Scholastic *System 44*

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. A combination of software-based and teacher-led instruction provides the student with adaptive, individualized learning as well as teacher-mediated direct instruction.

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.

Instructional Content

At the heart of *System 44* is adaptive software that delivers direct, systematic, research-based instruction and practice to students in Grades 3-12. Print-based teaching resources provide opportunities for students to practice and reinforce targeted skills and strategies in the following areas:

Phonemic Awareness

- In the *Smart Zone*, students receive direct, explicit instruction and modeling of sound-symbol correspondences, as well as self-paced, multisensory support of new patterns.
- Students manipulate letters and morphemes to build new words and practice segmentation through simplified encoding tasks.

Phonics

- The *Word Zone* gradually introduces and builds on decoding strategies for use with increasingly complex words, building sound-to-sound blending to comprehensive word attack strategies.
- The "Mix & Match Words" activities build proficiency in matching aural, or spoken, words to their spellings, as it guides students to aurally discriminate sounds in varied positions.

Vocabulary

- In *Read & Record* activities, students connect words to meanings through images, definitions, Spanish cognates, and translations.
- The *Word Challenge* implements expanding recall, so that the students become increasingly automatic at blending and reading multisyllabic words.

Fluency

- The *Read & Think* activities provide structured opportunities to decode unfamiliar words and build confidence by demonstrating that students can use strategies to unlock words that challenge them.
- Students read decodable sentences of increasingly complex syntactical structures.

Comprehension

- The *Success Zone* builds background knowledge of nonfiction content.
- Success Passages provide practice in reading and rereading increasingly challenging connected text.
- Comprehension Activities promote reading for meaning in a discrepancy format in which students must read and compare content of similar captions.
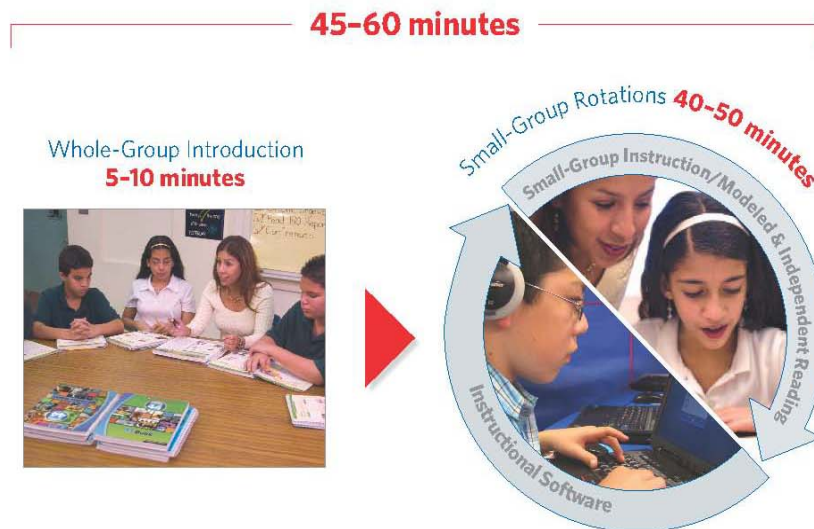
Instructional Design

System 44 offers a multi-sensory instructional approach that provides students with daily opportunities to view, listen, speak/record, and write. The multi-sensory approach in *System 44* includes videos, images and graphics, sounds, Audiobooks, several different types of print components, and manipulatives, thus offering multiple entry points for all learners to access and learn the content. Students have many opportunities to use visual, aural, kinesthetic, and tactile modalities, including visual and tactile experiences with mouth positions and building words on the computer and with letter tiles.

System 44 can be used effectively in diverse instructional settings, such as *READ 180* classrooms, General Education classrooms in upper elementary and secondary settings, ELL classes, Resource or pull-out classes, after-school, or summer school. Two basic instructional models provide the greatest growth with struggling students – *System 44 Stand-Alone Instructional Model* and *System 44/READ 180 Integrated Instructional Mode*. Each is described on the following pages.

***System 44* Stand-Alone Instructional Model**

System 44 was designed to be used daily for 45-60 minutes with a small class of ten to twelve students, with students spending a minimum of twenty minutes on the software and modeled/independent reading. In the 45-60 minute instructional model, the class begins with a five- to ten-minute Whole-Group Introduction in which the teacher leads a short warm-up activity to engage students and build phonemic awareness and phonics skills. After the introduction, students split into two groups; one group rotates to the *System 44* Instructional Software, while the other group works with the teacher in Small-Group Instruction or Modeled & Independent Reading practice.

	Whole Group	**Small-Group Rotations**	
		Instructional Software	**Small-Group Instruction** Modeled and Independent Reading
Instructional Purpose	Teacher welcomes students, creates a community of learners, and sets the day's purpose.	Students work independently on the software and receive intensive, individualized instruction and skills practice.	Teacher presents targeted, small-group instruction based on data and reports coming from the software. Students build fluency and stamina through modeled and independent reading.
Core Components	*System 44 Teaching Guide*	*System 44* Software	▪ *System 44 Teaching Guide* — ▪ Sound & Articulation DVD ▪ *44 Book* — ▪ *System 44* Library and Audiobooks ▪ Flip Chart — ▪ *System 44 Decodable Digest* ▪ Word Building Kit
Assessment	▪ *Scholastic Phonics Inventory* (SPI) ▪ *Scholastic Reading Inventory* (SRI) ▪ *System 44 Teaching Guide*	Automatic and ongoing progress monitoring of student performance in all software activities with data collected and reported through SAM reports	▪ *System 44 Screening, Assessment, and Reporting Guide* ▪ *Scholastic Reading Counts!*

System 44/READ 180 Integrated Instructional Model

System 44 was also designed to work seamlessly within the *READ 180* instructional model in an integrated classroom. Based on the data from the *Scholastic Reading Inventory* (SRI) and the *Scholastic Phonics Inventory* (SPI), students in need of foundational skills are identified and grouped together to form a group (or two groups) that rotate together as follows.

	Whole-Group	Small-Group Rotations		
	Direct Instruction	Small-Group Instruction	Instructional Software	Modeled and Independent Reading
Instructional Purpose	Teachers begin the day by providing systematic instruction in reading, writing, and vocabulary to the whole class.	Teachers work with a small group of students to teach, reinforce, and practice skills.	Students work independently on the software and receive intensive, individualized skills practice.	Students build fluency and reading comprehension skills through modeling and independent reading
Core Components	▪ *rBook* Teacher's Edition ▪ *rBook* Anchor DVD	▪ *System 44 Teaching Guide* ▪ *44 Book* ▪ Flip Chart ▪ Word Building Kit ▪ Sound & Articulation DVD	*System 44* Software	▪ *System 44* Library and Audiobooks ▪ *System 44 Decodable Digest*
Assessment	▪ *Scholastic Phonics Inventory* (SPI) ▪ *Scholastic Reading Inventory* (SRI) ▪ *rBook* Teacher's Edition ▪ *System 44 Teaching Guide*	*System 44 Screening, Assessment, and Reporting Guide*	Automatic and ongoing progress monitoring of student performance in all software activities with data collected and reported through SAM reports	*Scholastic Reading Counts!*

Assessments

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.

Motivation and 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.

Differentiated Instruction Strategies

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.

Strategies for English-Language Learners

System 44 is a comprehensive program for teaching language and literacy that was built, *from the ground up*, to ensure success for English Language Learners. The program was reviewed by Dr. Margarita Calderon and Maria Elena Arguelles to ensure maximum access. *System 44* is particularly suited to address the needs of English Language Learners who are in levels one and two of English language proficiency. It can also address decoding gaps that level three students may have and help more advanced students master standard classroom English.

Literacy skills are key to the academic success of English Language Learners. *System 44* is a research-based solution that includes technology and supports the development of literacy skills by engaging students and providing instruction for English Language Learners that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.

System 44 software provides direct instruction and individualized practice for English Language Learners based on a systematic scope and sequence. Features include:

- Illustrated Vocabulary—Pictures and animations provide visual representations of word to help students connect meaning while building decoding skills.

- Pronunciation Modeling and Self-Monitoring—Instruction presents clear models of pronunciation and gives students the opportunity to compare their articulation with a model.
- The Mouth Position Video provides visual and audio models of accurate phoneme articulation.

- Word Repetition—Repeated reading of words presented recursively within and across lessons builds automaticity with high-utility spelling patterns while building student vocabulary.

- Repeated readings—Program activities require repeated readings of words, sentences, and connected text passages, helping ELL students build word recognition and fluency.

- Repeated exposure to high-utility words—Frequent and repeated exposure to high utility words, including words from the most common academic word families, helps prepare ELLs for participation in content-area learning.

Teachers can use the *Scholastic Achievement Manager* (SAM) to activate first-language support features. The Vocabulary Word Translation feature allows students to hear Spanish translations and/or cognates for target words. The Spanish Pronunciation Tips feature allows students to hear explanations of commonly confused sounds and receive helpful pronunciation suggestions in Spanish. The Success videos begin with Spanish Summaries to help students access content. Disaggregated data is presented through SAM reports, according to demographics, so teachers can monitor the progress of students with limited English proficiency.

The *System 44 Teaching Guide* provides comprehensive and explicit instructional planning and supports instructing English Language Learners. S.M.A.R.T. lessons (Strategies for Metacognition, Academic Language, Reading, and Thinking) build academic language and essential concepts that help prepare students for instruction. The Oral Language Development Guide provides sentence starters to help students speak in complete, accurate sentences and reinforce common syntactical patterns. Suggestions to Modify Instruction identifies alternate ways to present instruction using varied modalities to help students who still do not understand or continue to struggle after the initial instruction.

The *System 44* Library features age-appropriate, high-interest fiction and nonfiction texts that include multicultural topics, characters, and areas of interest. The books focus on building content-area vocabulary and the audio recordings model fluent reading and accurate pronunciation. Instructional support is included that focuses on critical academic word lists developed by Dr. Elfrieda Hiebert to build academic vocabulary. Further instructional support focuses on phonics, vocabulary, fluency, and comprehension.

Strategies for Special Education students

System 44 helps teachers meet the needs of Special Education students by addressing *Response to Intervention* criteria, providing materials to differentiate instruction and pacing, and facilitating the development of strong Individual Education Programs (IEPs). *System 44* was designed specifically to meet the needs of older, struggling readers with learning disabilities. Students with reading and language disabilities may struggle with foundational literacy skills, including phonemic awareness, phonics, and decoding fluency. *System 44* addresses those skill weaknesses and provides differentiated support to these students.

The Center for Applied Special Technology (CAST) pioneered the Universal Design for Learning (UDL) principles that are embedded in *System 44*. The *System 44* software adjusts content delivery and pace of instruction to meet each student's needs. Images and context sentences build mental models for each target word. Guided practice with animation and repeated modeling highlights targeted sound-spelling patterns to help students increase automaticity in blending. Interactive word building tasks actively engage students in manipulating words to focus on recognizing phonemes in all positions. Images, definitions, and translations help students connect words to meaning. Multiple means of representation focus students' attention on instructional content with animations and images. Multiple means of expression allow students to practice oral reading fluency by reading and recording Success Passages on the software. The Sight Word Check-Up determines which words students have already mastered and which remain to be learned. Curriculum-embedded Fast-Tracks promote adaptive pacing by ensuring that students do no spend instructional time on content they have already mastered. Students who pass the Fast-Track word discrimination task will skip the series of instruction for that skill.

System 44 provides numerous opportunities for multisensory teaching. Teachers can use the Sound and Articulation DVD to model correct articulation of the 44 sounds of English. The Success Videos build background knowledge of nonfiction content. The Word Building Kit helps teaches to promote hand-on learning. The *System 44* library provides multiple means of engagement with nonfiction content through print and Audiobook format.

System 44 has strong origins in Special Education. The program applies what research and best practices have long revealed to be the most successful approaches for teaching students with special needs. The Special Education section of the *System 44 Teaching Guide* is divided into the three parts to support teachers. The *Research Into Practice* section focuses on Special Education research and its practical implications in the classroom, including types of disability classifications, *Response to Intervention*, formative research conducted by the Language and Cognition Group at Vanderbilt University, Universal Design for Learning (UDL) principles, 508-compliant software and equitable access, as well as, research on how and why to individualize instructional pacing in the classroom. The *Best Practices* part outlines some of the most important best practices in the field of Special Education and demonstrates how to use *System 44* features to apply them in an actionable way to meet the needs of students. These best practices include optimizing the classroom environment, multisensory teaching, progress monitoring, data-driven instruction, motivating and engaging Special Education students, and writing effective IEPs. Finally, the *Resources for Management* part provides practice resources to support teachers while using *System 44*, including fulfilling IEP requirements, monitoring *System 44* implementation, evaluating students for RtI, and reading about Special Education.

Home-School Connection

System 44 provides tools and resources to help initiate ongoing communication with families.

The *System 44* Family Letter is available in seven languages: English, Spanish, Cantonese, Vietnamese, Haitian-Creole, Hmong, and Filipino.   The Family Letters can be used to inform families of their child's enrollment in *System 44*, explain the assessment results that determined their placement, answer questions about the instruction, and initiate family involvement through suggested *System 44* resources.

The *System 44* Family Report, available in English and Spanish, is populated with software performance data. The Family Report can be used to provide regular data-driven updates, including current data on mastery of software instruction; explain students' progress during family-teacher conferences; motivate students by highlighting their skill mastery and growth; and encourage involvement by recommending *System 44* resources for home use.

Professional Development

Scholastic offers comprehensive *System 44* Implementation Training to help teachers successfully implement and sustain best teaching practices in the classroom. All trainings are conducted by Scholastic Implementation Consultants. This full day of onsite training is designed to get teachers started using *System 44* in their classrooms. Participants will:

- Experience the *System 44* screening tools and software from a student's perspective
- Practice using the management system to review student data and access resources
- Plan teacher-directed instruction and guided practice
- Explore ideas for building a classroom community, including leading a whole-group instruction, as well as managing small groups
- Integrate *System 44* into current *READ 180* classrooms, as applicable

The following Optional Interactive Webinar Trainings are available, upon request:

- *System 44* Interactive Webinar—Keys to Phonics Instruction
- *System 44* Interactive Webinar—Using Data to Drive Instruction
- *System 44* Interactive Webinar—Managing *System 44* in the Classroom

 For additional information about **SYSTEM 44**, visit www.scholastic.com/system44.