Getting Started
Your First Three Weeks
With System 44

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Three-Week Time Line

Make sure *System 44* technology is ready and bookmark the access screen on student computers.

Get to know *System 44* using the Component Map and Program Guide in your Welcome Kit.

Enroll students in *System 44*, SRI, SPI, and *Scholastic Reading Counts*® using the Technology Quick Reference.

Label rotation areas, organize student materials, and post procedures.

Model and teach behavioral expectations and procedures.

Practice routines and procedures.

Get familiar with the *System 44* Library books by engaging in a Book Pass.

**WEEK 1**

Preview the *44Book*, *Decodable Digest*, and Student Software.

**KEY**

Teacher

Students
Three-Week Time Line

**WEEK 2**
- Practice the Do Now routine for Whole-Group Introduction.
- Take the SRI and SPI.
- Administer SRI and SPI.
- Check SRI and SPI reports.

**WEEK 3**
- Practice routines and procedures.
- Use the Groupinator to form small groups and post names on the Rotation Chart.
- Begin Do Now activities in whole group.
- Begin using the Student Software.
- Start using the Teacher’s Edition and assign practice pages in the 44Book.
- Start using the 44Book and Decodable Digest.

Introduce the daily Do Now activity.

Send System 44 Family Letter home to parents or caregivers.

Use the Groupinator to form small groups and post names on the Rotation Chart.

Start using the Teacher’s Edition and assign practice pages in the 44Book.

Begin Do Now activities in whole group.

Practice routines and procedures.

Begin using the Student Software.

Start using the 44Book and Decodable Digest.
Multi-Tiered Systems of Support

System 44 provides resources and tools that work within a Multi-Tiered Systems of Support framework to help you carefully monitor individual progress and use data in instructional decision making.

What Is Multi-Tiered Systems of Support?

Multi-tiered Systems of Support (MTSS) is a framework that addresses academic, behavioral, and social needs of students. The academic component follows a Response to Intervention (RTI) model and includes teaching all students core academic curricula using evidence-based strategies and intervening with students who are not making adequate progress.

The behavioral component uses a Positive Behavioral Interventions and Supports (PBIS) framework. Students explicitly learn school-wide expectations and teachers reinforce those behaviors in the classroom. Students who do not respond to academic or behavioral components may go on to receive increasing levels of additional support. With MTSS, schools no longer focus on only academic or behavioral prevention and intervention, but rather, they attend to students’ multiple needs at the same time.

Multi-Tiered Systems of Support

Data-Based Decision Making: Using screening, diagnostic, and progress monitoring assessments to guide instruction and intervention
PBIS and Your System 44 Classroom

System 44 recommends implementing Positive Behavioral Interventions and Supports (PBIS) as a proactive approach to reading success. Because of the high correlation between reading struggles and behavior problems, it is important to set clear expectations early on for your System 44 students. Establishing a classroom environment where behavior is a key focus will enable your struggling readers to strengthen their reading skills without behavioral distractions.

Setting Students Up for Success

There are three crucial steps for successfully implementing a PBIS framework into your classroom. This book will help you apply these steps daily while teaching your Getting Started lessons (look for the icon). Once you have established behavior expectations, reinforce them throughout the year to help maintain a positive learning environment for your students.

1. Introduce

Clearly introduce expectations to students. This is an important step for the first days of school. Explain the rationale behind each expectation to help students better understand the importance of the behavior and increase motivation for meeting the behavioral expectations.

2. Practice

Once you have clearly introduced each expectation, model and practice the expected behavior. This will help students develop a concrete understanding of what each behavior looks like and provide them with an opportunity to reinforce the behavior through practice in the classroom.

3. Reinforce

Provide positive reinforcement to encourage appropriate classroom behavior. You may choose to reward students who are working hard to meet expectations. Students who struggle with academics often thrive when they are recognized for doing something well. Celebrate students’ behavioral success to help motivate them in all aspects of System 44.

Identifying Students for Intervention

After assessing and monitoring behavior, you may recognize that some students are in need of behavioral intervention. The 44Book includes a My Individual Learning Plan: Behavioral Goals Rubric to use when conferencing with students. This chart allows you and your student to assess classroom behavior, if necessary, and discuss an appropriate plan for success, which may include additional support and intervention.
Planning Week 1

Set the tone for your System 44 classroom during the first week by modeling and practicing behavior expectations and introducing the program.

**Key Tasks**
Use this checklist during your first week of instruction.

**Enroll Students in SAM**
- Make sure that *System 44* Software and Scholastic Achievement Manager (SAM) are accessible and the access pages are bookmarked.
- Add students to SAM and enroll them in *System 44*, *Scholastic Reading Inventory* (SRI), *Scholastic Phonics Inventory* (SPI), and *Scholastic Reading Counts!* (SRC!) using the Technology Quick Reference.

**Get to Know the Teacher Dashboard**
- Go to the Educator Access page and sign in to the Teacher Dashboard with your SAM username and password.
- Use the Technology Quick Reference as a guide when reviewing and printing lesson plans on the Teacher Dashboard.

**Set Up Your Classroom**
- Open your *System 44 Welcome Kit* to help set up your classroom.
- Post Positive Behavioral Interventions and Supports (PBIS) expectations in a prominent location, visible to all students.
- Label each rotation area and post procedures.
- Display the *System 44 Instructional Model Poster* and the *System 44 Library Book Poster*.
- Set up an organizational system for handouts.

**Introduce the Program**
- Explain the Instructional Model to students.
- Introduce the *System 44* Software.
- Have students preview the *44Book*.
- Encourage students to get excited about the *System 44 Library* by doing a Book Pass.
- Model and practice PBIS expectations and procedures for each learning area.

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**Week 1**

**Objectives**
- Get to know classmates.
- Learn and practice the PBIS expectations.
- Get to know the Instructional Model.
- Preview the *System 44* Library books.
- Explore the Student Software.

**DO Focus On . . .**
- Building rapport with students
- Modeling behavior expectations and procedures
- Getting students excited about *System 44*
- Explaining each part of the Instructional Model
- Introducing the Student Software

**DON’T Worry About . . .**
- Starting the *44Book*
- Assessing students
- Forming small groups

---

**TIP**
Use this guide with *Getting Started: Your First Three Weeks With READ 180* to select lessons based on your students.
Components for Week 1

Here are some key resources to help you get started with Week 1.

Technology Resources

The System 44 Teacher Bookshelf includes resources to help you get started with the technology. The Technology Quick Reference is your go-to resource for setting up your classes in SAM and navigating the Teacher Dashboard.

Instructional Model Poster

Your Teacher Bookshelf also includes resources to help you and your students get familiar with the program. Post the Instructional Model Poster in a central area. Refer to it when introducing and practicing rotations and rotation procedures.

System 44 Library

The System 44 Library provides age-appropriate texts for students who are developing decoding skills. The Library includes 56 titles, available as paperbacks, eBooks, and audiobooks to provide additional support and modeled fluent reading.
To Do:


☐ ____________________________

☐ ____________________________

☐ ____________________________

☐ ____________________________

☐ ____________________________

☐ ____________________________

☐ ____________________________

☐ ____________________________

Materials Checklist

Use this checklist to gather materials for Week 1.

Day 1

☐ Whole-Group Expectations
   Sentence Frames (SAM Keyword: Expectations), 1 per student.
   ☐ 44Book, 1 per student
   ☐ Projector connected to computer
   ☐ Chart paper, for KWL

☐ Sticky notes
   ☐ Think (Write)-Pair-Share (SAM Keyword: Think Pair)

Day 2

☐ “I’m Looking for Someone Who . . . ,” (SAM Keyword: Community Building), 1 per student
   ☐ Timer
   ☐ Instructional Model Poster
   ☐ Rotation Chart

☐ Chart paper
   ☐ Projector connected to computer
   ☐ 44Book

Day 3

☐ 44Book
   ☐ Reading Log, 1 per student
   ☐ Timer

☐ Projector connected to computer

Day 4

☐ Timer
   ☐ Using the Audiobooks Poster
   ☐ CD player

☐ Projector connected to computer

Day 5

☐ 44Book
   ☐ Timer
   ☐ Decodable Digest, 1 per student

☐ My Decodable Digest Response Log
   ☐ Projector connected to computer

Establishing Expectations

Begin Week 1 by introducing the PBIS expectations. The Scholastic model uses the following expectations:

1. Be responsible.
2. Be respectful.
3. Give your best effort.
<table>
<thead>
<tr>
<th>Week 1 Planner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUILDING COMMUNITY</strong></td>
</tr>
<tr>
<td><strong>Day 1</strong></td>
</tr>
<tr>
<td><strong>Day 2</strong></td>
</tr>
<tr>
<td><strong>Day 3</strong></td>
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<tr>
<td><strong>Day 4</strong></td>
</tr>
<tr>
<td><strong>Day 5</strong></td>
</tr>
</tbody>
</table>
10 Minutes

Day 1

1. Can It Be True?
2. Whole-Group Expectations
3. Introducing the Instructional Model
4. Think (Write)-Pair-Share

Lesson Objectives

- Get acquainted with peers.
- Practice taking turns.
- Practice listening and communication skills.

PREPARATION

- Arrange chairs in a circle.
- Think of three statements to share as a model.
- Prepare one student to model the activity.

Can It Be True?

**Teach/Model**

**Introduce** the activity. Tell students that they will be doing a community-building activity to get to know each other better and practice listening to their classmates. Explain that this activity will help students learn how to participate when working in a small group. Say:

*There will be plenty of chances for everyone to participate this year, so an important part of this activity is practicing listening as your classmates share. The person sharing will know you are listening if you are quiet and looking in his or her direction.*

**Explain** the procedure. Tell the class that everyone will share three statements about him or herself. They can share the statements in any order, but two of the statements should be true and one should be false. Then students will try to guess which statement is false.

**Model** how to share. To maximize your students’ engagement, think of true statements that seem unlikely. For example:

*My name is Ms. Brown. I lived in New York for a year (True). I have two dogs (False—I’m allergic), and I like to paddle board (True).*

**Ask** a student to guess which statement is false. After the student guesses, tell the class if he or she guessed correctly.

Explain why the statement was false. Then allow that student to share. Model guessing the false statement. You may want to extend the activity by thinking aloud to explain why you guessed the specific statement.

**Apply**

**Direct** students to sit in a circle. Give them two minutes to think and record their statements. Begin with your model student. Remind students to actively listen. Continue until each student has participated.

**Reflect**

**Discuss** what students discovered about each other. Chart the interesting facts that were revealed. Then share what you noticed about how students listened during the activity. Ask:

*How did you choose your true statements to share? Was it harder to think of the true statements or the false statement? What was the most surprising thing you learned about someone? What did you find out about someone that you didn’t already know?*
**Whole-Group Expectations**

**Teach/Model**

**Introduce** the PBIS expectations by pointing out the pre-determined list of expectations posted in a prominent location in the classroom. If your school has not implemented school-wide PBIS expectations, create your own or use the Scholastic PBIS model expectations.

1. Be responsible.
2. Be respectful.
3. Give your best effort.

**Explain** that by understanding and implementing behavioral expectations, students can help create a learning environment where everyone can achieve success. Point to the expectations chart posted in your classroom and say: *This year we’ll work together to create a classroom environment that will enable us to grow as readers. These expectations are posted here for everyone to see and reference. Establishing and practicing expectations now will help us to do our best learning throughout the year.*

**Instruct** students to turn to the Behavioral Goals Rubric in their *44Book* to review Whole-Group expectations. Discuss what each rule means and why it is important. Allow students to share their interpretations of each expectation. Explain that this rubric can help to remind us of expected behaviors.

Pass out the Whole-Group Expectations handout and explain that students will complete sentence frames to show how they will demonstrate meeting each expectation.

**Model** the process. Complete the following sentence frame on the board: *I will show I am responsible because I will arrive on time to class.*

**Apply**

**Instruct** students to complete the sentence frames on the Whole-Group Expectations handout. Encourage them to use the My Individual Learning Plans: Behavioral Goals Rubric for reference.

**Reflect**

**Provide** specific praise by calling out one or two students who excelled at showing they were meeting expectations. For example:

*Alvin, you did a fantastic job showing that you were being responsible with your work. You paid close attention to the directions and details.*

**Ask** students to think about why it is important to establish classroom expectations. Have volunteers respond. Explain that the expectations discussed today will be an important focus of our classroom.
Day 1

1. Can It Be True?
2. Whole-Group Expectations
3. Introducing the Instructional Model
4. Think (Write)-Pair-Share

Lesson Objectives

- Learn about the System 44 Instructional Model.
- Get familiar with rotations.

MATERIALS

- Instructional Model Poster
- Rotation Chart
- Chart paper

PREPARATION

- Post the Instructional Model Poster in a prominent area.
- Label each Rotation area.
- Create and post a Rotation Chart in a prominent area.
- Create a KWL chart.

**Introducing the Instructional Model**

**Teach/Model**

Welcome students to the System 44 experience. Explain that System 44 is a reading program that uses individualized technology to help them master the English language. Tell students that it is called System 44 because it teaches them how the 26 letters of the alphabet and the 44 sounds of the English language work together systematically. Emphasize that learning this system will help students to build a solid foundation and grow as readers.

Explain that during each day in System 44, students will experience a Whole-Group Introduction and small-group rotations. Introduce the rotations using the Instructional Model Poster. Explain the Instructional Model and point to the different areas in the room when discussing each rotation.

**Apply**

Demonstrate how student groups will rotate. Point out the Rotation Chart posted in the classroom. Explain that this is where students can check their rotation schedule. Then, walk from one area of the classroom to the next, explaining each rotation as you go. Say:

*In the System 44 classroom, we begin our day with 5–10 minutes of Whole-Group Introduction, then spend 50 minutes working in small-group rotations. Whole-Group Introduction provides us with an opportunity to put our learning into practice with daily Do Now activities. During this time we will engage in a language warm-up and set goals for the day. After Whole-Group Introduction, you’ll move around the room to work in the small-group rotations, which are divided into Small-Group Instruction or Modeled and Independent Reading and Instructional Software. For Instructional Software, you will work independently on the System 44 Software. I will work with you in Small-Group Instruction to build close reading and comprehension skills, and during Modeled and Independent Reading, you will select books to read on your own. These include print books, eBooks, or audiobooks.*

**Reflect**

Reflect on the activity. Create a 3-column System 44 KWL chart on chart paper posted in the classroom. Call on students to share what they Know (“K”) and what they Want To Know (“W”) about the System 44 Instructional Model. Record their responses in the first two columns of the chart. Students will discuss What They Learned (“L”) throughout the week as they learn more about System 44 and the Instructional Model.
**Think (Write)-Pair-Share**

**Teach/Model**

**Introduce** the activity. Tell students they will be using the Think (Write)-Pair-Share routine to discuss something they are looking forward to this year. Say:

*Let's take a few minutes to learn the Think (Write)-Pair-Share Routine. We will use this routine throughout the year to structure our discussions.*

**Explain** the routine. Project or write the Think (Write)-Pair-Share steps on the board. Tell students they will partner up with a neighbor and number off as 1s and 2s. Explain that you will pose a question and provide time for them to think and write down their responses before sharing with partners and then with the class.

**Model** how to use the frames to express ideas, respond, and share. Say:

*During this activity we will be communicating in three ways. We will express, or say, what we think to our partners. We will respond to our partners’ ideas. Then we will share with the group. Let’s look at some sentence frames to help structure each type of communication.*

<table>
<thead>
<tr>
<th>Express</th>
<th>Respond</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am looking forward to ___ because ___.</td>
<td>My idea is similar to yours because ___.</td>
<td>___ raised a good point.</td>
</tr>
<tr>
<td>One reason I feel this way is because ___.</td>
<td>My idea is different from yours. I think ___.</td>
<td>We agreed that ___ because ___.</td>
</tr>
</tbody>
</table>

**Apply**

**Pose** an open-ended question. Ask:

*What is one thing you are looking forward to this year in System 44?*

**Monitor** students as they think about their answers and record their responses on sticky notes. After think time, signal and say:

*Number 1s, you have one minute to share your responses with your partner. Number 2s, remember your job is to listen. Remember to use sentence frames.*

After one minute, signal and say:

*Now number 2s will have one minute to share while number 1s listen.*

**Reflect**

**Provide** specific praise by calling out one or two students who excelled at showing they were meeting expectations.

**Facilitate** as pairs share with the whole class using the sentence frames.
"I’m Looking for Someone Who . . ."

**Teach/Model**

**Introduce** the activity. Tell students they will be doing a community-building activity to get acquainted. Say:

*Let’s take a few minutes to go around the room and learn more about each other.*

**Pass** out the “I’m Looking for Someone Who . . .” handout. Explain the procedure. Students will fill out the My Favorite column on the handout. When the timer goes off, they will walk around the room, find other students who have the same answers, and fill in the names of those students in the Someone Who Likes It, Too column. When the timer goes off again, it is time to sit down.

**Model** for the class how to fill out the My Favorite column and then how to approach another student in a respectful manner. Say:

*I see the first item in the Category column is Animal. My favorite animal is a tiger so I write tiger in the My Favorite column. When the timer goes off, I approach another student to ask, “I’m looking for someone who likes tigers. Do you?” I continue to fill out the Someone Who Likes It, Too column until the timer goes off to signal that it is time to sit down. Then, I look at my handout to determine with whom I have common interests.*

**Apply**

**Review** the rules and procedures for the activity. Post the following procedures for student reference:

1. Fill out the My Favorite column.
2. When the timer goes off, find a person who has the same interests.
3. Each person may sign your sheet only once.
4. When the timer goes off again, return to your seats.

**Reflect**

**Reflect** on what the class learned about each other. Emphasize the importance of celebrating unique qualities and showing respect for all members of our learning community.
**44Book Skim and Scan**

**Teach/Model**

Direct students to the 44Book on their desk. Tell them that this is one of the System 44 books they will be using this year. Say:

*Now that you have an idea of what System 44 is, we are going to take some time to explore the program a little deeper. Let’s start with the 44Book.*

Tell students that they are going to perform a Skim and Scan where they will preview Module Two in the 44Book by skimming and scanning the pages. As students preview, have them record one thing that catches their attention and one question they have about the information they explore. When finished, they will post their comments and questions to the chart paper.

Model the process. Skim and scan Module One in the 44Book as students follow along. Model thinking aloud as you make observations about each page. Show students your two sticky notes, one labeled with an exclamation point and one labeled with a question mark. As you skim, scan, and think aloud, share in a complete sentence one thing that caught your attention and one question you had as you explored. Record your comment and question on your sticky notes, then post them to the chart paper. Say:

*One thing that caught my attention was the Research Project because I have always enjoyed doing interesting projects.*

*One question I have is how many days does it take to complete a Module?*

**Apply**

Instruct students to label one sticky note with an exclamation point. This is where they will record a complete sentence to share something that caught their attention. Have them label the other sticky note with a question mark. This is where they will record their question. Provide ten minutes for students to perform their Skim and Scan, then allow students to take turns posting their questions and comments.

Post the following sentence stems:

One thing that caught my attention was ______ because ______.

One question I have is ______?

**Reflect**

Share some of the exclamations with the class. Ask for volunteers to share their opinions or feelings about what they experienced during the Skim and Scan. Review and respond to students’ questions.
Introducing the Software and Student Dashboard

**Teach/Model**

**Introduce** the System 44 Student Software by pointing out the Instructional Software rotation on the Instructional Model Poster. Say:

*Now we are going to explore what each of you will be doing during the 20-minute Instructional Software rotation.*

**Instruct** students to turn to the My Software Tracking Log in the *44Book*. Say:

*This is where you’ll track your progress in the Software. The numbers in the blue bar across the top indicate the Series. The Software has 25 Series. The colored circles below each Series number represent your Topics. Within each Series you’ll complete multiple Topics, or activities.*

**Tell** students that after they complete a Topic, they will place a sticker in this log. Say:

*You’ll know you’ve completed a Topic, when you pass the Progress Monitor at the end.*

**Emphasize** that students must pass the Progress Monitor with a score of 70% or higher to move on to the next Topic. Explain that if they score lower than 70%, they will repeat the Topic and have another opportunity to pass. Have students record and complete the following sentence frame on the My Software Tracking Log:

*I will complete a Topic when I earn a Progress Monitor score of ____ or higher.*

**Explain** that a Series is complete when the student has completed all Topics in the Series. Before beginning a new Series, they will take a short Fast Track assessment. The Fast Track assessments help the Software focus instruction on Topics that the student needs to practice. If the assessment shows that a student does not need practice with a certain skill, he or she can skip that Topic. This is called Fast Tracking. Have students complete this sentence frame on their My Software Tracking Log:

*Before I begin a new Series, I will take a ____ assessment.*

**Project** the System 44 Home page and log in with a student username and password. Introduce the host Ivan, then walk students through the Home page and point out the five strands of instruction: The Code, Word Strategies, Sight Words, Success, and Writing.

**Introduce** the Student Dashboard. Explain that this is where students can self-monitor their progress and track achievements throughout the year.

**Reflect**

**Instruct** students to complete the following sentence frame on a sticky note. Call on volunteers to share:

*Something I learned about the System 44 Software is ____.*

**Post** sticky notes to the KWL chart the class started earlier in the week.
15 Minutes

Day 3

1. Expectations for Independent Reading
2. Book Pass
3. Previewing the Code Strand

Lesson Objectives
- Learn expectations for Modeled and Independent Reading.

MATERIALS
- 44Books

PREPARATION
- Read and become familiar with the Independent Reading expectations from the Behavioral Goals Rubric in the 44Book.
- Create and post a chart of Independent Reading expectations in the Modeled and Independent Reading area.

Expectations for Independent Reading

Teach/Model

Point out the PBIS expectations posted in the classroom. Say:

*It is important that we meet these expectations when working in each rotation, as well as when we are working together in whole group. Today we are going to talk about how we can meet expectations when reading independently.*

Explain that by understanding and implementing the behavioral expectations, students will create a learning environment where everyone can achieve success. Have students turn to the Behavioral Goals Rubric in their 44Books and point to the Independent Reading column.

Discuss what each rule means and why it is important. Tell students that they are going to choose one expectation and use a sentence frame to tell how meeting that expectation will help them succeed during independent reading. Provide the following example:

If I ignore distractions during independent reading, I will be able to pay closer attention to my reading.

Ask students to raise their hands if they agree that ignoring distractions will help them pay closer attention to their reading.

Apply

Write the following sentence frame on the board:

If I ______ during independent reading, I will be able to ______.

Provide one minute for students to choose their expectation and complete the sentence frame for one of the following expectations:

- Begin reading immediately.
- Treat books with care and use them respectfully.
- Pay careful attention to your reading.
- Look up words you don’t understand.

Reflect

Choose volunteers to share their frames. Ask classmates to raise hands to show agreement.
Book Pass

Tell students that during this activity they will practice meeting the expectations for Independent Reading while getting familiar with some of the books from the System 44 Library. Encourage them to refer to the expectations in their 44Books.

Teach/Model

Introduce the activity. Point out the Modeled and Independent Reading portion of the Small-Group rotation on the Instructional Model Poster. Tell students that during this rotation, they will have an opportunity to read books from the System 44 Library. Say:

In this activity, you’ll get a peek at some System 44 Library books and identify books you would like to read during Modeled and Independent Reading. All paperbacks also have an audiobook and eReads versions.

Explain the procedure. Assign students to small groups of three or four students. Place a book on each seat and have students turn to the Independent Reading Log in their 44Books. Say:

First, you will preview several books in small groups and write a comment in your reading log. Afterward, you’ll share with your classmates which books you liked and why. Keep this reading log and refer to it when choosing books.

Select a System 44 Library book to preview (e.g., Killer Crocs). Model how to preview a book by looking at the cover, reading the summary on the back, and reading a page or two. Point out the S.M.A.R.T. words in the front of the book and explain their purpose. Then, show or project a reading log and model how you would complete an entry.

Apply

Direct students sit in a circle with their groups and begin the Book Pass. Explain and post the steps below.

1. Preview the book. Look over the front and back covers, skim the S.M.A.R.T. words, and read 1–2 pages.
2. Complete a reading log entry. Record the title and complete this sentence frame: I am/am not interested in reading this book because _______.
3. Pass your books to the right when the timer indicates.
4. Repeat steps 1–3 until everyone has previewed all the books in your group.

Reflect

Discuss the books students found interesting. Then have students star the books they want to read in their logs and keep it in their folders for future reference.

Read the list of expectations for Independent Reading. Have students give a thumbs up if they feel they met each expectation. Remind students of the importance of meeting expectations during Independent Reading.
15 Minutes

Day 3

1. Expectations for Independent Reading
2. Book Pass
3. Previewing the Code Strand

Lesson Objectives

• Learn about The Code in the System 44 Software.
• Preview a Word Building activity.

MATERIALS

• Projector connected to a computer and speakers
• 44Book, 1 per student
• KWL chart

PREPARATION

• Get familiar with the Word Building Activity Tutorial.
• Review the System 44 Student Software.

RESOURCES

• System 44 Word Building Activity Tutorial (ITS resource)

Previewing the Code Strand

Teach/Model

Introduce The Code strand by having students turn to the My Software Tracking Log in their 44Books. Remind students that they will use this log to track progress in the Software. Point out that the blue bubbles on the log indicate Code topics. Say:

Notice that some Series have more Code topics than others. Which Series has the most Code topics? (Series 2 and 3)

Explain that Code lessons help students learn and practice their decoding skills; therefore most Code topics are found early in the Software.

Tell students they are going to view a video tutorial that will walk them through one activity they will encounter in The Code. Say:

Phonemic awareness is the foundation of phonics and reading. It is the understanding that a word is made up of a sequence of sounds and includes being able to recognize and manipulate those sounds. This activity, called Word Building, will build phonemic awareness skills through practice with sound manipulation and reinforce word meaning with images and context sentences. Let’s see what the Word Building activity looks like!

Project the Word Building activity tutorial and walk students through it. Play the video twice to ensure students understand all directions. Say:

It’s important to carefully click and drag each letter as you build new words.

Emphasize that this is just one of many activities they will encounter in The Code and they will see this activity in other strands as well.

Reflect

Respond to any questions.

Instruct students to complete the following sentence frame on a sticky note. Call on volunteers to share:

Something I learned about The Code is ______.

Post sticky notes to the KWL chart the class started earlier in the week.

TIP: Introduce the Software in small groups to avoid confusion for students using the READ 180 Software.
Setting Academic Goals

Teach/Model

Introduce goal setting. Explain that setting goals can help us grow as readers. Tell students that they will work with you to set and monitor personal growth goals throughout the year.

Explain that today students are going to set an academic goal for the year. They will post goals on a goal chart and check back throughout the year to monitor progress toward their goals.

Write the Think (Write)-Pair-Share steps and the following question on the board:

What is one goal you would like to accomplish in your reading class this year?

Model thinking aloud and using the response frame to answer the question on the board. Then, model sharing with one of your students. Emphasize the importance of being respectful during this activity.

Apply

Review the steps for Think (Write)-Pair-Share and post the following sentence frames for use during discussion.

<table>
<thead>
<tr>
<th>Express</th>
<th>Respond</th>
<th>Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>An academic goal I would like to accomplish this year is ____ .</td>
<td>My goal is similar to yours because ____ .</td>
<td>____ raised a good point when he/she said ____ .</td>
</tr>
<tr>
<td>One reason I feel this way is because ____ .</td>
<td>My goal is different from yours. I think ____ .</td>
<td>We agreed that ____ because ____ .</td>
</tr>
</tbody>
</table>

Monitor students as they think about their answers and record their responses on sticky notes. After think time, signal and say:

Number 1s, you have one minute to share your responses with your partner. Number 2s, remember your job is to listen. Remember to use the sentence frames.

After one minute, signal and say:

Now number 2s will have one minute to share while number 1s listen.

Reflect

Facilitate as pairs share with the whole class.
Introducing Audiobooks

Tell students that during this activity they will practice meeting the expectations for whole group. Review expectations as needed and encourage them to refer to the expectations in their 44Books.

Teach/Model

Introduce the Audiobooks by pointing out their location in the room. Tell students they can use Audiobooks during Modeled and Independent Reading as they follow along in their System 44 Library books.

Explain the directions for using Audiobooks. Point out the Using Audiobooks Poster and read each direction.

2. Follow along in the book as you listen to the CD. First you will hear the voice of the Reading Coach, who introduces the book and previews vocabulary. Then you will hear the narrator read the book.
3. If you do not finish your book by the end of the rotation _________.
4. When you finish reading for the day, put the CD back in the case, and return the CD and book to the appropriate place.

Apply

Model how to select an Audiobook and a corresponding System 44 Library book (e.g., Killer Croc). Then model how to follow along in the System 44 Library book as you play the Audiobook for all students to hear. If possible, project the book by accessing the eBook on ITS and using a computer attached to a projector so students can follow along as well. Stop after three minutes of listening, and show students how to return the materials to the appropriate location.

Reflect

Ask students to share ways they think using an Audiobook can help them grow as readers.

Read the list of expectations for whole group. Have students give a thumbs up if they feel they met each expectation. Remind students of the importance of showing that they can be responsible and respectful, and show they are giving their best effort during whole group.

Day 4

1. Setting Academic Goals
2. Introducing Audiobooks
3. Previewing the Sight Word Strand
4. Idea Wave

Lesson Objectives

- Get familiar with the Audiobook narrator and coach.
- Learn how to use the Audiobooks.
- Create and post a Using Audiobooks Poster near the technology center.
- Check the CD player to ensure all students will be able to hear the audiobook.
- Practice accessing your preselected library title as an eBook on ITS.

MATERIALS

- Using Audiobooks Poster
- CD player
- Projector and speakers

PREPARATION
**Previewing the Sight Word Strand**

**Teach/Model**

**Introduce** the Sight Word Strand by having students turn to the My Software Tracking Log in their 44Books. Remind students that the Software has five strands. Point out that the purple bubbles on their log indicate Sight Words Topics. Say:

*Notice that most Series have one Sight Words Topic. Which Series do not have a Sight Words Topic? (Series 23, 24, and 25)*

**Explain** that sight words activities help students build fluency with words they will often come across when reading.

**Tell** students they are going to view a video tutorial that will walk them through one Software activity they will encounter in the Sight Words Strand. Say:

*A sight word is a word you see often that may not follow a regular spelling pattern. This activity, called Sight Word Check Up, assesses your prior knowledge of sight words to identify specific words you need to know and creates a customized study list just for you! Let’s see what the Sight Word Check Up looks like.*

**Project** the Sight Words tutorial using a projector connected to your computer and walk students through it. Play the video twice to ensure students understand all directions. Say:

*It’s important to listen carefully and quickly select each sight word.*

**Emphasize** that this is just one of several activities they will encounter in the Sight Words Strand.

**Reflect**

**Respond** to any questions.

**Instruct** students to complete the following sentence frame on a sticky note. Call on volunteers to share:

Something I learned about the Sight Words Strand is ______.  

**Post** sticky notes to the System 44 KWL chart the class started earlier in the week.
Using an Idea Wave

**Teach/Model**

**Introduce** the activity by asking students if they are familiar with a human wave. Say:

*Have you ever been to a sporting event where the fans created a human wave? This human wave is sometimes referred to as “The Wave.” How would you describe it?*

Have four or five preselected students demonstrate a human wave.

**Tell** students that you are going to teach them an Instructional Routine called an Idea Wave, which in many ways is similar to a human wave. Explain that they will practice this routine many times throughout the year.

**Explain** the routine. Tell students that you are going to project a question and a sentence frame on the board. Students will have one minute to write down an answer using the sentence frame. After one minute, you will start the Idea Wave by choosing one person to share his or her response. The wave will wrap around the room until all students have shared.

**Apply**

**Project** the following question and sentence frame on the board:

*What might you see to indicate that a student is focused on his or her reading?*

I can tell a student is focused on reading when I see him or her _______.

**Model** how to respond to the question using the sentence frame. Then share your response aloud by reading the sentence. Say:

*I can tell a student is focused on reading when I see him or her with eyes on the pages of the book.*

**Allow** one minute for students to write their response. Choose one student to start the wave. Have students share in a wave-like fashion using the sentence starter. Point to each student to confirm that he or she is next.

**Reflect**

**Discuss** why this routine is called an Idea Wave and why it is a good way for a community of learners to share their thinking.

**Ask** students to share an idea they heard, but had not considered.
The Week in Review

Teach/Model

Explain that students are going to add to the KWL chart they have been creating throughout the week. They will use an Idea Wave to reflect on their learning during this first week of System 44.

Review the routine. Tell students that you are going to project two questions and two sentence frames on the board. Students will have one minute to write down a response for each sentence frame.

Instruct students to record each frame on a different sticky note. After one minute, you will start the Idea Wave by choosing one person to share his or her response. The wave will wrap around the room until all students have shared. Once all students have shared, have them post their sticky notes to the KWL chart.

Model responding to the two questions using the sentence frames below and then post your sticky notes to the KWL chart:

What is one thing you are still wondering about System 44 this week?
I am still wondering _____.

What is one interesting thing you learned about System 44 this week?
One thing I found interesting about System 44 was _____.

Apply

Allow one minute for students to write their responses.

Tell them they will share one sentence frame when the wave comes to them. Choose one student to start the wave. Have students share in a wave-like fashion using the sentence starters. Point to each student to confirm that he or she is next.

Guide students to post their sticky notes in the appropriate column on the KWL chart.

Reflect

Review the information on the KWL chart. Be sure to address any lingering questions.

Say:

As we finish our first week with System 44, let’s take this time to focus on what we have accomplished and look forward to next week when we can tackle some of these questions as a class while we continue to learn the program.
Expectations for Small Group

Teach/Model

Point to the PBIS expectations posted in the classroom. Say:

*Today we’ll talk about how we can meet these expectations when working in small group. Remember, you’ll spend time in small group every day.*

Instruct students to turn to the Behavioral Goals Rubric in their 44Books and point to the small-group column.

Discuss what each expectation means and why it is important. Tell students that they are going to practice meeting these expectations while working in small group today. Explain that each group will be assigned one of three behavioral expectations and the small-group expectations that fall under that category. Groups will have three minutes to discuss what a small group will look and sound like if they are meeting the expectations. They will then work together to write a response using the posted frame:

If a small group is being responsible/being respectful/giving their best effort, it will look like _____ and sound like _____.

Model a response using the sentence frame. Say:

*If a small group is being respectful, it will look like all eyes on the speaker and sound like one person speaking at a time.*

Apply

Assign each group a category (Responsibility, Respect, Effort). Project and review the following sentence frames for students to use during discussion:

<table>
<thead>
<tr>
<th>Express</th>
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<td>If a group is showing _____ I will see/hear _____.</td>
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<tr>
<td>One reason I feel this way is because _____.</td>
<td>My idea is different from yours. I think _____.</td>
<td>We agreed that ____ because _____.</td>
</tr>
</tbody>
</table>

Allow three minutes for groups to discuss. Then project the response frame and provide two minutes for groups to complete it. Share using an Idea Wave.

Reflect

Reflect on how well students met the small-group expectations during their group activity. Tell students that they will continue to work on meeting these small-group expectations in the next activity and throughout the year.
Exploring the Decodable Digest

Teach/Model

Explain that students will be using the Decodable Digest in class this year. Allow one minute for students to skim and scan the contents. Tell students that the Decodable Digest contains reading passages that will help them practice their fluency and apply skills from the Software. Inform students that after they have read a passage from the Decodable Digest, they will complete a Decodable Digest Response Log.

Instruct students to turn to the My Decodable Digest Response Log page in their 44Book. Tell them that they are going to listen to you read a passage from the Decodable Digest. Then, they are going to re-read the passage and complete the steps to fill out their response log. Explain that you will walk through the steps with them while they work independently and with their small group.

Model fluent reading of a pre-selected passage. Have students follow along in their Decodable Digest as you read aloud. Walk through the steps of completing the Decodable Digest Response Log.

Apply

Post the steps for completing the response log:

1. Read the passage independently.
2. Re-read the passage with your group.
3. Record the passage title and page number in the response log.
4. In the log, record the targeted element from the green band at the top left. Then, record the pattern words and answer the React question found at the bottom of the passage.
5. Share your React question response with your group.

Guide students to use choral reading when they re-read the passage with their group. Take a moment to review expectations for sharing in small group. Circulate as groups share together.

Reflect

Ask students to reflect on what made their small group successful today. Also ask them to consider which expectation their group could improve on. Say:

We will be working in small groups throughout the year. Reading the Decodable Digest and completing the Decodable Digest Response Log are two activities that we will work on with our groups to help us grow as readers.
**Day 5**

1. The Week in Review
2. Expectations for small group
3. Exploring the *Decodable Digest*

4. Previewing the Word Strategies Strand

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### Lesson Objectives

- Learn about the System 44 Instructional Software
- Learn about the Word Strategies Strand.

---

### MATERIALS

- Projector connected to a computer and speakers

---

### PREPARATION

- Get familiar with the Word Splitter Activity Tutorial.
- Review the System 44 Student Software.

---

### RESOURCES

- System 44 Word Splitter Activity Tutorial (ITS resource)

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### Teach/Model

**Introduce** the Word Strategies Strand by having students turn to the My Software Tracking Log. Point out that the orange bubbles on their log indicate Word Strategies Modules. Say:

*Notice that most Series have at least one Word Strategies Topic. Some have many. Which Series has the most Word Strategies Topics? (Series 24)*

**Explain** that Word Strategies Topics help students to recognize syllable types and word parts which is an important skill used when reading text.

**Tell** students they are going to view a video tutorial that will walk them through one Software activity they will encounter in the Word Strategies Strand. Say:

*A syllable is a unit of pronunciation. Each time you open your mouth when you speak, you make a new syllable. Understanding how to chunk words into syllables and sound them out will help you when reading longer, more challenging words. This activity, called Word Splitter, provides you with modeling and guided practice in using strategies to split words into syllables and sounds. Let’s see what Word Splitter looks like!*  

**Project** the Word Strategies tutorial using a projector connected to your computer and walk students through it. Play the video twice to ensure students understand all directions. Say:

*Remember to Look, Spot, Split, and Read as you practice splitting your words into syllables.*

**Emphasize** that this is just one of many activities they will encounter in the Word Strategies Strand.

---

### Reflect

**Respond** to any questions.

**Instruct** students to complete the following sentence frame on a sticky note. Call on volunteers to share:

*Something I learned about the Word Strategies Strand is _____.*

**Post** sticky notes to the *System 44 KWL* chart the class started earlier in the week.
Planning Week 2

During Week 2, continue to model and practice positive behavior expectations. Focus on practicing rotations and assessing students to determine baseline data and grouping.

Key Tasks

Use this checklist during your second week of instruction.

Administer the Scholastic Reading Inventory and Scholastic Phonics Inventory

- Ensure students are enrolled in Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI).
- Target students’ estimated reading levels using SRI settings in SAM prior to testing.
- Provide students with their log in information.
- Review test taking strategies and test format to prepare students for the SRI and SPI tests.
- Run the SRI Intervention Grouping Report and the SRI Reading Performance Report to see students’ Lexile® measures and percentile ranks.

Practice Expectations and Procedures

- Continue to teach and model behavior expectations.
- Have students practice expectations on a daily basis.
- Practice rotations.

Send Letters Home

- Print the System 44 Family Letter from SAM Resources to introduce the program to families. The letter is available in English, Spanish, Cantonese, Filipino, Hmong, and Vietnamese.
Components for Week 2

Here are some key resources for Week 2 instruction.

Technology Resources

The *Scholastic Reading Inventory* is a 20- to 30-minute computer-adaptive test that quickly and accurately assesses students’ reading comprehension and determines a Lexile measure.

The *Scholastic Phonics Inventory* provides additional screening with a computer-based adaptive test of basic letter recognition, decoding, and sight word knowledge. SPI measures both accuracy and fluency by collecting data to identify decoding problems and place students in *System 44*.

Instructional Routines

*Instructional Routines* are embedded into daily Whole- and Small-Group Instruction. To implement these routines effectively, review the routine steps in your *Teacher’s Edition*.

*Reading Routines*: Support students to read actively and with accountability using these routines that move them toward reading fluency and independence.

*Purposeful Viewing*: Use this academic interaction routine to support students in taking effective notes and developing focused listening, speaking, and viewing skills.

*Teaching Vocabulary*: Follow this engaging routine to teach students the academic vocabulary they need to understand Workshop readings and content-area texts.

*Think (Write)-Pair-Share*: Implement this structured engagement routine for academic discussion that creates a classroom of active and accountable learners.

*Idea Wave*: This structured engagement routine provides a quick, effective, and low-risk way to add many student voices to class discussions.

*Summarize*: Summarizing engages students to identify what is essential in a text and to process ideas deeply by expressing them in their own words.
Materials Checklist

Use this checklist to gather materials for Week 2 instruction.

Day 6
- Decodable Digest, 1 per student
- Sticky notes
- Timer
- Projector connected to a computer

Day 7
- Sticky notes
- Timer
- A preselected passage from the Decodable Digest
- Decodable Digest, 1 per student
- Projector connected to a computer
- 44Book

Day 8
- Computers, 1 per student
- Headphones, 1 per student
- Sticky notes
- 44Book
- Projector connected to a computer

Day 9
- Rotation Chart
- Headphones
- Timer
- Sticky notes
- Chart paper

Day 10
- Sticky notes
- Timer
- My Jobs Poster
- My Job Application
  (SAM keyword: My Jobs)
- Rotation Chart
- Projector connected to a computer

Establishing Expectations

Set clear rotation expectations, such as:

1. Check the Rotation Chart.
2. Listen for the rotation signal.
3. Rotate quickly, quietly, and safely using a one-way path.
4. Be prepared with the materials you need for each center.
5. Keep your area clean and organized.
## Week 2 Planner

<table>
<thead>
<tr>
<th>Day</th>
<th>BUILDING COMMUNITY</th>
<th>POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS</th>
<th>MANAGING THE INSTRUCTIONAL MODEL</th>
<th>INTRODUCING THE SOFTWARE</th>
<th>PRACTICING ROUTINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>- Introducing Do Now (15 minutes) p. 34</td>
<td></td>
<td>- Previewing the Success and Writing Strands (20 minutes) p. 35</td>
<td>- Introducing Oral Cloze With a Read Aloud (25 minutes) p. 36</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>- Do Now (10 minutes) p. 37</td>
<td>- Expectations for Using Instructional Software (15 minutes) p. 37</td>
<td></td>
<td>- Preparing for the SRI (20 minutes) p. 38</td>
<td>- Introducing Modeled Fluent Reading With a Read Aloud (15 minutes) p. 39</td>
</tr>
<tr>
<td>8</td>
<td>- Do Now (10 minutes) p. 40</td>
<td></td>
<td></td>
<td>- Administering the SRI (50 minutes) p. 40</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>- Do Now (10 minutes) p. 41</td>
<td></td>
<td></td>
<td>- Preparing for Rotations (10 minutes) p. 41</td>
<td>- Administering the SPI (40 minutes) p. 42</td>
</tr>
<tr>
<td>10</td>
<td>- Do Now (10 minutes) p. 43</td>
<td>- System 44 Classroom Jobs (30 minutes) p. 43</td>
<td></td>
<td></td>
<td>- One-Way Street (15 minutes) p. 44</td>
</tr>
</tbody>
</table>
Introducing Do Now

Teach/Model

Explain that every class will begin with a five- to ten-minute Do Now activity that students will complete in whole group. The Do Now activities will focus on helping students build background knowledge and practice skills learned in class.

Explain that for this activity students will rhyme words with the short i sound. Tell students they will have two minutes to create a list of rhyming words.

Today you are going to work to rhyme words with the short i sound. Listen to the word big, which has a short i sound. Notice that if I change the first letter of the word big to a d, I get the word dig. Big and dig are rhyming words. All of the sounds are the same except the beginning sound.

Model rhyming two short i words. Say:

If I change the first letter of the word big to an f, I get the word fig. Big, dig, and fig are all rhyming words. What other words rhyme with big?

Apply

Instruct students to list as many rhyming words as they can on their sticky note. When the timer sounds, have students share a word using an Idea Wave.

Project the following sentence frame:

One word that rhymes with big is _______.

Tell students that when the Idea Wave reaches them, they should share a word from their list that nobody else has said.

Reflect

Provide specific praise by calling out one or two students who excelled at showing they were meeting PBIS whole-group expectations during the activity.

Reflect on the strategies students used to create their rhyming lists.

As I walked around the room, I recognized several strategies you all used to create your rhyming lists. Some of you wrote down the alphabet and tried to form rhyming words using each letter. What other strategies helped you create your rhyming lists?
20 Minutes

Day 6

1. Introducing Do Now
2. Previewing the Success and Writing Strands
3. Introducing Oral Cloze With a Read Aloud

Lesson Objectives
- Learn about the System 44 Instructional Software.
- Learn about the Success Strand and Writing Strand.

MATERIALS
- Projector connected to a computer and speakers

PREPARATION
- Get familiar with the Success Passage Tutorial.
- Review the System 44 Student Software.

RESOURCES
- System 44 Success Passage Tutorial (ITS resource)

Previewing the Success and Writing Strands

Teach/Model

Introduce the Success Strand first by having students turn to the My Software Tracking Log. Point out that the green bubbles on their log indicate Success Modules. Say:

*All Series have one Success Topic. Where can you find the Success Topic in each Series?*

That's correct, at the end!

Explain that during Success Topics students will view engaging videos to build background knowledge and mental models before they read and record a passage.

Tell students they are going to view a video tutorial that will walk them through one Software activity they will encounter in the Success Strand. Say:

*At the end of each Series you will engage in Success activities where you will apply and build on the skills you've been working on in each Topic. This activity, called Success Passage, provides you with practice in reading and rereading increasingly challenging texts! Let's see what the Success Passage activity looks like.*

Project the Success Passage Activity tutorial and walk students through it. Play the video twice to ensure students understand all directions.

Emphasize that this is just one of many activities they will encounter in the Success Strand.

Introduce the Writing Strand next. Tell students that in this strand, they will practice their skills in writing Informational Summaries. Point out that there are no Writing Strand bubbles on their My Software Tracking Log and Writing Strand Modules will not begin until Series 12. Explain that you will discuss the strand more in depth as they approach Series 12.

Reflect

Respond to any questions.

Instruct students to complete the following sentence frames on a sticky note. Call on volunteers to share:

*Something I learned about the Success Strand is ______.*

*Something I learned about the Writing Strand is ______.*

Post sticky notes to the System 44 KWL Chart the class started last week.

TIP: Introduce the Software in small groups to avoid confusion for students using the READ 180 Software.
Introducing Oral Cloze With a Read Aloud

Teach/Model

Introduce the activity. Tell students that you are going to read aloud a passage from the Decodable Digest using a routine called Oral Cloze. Explain that they will practice this routine many times throughout the year.

Explain the procedure. Say:
I'm going to read this passage two times. The first time I want you to sit back and listen to the story. The second time, you will read along silently as I read aloud. When I leave out a word, chime in and read the word aloud.

Model the routine after having students turn to the preselected passage. Read aloud the passage, stopping before the first omitted word. Thank students for meeting the expectation by following along silently and chiming in when you paused at a word. Say:

Now that you understand your role, sit back and listen while I read aloud the entire passage. Remember, the second time I read the passage your job will be to fill in the words I leave out.

Apply

Read aloud the passage with expression and attention to phrasing while students listen. Review the Oral Cloze Routine steps. Then reread the passage, leaving out selected words. Pause briefly for students to respond chorally. Monitor students’ responses during Oral Cloze. If they do not respond, clearly say the omitted word and continue reading.

Reflect

Provide specific praise by calling out one or two students who excelled at showing they were meeting PBIS expectations for whole group.

Ask students to compare the two reading experiences. Say:

How was the experience different when your role was to sit and listen compared to when I left out the words and you had to fill them in?
Expectations for Using Instructional Software

**Lesson Objectives**
- Learn expectations for using the Instructional Software.

**MATERIALS**
- 44Book
- Timer

**PREPARATION**
- Review the Software Expectations from the Behavioral Goals Rubric in the 44Book.
- Select and prepare two students to model the expectations for working on the Software. While one student models meeting the Software expectation, have the other student model behavior that is clearly NOT meeting the expectation.

**Do Now**

During Whole-Group Introduction, have students write words with short vowel sounds. Say:

*Write a list of words with short vowel sounds. Remember that the vowels a, e, i, o, and u can make long sounds or short sounds. Short sounds are the sounds you hear in the middle of the words cat, mop, and felt. Write at least five more.*

Share using an Idea Wave.

**Teach/Model**

**Point** to the PBIS expectations posted in the classroom. Say:

*We’ve talked about the importance of meeting these expectations. Today we’ll discuss how we can meet expectations when working on the Student Software.*

**Instruct** students to turn to the Behavioral Goals Rubric in their 44Books and point to the Software column.

**Discuss** what each expectation means and why it is important. Tell students that they are going to experience an Expectation Act It Out. Explain that during this activity you will read one of the Software expectations. Two students will then perform an Expectation Act It Out. One student will act out a behavior that meets the expectation and the other student will act out a behavior that does not meet the expectation. After the one-minute scenario, students will respond using one of the sentence frames on the board:

I could tell ______ was meeting the Software expectation because ______.

I could tell ______ wasn’t meeting the Software expectation because ______.

**Model** using the following expectation: Transition to your computer quickly and quietly. Whisper to your student actors to indicate the behavior you want them to demonstrate. Allow one minute for them to act it out. Say:

*I could tell Patrick was meeting the Software expectation because he walked directly to his computer without saying a word.*

*I could tell Dallas wasn’t meeting the Software expectation because she walked to the back of the room to talk to Alex before walking to her computer.*

**Apply**

**Read** each Software expectation and allow 30 seconds for students to act it out. Then, call on audience members to respond using the sentence frames.

**Reflect**

**Reflect** by asking volunteers to share ideas about what students who were not meeting the expectations should have done differently.
Preventing for the SRI

**Teach/Model**

**Explain** that students will take the *Scholastic Reading Inventory*, or SRI, test two to four times this year. The score on this test will help them set reading goals and monitor progress throughout the year. Say:

*This is different from other tests you take in school. The SRI uses software that adapts to you. At the end of the SRI, you will get a number score called a Lexile, not a letter grade. When the computer has enough information to generate a Lexile measure, the test ends. It usually takes about 20–30 minutes to complete.*

**Tell** students that when they first log in, they will be asked to identify up to three reading interests. The computer will use this information to create a personal reading list. Next, they will take a three-item practice test before beginning the actual test. They will read book passages and answer multiple-choice questions.

**Apply**

**Tell** students they are going to view an SRI video tutorial so they will know what to expect when they take the assessment tomorrow.

**Project** the SRI Tutorial which will walk students through the testing process.

**Reflect**

**Reflect** by highlighting the following key points. Say:

- **Remember**, the test will usually take between 20 and 30 minutes. Everybody’s test will be different, so don’t worry if some students are finishing before you. Sometimes it takes a little longer for the computer to gather enough information to generate a Lexile measure.
- Try your best! No guessing. If you get stuck on a question, you can skip it. Remember, you are allowed to skip up to three questions, and it won’t count against you. Locate your skips in the bottom right corner of your screen in the yellow/orange bar.
- Don’t rush! Take a break if needed. Hit the escape button to save your work before taking a break.
Introducing Modeled Fluent Reading With a Read Aloud

Teach/Model

Introduce the activity. Tell students that you are going to read aloud a passage from the Decodable Digest using the Modeled Fluent Reading Routine. Explain that they will practice this routine many times throughout the year.

Explain the routine. Say:

I’m going to read a passage from the Decodable Digest. Before I do, I am going to assign you an Active Reading question. As I read aloud, you will follow along in your Decodable Digest. I also want you to think about your response to the Active Reading question. After I finish reading, you will discuss your response to the Active Reading question with a partner.

Apply

Post the Active Reading question. This question will depend on the passage you selected.

Read aloud the passage with expression and attention to phrasing while students listen. Monitor students as they follow along in their Decodable Digest.

Allow two minutes for students to discuss their responses to the Active Reading question with a partner. Guide them to use the sentence frame posted on the board. This frame will depend on the passage you selected.

Reflect

Ask students to consider how using an Active Reading question helped them to pay closer attention to the text as you read aloud.

Having a reading focus, such as an Active Reading question, helps readers pay close attention to the text while they search for an answer. How did using the Active Reading question help you as you read today? How was reading with a focus different than reading without one?
Administering the SRI

**Day 8**

1. Administering the SRI

**Lesson Objectives**
- Establish a baseline Lexile measure to monitor reading growth.
- Practice meeting the Software behavioral expectations.

**MATERIALS**
- Computers, 1 per student
- Headphones, 1 per student
- Sticky notes
- Projector

**PREPARATION**
- Target SRI reading levels in SAM in advance.
- If you do not have enough classroom computers, consider booking a computer lab or cart.
- Prepare an activity if there are not enough computers available for each student.
- Plan a quiet activity for early finishers.

**Do Now**

**During** Whole-Group Introduction, have students sort this list of words into two categories, Long i and Short i: pig, bike, inn, fine, right, wish.

Say:

*Remember that the letter i has a long and a short sound. The word line has a long i sound, so I will write it under the Long i column on my chart. The next word, slip, has a short i sound, so I will write it under the Short i column of my chart. What about the rest of these i words?*

Share using an Idea Wave.

**Teach/Model**

**Review** Software expectations with students.

**Instruct** students to record on a sticky note one behavior you will be looking for while they are working on the Software. Have students respond using the following sentence frame:

One behavior my teacher will be looking for when I work on the Software is ______.

Share using an Idea Wave.

**Apply**

**Assign** students to computers and provide them with their login information.

**Walk** students through the log in process. Say:
- *Put on your headphones to hear the directions.*
- *Click the SRI icon on the access screen.*
- *Log in to SRI using the username and password I gave you.*
- *Follow along as you hear the directions read to you.*
- *You will be given a practice test first. These answers will not count toward your score, but they are important to be sure you know how to take the test. Once you complete the practice test, you will begin the actual test.*
- *Remember to be responsible, respectful, and give your best effort.*

**Reflect**

**Provide** specific praise by calling out one or two students who excelled at showing they were meeting PBIS Software expectations.

**Remind** students that the test they took today is a useful tool for helping them select books on their level, set reading goals, and monitor growth through the year.
Preparing for Rotations

Do Now

During Whole-Group Introduction, give students two minutes to change a sound. Tell them that they are going to make up new words by changing the first sound of the word.

Listen to the word cot. If I change the first letter to an h, I have the word hot. I want you to change the first letter of the word cot and record five more new words.

Share using an Idea Wave.

Teach/Model

Point out the two small-group rotations and the corresponding areas in the classroom. Tell students they will practice rotating.

Post and review rotation expectations. See the examples below:

1. Check the Rotation Chart.
2. Listen for the rotation signal.
3. Rotate quickly, quietly, and safely using a one-way path.
4. Be prepared with the materials you need for each center.
5. Keep your area clean and organized.

Project and review the steps for Think (Write)-Pair-Share. Have students respond to the following question and record their response on a sticky note. As students share, have them place their sticky notes on a posted chart paper.

What is one way you can show you are being responsible during rotations?

One way I can show I am being responsible during rotations is ______.

Model how to appropriately transition from one area to the next.

Apply

Check that students understand the Rotation Chart and procedures. Say:

Raise your hand if you are in Rotation Group 1. Where do you start? What is the signal to rotate? What do you do with your materials when you hear the signal?

Signal for students to stand and rotate to their first station. Then, signal for students to move to the next station. Repeat this process several times.

Reflect

Emphasize appropriate actions, such as: Remember to push in your chair for the next group. Wrap up by reviewing expectations, reflecting on students’ Think (Write)-Pair-Share statements, and explaining that they will continue to work on rotating efficiently as they begin rotations next week.
Administering the SPI

**Review** Software expectations with students.

**Teach/Model**

Tell students that they are going to take another computer assessment today. This assessment is called the Scholastic Phonics Inventory, or SPI, and will help determine where they should start on the System 44 Instructional Software.

Explain that students are going to practice rotations again, but this time they will remain in their rotation for a 20- to 25-minute period. During that period, students in the Instructional Software rotation will complete the SPI, and students in the small-group rotation will read a Decodable Digest passage and complete an entry on their Decodable Digest Response Log. Say:

*Before we practice rotating, let’s go over the steps for taking the SPI. Some of the steps are similar to the SRI you took yesterday. I will leave the steps up during rotations today and will be walking around to help you if you need it.*

**Project** or write the following steps on the board for students. Review each step. Walk students through the log in process. Say:

- Put on your headphones to hear the directions.
- Click the SPI icon on the access screen.
- Log in to SPI using the username and password I gave you yesterday.
- Follow along as you hear the directions read to you.
- You will be given a practice test first. These answers will not count toward your score, but they are important to be sure you know how to take the test. Once you complete the practice test, you will begin the actual test.
- Remember to be responsible, respectful, and give your best effort.

**Apply**

Review rotation expectations, then sound the timer for students to rotate.

Circulate as students on the Instructional Software log in and begin the SPI, and monitor students in the small-group rotation as they complete their Decodable Digest assignment. Be sure all Instructional Software students have completed the SPI before indicating it is time to rotate.

**Reflect**

Provide specific praise by calling out one or two students who excelled at showing they were meeting Software, Independent Reading, and rotation expectations.

Remind students that the test they took today is a useful tool to make sure students are working at the right place in the Instructional Software.
System 44 Classroom Jobs

Do Now
During Whole-Group Introduction, have students record the number of sounds in each word written on the board: Bake, At, I, Mitt, Tell, Fun.

Listen to the word mop, m–o–p. The word mop has three sounds. Now listen to the word late. It also has three sounds. Notice that sometimes words can have more letters than sounds. Now, say the words on the board aloud with me and record the number of sounds you hear for each word.

Share using an Idea Wave.

Teach/Model
Introduce the small-group jobs by having students turn to the My Jobs section in their 44Books. Say:

In our classroom, we are a community of learners working together for success. To show that we are taking responsibility for our classroom, we will have jobs that will help our class run smoothly.

Provide an overview of each job. Discuss expectations.

Explain that students will apply for their top three job choices based on the descriptions provided. Students will list each job choice and use the sentence frame to explain why they would be the right person for the job. Encourage students to consider qualities that show they are responsible, respectful, and always give their best effort.

Model how to complete a Classroom Job application. Think aloud as you consider qualities to show you are the right person for each job.

Apply
Monitor students as they complete their Classroom Job application. Allow five minutes for students to record their top three job choices and complete the corresponding sentence frames. Then collect each application.

Reflect
Ask students to share what qualities a person might look for when hiring someone for a job. Elaborate on why certain qualities are important for the jobs in the classroom.

Post jobs before class tomorrow.
One-Way Street

Teach/Model

Review the rotation expectations posted in the room. Emphasize that now that students have practiced rotations, they should be able to complete a rotation in one minute or less. Tell students that today they are going to practice rotating again, but this time you will time them.

Explain the concept of One-Way Street to your students. Let them know that they will always rotate in the same direction every day: small group will always rotate to Instructional Software and Instructional Software will always rotate to small group. Say:

One-way street means everybody is walking in the same direction.

Model walking through the rotations using a One-Way Street. Drawing a diagram may also be helpful.

Apply

Check that students understand the Rotation Chart and expectations.

Set the timer for one minute. When you sound the rotation timer, students will quickly, quietly, and safely move in the One-Way Street direction and relocate to the next rotation. When a minute is up, the timer will sound again so that students can hear it.

Repeat practice rotations four or five times until the students master it.

Reflect

Provide specific praise to call out one or two students who excelled at showing they were meeting rotation expectations.

Share what you notice students doing well during the practice rotations. Emphasize certain actions, such as: Remember to push in your chair for the next group. Wrap up by reviewing the rotation expectations and emphasizing the importance of moving in a One-Way Street direction.
Week 3 Objectives

- Begin *System 44* Software.
- Self-monitor on Student Dashboard.
- Begin rotations.

**DO Focus On . . .**

- Adhering to the Instructional Model
- Reviewing SRI and SPI data
- Reinforcing expectations and implementing Instructional Routines
- Teaching *44Book* lessons

**DON’T Worry About . . .**

- Students needing additional practice with the procedures and routines.
- Regrouping students before collecting more data.

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**Planning Week 3**

*Now you and your students are prepared and ready to begin full rotations with the System 44 Software and small-group lessons.*

**Key Tasks**

Use this checklist as a guide when planning your third week of instruction.

**Form Small Groups**

- Use data from the Groupinator and consider *System 44* Software placement and student behavior issues when creating initial small groups.
- Post small groups on the Rotation Chart so students know where to go after Whole-Group Introduction.
- Review small-group, Software, and rotation expectations.

**Begin Software**

- Have students begin using the *System 44* Software.
- Check in with students as they use the Software.

**Start Instruction**

- Complete the Do Now activity during Whole-Group Introduction.
- Begin teaching the *44Book* Teacher’s Edition lessons during Small-Group Instruction.
- Assign the *44Book* or SAM Practice Pages that match the lesson for independent practice or for homework.

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**TIP:** Begin rotations using the *READ 180* Instructional Model. Use the *44Book* with *System 44* students during Small-Group Instruction.
**Components for Week 3**

Here are some key resources for Week 3 to help you implement the full 60-minute Instructional Model.

**Teacher Dashboard and Interactive Teaching System (ITS)**

Sign in to the **Teacher Dashboard** to plan daily instruction, group and regroup students, track progress, and differentiate instruction. Click Today’s Summary or the red icon in the Web Gateway to access your **44Book Teacher’s Edition** and other teaching resources in the **Interactive Teaching System (ITS)**.

**S.M.A.R.T. Lessons**

**S.M.A.R.T. lessons** incorporate phonics and grammar instruction into the **System 44 modules**. Follow these steps to prepare to teach **S.M.A.R.T. lessons** in small group:

1. Familiarize yourself with Lesson Objectives and share them with students so they understand their goals and what is expected of them.

2. Prepare materials in advance.

3. Follow the directions to introduce, teach, and lead students to practice key concepts in the lesson.
Materials Checklist

Use this checklist to gather materials for Week 3.

Day 11

☐ Anchor Media
☐ 44Book, 1 per student
☐ ________________

Day 12

☐ 44Book, 1 per student
☐ ________________

Day 13

☐ 44Book, 1 per student
☐ ________________

Day 14

☐ Decodable Digest (Optional)
☐ Resources for Differentiated Instruction Lessons (Optional)
☐ ________________

Day 15

☐ Decodable Digest (Optional)
☐ Resources for Differentiated Instruction Lessons (Optional)
☐ ________________

Establishing Expectations

During Week 3, focus on establishing and reinforcing rotation procedures. Remind students to reference the My Individual Learning Plan: Behavioral Goals Rubric to remind them of the PBIS expectations. Here are some reminders to share at the start of Week 3:

1. Rotate using a One-Way Street.
2. Stay on task during small-group rotations.
3. Refer to the expectations posted in each rotation area.
4. Leave rotation materials organized for the next group.
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<td>Do Now</td>
<td>Play the Anchor Media.</td>
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<td>Review key ideas from</td>
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<td>Discuss and Write.</td>
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<td>Encourage students to</td>
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