



System 44[®] QuickStart Webinar Participant Guide

Webinar Checklist

You need a computer with Internet access and a phone to join the teleconference.

Before the Webinar

- ☐ **Gather materials:**
 - Printed copy of this Participant Guide
 - Pen or pencil
 - Paper (optional)
- ☐ **Log in to the training at least 5 minutes early.**
 - Click the link in your registration email.
 - Wait 1–2 minutes for the training window to pop up.
- ☐ **Dial in to the teleconference using the information provided in your registration email:**
 - Teleconference number: _____
 - Participant code: _____

Webinar Best Practices

- ✓ Save your registration email!
- ✓ Sit in a quiet area.
- ✓ Remove distractions.
- ✓ Have a glass of water nearby.
- ✓ Close all computer programs except your Web browser.



Tech Tip

After logging in, you will see a **Session in Progress** window before you are taken to the training session. If you do not see this, you may need to install ActiveX Control or adjust your Internet settings to allow pop-ups.

During the Webinar

- ☐ **Mute your phone if you have background noise.**
- ☐ **Record notes in your Participant Guide.**
- ☐ **Use the coffee mug icon if you need to step away from your computer.**
- ☐ **Participate!**

After the Webinar

- ☐ **Complete the Webinar Training Evaluation.**

Webinar Overview

This two-hour interactive online training will provide you an overview for getting started with using System 44 in your classroom.

Learning Outcomes:

Today's training will help you:

- Understand how the *System 44* research foundation meets the needs of older struggling readers.
- Identify materials and procedures to teach and manage each part of the *System 44* Instructional Model.
- Administer assessments to place students in the software and monitor their reading performance.
- Use the Scholastic Achievement Manager (SAM) to enroll students, adjust settings, and run reports.
- Plan next steps for a successful start and identify ongoing professional development.

Agenda:

10 minutes	Welcome and Introductions
10 minutes	Understanding the Research
40 minutes	Teaching With <i>System 44</i>
10 minutes	Break
20 minutes	Screening Students and Monitoring Progress
15 minutes	Getting Started With SAM
10 minutes	Planning for a Successful Start
5 minutes	Questions and Evaluation

Webinar Map

You may be new to interactive online trainings. Use this map to help you navigate the training session window.

The screenshot shows the Cisco WebEx Training Center interface. The main window displays the Scholastic System 44 QuickStart Training content. The interface is divided into several sections:

- Whiteboard Tools:** A toolbar at the top of the whiteboard area containing various tools for interaction.
- Whiteboard:** The central area displaying the Scholastic System 44 logo and the text "QuickStart Training".
- Participant List:** A panel on the right side showing the list of participants, including the host and attendees.
- Participant Panel Tools:** A panel on the right side containing tools for managing participants, such as a hand icon, green checkmark, red X, and emoticons.
- Chat:** A panel on the right side for sending messages to all participants, the host, or individuals.

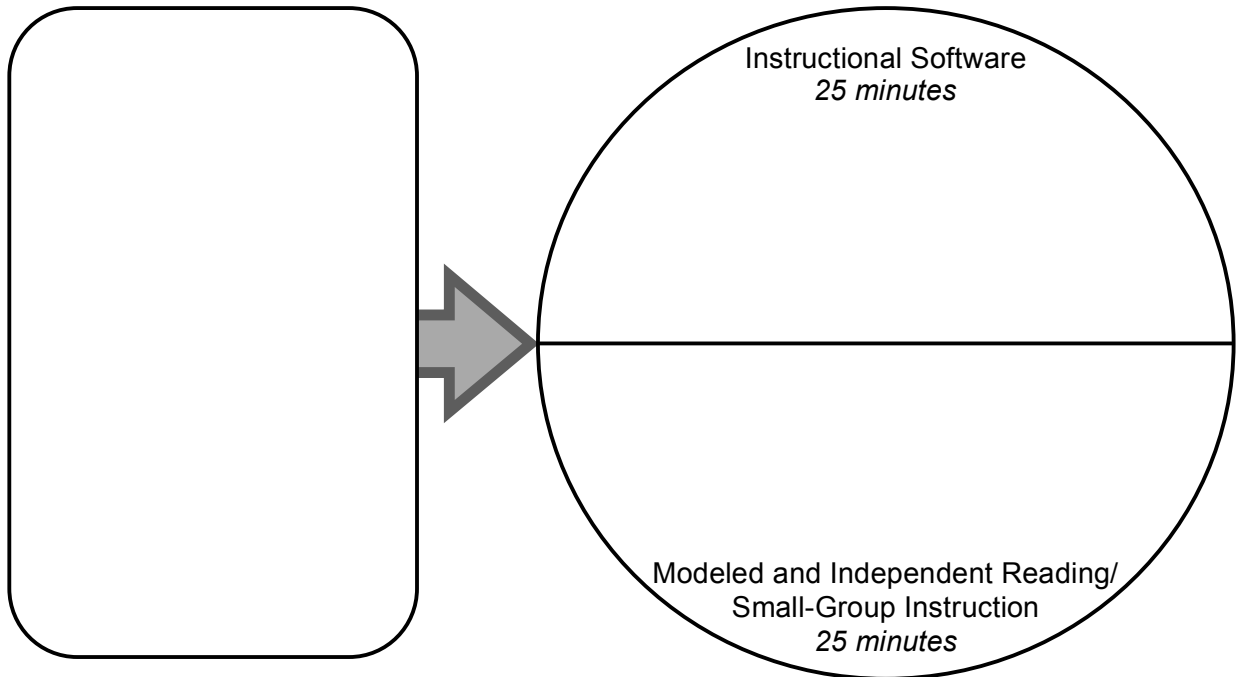
Windows-based User View

System 44 Instructional Model

System 44 follows a 55- to 60-minute daily Instructional Model to target the needs of your struggling readers. Use the diagram below to take notes for reference.

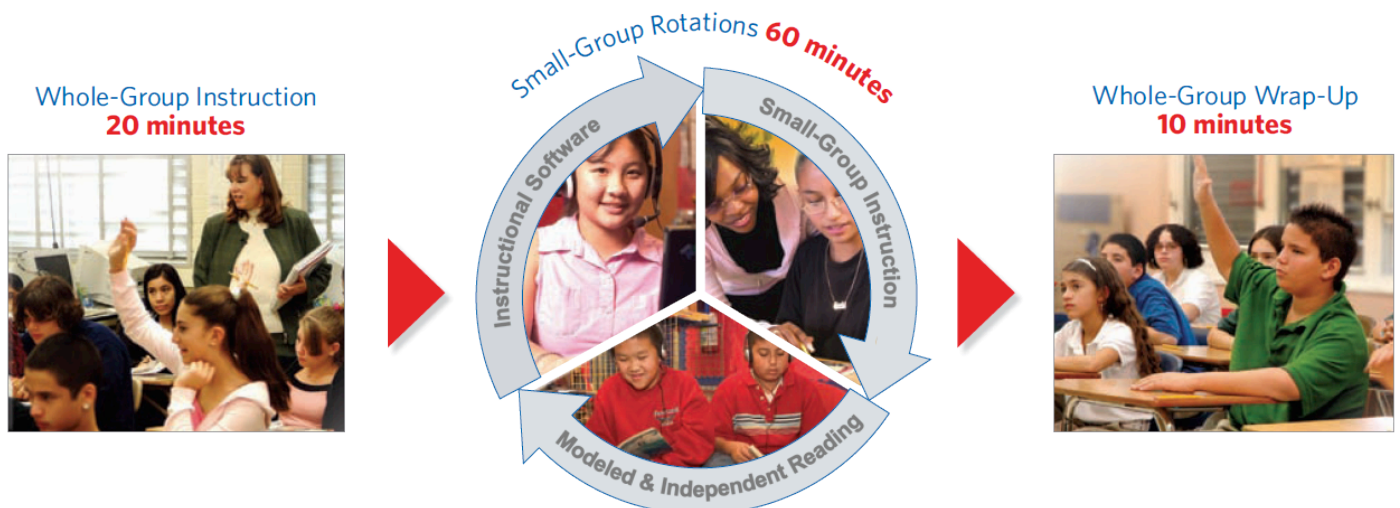
Whole-Group Introduction
5–10 minutes

Small-Group Rotations
50 minutes



READ 180®/System 44 Instructional Model

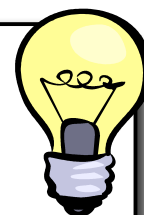
Use System 44 in your READ 180 classroom to support your most challenged readers. System 44 integrates seamlessly into the 90-minute Instructional Model.



Whole-Group Introduction

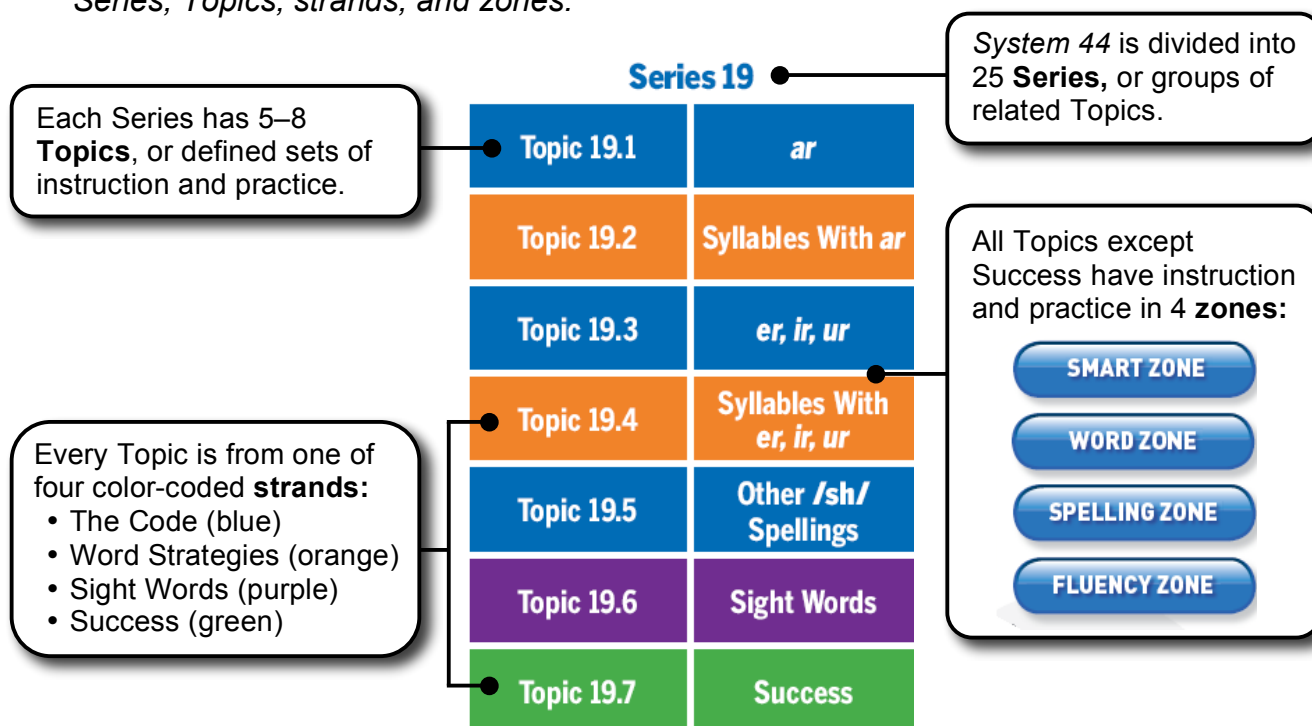
Begin class with 5–10 minutes of Whole-Group Introduction. Use the ideas below to build community, reinforce key decoding skills, and motivate students.

- Build community using the activities on pages 106–110 in the *System 44 Teacher Implementation Guide*.
- Guide students to work in pairs or teams to complete a wordplay game.
- Teach important academic vocabulary words and word study elements.
- Begin teaching a S.M.A.R.T. lesson that you will finish during Small-Group Instruction.
- Engage students with structured “Red” routines from the *Teaching Guide*.
- Teach, practice, and review procedures for each rotational area.
- Read aloud books or articles to model fluent reading, build listening comprehension, and expose students to grade-level texts.
- Conduct a word-based scavenger hunt around the classroom.
- Ask students to share a book recommendation or a new reading skill they are learning.
- Use the Motivate and Engage strategies from *Teaching Guide* lessons.
- See the daily *Planning and Pacing Guide* lessons for additional suggestions.



Software Organization

Refer to the information below to see how the System 44 software is organized into Series, Topics, strands, and zones.



Self-Monitoring Chart: Scavenger Hunt

Guide students to use the Self-Monitoring Chart to track which practice materials to use independently to reinforce skills they are learning on the software. During training, practice using the Self-Monitoring Chart to fill in the empty boxes below.

Software Topic	Skill	44Book	Decodable Digest	System 44 Library Book
1.4	Consonants <i>p, c</i>		pp. 14–15	
	Sight Words	p. 22		
3.4				Book 3

System 44 Self-Monitoring Chart

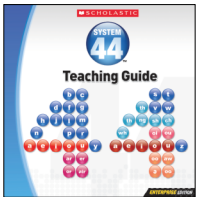
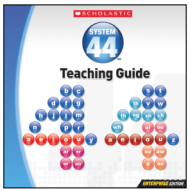
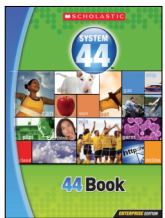
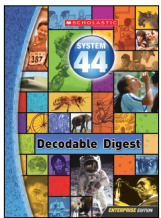

Use this chart to track your progress in **System 44**. Fill in the circle when you finish a Topic. Then find the related practice activities and mark a check after you complete each one.

	Software Topic		44Book	✓	Decodable Digest	✓	Paperback/Audiobook	✓	Check-In
SERIES 1	1.1 Consonants <i>m, s</i>		p. 8		pp. 9–10		Book 1		
	1.2 Consonants <i>t, n</i>		p. 9		pp. 11–12				
	1.3 Short <i>a</i>		p. 10		p. 13				
	1.4 Consonants <i>p, c</i>		p. 11		pp. 14–15				
	1.5 Consonants <i>b, r</i>		p. 12		pp. 16–17		Book 2		
	1.6 Sight Words		p. 13						
	1.7 Ending <i>-s</i>		p. 14		p. 18				
	1.8 Success		p. 15						
SERIES 2	2.1 Short <i>i</i>		p. 16		p. 19		Books 1–2		
	2.2 Consonants <i>d, f</i>		p. 17		pp. 20–21				
	2.3 Consonants <i>h, k</i>		p. 18		pp. 22–23				
	2.4 Short <i>o</i>		p. 19		p. 24				
	2.5 Consonants <i>l, x</i>		p. 20		pp. 25–26				
	2.6 <i>-ck</i>		p. 21		p. 27				
	2.7 Sight Words		p. 22						
	2.8 Success		p. 23						
SERIES 3	3.1 <i>s-</i> Blends		p. 24		p. 28		Book 3		
	3.2 Short <i>e</i>		p. 25		p. 29				
	3.3 Consonants <i>j, w</i>		p. 26		pp. 30–31				
	3.4 Short <i>u</i>		p. 27		p. 32				
	3.5 Consonants <i>g, y</i>		p. 28		pp. 33–34				
	3.6 Consonants <i>v, z, q</i>		p. 29		pp. 35–37				
	3.7 Sight Words		p. 30						
	3.8 Success		p. 31						

Photocopy the Self-Monitoring Chart on pages 117–120 of the **System 44 Teacher Implementation Guide** or download it from SAM (Keyword: 44 Student Chart).

Planning for Small Group

Use this suggested weekly schedule to plan for the Small-Group Instruction/ Modeled and Independent Reading rotation. See the Planning and Pacing Guide for additional planning and grouping support.

	Monday	Tuesday	Wednesday	Thursday	Friday
Small-Group Instruction			<p>Teach a lesson from the System 44 Teaching Guide to 2–3 students who need targeted support. (Run the Differentiated Instructional Grouping and Student Software Performance Reports to identify which students to target.)</p> <p>You can also use this time to hold individual student conferences.</p>		
Guided/Independent Practice	<p>Teach a S.M.A.R.T. lesson to all students in the group.</p>	<p>Students work independently in the 44Book.*</p> 	<p>Students work independently in the Decodable Digest.*</p> 	<p>Students independently read the System 44 Library books and audiobooks.*</p> 	

* Direct students to use the Self-Monitoring Chart to select relevant practice materials.

Welcome Back!: Six Syllable Types

In System 44, your students will learn the six syllable types so they can break down words. Refer to the definitions below for the Welcome Back! training activity.

Syllable Type	Description	Examples
Closed	Ends in one or more consonants. The vowel sound is usually short.	map, plant, truck, <u>hab-it</u> , <u>pic-nic</u> , <u>nap-kin</u> , <u>kit-ten</u>
Open	Ends in a vowel, which usually has a long sound.	she, <u>si-lo</u> , <u>ze-ro</u> , <u>ba-sic</u> , <u>si-lent</u> , <u>ro-bot</u> , <u>hu-man</u>
Vowel-Consonant-e	Ends with a pattern of vowel-consonant-e. The vowel sound is usually long.	kite, hope, cube, shine, flake, es- <u>cape</u> , dis- <u>pute</u>
Consonant + -le, -el, or -al	Ends with a consonant and -le, -el, or -al. It usually represents the sound “ul.”	tur- <u>tle</u> , grum- <u>ble</u> , la- <u>bel</u> , fin- <u>al</u> , an- <u>kle</u> , tun- <u>nel</u>
Vowel Team	Includes two vowels that stand for one sound (e.g., ai, ay, ea, ee, ie, oa, ow).	train, team, oat, de- <u>lay</u> , <u>greet</u> -ing, <u>ea</u> -gle, shield
r-Controlled	Includes r after a vowel.	cart, germ, skirt, <u>par</u> -ty, <u>ar</u> -cade, <u>smart</u> -er, burst

Identifying Students for System 44

Use formal assessments—like standardized tests—and informal measures—like teacher observations—to identify students for System 44. Consider the following criteria when selecting students:

- ☑ **Low SRI scores:** Administer the Scholastic Reading Inventory (SRI) to all students to identify who is reading below grade level. Then give the Scholastic Phonics Inventory (SPI) to those who score below the 25th percentile (BR-400L for elementary, BR-600L for secondary) to identify System 44 candidates.
- ☑ **Below-grade-level reading**
- ☑ **Difficulty with content-area texts**
- ☑ **Frustration and limited participation in classwork**
- ☑ **Reliance on memory and sight words**
- ☑ **Learning English as a second language**
- ☑ **Placement in special education**

Understanding SPI Decoding Status

Run the SPI Screening and Placement Report after the first SPI test to see students' Decoding Status. Use the data to select System 44 students, form initial groups, and begin targeting instruction. See below to learn more about each Decoding Status.

Decoding Status	Description	Recommended Placement	Areas for Targeted Instruction
Pre-Decoder	Little or no knowledge of letter names or letter-sound correspondences	System 44 Series 1	<ul style="list-style-type: none">• Phonemic awareness• Letter names• Letter-sound correspondences
Beginning Decoder	Can identify letter names but cannot decode fluently	System 44 Series 1	<ul style="list-style-type: none">• Basic phonics, starting with consonants and short vowels• Related phonemic awareness
Developing Decoder	Can fluently decode words with consonants and short vowels but cannot fluently decode longer or more complex words	System 44 Series 4	<ul style="list-style-type: none">• Targeted phonics remediation to address skill gaps• Instruction focused on more advanced skills, such as blends, digraphs, long-vowels, and syllables
Advancing Decoder	Can decode with fluency and struggles with reading for a different reason	READ 180	<ul style="list-style-type: none">• Vocabulary• Comprehension• Fluency with connected text

Grouping Students for Rotations

Run the SPI Screening and Placement Report after administering the first SPI test. Use the data to form small groups based on students' Decoding Status. During training, work with your partner to practice grouping using the steps below.

1. Identify which students will benefit from *System 44* instruction.
2. Place a "1" or "2" next to each student's name to assign him or her to the lower-level Group 1 or the higher-level Group 2.
3. Check the Recommended Instruction and Placement chart at the bottom of the report to identify skills to teach the students in each group. Prepare to share out.



Screening and Placement Report

CLASS: PERIOD 2



School: Cesar Chavez Middle School

Teacher: Mercedes Cole

Grade: 7

Time Period: 09/01/10–09/30/10

STUDENT	DATE OF SPI PLACEMENT TEST	% ACCURATE AND FLUENT ON SPI SUBTESTS					SPI FLUENCY SCORE	SPI DECODING STATUS	SRI SCORE (Lexile®)
		LETTER NAMES ACCURACY	SIGHT WORDS ACCURACY	SIGHT WORDS FLUENCY	NONSENSE WORDS ACCURACY	NONSENSE WORDS FLUENCY			
Anderson, Darrell	09/02/10	100%	80%	13%	60%	17%	9	Beginning Decoder	BR
Benson, Kate	09/07/10	100%	90%	40%	77%	27%	20	Developing Decoder	350
Donato, Aimee	09/02/10	100%	80%	37%	70%	13%	15	Developing Decoder	220
Gonzalez, Lydia	09/02/10	55%	10%	N/A	7%	N/A	5 *	Pre-Decoder	BR
Huang, Hsin-Yi	09/02/10	100%	80%	13%	80%	17%	9	Beginning Decoder	150
Lee, Andrea	09/08/10	100%	97%	80%	90%	77%	47	Advancing Decoder	450
Mamdani, Aliyah	09/07/10	100%	70%	13%	80%	43%	17	Developing Decoder	280
Molina, Robert	09/02/10	100%	83%	37%	83%	23%	18	Developing Decoder	330
Price, Jamal	09/07/10	100%	63%	27%	57%	20%	14	Developing Decoder	250
Rubio, Alejandro	09/02/10	100%	90%	33%	80%	37%	21	Developing Decoder	360
Sanders, Renee	09/22/10	91%	63%	13%	53%	13%	8	Beginning Decoder	BR
Turner, Aiden	09/10/10	73%	20%	7%	10%	3%	3	Pre-Decoder	BR
Young, Kevin	09/02/10	100%	80%	17%	67%	17%	10	Beginning Decoder	200

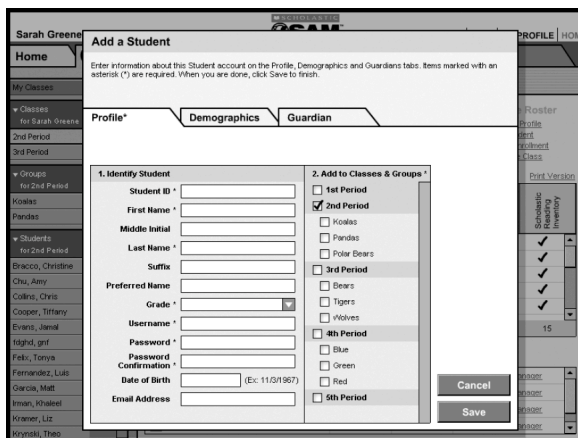
SPI FLUENCY SCORE	DECODING STATUS	RECOMMENDED INSTRUCTION AND PLACEMENT
0–10	Pre-Decoder	Phonemic awareness, letter names, letter-sound correspondence
0–10	Beginning Decoder	Foundational phonics
11–22	Developing Decoder	Targeted phonics remediation
23–60	Advancing Decoder	Vocabulary, comprehension, fluency

Navigating SAM

Use the Scholastic Achievement Manager (SAM) to manage student enrollment, adjust program settings, run data-rich reports, and access resources.

Adding a Student to SAM

Add your students to SAM and assign them to classes.

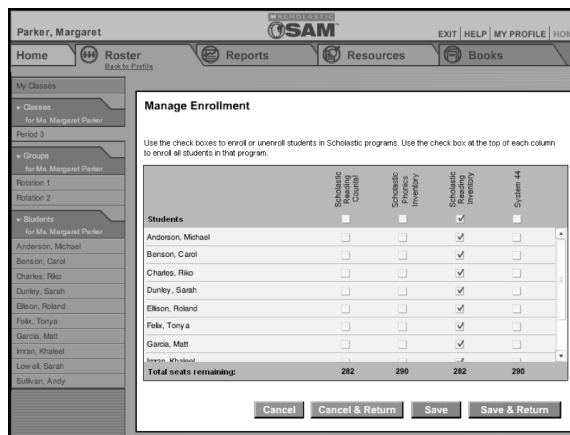


Directions:

1. Log in to SAM with your username and password. Double-click a class name on the gray **SmartBar**. The class **Profile** screen will appear.
2. Click **Add a Student** under **Manage Roster**.
3. Enter information in the **Profile** tab of the **Add a Student** window. Check the appropriate boxes in the **Add to Classes & Groups** window to assign students to a class or group. Items marked with an asterisk (*) are required.
4. Click **Save** to save the student information and return to the class **Profile** screen. The student's name will appear in the **SmartBar**. Repeat the steps to add other students to SAM.

Managing Enrollment

Enroll students in SRI, SPI, System 44, and Scholastic Reading Counts!®



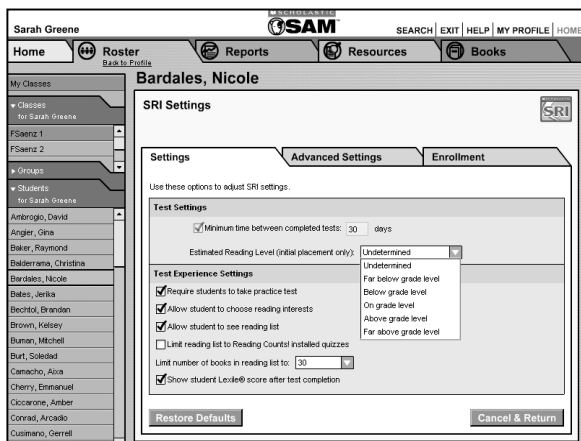
Directions:

1. Log in to SAM with your username and password. Double-click a class name on the gray **SmartBar**. The class **Profile** screen will appear.
2. Click either the **Manage Enrollment** link under **Manage Roster** or the **Settings** link next to the correct program icon in the **Programs** menu.
3. Click the **Enrollment** tab to see a list of students in the selected class. Check the box below the program name to enroll all students, or check individual names if you do not want to enroll the whole class.
4. Click **Save & Return** to save changes and return to the class **Profile** screen, or click **Save** to save changes and remain in **Enrollment**.

Navigating SAM (continued)

Targeting SRI Reading Levels

Estimate students' reading levels before they take the first SRI test.

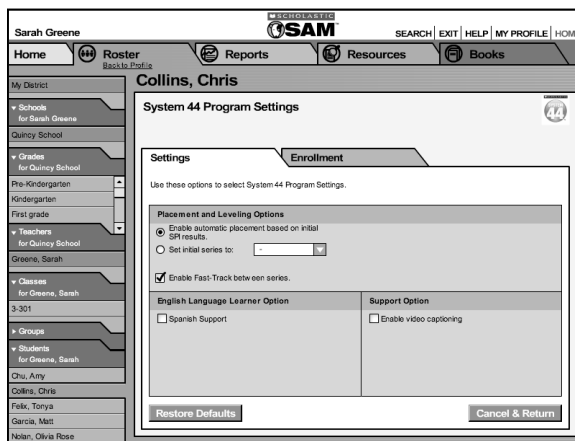


Directions:

1. Log in to SAM with your username and password. Double-click a student or class name on the gray **SmartBar**. The **Profile** screen will appear.
2. Click the **Settings** link next to the SRI icon in the **Programs** menu at the bottom of the screen.
3. Use the pull-down menu next to **Estimated Reading Level** under **Test Settings**. Choose **Far below grade level**, **Below grade level**, **On grade level**, **Above grade level**, or **Far above grade level**. Confirm your choice by clicking **Okay**.
4. Click **Save & Return** to save changes and return to the **Profile** screen, or click **Save** to save changes and remain in **SRI Settings**.

Adjusting Program Settings

Individualize SPI and *System 44* settings to support students.



Directions:

1. Log in to SAM with your username and password. Double-click a student name on the gray **SmartBar**. The student's **Profile** screen will appear.
2. Click the **Settings** link next to the SPI or *System 44* icons in the **Programs** menu at the bottom of the screen.
3. For SPI, check the box next to **Enable Spanish Audio Instructions** to set audio instructions to play in Spanish. Check the box next to **Enable Accuracy-Only Scoring** to disable fluency scoring for students who cannot easily manipulate a mouse.
4. For *System 44*, click the button next to **Set initial Series to:** to disable automatic software placement. Use the pull-down menu to select a Series. Check the boxes at the bottom of the screen to enable Spanish supports and activate captioning and button rollover.
5. Click **Save & Return** to save changes and return to the student **Profile** screen, or click **Save** to save changes and remain in **Program Settings**.

Navigating SAM (continued)

Using the Reports Index

Run reports to analyze data for students, groups, and classes.

The screenshot shows the SAM Reports Index for Sullivan, Andy. The interface includes a top navigation bar with links for Home, Roster, Reports, Resources, and Books. A left sidebar lists classes and students. The main content area displays a table of reports for Sullivan, Andy, with columns for Name, Type, Date Last Run, and Time Period. The table lists reports such as Scholastic Reading Counts, Scholastic Reading Inventory, and System 44. A 'Run Report' button is visible at the bottom right of the report list.

Directions:

1. Log in to SAM with your username and password. Click the **Reports** tab, either at the top or at the middle of the screen.
2. Double-click a class or teacher name in the gray **SmartBar** to access the **Reports Index** for that class or teacher.
3. Choose from the pull-down menu to sort the reports by multi-classroom, classroom, or student. Set a time range for the report data using the buttons under **Time Period**.
4. Click the button next to the report you want to run. Then click **Run Report** to view an onscreen version of the report.
5. Click **Save a Copy (PDF)** or **Print Preview (PDF)** in the upper right corner to save or print the report.

Searching for Resources

Download resources to support your *System 44* implementation.

The screenshot shows the SAM Resources search interface. The top navigation bar includes links for Home, Roster, Reports, Resources, and Books. A search bar is prominently displayed with the text 'Enter the Keyword of the Resource you are looking for'. Below the search bar, there is a section for 'First choose a program. Then click a tab to search for Resources, browse for Resources, or look up Standards.' The 'Program' dropdown menu is set to 'System 44'. The 'Advanced' tab is selected, showing a search form with fields for 'Resource Type', 'Strand', and 'Skill'. The 'Skill' dropdown menu is open, showing a list of skills including 'r-controlled vowels', 'Open/Closed Syllables', 'Phonics and Phonemic Awareness (General)', 'Prefixes, Suffixes, and Affixes', 'r-Controlled Vowels: <ip>[ai], <ie>[ae], <iear>, <iere>, <ier>', 'r-Controlled Vowels: <op>[oi], <oe>[oe], <oor>, <our>', and 'r-Controlled Vowels: <er>[er], <ir>[ir], <ur>[ur]'. A 'Go' button is located at the bottom right of the search form.

Directions:

1. Log in to SAM with your username and password. Click the **Resources** tab, either at the top or at the middle of the screen.
2. If you know the Keyword for the resource you want, enter it in the **SAM Keyword** field. (Note that this field is case and spacing sensitive.) Then click **Go**.
3. If you do not know the Keyword, select the program name from the **Program** pull-down menu.
4. Use the pull-down menus on the **Advanced** tab to select the type of resource, strand (e.g., phonics, vocabulary), and/or skill. Then click **Go**.
5. Click a resource name link from the list that appears in the pop-up window to view a PDF of the resource.

Your First Three Weeks

Use these checklists to complete key next steps for a successful start with System 44. Also see the Planning and Pacing Guide for daily lessons for the first three weeks.

Week 1

- ☐ **Install the program software.**
 - Work with your school's tech coordinator to install the software on student computers.
 - Make sure you have your SAM username and password.
- ☐ **Add students to SAM and enroll them in SRI.**
 - Follow the steps on page 9 to add students to SAM and enroll them in SRI.
 - Target students' estimated reading levels using the steps on page 10.
- ☐ **Set up and organize your classroom.**
 - Create distinct areas for each part of the Instructional Model.
 - Use comfortable furniture to make the reading area inviting.
 - Post procedures, routines, and labels for each rotation area.
 - Set up a bulletin board to celebrate students' reading progress.
- ☐ **Introduce System 44 to students.**
 - Show the **For Students** chapter on the Implementation DVD.
 - Explain the Instructional Model.
 - Preview the materials, including the *System 44* Home Page.

Week 2

- ☐ **Administer SRI and SPI.**
 - Schedule 20–25 minutes for students to take SRI.
 - Check the SRI Intervention Grouping Report for students reading far below grade level.
 - Give SPI to elementary students with BR–400L and secondary students with BR–600L.
- ☐ **Enroll students in System 44.**
 - Check the SPI Screening and Placement Report for students' Decoding Status.
 - Place Pre-, Beginning, and Developing Decoders in a *System 44* class.
 - Use the steps on page 9 to enroll students in the *System 44* software.
- ☐ **Teach and practice classroom procedures.**
 - Model and guide student practice with procedures for each rotation area.
 - Teach how to use the Self-Monitoring Chart to select independent practice materials.
- ☐ **Send home the System 44 Family Letter.**
 - Print the Family Letter from SAM Resources (Keyword: 44 Family).
 - Send the letter home to introduce *System 44* and establish a school-home connection.

Your First Three Weeks (continued)

Week 3

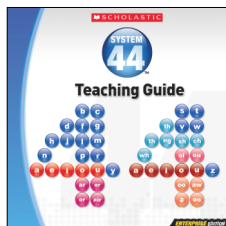
- ☐ **Form small groups using SPI report data.**
 - Group students with similar SPI scores and Decoding Status.
 - Consider management issues when forming initial groups.
- ☐ **Guide students to use *System 44* software.**
 - Ensure that all student computers, headphones, and microphones are working.
 - Show students how to log in and begin using the *System 44* software.
 - Check in with students as they work independently in the Instructional Software area.
- ☐ **Start facilitating small-group rotations.**
 - Post a rotation chart so students know where to go after Whole-Group Introduction.
 - Create a poster so students know the sequence for using practice materials: *44Book*, *Decodable Digest*, *System 44* Library paperback/audiobook.
 - Model and guide student practice with rotating quickly and quietly.
- ☐ **Begin using *Teaching Guide* lessons.**
 - Select an activity for Whole-Group Introduction from the suggested ideas on page 4.
 - Use the *Planning and Pacing Guide* to select initial *Teaching Guide* lessons. After students have used the software for at least two weeks, use report data to identify targeted *Teaching Guide* lessons.
 - Consider the suggested weekly schedule on page 6 when planning for small group.

During training, reflect on these key next steps for the first three weeks . . .

- Check (✓) next steps you've already completed.
- Star (★) next steps you want to focus on when you return to your classroom.
- Place an exclamation mark (!) next to steps you're worried about.
- Write a question mark (?) next to steps that confuse you.

Continuing Your Learning

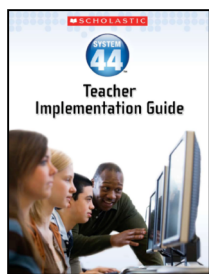
Use the following professional development resources for additional support with implementing System 44 in your classroom.



System 44 Teaching Guide

Look for these professional development sections in the *Teaching Guide*:

- **English Language Development** provides background on phonics intervention for English language learners and best instructional practices.
- **Special Education** presents research, best practices, and implementation support for System 44 educators working with special education students.
- **Research Foundations** includes articles on the research principles that underlie System 44 instruction.
- **Instructional Routines** explains step-by-step direct instruction routines to incorporate into your *Teaching Guide* lessons.



System 44 Implementation Training

Talk to your principal to schedule this full-day, in-person training. It provides an in-depth, hands-on look at using the program components to accelerate student reading success. During training, you'll receive a copy of the *System 44 Teacher Implementation Guide* and *Planning and Pacing Guide*.

Digital Training Zone®

Access to the Digital Training Zone (DTZ) is included with the Premium Maintenance and Support Plan. Log in at www.scholastic.com/dtz to find resources to support your System 44 implementation, including:

- Just-in-time downloadables for you and your students.
- Follow-up System 44 webinars that explore key topics like using report data, teaching phonics, and managing your classroom.
- Videos of model lessons in real classrooms.
- How-to tutorials and Digital Overviews that provide step-by-step support for key System 44 tasks.
- Graduate-level online courses that support System 44 implementation.



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Ask your principal about subscribing to this online professional development destination. It offers a comprehensive collection of professional development resources, including downloadables, training webinars, model lessons, How-to and Digital Overview tutorials, access to more than 20 graduate-level online courses, and a community area to connect with other System 44 educators. Visit www.ScholasticU.com to learn more.