SCHOLASTIC

SYSTEM 44 ®

Planning and Pacing Guide

Daily and Weekly Lesson Plans

Table of Contents

Overview

Weekly Lesson Plans

Dear *System 44* Teacher,

This *System 44 Planning and Pacing Guide* provides a road map for teaching with *System 44* to support the needs of your most struggling readers. We have gathered best practices from *System 44* teachers to develop suggested weekly lesson plans, along with recommendations for planning and classroom management.

The *System 44 Planning and Pacing Guide* is designed to allow for flexibility. You may choose to follow the lesson plans closely, or use some of the suggestions as you use report data to select lessons for targeted differentiation. We know that *you* are the best judge of what your students need.

Each week begins with a S.M.A.R.T. lesson to introduce and reinforce essential concepts, teach academic vocabulary, and build background for learning. These are lessons that you can teach and reteach to *all* students. Then you'll teach a Code or Word Strategies lesson to focus on a specific phonics skill. We selected strategic lessons from the *System 44 Teaching Guide* based on three critical areas in which older students and English language learners need support:

- Facility with complex vowel sounds and combinations,
- Confidence in decoding and comprehending multisyllable words, and
- Mastery of basic spelling skills.

Some of you may be teaching *System 44* within your *READ 180* classroom. This guide provides suggestions for planning small-group instruction for *System 44* students, as well as for helping them to choose materials for independent reading practice.

We on the *System 44* team thank you for your dedication to helping struggling readers "unlock the system" and experience reading success.

Sincerely,

Carol Chanter

Carol Chanter, Ed.D.
Vice President, Scholastic Implementation Services

Materials for Teacher-Led Instruction

The *System 44 Planning and Pacing Guide* provides suggestions for using the teacher and student materials in whole and small group.

System 44 Teaching Guide

A teaching resource with step-by-step lessons, instructional routines, and professional development resources.
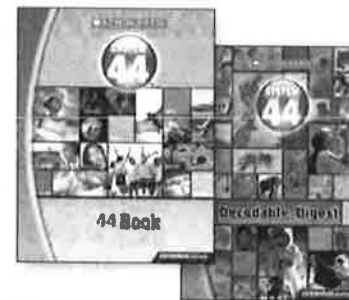
System 44 Flip Chart and Word Building Kit

Teaching materials to support instruction and engage all learners.

Teaching Resources for the System 44 Library

A resource with book summaries and wrap-up activities for the elementary or secondary *System 44* Library.

44Book

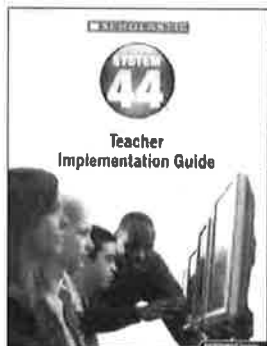A practice text for students to review sound-spelling correspondences and spelling.

Decodable Digest

A selection of reading passages in multiple genres for fluency practice.

System 44 Teacher Implementation Guide

A guide with program overview and activities to get started teaching with *System 44.*

System 44 Library

A collection of 36 high-interest paperbacks (5 copies each) and accompanying Audiobooks.

Technology

System 44 Software
Adaptive technology that builds foundational reading skills through systematic instruction and practice.

Scholastic Reading Inventory and Scholastic Phonics Inventory
Computer-adaptive software to assess students' reading and decoding skills for placement in System 44.

Scholastic Achievement Manager
Teacher management system to manage enrollment data and generate reports to monitor student progress on the software.

Additional Teaching Materials

Sound & Articulation DVD
A DVD with mouth animations to model and teach students accurate articulations for the 44 English sounds.

System 44 Poster
A visual guide of the spellings for each of the 44 sounds of the English language.

Planning the First Three Weeks

The first three weekly lesson plans are set up to build community, introduce the program, and ease students into *System 44.*

Build Community/Manage the Model

Many struggling readers have not experienced school success and may be reluctant to try a new program. The main goal during the first three weeks—and particularly during the first few days—is to build classroom community, establish routines, and help students develop familiarity with the Instructional Software, *System 44* materials, and classroom procedures and routines.

Review the suggested materials when planning activities for the first three weeks to get a sense of timing, as some activities in this guide may take longer than others to complete. You can also use this time during the first three weeks to incorporate any additional activities you traditionally use to build community.

1 Preview the Program (Week 1)

The lesson plans for the first three weeks include suggestions to preview a different component of the program each day so students become familiar with and excited about *System 44.*

Instructional Software Create a student account to preview the *System 44* software using a projector or interactive whiteboard. Introduce the four software strands and show students how to navigate the Home Page and different activities. Remember to un-enroll the demo student so that it does not affect report data.

***Decodable Digest, 44Book,* and *System 44* Library** Make time for students to get familiar with the practice materials they will be using. Preview the *System 44* Library by introducing students to the Library poster and sharing some of the books students will be reading.

2 Administer SRI and SPI (Week 2)

Before administering the Scholastic Reading Inventory (SRI) and Scholastic Phonics Inventory (SPI), preview the computer-based assessments with students and explain the purpose of each test. Schedule 20 to 25 minutes for groups of students to take the SRI. Administer the SPI to students who score low on the SRI: approximately BR to 400L for elementary and BR to 600L for secondary.

3 Begin Small-Group Rotations (Week 3)

The SPI assessment will automatically place students at the appropriate level in the *System 44* software. Provide support and review as needed until students are comfortable working on the software independently. Also, begin teacher-led instruction with S.M.A.R.T. Lesson 1: Understanding the System during whole- and small-group instruction. Introduce students to the *System 44* Self-Monitoring Chart so that they can track their progress on the software and select appropriate practice materials.

> **READ 180 CONNECTION**
>
> If teaching *System 44* in a *READ 180* classroom, review the activities in *Your First Three Weeks With READ 180* and select ones from both programs that your students will find most rewarding.

Using the Weekly Lesson Plans

The weekly lesson plans are flexible to use when teaching *System 44* as a stand-alone or within the *READ 180* Instructional Model.

Weekly Planner Organization

The lesson plans for weeks 4–33 provide suggestions in four areas:

1. **Planning** Recommends teacher reading and viewing materials that provide professional development and support for each week's lesson instruction.

2. **Whole-Group Instruction** Suggests a weeklong activity that introduces and reinforces foundational reading, vocabulary, and writing.

3. **Small-Group Instruction/Instructional Software** Recommends strategic lessons from the *System 44 Teaching Guide* and related student practice materials, and provides guidance for structuring Conferencing and CheckPoints days.

4. **Your Key to the System** Consists of fast facts and practical tips to build program background and best practices for teaching older, struggling readers. Each week has four "keys": Phonics Fact, Research Says…, Did You Know?, and System Secret.

System 44 Stand-alone

When using the *System 44* Instructional Model, refer to the weekly lesson plans to map out instructional support for Whole-Group Introduction and Small-Group Instruction/Modeled and Independent Reading.

Whole-Group Introduction (5–10 minutes)

Use the word-play games and activities to motivate students and introduce and review phonics concepts at the beginning of class. In addition, use this time to set expectations, discuss goals, review classroom procedures, and build community throughout the year.

Consider the following additional activities:

- Share the Motivate and Engage Introductions from the *Teaching Guide* lessons.
- Use community-building activities from the *System 44 Teacher Implementation Guide* (pages 106–110).
- Read aloud books to model fluent reading, build comprehension skills and strategies, and share grade-level texts.
- Teach academic vocabulary and word study elements.
- Engage students with structured routines from the *Teaching Guide*.

Small-Group Rotations (50 minutes)

Run the Differentiated Instruction Grouping Report to flexibly group students by skill based on their software Topics (see page 9). Use this guide to structure the 25-minute Small-Group Instruction rotation as follows:

Monday Teach S.M.A.R.T. lessons to build academic vocabulary, background knowledge, and metacognitive understanding of the English language. Reteach these lessons to reinforce and extend learning later in the year.

Tuesday and Wednesday Plan lessons that target skill needs for the majority of students in each of the small groups or support skills students are learning on the software. Suggestions for each day are provided.

Thursday Structure practice with the *44Book* and *Decodable Digest* using the four-step process in the Week 3 lesson plan. Have students use the Self-Monitoring Chart to select materials, or use the suggestions for each week's lesson.

Friday—Conferencing or CheckPoint Review report data, set and revise goals, and check in with students about their independent reading. On CheckPoint days, every third week, run the Reading Progress Report and Student Software Performance Report to identify skills and strategies to review with students.

READ180 *System 44* in a *READ 180* Classroom

When using *System 44* in a *READ 180* classroom, use this *System 44 Planning and Pacing Guide* to plan lessons for Small-Group Instruction if your class has at least one small group of *System 44* students.

Whole-Group Instruction (20 minutes)

Motivate and engage both *System 44* and *READ 180* students during teacher-led instruction with scaffolded supports.

- Teach the day's *rBook* lesson to expose *System 44* students to oral and receptive language and grade-level content and vocabulary, and make for an easy transition once students master the system.

- Use S.M.A.R.T. lessons from the *System 44 Teaching Guide* on CheckPoint for Differentiation days to help all students build metacognitive skills to support learning.

Small-Group Rotations (60 minutes)

Group students into small, flexible groups for three 20-minute rotations: Small-Group Instruction, Instructional Software, and Modeled & Independent Reading. (See page 10 for grouping guidelines.)

Small-Group Instruction Allow for daily phonics instruction and practice for *System 44* students as follows:

- For groups consisting of all *System 44* students, target phonics instruction using the lessons in the weekly planners. In addition, consider using the *rBook* writing pages from each Workshop to build writing skills.

- For groups consisting of both *System 44* and *READ 180* students, continue to use the *rBook* during the rotation. Target phonics instruction on CheckPoint days using S.M.A.R.T. lessons.

Instructional Software Have *System 44* students use the *System 44* software during this rotation.

Modeled & Independent Reading Guide *System 44* students to use the week's suggested *System 44* Library paperbacks/Audiobooks, *Decodable Digest*, and *44Book* pages.

Whole-Group Wrap-Up (10 minutes)

Bring the whole class back together to review skills, reflect on learning, conduct book talks, and share success.

> **READ180 CONNECTION**
>
> Join the *System 44* group on the *READ 180* Community website to access additional resources and share strategies with teachers. Go to www.scholastic.com/read180/community and click "Join Now."

Using Data to Differentiate

System 44 offers a variety of data reports on the Scholastic Achievement Manager (SAM) to help monitor reading progress and target instruction.

Differentiated Instruction Grouping Report

This report groups students into six broad skill categories according to their current software Topics. It then further groups students into mini-groups by skill within each main category.

Print the report at the start of each week to group students. Then use the data to select and plan lessons in place of the suggested weekly lessons. You may find that students within a small group are on different Topics. In that case, choose the more advanced lesson to preview a skill with teacher support during Small-Group Instruction.

Differentiated Instruction Grouping Report From SAM

Reading Progress Report and Student Software Performance Report

Print these reports every three weeks to target individual student needs during CheckPoints in the weekly lesson plans. Use *Teaching Guide* lessons and Differentiated Support "Yellow Pages" to review or reteach skills based on data.

Reading Progress Report

This report provides an overview of current status, software usage, and cumulative performance on the software for all students. Use the report to identify students who may be struggling with a particular Topic and/or not using the software appropriately.

Reading Progress Report From SAM

Check for:

- **Students who spend fewer than 15 minutes on the software each session.** These students may be having technical problems, may not understand how to use the instructional software, or may be rushing through activites. Provide guidance as needed.
- **Students who score below the 70% benchmark (red flags).** If there are no usage issues, then these students may require additional teacher-led instruction in areas of challenge. Run the Student Software Performance Report for more data.

Student Software Performance Report

This report provides data on an individual student's software performance and program usage. Use this report to monitor growth and mastery from the first to last cycle in each Topic.

Check for:

- **Topics with three or more cycles for mastery.** Provide targeted skill instruction and practice for Topics that students do not master after three cycles. Students can cycle through a Topic six times before being provisionally promoted.
- **Sound, Word, or Spelling Scores below the 70% benchmark.** Provide the student with additional instruction and practice on the skill(s) using the *Teaching Guide* or *44Book*.

Student Software Performance Report From SAM

Grouping Students for Effective Teaching

Follow these suggestions to group *System 44* students for Small-Group Instruction within a *READ 180* Instructional Model.

IF...	THEN...	GROUPS	SMALL-GROUP MATERIALS
Five to seven students—or approximately a third of your class—are in *System 44*	Form one small group of all *System 44* students.	**Group A:** *System 44*	📺 *System 44* Teaching Guide (TG)
	Form two small groups of *READ 180* students based on Lexiles.	**Group B:** *READ 180* (approx. 200–700L) **Group C:** *READ 180* (approx. 701–1200L)	*READ 180* rBook Teacher's Edition (TE)
Fewer than five to seven students—or less than one small group—are in *System 44*	Group *System 44* students with students in *READ 180* Level 1.	**Group A:** *READ 180* Level 1 (approx. 200–450L) and *System 44*	*READ 180* rBook TE 📺 *System 44* TG
	Form two small groups based on Lexiles of students who place into *READ 180* Levels 2–4.	**Group B:** *READ 180* (approx. 451–700L) **Group C:** *READ 180* (approx. 701–1200L)	*READ 180* rBook TE
More than seven and fewer than 14 students—or less than two small groups—are in *System 44*	Form one small group of students in the lower Series on the *System 44* software.*	**Group A:** *System 44* (lower Series)	📺 *System 44* TG
	Group upper Series and/or Fast Track *System 44* students with *READ 180* Level 1 students.**	**Group B:** *READ 180* Level 1 (approx. 200–450L) and *System 44* (upper Series and/or Fast Track)	*READ 180* rBook TE 📺 *System 44* TG (S.M.A.R.T. lessons)
	Form one small group of students who place into *READ 180* Levels 2–4.	**Group C:** *READ 180* (approx. 451–1200L)	*READ 180* rBook TE
Twelve to 14 students—or approximately two-thirds of your class—are in *System 44**	Form one small group of students in the lower Series on the *System 44* software.	**Group A:** *System 44* (lower Series)	📺 *System 44* TG
	Form one small group of students in the upper Series on the *System 44* software and/or Fast Trackers.**	**Group B:** *System 44* (upper Series and/or Fast Track)	📺 *System 44* TG
	Form one small group of all *READ 180* students.	**Group C:** *READ 180*	*READ 180* rBook TE
More than 14 students—or approximately two small groups—are in *System 44**	Form small groups based on where *System 44* students are on the software (see *System 44* Reading Progress Report).	**Group A:** *System 44* (lower Series) **Group B:** *System 44* (upper Series)	📺 *System 44* TG
	Group *READ 180* students with *System 44* students in the upper Series and/or Fast Trackers.**	**Group C:** *System 44* (Series 20–25 and/or Fast Track) and *READ 180*	*READ 180* rBook TE 📺 *System 44* TG (S.M.A.R.T. lessons)

* For further differentiation, run the *System 44* Differentiated Instruction Grouping Report to flexibly group students by skill (e.g., consonants, syllables, word parts) based on their current software Topic. Reteach or reinforce learning with the recommended S.M.A.R.T. lessons.

** Run the *System 44* Response to Intervention Report to identify students who are in the upper Series and/or have Fast Tracked.

System 44 Lesson Planning Chart

The weekly lesson plans recommend a S.M.A.R.T. lesson and The Code or Word Strategies lesson each week from the *System 44 Teaching Guide*. Use this chart to plan and track completed lessons.

☑	WEEK	S.M.A.R.T. LESSON	THE CODE/WORD STRATEGIES LESSON
	4	**L2:** Identifying & Understanding Consonants & Vowels	**L11:** Ending -s
	5	**L5:** Contrasting Long and Short Vowels	**L27:** Double Consonants (ff, ll, ss)
	6	**L7:** Blending Sounds Into Words	**L28:** Final Blends
	7	**L8:** Segmenting Words Into Sounds	**L31:** Closed Syllables
	8	**L12:** Recognizing & Using Possessives	**L32:** Two- and Three-Letter Blends
	9	**L23:** Contrasting Short Vowels	**L39:** Ending -es
	10	**L26:** Contrasting Consonants	**L40:** Endings -ing, -ed /ed/, -ed /d/ /t/
	11	**L29:** Recognizing and Using Contractions	**L42:** Unstressed Closed Syllables (a, e, i, o, u)
	12	**L30:** Understanding Syllables	**L43:** Consonant + -le, -el, -al
	13	**L38:** Recognizing and Using Compound Words	**L49:** VCe Syllables
	14	**L41:** Identifying Stressed and Unstressed Syllables	**L51:** Inflectional Endings -ed, -ing (drop e)
	15	**L50:** Unlocking Multisyllable Words	**L52:** Inflectional Endings -ed, -ing (with doubling)
	16	**L58:** Using Open and Closed Syllable Strategies	**L57:** Open Syllables
	17	**L59:** Using Approximation	**L60:** Unstressed Open Syllables
	18	**L62:** Using Patterns to Determine Vowel Sounds	**L65:** Vowel Team Syllables

☑	WEEK	S.M.A.R.T. LESSON	THE CODE/WORD STRATEGIES LESSON
	19	**L72:** Morphological Word Families	**L53:** y as a Vowel
	20	**L7:** Blending Sounds Into Words	**L54:** Changing y to i
	21	**L8:** Segmenting Words Into Sounds	**L56:** Silent Consonants
	22	**L12:** Recognizing & Using Possessives	**L67:** Other Long Vowel Spellings
	23	**L23:** Contrasting Short Vowels	**L68:** r-Controlled Vowel ar
	24	**L26:** Contrasting Consonants	**L69:** r-Controlled Vowels er, ir, ur
	25	**L29:** Recognizing and Using Contractions	**L70:** Other /sh/ Spellings
	26	**L30:** Understanding Syllables	**L71:** r-Controlled Vowels or, ore
	27	**L38:** Recognizing and Using Compound Words	**L74:** r-Controlled Vowel Syllables
	28	**L41:** Identifying Stressed and Unstressed Syllables	**L76:** Syllables With oi, oy
	29	**L50:** Unlocking Multisyllable Words	**L78:** Syllables With ou, ow
	30	**L58:** Using Open and Closed Syllable Strategies	**L73:** air (hair), are (scare), ear (bear)
	31	**L59:** Using Approximation	**L80:** Syllables With oo, ew, u_e
	32	**L62:** Using Patterns to Determine Vowel Sounds	**L82:** Syllables With oo, u
	33	**L72:** Morphological Word Families	**L84:** Syllables With aw, au, a

System 44 Small-Group Planning Chart

Use this planning chart to flexibly group students and plan which resources to use during Small-Group Instruction.

Week: _____   **Class:** _____

STUDENTS	SOFTWARE SERIES	TEACHING/DIFFERENTIATING	CONFERENCING/CHECKPOINT
Group A: _____ _____ _____ _____ _____	_____ _____ _____ _____ _____	**S.M.A.R.T.:** **The Code/Word Strategies:** *Decodable Digest:* p. ____ *44Book:* p. ____	❑ Fluency Routines ❑ Book conferences ❑ Wrap-Up organizers ❑ Report conferences ❑ Review/Reteach: _____ _____ _____
Group B: _____ _____ _____ _____ _____	_____ _____ _____ _____ _____	**S.M.A.R.T.:** **The Code/Word Strategies:** *Decodable Digest:* p. ____ *44Book:* p. ____	❑ Fluency Routines ❑ Book conferences ❑ Wrap-Up organizers ❑ Report conferences ❑ Review/Reteach: _____ _____ _____
Group C: _____ _____ _____ _____ _____	_____ _____ _____ _____ _____	**S.M.A.R.T.:** **The Code/Word Strategies:** *Decodable Digest:* p. ____ *44Book:* p. ____	❑ Fluency Routines ❑ Book conferences ❑ Wrap-Up organizers ❑ Report conferences ❑ Review/Reteach: _____ _____ _____

Sample Small-Group Planning Chart

Week: October 19–12, Week 7   **Class:** Period 3

STUDENTS	SOFTWARE SERIES	TEACHING/DIFFERENTIATING	CONFERENCING/CHECKPOINT
Group A: Matt Garcia Jeremy Rupp Andrea Kramer Sarah Lowell Cynthia Darling Marisa Hsu	 2.2 2.3 2.1 2.4 5.1 7.1	**S.M.A.R.T.:** Lesson 8: Segmenting Words Into Sounds **The Code/Word Strategies:** Lesson 31: Closed Syllables ***Decodable Digest:*** p. 41, 48 ***44Book:*** p. 46	☐ Fluency Routines ☑ Book conferences ☑ Wrap-Up organizers ☐ Report conferences ☐ Review/Reteach:
Group B: Andrew Wang Gretchen Brown Joyce Kurdian Sean Williams Julie Fisher Stacey Larson	 16.2 11.2 19.1 19.1 21.1 20.1	**S.M.A.R.T.:** Lesson 8: Segmenting Words Into Sounds **The Code/Word Strategies:** Lesson 75: Dipthongs oi, oy ***Decodable Digest:*** p. 184–187 ***44Book:*** p. 141	☐ Fluency Routines ☑ Book conferences ☑ Wrap-Up organizers ☐ Report conferences ☐ Review/Reteach:
Group C:		**S.M.A.R.T.:** **The Code/Word Strategies:** ***Decodable Digest:*** p. ___ ***44Book:*** p. ___	☐ Fluency Routines ☐ Book conferences ☐ Wrap-Up organizers ☐ Report conferences ☐ Review/Reteach:

WEEK 1	Day 1	Day 2
Getting Started	☐ **LOG ON** to the Scholastic Achievement Manager to enroll students and manage your classes. ☐ **SET UP** the *System 44* Library and make and store copies of the Reading Log (🐫 **(SAM Keyword:** Reading Log 44) in an easy-to-access folder or drawer. ☐ 💿 **WATCH** the *System 44* Implementation DVD. Chapter: Welcome to *System 44* and Special Features: For Students	
Program Materials	• *System 44* Implementation DVD • *Decodable Digest*	• *System 44* software and student login • Computer and LCD projector or interactive whiteboard
Building Community/ Managing the Model	**NEW NAMES** Have students introduce themselves with an adjective that begins with their first initial, and then repeat their classmates' names. For example: *Hi, I'm Creative Carlos. This is Lucky Lita.*	**CAN IT BE TRUE?** Have students practice listening and speaking skills by sharing two true statements and one false one **(*Teacher Implementation Guide*, p. 106)**. Lead the class in a discussion to decide which statement is false.
Previewing the Program	**INTRODUCE THE PROGRAM** Show and discuss the Special Features: For Students chapter on the *System 44* Implementation DVD (2 min., 50 sec.). **SYSTEM 44 READ ALOUD** Read aloud "Sleepy Teens" from the *Decodable Digest* **(p. 143)**. Use Think-Pair-Share to structure student discussion of the prompt: *One effect of not getting enough sleep is…*	**PREVIEW THE HOME PAGE** Hook up a computer with *System 44* to an LCD projector or interactive whiteboard and log in as a demo student. Show students how to navigate the home page, including exploring the four strands and accessing the dashboard features.

Day 3	Day 4	Day 5

TO DO LIST

Add to this list as you prepare for your first week.

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Day 3	Day 4	Day 5
• *System 44* software and student login • Software Quick Reference • *System 44 Teaching Guide*	• *System 44* Library • Copies of Reading Log • Folders	• System of Sounds and Spellings poster • *44Book* • *Decodable Digest*
PREVIEW THE INSTRUCTIONAL MODEL Explain how students will rotate every day and what they will do during each rotation **(TIG, pp. 33–34)**. Point out the different areas of the classroom.	**TEACH ROTATION PROCEDURES** Model and practice procedures for rotating to each learning area. Post procedures for reference **(TIG, p. 111)**.	**INTRODUCE SYSTEM OF SOUNDS AND SPELLINGS** Preview the poster with students and connect it to what they will learn in *System 44.* Explain that once they learn the 44 sounds in the English language, they can read new words.
PREVIEW SOFTWARE ACTIVITIES Review the four software strands: The Code, Word Strategies, Sight Words, and Success. Log into the software to model how to work through activities and make recordings **(Software Quick Reference; *System 44 Teaching Guide*, pp. 16–29).**	**BOOK PASS** Guide students to preview the *System 44* Library (Books 1–18) and write down notes in a Reading Log **(TIG, p. 97)**. Create student reading folders to store the Reading Logs, along with QuickWrites and other reading resources.	**PREVIEW THE *44BOOK* AND *DECODABLE DIGEST*** Have students preview the *44Book* and the *Decodable Digest* for 2–3 minutes each and write down three things they noticed. Remind them to look at the front and back covers and skim the pages. Then have students share with a partner or the whole group.

WEEK 2		Day 6	Day 7
Getting Started		☐ **TARGET** students' estimated reading levels using SRI Settings on SAM prior to administering the Scholastic Reading Inventory. ☐ ⊚ **WATCH** the *System 44* Implementation DVD. DVD Chapter: Screening and Assessing; subchapters: Scholastic Reading Inventory, Scholastic Phonics Inventory ☐ **PRINT** and send home the *System 44* Family Letter 🌐 (**SAM Keyword:** 44Family), available in six languages.	
Program Materials		• *System 44* Library • Reading Logs • SRI student login • Computer and LCD projector or interactive whiteboard	• *Teaching Resources for the System 44 Library* • Computers with SRI
Building Community/ Managing the Model		**SYSTEM 44 READ ALOUD** Preview and read aloud **Book 12: Fashion Flashback** or another book from the *System 44* Library. Have students complete the sentence starter on their Reading Logs: *This book does/does not interest me because…*	**BOOK WRAP-UP** Model how to complete the Wrap-Up graphic organizer for **Fashion Flashback** or another read-aloud book *(Teaching Resources for the System 44 Library, p. 53)*.
Previewing the Program		**PREPARING FOR SRI** Introduce the SRI test, explaining its purpose and modeling how to log in and answer test questions. Share general test-taking strategies **(TIG, p. 99)**.	**ADMINISTER THE SRI TEST** Schedule 20–25 minutes on computers for each student to take the SRI test. Run the SRI Intervention Grouping Report to view results and identify students for further testing **(TIG, p. 72)**. If not all students are on computers for testing, engage the rest of the class with word games **(TIG, pp. 106–109)**.

Day 8	Day 9	Day 10

TO DO LIST

Add to this list as you prepare for your second week.

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• *System 44* Library • Student folders with Reading Logs	• *System 44* Audiobook and CD player with headphones • Computers with SPI	• *Scholastic Reading Counts!* software and student login • Computer and LCD projector or interactive whiteboard
TEACH LIBRARY PROCEDURES Model and practice procedures for selecting and using the *System 44* Library books **(TIG, p. 53)**. Post procedures near the library for reference.	**TEACH TECHNOLOGY PROCEDURES** Model and practice procedures for using the software and Audiobooks **(TIG, p. 100)**. Post procedures near the computers for reference.	**TEACH SMALL-GROUP PROCEDURES** Model and practice procedures for Whole- and Small-Group instruction **(TIG, pp. 40–41)**. Post procedures in these areas for reference.
BOOK PASS Guide students to preview the *System 44* Library (Books 19–36) and write down notes in their Reading Logs **(TIG, p. 97)**. Have students return the logs to their folders and store them near the reading area.	**ADMINISTER THE SPI TEST** Use the Scholastic Phonics Inventory to screen students for *System 44* based on their SRI scores **(TIG, p. 74–75)**. Explain the test format and purpose before students log on to take the 8–12 minute assessment. If not all students are on computers for testing, engage the rest of the class with word games **(TIG, pp. 106–109)**.	**PREVIEW *SRC!* QUIZZES** Introduce *Scholastic Reading Counts!* quizzes, explain the purpose and format, and teach strategies for answering the different types of questions **(TIG, p. 57)**.

WEEK 3	Day 11	Day 12
Getting Started	☐ **RUN** the SRI Intervention Grouping Report and/or the SPI Screening and Placement Report to create small groups based on data. ☐ **POST** and review a rotation chart and procedures from Week 2 to guide students as they begin work in their small-group rotations. ☐ **WATCH** the *System 44* Implementation DVD. Chapter: Navigating the System; subchapter: Understanding the Technology	
Program Materials	• *System 44 Teaching Guide* • System of Sounds and Spellings poster • Flip Chart 1	• Copies of SAM Practice page for S.M.A.R.T. Lesson 1
Whole-Group Instruction	**S.M.A.R.T. LESSON 1** **Introduce S.M.A.R.T. lessons. Teach the first step in Lesson 1: Understanding the System** (TG, pp. 102–103) ❶ Identify Letters and Sounds	**SOFTWARE SHARE OUT** Have students think and write in response to the following sentence starter. Then have them share with a partner or the whole group. *One cool feature I like about the software is…*
Small-Group Instruction/ Instructional Software	**S.M.A.R.T. LESSON 1** **Teach steps two through four in Lesson 1** (TG, pp. 102–103) ❷ Identify Sound Spellings ❸ Identify Multiple Spellings ❹ Assess **Begin rotations using the System 44 software.**	**S.M.A.R.T. PRACTICE** **Guide students to complete the SAM Practice page for Lesson 1** (SAM Keyword: L1 SMART, SMART Answers)

Day 13	**Day 14**	**Day 15**

TO DO LIST

Add to this list as you prepare for your third week.

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• Sound & Articulation DVD • Copies of Self-Monitoring Chart	• 📀 Word Building Kit • Copies of Self-Monitoring Chart • *44 Book*	• Copies of Self-Monitoring Chart • *Decodable Digest*
INTRODUCE *SYSTEM 44* SELF-MONITORING CHART Teach and model how to use the Self-Monitoring Chart to find practice materials (*Decodable Digest* or *44Book* page, paperback) and track progress in *System 44*. 🖐(SAM Keyword: 44 Student Chart)	**INTRODUCE THE WORD BUILDING KIT** Introduce the Word Building Board and Letter Tiles. Then have student pairs practice manipulating them to form sound-spellings and words.	**START-UP REFLECTION** Ask students to name one thing about *System 44* they have found surprising during the past three weeks. Provide a sentence starter: *One thing that surprised me was _____ because _____.*
***44BOOK* LESSON** Have students use the Self-Monitoring Chart to find a practice page based on their software Topic and follow these steps: ❶ Read the Review box. ❷ Identify the spelling pattern, word part, and/or syllable type. ❸ Carefully read the directions and examples. ❹ Complete the activities.	***DECODABLE DIGEST* LESSON** Have students use the Self-Monitoring Chart to find a practice page based on their software Topic and follow these steps: ❶ Read the passage. ❷ Reread the passage. ❸ Underline boldface words and identify the pattern. ❹ Answer the React question in a complete sentence.	***SYSTEM 44* LIBRARY BOOK LESSON** Have students use the Self-Monitoring Chart to find a *System 44* book based on their software Topic. Remind students about the two voices on the Audiobook: coach and narrator. Then have students do a first read by following along as they listen to the Audiobook.

WEEK 4	Day 16: Teaching	Day 17: Differentiating*
Planning	**red** READ "RED Notes: Consonants and Vowels" (TG, p. 104). ⊙ **WATCH** the *System 44* Implementation DVD. DVD Chapter: Teaching With *System 44*; subchapter: Whole-Group Instruction	
Whole-Group Instruction	⑦ **IF TEACHING *SYSTEM 44* ONLY:** **Play With Sounds** Introduce the Change a Sound activity, in which students manipulate initial phonemes to create new words (TIG, p. 106). For example, if you say *lake*, students may say *take*, *fake*, or *rake*. Repeat the activity each day with different words.	
Small-Group Instruction/ Instructional Software	**S.M.A.R.T.** TEACH **LESSON 2: Identifying & Understanding Consonants & Vowels** (TG, pp. 104–105) ❶ Identify Vowels ❷ Identify Consonants 　📋 Flip Chart 2 ❸ Distinguish Between Consonants and Vowels ❹ Assess 🐾 **PRACTICE** **Lesson 2: SAM Practice** (SAM Keyword: L2 SMART, SMART Answers)	**WORD STRATEGIES** TEACH/MODEL **LESSON 11: Ending -s** (TG, pp. 132–133) ❶ Word Analysis ❷ Connect to Meaning and Usage ❸ Read Words 　📋 Flip Chart 11 ❹ Build Words 　📦 Word Building Kit
🔑 **Your Key to the System**	**RESEARCH SAYS...** Reading strategies that focus on phonemic awareness and phonics can have a positive impact on learners' brains on both neural and cognitive levels (Schlaggar & McCandliss, 2007).	

* 🐾 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES — TEACH/MODEL

LESSON 11: "Yellow Pages"
(TG, pp. 134–135)

- Vocabulary Development
- Word Study: Compound Words
- Fluency: Modeled Fluent Reading

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (p. 18)
- *44Book* (p. 14)
- *System 44* Library (Book 2)

SUPPORT independent reading with *Teaching Resources for the System 44 Library:*

- Fluency Routines
- Book Conferences
- *System 44* Library Wrap-Ups

PHONICS FACT
Who works harder? Of the 44 sounds, 25 are consonants, while five vowels make up the remaining 19 sounds!

DID YOU KNOW?
Multiple readings of a book, along with teacher feedback, help students build confidence, comprehension, and fluency.

SYSTEM SECRET
Refer to the 10-step QuickStart Guide in the *System 44* Welcome Kit for tips and support as you begin to implement the program.

WEEK 5		Day 21: Teaching	Day 22: Differentiating*
Planning		**red** READ "RED Notes: Contrasting Vowels" (TG, p. 114). **red** READ "Using SAM Reports" to learn more about the Differentiated Instruction Grouping Report (TG, pp. 98–99).	
Whole-Group Instruction		**IF TEACHING SYSTEM 44 ONLY:** **Build Word Consciousness** Introduce the Word Detective activity (TIG, p. 108). Have student pairs look for words with double consonants in a magazine article or textbook chapter. Chart the words and have students rate their knowledge. Then use RED Routine 1: Teaching Vocabulary (TG, pp. 522–523) to build meaning. Repeat the activity with a new reading passage throughout the week.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH**
		LESSON 5: Contrasting Long and Short Vowels (TG, pp. 114–115)
		❶ Identify Long Vowel Sounds
		   Flip Chart 5
		❷ Identify Short Vowel Sounds
		❸ Contrast Long and Short Vowel Sounds
		❹ Assess
		
		PRACTICE
		Lesson 5: SAM Practice
		(SAM Keyword: L5 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			LESSON 27: Double Consonants *(ff, ll, ss)* (TG, pp. 196–197)
			❶ Phonemic Awareness
			❷ Letter-Sound Correspondence
			❸ Blend Words
			   Flip Chart 27
			❹ Build Words
			   Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Making connections between phonemes and the letters that represent them help readers to develop the necessary associations for automatic sight word recognition (Bhattacharya & Ehri, 2004).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

Day 23: Differentiating*	Day 24: Monitoring	Day 25: Conferencing

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES TEACH/MODEL

LESSON 27: "Yellow Pages"
(TG, pp. 198–199)

- Vocabulary Development
- Word Study: Idioms
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (p. 39)
- *44Book* (p. 33)
- *System 44* Library (Books 3, 5)

HOLD CONFERENCES to review Student Software Performance Report and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Vowels do double duty in the English language. Every vowel has a long sound *and* a short sound.

DID YOU KNOW?
Automaticity does *not* happen automatically. Struggling readers need lots of exposure to new words —and lots of practice—before reading them quickly and accurately.

SYSTEM SECRET
The Phonemic Awareness routines in the *System 44 Teaching Guide* (pp. 73–79) provide extra support for pre-decoders in areas including phonological awareness, sound matching, and phoneme manipulation.

WEEK 6		Day 26: Teaching	Day 27: Differentiating*
Planning		red **READ** "RED Notes: Blending Sounds Into Words" (TG, p. 120). (®) **WATCH** the *System 44* Implementation DVD. DVD Chapter: Teaching With *System 44;* subchapter: Small-Group Instruction	
Whole-Group Instruction		(♦) **IF TEACHING *SYSTEM 44* ONLY:** *System 44* **Read Aloud** Model fluent reading and engage students in comprehension questions using Book 15: *Ripped From the Headlines* or another *System 44* Library book (Teaching Resources, p. 58). Introduce the Smart Words and preview the front and back covers. Read aloud and discuss a few pages each day. Have students write in response to the **React** questions and use the **Think. Talk. Write** prompt to discuss the story with a partner before sharing with the whole group.	
Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH** **LESSON 7: Blending Sounds Into Words** (TG, pp. 120–121) ❶ Blending of Phonemes ❷ Connect Letters and Blending Sounds 📖 Flip Chart 7 ❸ Blend Sounds in Printed Words ❹ Assess **PRACTICE** **Lesson 7: SAM Practice** (SAM Keywords: L7 SMART, SMART Answers)	**TEACH/MODEL** **LESSON 28: Final Blends** (TG, pp. 200–201) ❶ Phonemic Awareness ❷ Letter-Sound Correspondence ❸ Blend Words 📖 Flip Chart 28 ❹ Build Words 🧰 Word Building Kit
(ℹ) **Your Key to the System**		**RESEARCH SAYS...** The ease of being able to blend a string of phonemes into a word pivots on a students' phonemic development, or awareness of sounds (Adams, 1994).	

* 🧑‍🏫 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 28: "Yellow Pages"
(TG, pp. 202–203)

- Vocabulary Development
- Word Study: Multiple-Meaning Words
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 40, 46)
- *44Book* (pp. 33, 44)
- *System 44* Library (Books 4, 6)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Students who can orally blend phonemes into spoken words are more successful with blending phonemes in words they read.

DID YOU KNOW?
Immediate feedback increases student motivation and helps to develop more successful learners.

SYSTEM SECRET
Every time a student logs on to *System 44*, the software collects performance data to monitor progress and individualize instruction.

WEEK 7		Day 31: Teaching	Day 32: Differentiating*
Planning		**red** READ "RED Notes: Segmenting" (TG, p. 122). **red** READ "Summaries for Books 1–10 in the *System 44* Library" (**Teaching Resources for the System 44 Library,** pp. 30–48).	
Whole-Group Instruction		**IF TEACHING SYSTEM 44 ONLY:** **Hot Potato** Choose a word to "pass" from student to student. As each student "catches" the word, he or she must change it to make a new word. For example, have students change a consonant blend so that *snow* becomes *grow*, which then becomes *blow*. Continue until someone "drops" the word (i.e., no blends can be added); then choose a new word and continue the game. Use different words throughout the week.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH**
		LESSON 8: Segmenting Words Into Sounds (TG, pp. 122–123)
		❶ Segment Words Into Phonemes
		❷ Segment Phonemes Into Printed Words
		  Flip Chart 8
		❸ Segment Words for Spelling
		❹ Assess
		
		PRACTICE
		Lesson 8: SAM Practice
		(SAM Keywords: L8 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			LESSON 31: Closed Syllables (TG, pp. 208–209)
			
			❶ Introduce Closed Syllables
			❷ Word Analysis
			❸ Read Words
			  Flip Chart 31
			❹ Build Words
			  Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Moving at an individual pace in independent reading and experiencing daily success with age-appropriate, decodable text increases students' confidence and motivation (Pressley, Gaskins, Solic, & Collins, 2006).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

| **Day 33: Differentiating*** | **Day 34: Monitoring** | **Day 35: Conferencing** |

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
• Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
• Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 31: "Yellow Pages"
(TG, pp. 210–211)

• Vocabulary Development
• Word Study: Synonyms
• Fluency: Build Automaticity

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

• *Decodable Digest* (pp. 41, 48)
• *44Book* (p. 46)
• *System 44* Library (Book 7)

SUPPORT independent reading with *Teaching Resources for the System 44 Library:*

• Fluency Routines
• Book Conferences
• *System 44* Library Wrap-Ups

PHONICS FACT
The most common syllable type is closed syllables. These syllables end or "close" with a consonant, and have a short vowel sound, such as *picnic, traffic,* and *laptop.*

DID YOU KNOW?
A multisensory teaching method, such as the use of audio in addition to print, benefits students who have difficulties learning to read.

SYSTEM SECRET
Use the Sound and Articulation DVD to show students how to make the 44 sounds in the English language.

WEEK 8	Day 36: Teaching	Day 37: Differentiating*
Planning	**red** READ "RED Notes: Possessives" (TG, p. 136). **WATCH** the *System 44* Implementation DVD. **DVD** Chapter: Teaching With *System 44*; subchapter: Independent Reading and Guided Practice	
Whole-Group Instruction	**IF TEACHING *SYSTEM 44* ONLY:** **Build Word Consciousness** Review the Word Detective activity (TIG, p. 108). Have student pairs look for words with possessives in a magazine article or textbook chapter. Chart the words and have students rate their knowledge. Then use RED Routine 1: Teaching Vocabulary (TG, pp. 522–523) to build meaning. If time allows during the week, repeat the activity with a new reading passage.	

Small-Group Instruction/ Instructional Software	**S.M.A.R.T. TEACH**
	LESSON 12: Recognizing and Using Possessives (TG, pp. 136–137)
	❶ Identify and Use Possessives
	❷ Read Possessives
	
	   Flip Chart 12
	
	❸ Contrast Singular and Plural Possessives
	❹ Assess
	
	PRACTICE
	Lesson 12: SAM Practice
	(SAM Keywords: L12 SMART, SMART Answers)
		WORD STRATEGIES TEACH/MODEL
		LESSON 34: Two- and Three-Letter Blends (TG, pp. 222–223)
		❶ Phonemic Awareness
		❷ Letter-Sound Correspondence
		❸ Blend Words
		
		   Flip Chart 34
		
		❹ Build Words
		
		   Word Building Kit

Your Key to the System	**RESEARCH SAYS…** Recent studies found that more than 60 percent of older struggling readers performed at very low levels on basic word-reading skills (Hock et al., 2009).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

| Day 38: Differentiating* | Day 39: Monitoring | Day 40: Conferencing |

LESSON NOTES:

 IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 34: "Yellow Pages"
(TG, pp. 224–225)

- Vocabulary Development
- Word Study: Compound Words
- Fluency: Read With Prosody

MONITOR

Guided practice based on
the Self-Monitoring Chart or
Tuesday's lesson

- *Decodable Digest* (p. 45)
- *44Book* (p. 41)
- *System 44* Library (Books 4, 5)

HOLD CONFERENCES to review
Student Software Performance Report
and set/revise goals.

MONITOR independent practice
based on the Self-Monitoring Chart or
Tuesday's lesson.

PHONICS FACT
Only 13 high-frequency words account
for more than 25 percent of English
words in print, and 100 words account
for 50 percent of words in print.

DID YOU KNOW?
When teachers regularly update
students about their progress, students
take ownership of their learning.

SYSTEM SECRET
Signal five minutes before a rotation
ends so students can finish the activity
they are working on in the software and
move ahead next time they log on.

WEEK 9		Day 41: Teaching	Day 42: Differentiating*
Planning		**red** READ "RED Notes: Contrasting Short Vowels" (TG p. 182). **REGISTER** for a *System 44* interactive webinar—"Keys to Classroom Management With *System 44*" or "*System 44:* Making It Work In the *READ 180* Classroom."	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** *System 44* **Read Aloud** Model fluent reading and engage students in comprehension questions during the week using Book 17: *Cool Jobs in Basketball* or another *System 44* Library book (Teaching Resources, p. 62). Introduce the Smart Words and preview the front and back covers. Read aloud and discuss a chapter each day. Then have students reflect on their own skills and write in response to the **Think. Talk. Write** prompt.	
Small-Group Instruction/ Instructional Software		**S.M.A.R.T.** TEACH **LESSON 23: Contrasting Short Vowels** (TG, pp. 182–183) ❶ Discriminate Short Vowel Sounds ❷ Discriminate Among Words With Short Vowels 　　Flip Chart 23 ❸ Read Words With Short Vowels ❹ Assess **PRACTICE** **Lesson 23: SAM Practice** (SAM Keywords: L23 SMART, SMART Answers)	**WORD STRATEGIES** TEACH/MODEL **LESSON 39: Ending -es** (TG, pp. 242–243) ❶ Word Analysis ❷ Connect to Meaning and Usage ❸ Read Words 　　Flip Chart 39 ❹ Build Words 　　Word Building Kit
Your Key to the System		**RESEARCH SAYS...** Automaticity in decoding and recognizing words is essential to reading comprehension. As memory plays a major role in developing automaticity, new information must be presented in manageable sets and systematically practiced for it to move into long-term memory (Torgesen et al., 2001).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES — TEACH/MODEL

LESSON 39: "Yellow Pages"
(TG, pp. 244–245)

- Vocabulary Development
- Word Study: Idioms
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (p. 54)
- *44Book* (p. 54)
- *System 44* Library (Book 2)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
In words with a consonant-vowel-consonant (CVC) pattern, the vowel is usually short.

DID YOU KNOW?
Scaffolded instruction is effective because it provides for individualized skills practice through systematic, sequenced lessons.

SYSTEM SECRET
The *System 44 Teaching Guide* lessons include corrective feedback support for common mistakes students may make during a lesson.

WEEK 10	Day 46: Teaching	Day 47: Differentiating*
Planning	**red** **READ** "RED Notes: Contrasting Consonants" (TG, p. 192). **REVIEW** Decoding Routines to support independent reading (*Teaching Resources for the System 44 Library*, pp. 16–21).	
Whole-Group Instruction	**IF TEACHING *SYSTEM 44* ONLY:** **Inflectional Ending Equations** Have students write equations to show how to add *-ed* or *-ing* to a base word (for example: *invite - e + ing = inviting*). Select words from the Word Strategies list (TG, pp. 584–589). Provide students with five new base words each day.	

Small-Group Instruction/ Instructional Software	**S.M.A.R.T. TEACH**
	LESSON 26: Contrasting Consonants (TG, pp. 192–193)
	
	❶ Contrast Consonant Sounds
	❷ Discriminate Among Written Consonants
	  📁 Flip Chart 26
	❸ Read and Write Consonants in Words
	❹ Assess
	
	PRACTICE
	Lesson 26: SAM Practice
	(SAM Keyword: L26 SMART, SMART Answers)
		WORD STRATEGIES TEACH/MODEL
		LESSON 40: Endings -ing, -ed /ed/, -ed /d/ /t/ (TG, pp. 246–247)
		
		❶ Word Analysis
		❷ Connect to Meaning and Usage
		❸ Read Words
		  📁 Flip Chart 40
		❹ Build Words
		  🧰 Word Building Kit

🔑 **Your Key to the System**	**RESEARCH SAYS...** The vast majority of struggling readers have difficulty decoding individual words, severely impacting their ability to recognize or learn new words, much less comprehend them (Adams, 1994).	

* 🐾 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES TEACH/MODEL

LESSON 40: "Yellow Pages"
(TG, pp. 248–249):

- Vocabulary Development
- Word Study: Multiple-Meaning Words
- Fluency: Modeled Fluent Reading

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 57–60)
- *44Book* (pp. 59–62)
- *System 44* Library (Books 11–12, 18)

SUPPORT independent reading with ***Teaching Resources for the System 44 Library*:**

- Fluency Routines
- Book Conferences
- *System 44* Library Wrap-Ups

PHONICS FACT
The most common consonant sounds in the world's languages are: /p/, /t/, /k/, /m/, and /n/.

DID YOU KNOW?
Matching struggling readers to texts at their reading level is key to helping them build fluency and comprehension skills.

SYSTEM SECRET
A *System 44* software Topic consists of direct instruction and practice activities for a single concept, such as final blends or ending -s.

WEEK 11		Day 51: Teaching	Day 52: Differentiating*
Planning		**red** READ "RED Notes: Contractions" (TG, p. 204). **WATCH** the *System 44* Implementation DVD. Chapter: Screening and Assessing; subchapters: Using the Scholastic Achievement Manager, Assessing and Monitoring Progress	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Deconstruct Contractions** Have a student use a contraction with a present-tense form of *to be* in a sentence. For example: *I'm wearing a green shirt today.* Ask another student to repeat the sentence, replacing the contraction with the two words that form it. Repeat the activity with new sentences. Each day, add new contractions, such as contractions with *not* (*isn't, can't*) and contractions using past-tense forms such as *wasn't* and *weren't*.	
Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH** **LESSON 29: Recognizing and Using Contractions** (TG, pp. 204–205) ❶ Identify Contractions 　　Flip Chart 29 ❷ Read Contractions and Identify Equivalents ❸ Read Contractions ❹ Assess **PRACTICE** **Lesson 29: SAM Practice** (SAM Keyword: L29 SMART, SMART Answers)	**WORD STRATEGIES TEACH/MODEL** **LESSON 49: Unstressed Closed Syllables *(a, e, i, o, u)*** (TG, pp. 254–255) ❶ Identify Unstressed Syllables ❷ Word Analysis ❸ Read Words 　　Flip Chart 42 ❹ Build Words 　　Word Building Kit
Your Key to the System		**RESEARCH SAYS...** Struggling older readers typically develop behaviors that impede their learning, including lack of motivation, little self-confidence, and difficulty making and keeping friends (Hasselbring & Goin, 2004).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 42: "Yellow Pages"
(TG, pp. 256–257):

- Vocabulary Development
- Word Study: Idioms
- Fluency: Build Automaticity

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 61–65)
- *44Book* (pp. 65–66)
- *System 44* Library (Book 13)

HOLD CONFERENCES to review **Student Software Performance Report** and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT:
Contractions ending in apostrophe -s are rarely with the past tense, as *it's* hard to tell apart the tenses in speech.

DID YOU KNOW?
Older struggling readers face increasing numbers of unfamiliar words as texts get longer and more complex in the upper grades.

SYSTEM SECRET:
Print copies of the software Success Passages from SAM for reference when listening to student recordings. Send home Success Passages for additional fluency practice.

WEEK 12		Day 56: Teaching	Day 57: Differentiating*
Planning		red **READ** "RED Notes: Understanding Syllables" (TG, p. 206). **REGISTER** to participate in the *System 44* interactive webinar—"Unlocking the System: Keys to Phonics Instruction."	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Drop That Syllable!** Ask students to repeat a series of words you say, but have them delete the first syllable. For example, *blockbuster* becomes *buster* and *fungus* becomes *gus*. Practice these phonemic-deletion tasks throughout the week, moving students to delete ending syllables.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH**
		
		 LESSON 30: Understanding Syllables (TG, pp. 206–207)
		
		 ❶ Count Syllables
		 ❷ Identify Vowel Spots
		     Word Building Kit
		 ❸ Identify Syllables in Words
		     Flip Chart 30
		 ❹ Assess
		
		 PRACTICE
		 Lesson 30: SAM Practice
		 (SAM Keywords: L30 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			
			 LESSON 43: Consonant + -*le*, -*el*, -*al* (TG, pp. 258–259)
			
			 ❶ Introduce the Syllable Type
			 ❷ Word Analysis
			 ❸ Read Words
			     Flip Chart 43
			 ❹ Build Words
			     Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Many students who experience difficulty identifying words are not aware that spoken words are made up of discrete sound units (Adams, 1994).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES TEACH/MODEL

LESSON 43: "Yellow Pages"
(TG, pp. 260–261)

- Vocabulary Development
- Word Study: Idioms
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 66–67)
- *44Book* (pp. 67–68)
- *System 44* Library (Book 14)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
The schwa is a clipped vowel sound similar to the short *u* sound. You will hear it in words such as *about*, *pedal*, *lemon*, and *bottom*.

DID YOU KNOW?
Thinking aloud to model word strategies, such as identifying and using suffixes, supports student learning by making the thinking process public.

SYSTEM SECRET
S.M.A.R.T. lessons build background, preteach key concepts, and introduce vocabulary. Use these lessons with all students to support metacognition.

WEEK 13		Day 61: Teaching	Day 62: Differentiating*
Planning		**red** READ "RED Notes: Compound Words" (TG, p. 240). REVIEW Vocabulary/Word Study Routines to support independent reading (*Teaching Resources for the System 44 Library*, pp. 22–25).	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Compound Memory** Create sets of index cards with words that make up compound words. Tell student pairs or groups to place the cards face down in random order. Then have students take turns to try to make matches by turning over two cards that create a compound word. For example: *play* and *ground*, *tooth* and *brush*, *paper* and *work*, *cow* and *boy*.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH**
		LESSON 38: Recognizing and Using Compound Words
		(TG, pp. 240–241)
		
		❶ Identify Compound Words
		❷ Determine Meaning
		   📖 Flip Chart 38
		   🔲 Word Building Kit
		❸ Use Compound Words
		❹ Assess
		
		PRACTICE
		Lesson 38: SAM Practice
		(SAM Keywords: L38 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			LESSON 49: VCe Syllables
			(TG, pp. 284–285)
			
			❶ Introduce VCe Syllables
			❷ Word Analysis
			❸ Read Words
			   📖 Flip Chart 49
			❹ Build Words
			   🔲 Word Building Kit

🔑 **Your Key to the System**		**RESEARCH SAYS...** Guided, repeated oral reading has a significant positive impact on word recognition, fluency, and comprehension (National Reading Panel, 2000).	

* 🔍 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES — TEACH/MODEL

LESSON 49: "Yellow Pages"
(TG, pp. 286–287)

- Vocabulary Development
- Word Study: Prefixes
- Fluency: Build Automaticity

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 84–87)
- *44Book* (pp. 81–82)
- *System 44* Library (Book 17)

SUPPORT independent reading with *Teaching Resources for the System 44 Library*:

- Fluency Routines
- Book Conferences
- *System 44* Library Wrap-Ups

PHONICS FACT
There are three types of compound words in English: closed (*softball*), hyphenated (*mother-in-law*), and open (*post office*).

DID YOU KNOW?
Word walls can include words that students will commonly use in their writing, as well as words they find challenging or confusing.

SYSTEM SECRET
Topics with similar concepts are grouped in a Series on the *System 44* software. Each of the 25 Series has between five and eight Topics.

WEEK 14	Day 66: Teaching	Day 67: Differentiating*
Planning	red **READ** "RED Notes: Stressed and Unstressed Syllables" (TG, p. 252). red **READ** "Research Foundation: Phonics and the Older Struggling Reader" (TG, pp. 504–505).	
Whole-Group Instruction	**IF TEACHING _SYSTEM 44_ ONLY:** **Stressed Out** Say words with unstressed first syllables and words with stressed first syllables (TG, pp. 584–589). Have students clap when they hear a word in which the first syllable is stressed. Pause after each word. If a student does not react or reacts slowly, he or she is "out." Continue until only one or a few students remain. Progress to three- and four-syllable words during the week.	
Small-Group Instruction/ Instructional Software	**S.M.A.R.T.** TEACH **LESSON 41: Identifying Stressed and Unstressed Syllables** (TG, pp. 252–253) ❶ Identify Stressed & Unstressed Syllables ❷ Read Stressed & Unstressed Syllables 📖 Flip Chart 41 ❸ Practice Reading Stressed & Unstressed Syllables ❹ Assess 🌐 **PRACTICE** **Lesson 41: SAM Practice** (SAM Keywords: L41 SMART, SMART Answers)	**WORD STRATEGIES** TEACH/MODEL **LESSON 51: Inflectional Endings -ed, -ing (drop e)** (TG, pp. 290–291) ❶ Word Analysis ❷ Connect to Meaning and Usage ❸ Read Words 📖 Flip Chart 51 ❹ Build Words 🧰 Word Building Kit
🔑 **Your Key to the System**	**RESEARCH SAYS...** By analyzing student data regularly, teachers can address students' varied skill needs, readiness levels, and learning rates (Torgesen et al., 2001).	

* 🐾 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a _System 44 Teaching Guide_ lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES TEACH/MODEL

LESSON 51: "Yellow Pages"
(TG, pp. 292–293)

- Vocabulary Development
- Word Study: Synonyms
- Fluency: Use Correct Phrasing

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 90–91, 94–95)
- *44Book* (pp. 86, 88)
- *System 44* Library (Books 18–19, 28)

HOLD CONFERENCES to review **Student Software Performance Report** and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Almost all two-syllable nouns stress on the first syllable; more than 60 percent of two-syllable verbs stress on the second.

DID YOU KNOW?
Struggling readers often have difficulty with both decoding and ignoring irrelevant information in a text.

SYSTEM SECRET
Each time students log on to the *System 44* software, a microphone test ensures the headset is working properly before they go to the home page.

WEEK 15		Day 71: Teaching	Day 72: Differentiating*
Planning		**red** READ "RED Notes: Multisyllable Words" (TG, p. 288). **ENROLL** in the Scholastic online professional development course for *System 44* teachers: *Building Foundational Skills: Phonics, Word Study, and Comprehension.*	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Scrambled Syllables** Display a multisyllable word, scrambling the syllables so they are not in order (for example, *end un ing*). Read aloud each word part. Then have student pairs rearrange the syllables to form a word. Ask for a volunteer to unscramble the word on the board. Say the word (*unending*) and have students repeat it. Use words from the "Words with Multiple Affixes" list throughout the week (TG, p. 589).	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T.** TEACH
		LESSON 50: Unlocking Multisyllable Words
		(TG, pp. 288–289)
		
		❶ Look for Affixes and Endings
		   Flip Chart 50
		
		❷ Split Multisyllable Base Words
		   Word Building Kit
		
		❸ Unlock Multisyllable Words
		❹ Assess
		
		PRACTICE
		Lesson 50: SAM Practice
		(SAM Keywords: L50 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			LESSON 52: Inflectional Endings -ed, -ing (with doubling)
			(TG, pp. 294–295)
			
			❶ Word Analysis
			❷ Connect to Meaning and Usage
			❸ Read Words
			   Flip Chart 52
			
			❹ Build Words
			   Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Technology is an effective method of fostering decoding automaticity because it gives students repeated opportunities to systematically practice new skills until they master them (Hasselbring & Goin, 2004).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING _READ 180_ INSTRUCTIONAL MODEL:
- Teach _rBook_ Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach _System 44_ S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES TEACH/MODEL

LESSON 52: "Yellow Pages"
(TG, pp. 296–297)

- Vocabulary Development
- Word Study: Multiple-Meaning Words
- Fluency: Read With Prosody

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- _Decodable Digest_ (pp. 92–93, 96–97)
- _44Book_ (pp. 87, 89)
- _System 44_ Library (Books 18–19, 28)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
When adding -_ed_ or -_ing_ to a word with a final vowel sound that is short, double the final consonant. For example, _running, napping,_ and _pinned._

DID YOU KNOW?
Older students learning about phonics are able to be more metacognitive, or aware of their own thinking and learning, compared to younger students.

SYSTEM SECRET
Students move sequentially through the software Topics and activities. They do not select a strand or zone.

WEEK 16	Day 76: Teaching	Day 77: Differentiating*
Planning	**red** READ "RED Notes: Open and Closed Syllables" (TG, p. 320). **REVIEW** Fluency Routines to support independent reading (*Teaching Resources for the System 44 Library*, pp. 26–29).	
Whole-Group Instruction	**IF TEACHING *SYSTEM 44* ONLY:** *System 44* **Read Aloud** Model fluent reading and engage students in comprehension questions using Book 13: *Button Your Lip...and Other Idioms* or another *System 44* Library book (Teaching Resources, p. 54). Introduce the Smart Words, including *idiom*, and preview the front and back covers. Read aloud and discuss 2–3 idioms each day. Then have students write in response to the **Think. Talk. Write** prompt before sharing their favorite idiom with the whole group.	
Small-Group Instruction/ Instructional Software	**S.M.A.R.T.** **TEACH** **LESSON 58: Using Open and Closed Syllable Strategies** (TG, pp. 320–321) ❶ Review Open and Closed Syllables ❷ Identify Syllables and Vowel Sounds ❸ Blend Syllables Into Words 📖 Flip Chart 58 🧰 Word Building Kit ❹ Assess **PRACTICE** **Lesson 58: SAM Practice** (SAM Keywords: L58 SMART, SMART Answers)	**WORD STRATEGIES** **TEACH/MODEL** **LESSON 57: Open Syllables** (TG, pp. 316–317) ❶ Introduce Syllable Type ❷ Word Analysis ❸ Read Words 📖 Flip Chart 57 ❹ Build Words 🧰 Word Building Kit
🔑 **Your Key to the System**	**RESEARCH SAYS...** Reading aloud regularly and with expressive emphasis helps students unlock expression in language and feel more confident to try reading with spirit and vigor (Lemov, 2010).	

* 🔍 Run the Differentiated Instruction Grouping Report in SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

READ 180 **IF USING READ 180 INSTRUCTIONAL MODEL:**
- Teach rBook Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach System 44 S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES **TEACH/MODEL**

LESSON 57: "Yellow Pages"
(TG, pp. 318–319)

- Vocabulary Development
- Word Study: Multiple-Meaning Words
- Fluency: Self-Correct

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- Decodable Digest (pp. 114–117)
- 44Book (pp. 99–100)
- System 44 Library (Book 22)

SUPPORT independent reading with **Teaching Resources for the System 44 Library:**

- Fluency Routines
- Book Conferences
- System 44 Library Wrap-Ups

PHONICS FACT
Most syllables in Spanish, Italian, Portuguese, and other Romance languages are open, or end in a vowel.

DID YOU KNOW?
Progress monitoring and data reports, such as those on SAM, enable teachers to flexibly regroup students based on changing skill levels.

SYSTEM SECRET
Students may repeat a software Topic up to six times. Use the System 44 Teaching Guide lessons to review a skill one-on-one after the third cycle.

WEEK 17		Day 81: Teaching	Day 82: Differentiating*
Planning		**red** READ "RED Notes: Using Approximation" (TG, p. 322). READ "Communicating With Families" (TG, pp. 438–439).	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **An Open and Shut Case** Have partners generate pairs of words that look similar, but that begin with different syllable types—open and closed. For example: *bacon/basket* and *cabin/cable*. Then have students share their pairs, explaining which word begins with a closed syllable and which word begins with an open syllable, and how they can tell. Have partners continue to generate word pairs throughout the week.	
Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH** **LESSON 59: Using Approximation** (TG, pp. 322–323) ❶ Introduce Approximation 　Flip Chart 59 ❷ Use Approximation With Schwa ❸ Use Approximation to Read Words ❹ Assess **PRACTICE** **Lesson 59: SAM Practice** (SAM Keywords: L59 SMART, SMART Answers)	**WORD STRATEGIES TEACH/MODEL** **LESSON 60: Unstressed Open Syllables** (TG, pp. 324–325) ❶ Introduce the Syllable Type ❷ Word Analysis ❸ Read Words 　Flip Chart 60 ❹ Build Words 　Word Building Kit
Your Key to the System		**RESEARCH SAYS...** Without intensive intervention, weak phonics skills are likely to hinder students' learning in subsequent years (Lipka, Lesaux, & Siegel, 2006).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 60: "Yellow Pages"
(TG, pp. 326–327)

- Vocabulary Development
- Word Study: Synonyms
- Fluency: Use Natural, Consistent Pace

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 118–119)
- *44Book* (p. 101)
- *System 44* Library (Book 22)

HOLD CONFERENCES to review **Student Software Performance Report** and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Slashes in instructional reading texts indicate that a sound, not the letter, is pronounced in a word. For example, /a/ as in *apple* and /oi/ as in *coin*.

DID YOU KNOW?
Although dyslexia does not affect cognitive ability or intelligence, students with dyslexia do not process information in the same aural and/or written way as students without dyslexia.

SYSTEM SECRET
When students first log on to the software, they have 75 seconds to explore their home page before Ivan prompts them to start work in their Topic.

WEEK 18	Day 86: Teaching	Day 87: Differentiating*
Planning	**red** READ "RED Notes: Common Patterns" (TG, p. 334). **READ** summaries for Books 11–18 in the *System 44* Library (*Teaching Resources for the System 44 Library*, pp. 50–65).	
Whole-Group Instruction	**IF TEACHING *SYSTEM 44* ONLY:** **The Long and Short of It** Provide a list of CVC/VCe word pairs using the vowel *a* (for example, *man/mane, rat/rate*). Have teams read aloud the word pairs and label each word CVC or VCe. Continue with word pairs using different vowels throughout the week. Consider giving students a vowel and having them generate a list of CVC/VCe word pairs.	

Small-Group Instruction/ Instructional Software	**S.M.A.R.T.** TEACH
	LESSON 62: Using Patterns to Determine Vowel Sounds (TG, pp. 334–335)
	
	❶ Review CV and CVC Patterns
	   Flip Chart 62
	❷ Review VCe Pattern
	   Word Building Kit
	❸ Determine Vowel Sounds Using Common Patterns
	❹ Assess
	
	PRACTICE
	Lesson 62: SAM Practice (SAM Keywords: L62 SMART, SMART Answers)
		WORD STRATEGIES TEACH/MODEL
		LESSON 65: Vowel Team Syllables (TG, pp. 344–345)
		
		❶ Introduce Vowel Team Syllables
		❷ Word Analysis
		❸ Read Words
		   Flip Chart 65
		❹ Build Words
		   Word Building Kit

Your Key to the System	**RESEARCH SAYS...** Reading words involves the coordination of three key elements: spelling patterns in letters, the sounds of words, and the meanings of words (Adams, 1994).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES — TEACH/MODEL

LESSON 65: "Yellow Pages"
(TG, pp. 346–347)

- Vocabulary Development
- Word Study: Synonyms
- Fluency: Build Automaticity

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 126–127, 132–133, 142–143)
- *44Book* (pp. 107, 112, 119)
- *System 44* Library (Books 24–26)

REVIEW/RETEACH

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
The most common spelling pattern for each of the long vowel sounds is the singular use of the letter, such as *open*.

DID YOU KNOW?
To help older students improve word-recognition skills, focus instruction on syllable patterns and morphology.

SYSTEM SECRET
Students may Fast Track and be in different Series in the software because of different levels of mastery in their foundational reading skills.

WEEK 19		Day 91: Teaching	Day 92: Differentiating*
Planning		**red** READ "RED Notes: Word Families" (TG, p. 376). **red** READ "Research Foundation: Phonics, Vocabulary, Fluency, and the English Language Learner" (TG, pp. 432–433).	
Whole-Group Instruction		**IF TEACHING SYSTEM 44 ONLY:** **Word Detective** List a morpheme or base word, such as *read, clean, view, limit,* and *write*. Have students search magazines, newspapers, or a textbook chapter for words in the same word family. Make sure they note the related words and where they found them. Each word is worth one point. Post a different base word each day. Tally points at week's end and have students share their words.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. TEACH**
		LESSON 72: Morphological Word Families
		(TG, pp. 376–377)
		
		❶ Review Base Words
		❷ Identify Morphological Word Families
		   Flip Chart 72
		❸ Read Morphological Word Families
		❹ Assess
		
		PRACTICE
		Lesson 72: SAM Practice
		(SAM Keywords: L72 SMART, SMART Answers)
			THE CODE TEACH/MODEL
			LESSON 53: y as a Vowel
			(TG, pp. 300–301)
			
			❶ Phonemic Awareness
			❷ Letter-Sound Correspondence
			❸ Blend Words
			   Flip Chart 53
			❹ Build Words
			   Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Morphological awareness (knowledge of word parts) contributes to vocabulary growth (Nagy et al., 2006) and vocabulary knowledge, which in turn contributes significantly to reading comprehension (Baumann et al., 2003).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 53: "Yellow Pages"
(TG, pp. 302–303)

- Vocabulary Development
- Word Study: Antonyms
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 98–103)
- *44Book* (p. 92)
- *System 44* Library (Book 19)

SUPPORT independent reading with *Teaching Resources for the System 44 Library*:

- Fluency Routines
- Book Conferences
- *System 44* Library Wrap-Ups

PHONICS FACT
Words that end in -*y* usually have the /ī/ sound if one syllable and the /ē/ sound if multiple syllables, such as in *sky* and *pretty*.

DID YOU KNOW?
Students learning English develop receptive skills—listening and reading—more quickly than productive skills—speaking and writing.

SYSTEM SECRET
Students who show mastery of Topics on the Fast Track assessment at the beginning of a Series will skip those Topics and focus on skills they need.

WEEK 20		Day 96: Teaching	Day 97: Differentiating*
Planning		**red** REVIEW "RED Notes: Blending Sounds Into Words" (TG, p. 120). **REGISTER** to participate in the *System 44* interactive webinar—"Using *System 44* Data to Drive Instruction."	
Whole-Group Instruction		**IF TEACHING** *SYSTEM 44* **ONLY:** **Pick and Choose** Display a list of initial consonants and blends (for example: *s-*, *h-*, *tr-*, and *bl-*) and short-vowel rimes (for example, *-ank*, *-am*, *-ast*, *-iss*, and *-ip*). Have pairs use the onsets and rimes to write as many words as they can in two minutes. Create a class list of words. Progress to using initial digraphs, long-vowel rimes, *r*-controlled vowels, diphthongs, and final blends and digraphs (TG, pp. 579–590).	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		LESSON 7: Blending Sounds Into Words
		(TG, pp. 120–121)
		
		❶ Blending of Phonemes
		❷ Connect Letters and Blending Sounds
		    Flip Chart 7
		    Word Building Kit
		❸ Blend Sounds in Printed Words
		❹ Assess
		
		PRACTICE
		Lesson 7: SAM Practice
		(SAM Keywords: L7 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			LESSON 54: Changing -y to -i
			(TG, pp. 304–305)
			
			❶ Word Analysis
			❷ Connect to Meaning and Usage
			❸ Read Words
			    Flip Chart 54
			❹ Build Words
			    Word Building Kit

Your Key to the System		**RESEARCH SAYS...** If a student lacks phonemic awareness, direct instruction in this area will improve his or her reading skills (Reading & Van Deuren, 2007).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

Day 98: Differentiating* | Day 99: Monitoring | Day 100: Conferencing

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES — TEACH/MODEL

LESSON 54: "Yellow Pages"
(TG, pp. 306–307)

- Vocabulary Development
- Word Study: Suffixes
- Fluency: Use Natural, Consistent Pace

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 106–107)
- *44Book* (p. 94)
- *System 44* Library (Book 20)

HOLD CONFERENCES

HOLD CONFERENCES to review **Student Software Performance Report** and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Diphthongs are called "gliding vowels" because the mouth glides from one vowel sound to another in words such as *coin* and *cloud.*

DID YOU KNOW?
The presence or absence of prior knowledge affects how quickly students understand information they read in a new text.

SYSTEM SECRET
Direct instruction in the *System 44 Teaching Guide* lessons follows a three-step gradual release model: I do, We do, You do.

WEEK 21		Day 101: Teaching	Day 102: Differentiating*
Planning		**red** REVIEW "RED Notes: Segmenting" (TG, p. 122). **red** READ "Research Foundation: Motivating and Engaging Older Struggling Readers" (TG, pp. 512–513).	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Smaller and Smaller** Say a compound word, such as *grasshopper*. Call on students to segment the word first into its component words (/grass/, /hopper/), then into syllables (/gras/, /hop/, /ər/), and finally into phonemes (/g/ /r/ /a/ /s/ /h/ /o/ /p/ /ər/). Progress to words with affixes. Record each word on chart paper. At the end of the week, determine which word on the list has the most phonemes.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T.** RETEACH
		LESSON 8: Segmenting Words Into Sounds
		(TG, pp. 122–123)
		
		❶ Segment Words Into Phonemes
		❷ Segment Phonemes in Printed Words
		  Flip Chart 8
		❸ Segment Words for Spelling
		❹ Assess
		
		PRACTICE
		Lesson 8: SAM Practice
		(SAM Keywords: L8 SMART, SMART Answers)
			THE CODE TEACH/MODEL
			
			LESSON 56: Silent Consonants
			(TG, pp. 312–313)
			
			❶ Phonemic Awareness
			❷ Letter-Sound Correspondence
			❸ Blend Words
			  Flip Chart 56
			❹ Build Words
			  Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Research with older struggling readers reveals that segmenting and blending graphemes to create new sounds reinforces phonemic awareness (Adams, Treiman, and Pressley, 1998).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 56: "Yellow Pages"
(TG, pp. 314–315)

- Vocabulary Development
- Word Study: Homophones
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 112–113)
- *44Book* (p. 98)
- *System 44* Library (Book 21)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Learning to segment, or break apart, words helps readers blend words better.

DID YOU KNOW?
The letter *e* is the most frequently used letter in the English alphabet.

SYSTEM SECRET
Have students do multiple readings of a *System 44* Library book before they take the *Scholastic Reading Counts!* quiz on the computer.

WEEK 22		Day 106: Teaching	Day 107: Differentiating*
Planning		**red** REVIEW "RED Notes: Possessives" (TG, p. 136). **READ** "Structuring Reading Conferences" and "Holding Student Report Conferences" (TIG, pp. 113–114).	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **To Have** Form student pairs for this activity. Have one student write down two singular nouns on a sheet of paper (for example, *hat* and *elephant*). Another student then writes a sentence using both nouns, making one a possessive and the other the noun that is in possession. For example, *The elephant's hat is big.* Then have students switch roles. During the week, progress to plural nouns and plurals that do not end in *s*.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		LESSON 12: Recognizing and Using Possessives (TG, pp. 136–137)
		
		❶ Identify and Use Possessives
		❷ Read Possessives
		   📖 Flip Chart 12
		❸ Contrast Singular and Plural Possessives
		❹ Assess
		
		PRACTICE
		Lesson 12: SAM Practice
		(SAM Keywords: L12 SMART, SMART Answers)
			THE CODE TEACH/MODEL
			LESSON 67: Other Long Vowel Spellings (TG, pp. 354–355)
			
			❶ Phonemic Awareness
			❷ Letter-Sound Correspondence
			❸ Blend Words
			   📖 Flip Chart 67
			❹ Build Words
			   🔧 Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Research indicates that all students, including students whose native language is not English or who speak a variation of English, benefit from explicit and systematic instruction in phonemic awareness, spelling, and grammar (Craig & Washington, 2006).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 67: "Yellow Pages"
(TG, pp. 356–357)

- Vocabulary Development
- Word Study: Multiple Meaning Words
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson

- *Decodable Digest* (pp. 146–147)
- *44Book* (p. 123)
- *System 44* Library (Book 27)

SUPPORT independent reading with *Teaching Resources for the System 44 Library*:

- Fluency Routines
- Book Conferences
- *System 44* Library Wrap-Ups

PHONICS FACT
Many languages do not have a possessive form and use the word *of* to show possession (for example, *the tail of the cat* rather than *the cat's tail*).

DID YOU KNOW?
Effective teaching strategies guide students to demonstrate reading skills and integrate new knowledge with previously learned knowledge.

SYSTEM SECRET
Activity screens for each software Topic are color-coded based on the strand: The Code (blue), Sight Words (purple), Word Strategies (orange), and Success (green).

WEEK 23		Day 111: Teaching	Day 112: Differentiating*
Planning		**red** REVIEW "RED Notes: Contrasting Short Vowels" (TG, p. 182). READ summaries for Books 19–25 in the *System 44* Library *(Teaching Resources for the System 44 Library,* pp. 66–78).	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** *System 44* **Read Aloud** Model fluent reading and engage students in comprehension questions using Book 26: *Samurai Fighters* or another *System 44* Library book (Teaching Resources, p. 80). Introduce the Smart Words and preview the front and back covers. Read aloud and discuss one chapter each day. Then have students write in response to the **Think. Talk. Write** prompt before sharing their favorite samurai with the whole group.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		LESSON 23: Contrasting Short Vowels (TG, pp. 182–183)
		❶ Discriminate Short Vowel Sounds
		❷ Discriminate Among Words With Short Vowels
		   Flip Chart 23
		❸ Read Words With Short Vowels
		❹ Assess
		
		PRACTICE
		Lesson 23: SAM Practice (SAM Keywords: L23 SMART, SMART Answers)
			TEACH/MODEL
			LESSON 68: *r*-Controlled Vowel *ar* (TG, pp. 358–359)
			
			❶ Phonemic Awareness
			❷ Letter-Sound Correspondence
			❸ Blend Words
			   Flip Chart 68
			❹ Build Words
			   Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Proficient readers decode new words at the syllable level using word parts, such as prefixes and suffixes, with which they are already familiar (Bhattacharya & Ehri, 2004).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 68: "Yellow Pages"
(TG, pp. 360–361)

- Vocabulary Development
- Word Study: Multiple-Meaning Words
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 150–151)
- *44Book* (p. 127)
- *System 44* Library (Book 29)

HOLD CONFERENCES to review **Student Software Performance Report** and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Distinguishing short vowels may be particularly challenging for English language learners whose first languages do not include short vowel sounds.

DID YOU KNOW?
Best practices for effective teaching incorporate metacognitive approaches, such as making connections, throughout the lesson.

SYSTEM SECRET
Students can check how many software activities they have completed for their current Topic using the vertical lozenge bar on the right side of the screen.

WEEK 24		Day 116: Teaching	Day 117: Differentiating*
Planning		**red** REVIEW "RED Notes: Contrasting Consonants" (TG, p. 192). **REWATCH** the *System 44* Implementation DVD. Chapter: Screening and Assessing; subchapters: Using the Scholastic Achievement Manager, Assessing and Monitoring Progress	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Classy Consonants** On paper, write a short-vowel word that begins and ends with commonly confused consonants, such as *bad*. Pass the paper, telling students they can change either consonant, but not the vowel, for example, *sad* and *bag*. Read aloud the word list. Progress to blends, digraphs, vowel teams, and *r*-controlled vowels.	
Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH** **LESSON 26: Contrasting Consonants** (TG, pp. 192–193) ❶ Contrast Consonant Sounds ❷ Discriminate Among Written Consonants ⬛ Flip Chart 26 ❸ Read and Write Consonants in Words ❹ Assess **PRACTICE** **Lesson 26: SAM Practice** (SAM Keywords: L26 SMART, SMART Answers)	**THE CODE TEACH/MODEL** **LESSON 69: *r*-Controlled Vowels *er, ir, ur*** (TG, pp. 362–363) ❶ Phonemic Awareness ❷ Letter-Sound Correspondence ❸ Blend Words ⬛ Flip Chart 69 ❹ Build Words ⬛ Word Building Kit
🔑 **Your Key to the System**		**RESEARCH SAYS...** Middle school students will encounter at least 10,000 new words per year, mostly multisyllabic, in grade-level and content-area texts (Archer, Gleason, & Vachon, 2003).	

* 🐾 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

READ 180 **IF USING *READ 180* INSTRUCTIONAL MODEL:**
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 69: "Yellow Pages"
(TG, pp. 364–365)

- Vocabulary Development
- Word Study: Idioms
- Fluency: Read With Expression

PHONICS FACT
r-Controlled vowels—heard in words such as *car* and *fur*—are not considered long or short.

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 154–159)
- *44Book* (p. 129)
- *System 44* Library (Book 29)

DID YOU KNOW?
Most students who need extra instruction on a skill are more engaged by several short instructional activities or sessions than by one long one.

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

SYSTEM SECRET:
The sight words in the *System 44* software Topics from the Sight Words strand are based on the Dolch and Fry word lists.

WEEK 25		Day 121: Teaching	Day 122: Differentiating*
Planning		**red** REVIEW "RED Notes: Contractions" (TG, p. 204). **red** READ "Research Foundation: Teaching Word Meaning" (TG, pp. 510–511).	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Contraction Concentration** On index cards, write words that form contractions, one word per card. For example: *I, am, you, are, he, she, is, we, they, not, it, had, would*, etc. Make a set of cards for each small group. Tell groups to place their cards face down in rows. Have each group member take turns selecting two cards. If students can make a contraction with the words, they say the contraction, tell which letters are replaced with the apostrophe, and keep the cards. If they cannot make a contraction, they turn the cards over and play moves to the next student.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		LESSON 29: Recognizing and Using Contractions (TG, pp. 204–205)
		❶ Identify Contractions
		  Flip Chart 29
		❷ Read Contractions and Identify Equivalents
		❸ Read Contractions
		❹ Assess
		
		PRACTICE
		Lesson 29: SAM Practice
		(SAM Keywords: L29 SMART, SMART Answers)
			THE CODE TEACH/MODEL
			LESSON 70: Other /sh/ Spellings (TG, pp. 366–367)
			
			❶ Phonemic Awareness
			❷ Letter-Sound Correspondence
			❸ Blend Words
			  Flip Chart 70
			❹ Build Words
			  Word Building Kit

Your Key to the System		**RESEARCH SAYS...** For native speakers and English language learners alike, spelling is highly correlated with reading accuracy (Chiappe, Siegel, & Wade-Woolley, 2002).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

READ 180 **IF USING READ 180 INSTRUCTIONAL MODEL:**
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

THE CODE **TEACH/MODEL**

LESSON 70: "Yellow Pages"
(TG, pp. 368–369)

- Vocabulary Development
- Word Study: Antonyms
- Fluency: Build Automaticity

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 162–165)
- *44Book* (p. 131)
- *System 44* Library (Book 30)

SUPPORT independent reading with *Teaching Resources for the System 44 Library*:

- Fluency Routines
- Book Conferences
- *System 44* Library Wrap-Ups

PHONICS FACT
In English, /sh/ is often spelled *ti*, such as in the words *motion, fraction, attention,* and *station.*

DID YOU KNOW?
Quick-paced, timed speed drills can enhance students' recognition of syllables and morphemes.

SYSTEM SECRET
Use the *System 44* Interactive Teaching System to show a direct instruction video from the software to introduce a related lesson.

WEEK 26		Day 126: Teaching	Day 127: Differentiating*
Planning		red **REVIEW** "RED Notes: Understanding Syllables" (TG, p. 206). **CHECK** progress and make a plan to finish the online course, *Building Foundational Skills: Phonics, Word Study, and Comprehension*, if enrolled.	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Haiku Syllable Help** Explain that haiku is a form of Japanese poetry that has three lines: the first with five syllables, the second with seven syllables, and the third with five syllables. For example: *The trees sway nimbly. / Wind rustles branches up high. / Down below is calm.* Have students write haikus to practice their understanding of syllables. Students can progress during the week from using single-syllable words only, to including two- and three-syllable words.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		 LESSON 30: Understanding Syllables (TG, pp. 206–207)
		
		 ❶ Count Syllables
		 ❷ Identify Vowel Spots
		    Word Building Kit
		 ❸ Identify Syllables in Words
		    Flip Chart 30
		 ❹ Assess
		
		 PRACTICE
		 Lesson 30: SAM Practice
		 (SAM Keywords: L30 SMART, SMART Answers)
			THE CODE TEACH/MODEL
			 LESSON 71: *r*-Controlled Vowels *or, ore* (TG, pp. 372–373)
			
			 ❶ Phonemic Awareness
			 ❷ Letter-Sound Correspondence
			 ❸ Blend Words
			    Flip Chart 71
			 ❹ Build Words
			    Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Correcting a decoding error by focusing on language rules has two benefits: It requires the student to use new information to decode the original word successfully, and it reinforces a rule the student can apply to other high-frequency words (Lemov, 2010).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 71: "Yellow Pages"
(TG, pp. 374–375)

- Vocabulary Development
- Word Study: Multiple-Meaning Words
- Fluency: Use Phrase-Cued Text

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 166–169)
- *44Book* (p. 134)
- *System 44* Library (Book 30)

HOLD CONFERENCES to review **Student Software Performance Report** and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
The English language has several nine-letter, one-syllable words, including *screeched*, *scratched*, and *strengths*.

DID YOU KNOW?
Observing the position of the lips, teeth, and tongue as a sound is produced increases a student's articulation skills.

SYSTEM SECRET
The *System 44* Library Audiobooks include two voices—a coach who reads the Smart words and introduces the book, and a narrator who reads the text.

WEEK 27		Day 131: Teaching	Day 132: Differentiating*
Planning		**red** REVIEW "RED Notes: Compound Words" (TG, p. 240). **red** READ "Research Foundation: Articulation and Reading Skills" (TG, pp. 516–517).	
Whole-Group Instruction		**(7) IF TEACHING SYSTEM 44 ONLY:** **Parachute Person** Create two lists of compound words. Form student pairs and give each student a compound word list to play parachute person with his or her partner. Have students draw a stick person attached to a parachute with six strings. Each time a student guesses an incorrect letter, the partner erases a string. Remind students to use their knowledge of meaningful syllables in compound words to help them guess the words. Have students add their own words through the week.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		
		 LESSON 38: Recognizing and Using Compound Words (TG, pp. 240–241)
		 ❶ Identify Compound Words
		 ❷ Determine Meaning
		     Flip Chart 38
		     Word Building Kit
		 ❸ Use Compound Words
		 ❹ Assess
		
		 PRACTICE
		 Lesson 38: SAM Practice
		 (SAM Keywords: L38 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			
			 LESSON 74: r-Controlled Vowel Syllables (TG, pp. 382–383)
			 ❶ Introduce r-Controlled Vowel Syllables
			 ❷ Word Analysis
			 ❸ Read Words
			     Flip Chart 74
			 ❹ Build Words
			     Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Understanding that some affixes create a new word by changing its part of speech (for example, adding -er to sing changes the verb to a noun) is closely tied to reading achievement (Carlisle, 2004).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a System 44 Teaching Guide lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING _READ 180_ INSTRUCTIONAL MODEL:
- Teach _rBook_ Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach _System 44_ S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 74: "Yellow Pages"
(TG, pp. 384–385)

- Vocabulary Development
- Word Study: Prefixes and Suffixes
- Fluency: Use Correct Phrasing

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- _Decodable Digest_ (pp. 152–153, 160–161, 170–171, 182–183)
- _44Book_ (pp. 128, 130, 135, 139)
- _System 44_ Library (Books 29–31)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
The meaning of a compound word does not always match the definitions of the words that create the compound.

DID YOU KNOW?
English language learners who have mastered sound-spellings can still benefit from continuing to practice fluency at the word and passage level.

SYSTEM SECRET
Students can choose to hear the Success passage read word-by-word on the computer to target specific sounds before listening to a more fluent phrasing.

WEEK 28		Day 136: Teaching	Day 137: Differentiating*
Planning		**red** REVIEW "RED Notes: Stressed and Unstressed Syllables" (TG, p. 252).	
		red READ "Research Foundation: Brain Research: A Look Inside Learning to Read" (TG, pp. 514–515).	
Whole-Group Instruction		**IF TEACHING SYSTEM 44 ONLY:** **Syllable Codes** Display 10 multisyllable words from the Word Strategies List (TG, pp. 584–589). Have pairs copy the words and underline stressed syllables and circle unstressed syllables. Then have them read aloud the words to each other. Continue with different words during the week.	
Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH** **LESSON 41: Identifying Stressed and Unstressed Syllables** (TG, pp. 252–253) ❶ Identify Stressed and Unstressed Syllables ❷ Read Stressed and Unstressed Syllables 📖 Flip Chart 41 ❸ Practice Reading Stressed and Unstressed Syllables ❹ Assess **PRACTICE** **Lesson 41: SAM Practice** (SAM Keywords: L41 SMART, SMART Answers)	**WORD STRATEGIES TEACH/MODEL** **LESSON 76: Syllables With oi, oy** (TG, pp. 390–391) ❶ Introduce the Syllable Type ❷ Word Analysis ❸ Read Words 📖 Flip Chart 76 ❹ Build Words 🔧 Word Building Kit
🔑 **Your Key to the System**		**RESEARCH SAYS...** Older struggling readers may be proficient at reading one-syllable words but may lack strategies to decode multisyllable words that frequently occur in higher level reading materials (Archer, Gleason, & Vachon, 2003).	

* 🐾 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a System 44 Teaching Guide lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES **TEACH/MODEL**

LESSON 76: "Yellow Pages"
(TG, pp. 392–393)

- Vocabulary Development
- Word Study: Suffixes
- Fluency: Use Correct Phrasing

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 188–189)
- *44Book* (p. 142)
- *System 44* Library (Book 32)

SUPPORT independent reading with *Teaching Resources for the System 44 Library*:

- Fluency Routines
- Book Conferences
- *System 44* Library Wrap-Ups

PHONICS FACT
The *oi* spelling for /oi/ is almost always in the middle of a syllable, such as *coin*; *oy* is at the end of a syllable, such as *toy*.

DID YOU KNOW?
Individualized pacing of instruction, such as on the *System 44* software, prevents overwhelming some students and leaving others feeling unchallenged.

SYSTEM SECRET
Every software Topic from The Code, Word Strategies, and Sight Words strands ends with a Progress Monitor activity to determine if students are ready to move on.

WEEK 29	Day 141: Teaching	Day 142: Differentiating*
Planning	**red** REVIEW "RED Notes: Multisyllable Words" (TG, p. 288). **red** READ "Research Foundation: Standard Classroom English" (TG, pp. 518–519).	
Whole-Group Instruction	**IF TEACHING SYSTEM 44 ONLY:** **Build With Syllable Blocks** Write these prefixes and suffixes on the board: *de-, re-, un-, -ing,* and *-ed.* Have groups generate a list of multisyllable words, choosing from the affixes and using the base and root words of their choice (for example, *defrosting*). Have one group share their words with another group. Have the second group identify the syllables and define the words. Continue with other prefixes and suffixes such as *dis-, mis-, pre-, -er, -ness, -ly,* and *-ment.*	
Small-Group Instruction/ Instructional Software	**S.M.A.R.T. RETEACH** **LESSON 50: Unlocking Multisyllable Words** (TG, pp. 288–289) ❶ Look for Affixes and Endings 　　Flip Chart 50 ❷ Split Multisyllable Base Words 　　Word Building Kit ❸ Unlock Multisyllable Words ❹ Assess **PRACTICE** **Lesson 50: SAM Practice** (SAM Keywords: L50 SMART, SMART Answers)	**WORD STRATEGIES TEACH/MODEL** **LESSON 78: Syllables With *ou, ow*** (TG, pp. 398–399) ❶ Introduce the Syllable Type ❷ Word Analysis ❸ Read Words 　　Flip Chart 78 ❹ Build Words 　　Word Building Kit
🔑 **Your Key to the System**	**RESEARCH SAYS...** Decoding multisyllable words poses a greater challenge than decoding single-syllable words (Beck, 2006). Skilled readers are able to syllabicate longer words, but struggling readers have difficulty syllabicating such words (Bhattacharya & Ehri, 2004).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

Day 143: Differentiating*	Day 144: Monitoring	Day 145: Conferencing

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES **TEACH/MODEL**

LESSON 78: "Yellow Pages"
(TG, pp. 400–401)

- Vocabulary Development
- Word Study: Compound Words
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 194–195)
- *44Book* (p. 144)
- *System 44* Library (Book 32)

HOLD CONFERENCES to review **Student Software Performance Report** and set/revise goals.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
Most compound nouns have stress on the first syllable (for example, *blackbird* and *greenhouse*). Most compound verbs have stress on the second syllable (for example, *understand* and *overflow*).

DID YOU KNOW?
Once they have mastered a skill, students can progress to independent activities focused on that skill to reinforce learning.

SYSTEM SECRET
Each Series on the *System 44* software ends with a Success Topic. Students watch a video to build background knowledge and read a related passage.

WEEK 30		Day 146: Teaching	Day 147: Differentiating*
Planning		**red** REVIEW "RED Notes: Open and Closed Syllables" (TG, p. 320). **red** READ "Research Foundation: Advantages of Adaptive Technology" (TG, pp. 506–507).	
Whole-Group Instruction		**IF TEACHING *SYSTEM 44* ONLY:** **Open Sesame!** Write the following syllables on the board: *ba, bel, pi, ic, el, ho,* and *tel.* Guide students to match syllables to create words and underline the open syllable in each word. For example, *basic, hotel,* and *pilot.* Have students work in pairs as the week progresses, using a selection of *System 44* target words with open syllables (TG, p. 586).	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		LESSON 58: Using Open and Closed Syllable Strategies (TG, pp. 320–321)
		
		❶ Review Open and Closed Syllables
		❷ Identify Syllables and Vowel Sounds
		❸ Blend Syllables Into Words
		    Word Building Kit
		
		    Flip Chart 58
		
		❹ Assess
		
		PRACTICE
		Lesson 58: SAM Practice (SAM Keyword: L58 SMART, SMART Answers)
			THE CODE TEACH/MODEL
			LESSON 73: *air (hair), are (scare), ear (bear)* (TG, pp. 378–379)
			❶ Phonemic Awareness
			❷ Letter-Sound Correspondence
			❸ Blend Words
			    Flip Chart 73
			
			❹ Build Words
			    Word Building Kit

Your Key to the System		**RESEARCH SAYS...** Ongoing assessment and progress-monitoring are vital to document student growth and inform instruction (Fisher & Ivey, 2006).	

* Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 73: "Yellow Pages"
(TG, pp. 380–381)

- Vocabulary Development
- Word Study: Prefixes and Suffixes
- Fluency: Read With Prosody

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 176–181)
- *44Book* (p. 138)
- *System 44* Library (Book 31)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
R is known as "Bossy R" because it forces vowels to change the way they sound. For example, the sound that *a* stands for in *cat* sounds different in *cart*.

DID YOU KNOW?
Reading new words in different contexts is key to helping students build academic vocabulary.

SYSTEM SECRET
The Student Software Performance Report shows the number of times a student has cycled through a Topic.

WEEK 31		Day 151: Teaching	Day 152: Differentiating*
Planning		**red** REVIEW "RED Notes: Using Approximation" (TG, p. 322). **READ** Research Foundation Paper: "System 44." Go to www.scholastic.com/system44 and click "Authorship & Research."	
Whole-Group Instruction		**(TT) IF TEACHING SYSTEM 44 ONLY:** **You Guessed It!** Pair students and give each partner five different words with the same syllable pattern, such as oo, ew, and u_e (TG, p. 584). Have students give a clue for a word on their list. For boot, the clue might be "It's a kind of footwear." The partner must guess and spell the correct word. Continue with different words during the week.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T. RETEACH**
		LESSON 59: Using Approximation (TG, pp. 322–323)
		
		❶ Introduce Approximation
		  📖 Flip Chart 59
		❷ Use Approximation With Schwa
		❸ Use Approximation to Read Words
		  📦 Word Building Kit
		❹ Assess
		
		🐾 PRACTICE
		Lesson 59: SAM Practice
		(SAM Keyword: L59 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			LESSON 80: Syllables With oo, ew, u_e (TG, pp. 408–409)
			
			❶ Introduce the Syllable Type
			❷ Word Analysis
			❸ Read Words
			  📖 Flip Chart 80
			❹ Build Words
			  📦 Word Building Kit

🔑 Your Key to the System		**RESEARCH SAYS...** Phonics-based reading intervention imparts to older struggling readers the skills they may have missed, and can bring them to grade-level reading in one to two years of instruction (Torgesen et al., 2001).	

* 🐾 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a System 44 Teaching Guide lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING READ 180 INSTRUCTIONAL MODEL:
- Teach rBook Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach System 44 S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

TEACH/MODEL

LESSON 80: "Yellow Pages"
(TG, pp. 410–411)

- Vocabulary Development
- Word Study: Antonyms
- Fluency: Read With Expression

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- Decodable Digest (pp. 204–205)
- 44Book (p. 149)
- System 44 Library (Books 33–34)

SUPPORT independent reading with **Teaching Resources for the System 44 Library:**

- Fluency Routines
- Book Conferences
- System 44 Library Wrap-Ups

PHONICS FACT
One reason a vowel sound may have different spellings (for example: boot, news, tube) is the Great Vowel Shift, a change in the English pronunciation that occurred from 1450–1750.

DID YOU KNOW?
Students who stay informed about their progress as readers are more likely to have a sense of ownership for their academic improvement.

SYSTEM SECRET
Students can watch their "unlocked" Success videos from the Dashboard on their System 44 Home Page.

WEEK 32		Day 156: Teaching	Day 157: Differentiating*
Planning		**red** REVIEW "RED Notes: Common Patterns" (TG, p. 334). **red** READ "Research Foundation: Building Critical Academic Vocabulary" (*Teaching Resources for the System 44 Library*, pp. 8–9).	
Whole-Group Instruction		🙂 **IF TEACHING SYSTEM 44 ONLY:** **I Can Say That** Write a list of nonsense words on the board that contain common vowel patterns, such as *brike, sceem, touse, nym,* etc. Have student pairs practice reading the words aloud to each other using their understanding of vowel patterns. Then call on students to read words aloud and explain their reasoning.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T.** **RETEACH**
		LESSON 62: Using Patterns to Determine Vowel Sounds (TG, pp. 334–335)
		
		❶ Review CV and CVC Patterns
		  📇 Flip Chart 62
		❷ Review VCe Pattern
		  📼 Word Building Kit
		❸ Determine Vowel Sounds Using Common Patterns
		❹ Assess
		
		🐾 **PRACTICE**
		Lesson 62: SAM Practice
		(SAM Keywords: L62 SMART, SMART Answers)
			WORD STRATEGIES **TEACH/MODEL**
			LESSON 82: Syllables With *oo, u* (TG, pp. 416–417)
			
			❶ Introduce the Syllable Type
			❷ Word Analysis
			❸ Read Words
			  📇 Flip Chart 82
			❹ Build Words
			  📼 Word Building Kit

🔑 **Your Key to the System**		**RESEARCH SAYS...** Skilled readers have highly active visual regions of the brain that are associated with recognizing letters organized into visual words (McCandliss & Wolmetz, 2004).	

* 🐾 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a *System 44 Teaching Guide* lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

IF USING *READ 180* INSTRUCTIONAL MODEL:
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES TEACH/MODEL	**MONITOR**	**HOLD CONFERENCES** to review **Student Software Performance Report** and set/revise goals.
LESSON 82: "Yellow Pages" (TG, pp. 418–419)	**Guided practice based on Self-Monitoring Chart or Tuesday's lesson:**	**MONITOR** independent practice based on the Self-Monitoring Chart or Tuesday's lesson.
• Vocabulary Development • Word Study: Multiple-Meaning Words • Fluency: Use Correct Phrasing	• *Decodable Digest* (pp. 210–211) • *44Book* (p. 153) • *System 44* Library (Book 34)	

PHONICS FACT:
Early scribes switched o for u in words like *some*, once spelled *sume*, because too many downward strokes in a word were hard to read.

DID YOU KNOW?
Having students read aloud helps to improve their fluency and gives teachers an opportunity to monitor the students' reading progress.

SYSTEM SECRET:
RED Routines in the *System 44 Teaching Guide* provide engaging activities to improve students' vocabulary and to target common reading challenges.

WEEK 33		Day 161: Teaching	Day 162: Differentiating*
Planning		**red** REVIEW "RED Notes: Word Families" (TG, p. 376). **red** READ "Research Foundation: Universal Design Principles for All Learners" (TG, pp. 468–469).	
Whole-Group Instruction		😊 **IF TEACHING _SYSTEM 44_ ONLY:** **All in the Family** Create teams of four. Display a base word on the board (for example, _place_). Have teams write as many related words as possible in one minute (for example, _misplace, displace, placement, placed, placing, places, placeless, displacement, misplaced, misplacing_). Have teams share words. Progress through the week with additional base words.	

Small-Group Instruction/ Instructional Software		**S.M.A.R.T.** RETEACH
		LESSON 72: Morphological Word Families (TG, pp. 376–377)
		❶ Review Base Words
		   📺 Flip Chart 72
		❷ Identify Morphological Word Families
		❸ Read Morphological Word Families
		❹ Assess
		
		🐾 **PRACTICE**
		Lesson 72: SAM Practice
		(SAM Keywords: L72 SMART, SMART Answers)
			WORD STRATEGIES TEACH/MODEL
			LESSON 84: Syllables With _aw, au, a_ (TG, pp. 424–425)
			
			❶ Introduce the Syllable Type
			❷ Word Analysis
			❸ Read Words
			   📺 Flip Chart 84
			❹ Build Words
			   🧰 Word Building Kit

🔑 **Your Key to the System**		**RESEARCH SAYS...** When students understand the meaning of morphemes and are able to pronounce them quickly as parts of longer words, the speed and accuracy of their reading improves (Nagy, 2005).	

* 🔍 Run the Differentiated Instruction Grouping Report on SAM to form flexible small groups for differentiating phonics instruction. Then, select a _System 44 Teaching Guide_ lesson based on the skill needs for the majority of students in each of the small groups.

LESSON NOTES:

READ 180 **IF USING *READ 180* INSTRUCTIONAL MODEL:**
- Teach *rBook* Whole-Group lessons to build reading, vocabulary, writing, and grammar skills.
- Teach *System 44* S.M.A.R.T. lessons on CheckPoint for Differentiated Instruction days (optional).

WORD STRATEGIES **TEACH/MODEL**

LESSON 84: "Yellow Pages"
(TG, pp. 426–427)

- Vocabulary Development
- Word Study: Compound Words
- Fluency: Modeled Fluent Reading

MONITOR

Guided practice based on Self-Monitoring Chart or Tuesday's lesson:

- *Decodable Digest* (pp. 218–219)
- *44Book* (p. 155)
- *System 44* Library (Book 35)

REVIEW/RETEACH The Code or Word Strategies for students with low scores on the **Reading Progress Report**. Run the **Student Software Performance Report** to identify specific skill lessons.

MONITOR independent practice based on the Self-Monitoring Chart or Tuesday's lesson.

PHONICS FACT
In morphological word families, the stress in the base word can shift with each word meaning (for example, *photograph* and *photography*).

DID YOU KNOW?
Hearing a model of fluent oral reading gives struggling readers a standard to work toward achieving.

SYSTEM SECRET
System 44 Midyear and End-of-Year Summative Assessments consist of 50 multiple-choice questions. Print the student assessments and answer keys from SAM.

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