 has been designed to draw students into reading and increase their intrinsic motivation to read. *System 44* Library books and videos are high-interest, age-appropriate, relevant to students' lives, and able to generate and sustain student interest. All library books help students set a purpose for reading, making the reading activity more meaningful. In the software, on-screen mentors sustain the learner's engagement and interest by scaffolding, encouraging, and reinforcing his or her efforts. Throughout, reading materials are carefully matched to students' current reading levels as they progress through the program, ensuring that they experience success while being appropriately challenged.

System 44 employs the power of technology to motivate students and to provide for structured engagement. Students who are not drawn to print media but voluntarily spend hours on the computer can use a tool they value to master skills they need. The on-screen host provides feedback and encouragement that is private, nonjudgmental, and respectful of students, and the endless patience of the computer cannot be overemphasized as students have opportunities to try and try again. In order to keep track of their progress, students can access on-screen charts and printed reports, encouraging them to celebrate their successes and keep working toward their goals.

PROFESSIONAL DEVELOPMENT

Scholastic offers comprehensive *System 44* Implementation Training to help teachers successfully implement and sustain best teaching practices in the classroom. Two days of implementation training are provided for districts. All trainings are conducted by Scholastic Implementation Consultants.

Teacher Implementation Training—Day One

This training occurs before teachers begin to use the program. During Day One training, teachers will learn to implement the *System 44* Instructional Model, manage the *System 44* classroom effectively, and utilize *Scholastic Phonics Inventory* (SPI), *Scholastic Reading Inventory* (SRI), and *Scholastic Achievement Manager* (SAM) successfully and to their greatest capacity.

Teacher Implementation Training—Day Two

The second full day of training is scheduled approximately six to eight weeks after the *System 44* program is implemented. The focus of Day Two training is the *Scholastic Achievement Manager* (SAM). Teachers learn how to use the data gathered in SAM to drive instruction. Specifically, the Scholastic Implementation Consultant will guide teachers through the different types of reports available in SAM, and how they can use the data to drive instruction.