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**System 44 Software Manual**

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PDF0127 (PDF)
What’s New in System 44 v1.2 and SAM v1.10.0?

Scholastic customers already using System 44 v1.2 and Scholastic Achievement Manager (SAM) v1.10.0 will notice these new features:

**Browser-based Client Software**

- It is no longer necessary to install SAM Client software on every teacher workstation. SAM now opens in an Internet browser, and uses the Internet to connect to district servers.

**New Password Requirements**

- SAM has new password requirements in version 1.10.0. Passwords now require six or more characters, of which one must be a numeral.

**System 44 Fast Track Assessments**

- In System 44 v1.2, students can now Fast Track not only through a series, but also through individual Topics within a series. Students that show mastery of all the skills in a series still Fast Track and move on through the series; however, if during the assessment students show mastery of some skills and not others, they skip the Topics for which they have demonstrated mastery as they proceed through the series.
**System 44 Overview**

System 44 is a comprehensive reading intervention program designed for the most challenged older, struggling readers. The program’s sophisticated software has been designed based on scientific research in reading instruction in order to help students become confident, successful readers.

System 44 leads students through a predetermined path to learn each of the 44 sounds and the letters or letter combinations that create those sounds. The program also adapts itself to each student’s skills, so some students may move through the predetermined path quickly; other students may repeatedly focus on certain topics.

Students are placed in System 44 based on their performance in the Scholastic Phonics Inventory™. Students who are predecoders are placed in Series 1 of System 44 so that they cover all foundational skills, including basic consonant and vowel sounds. Students who are beginning decoders are placed in Series 4, allowing them to bypass the foundational skills of which they have shown mastery. Students who demonstrate decoding proficiency are placed in READ 180®.

The System 44 suite also includes Scholastic Phonics Inventory (SPI) and Scholastic Reading Inventory (SRI). Information and descriptions of SPI and SRI, including how they integrate with System 44, may be found in their respective manuals at the Scholastic Education Product Support website (www.scholastic.com/system44/techsupport).

For instructions on how to install System 44, see the System 44 Installation Guide. For instructions on managing students in System 44 with Scholastic Achievement Manager (SAM), see SAM Settings and Reports for System 44.

**Path and Terminology**

The System 44 path to mastery consists of different elements:

A **Series** is a group of topics that culminates in a Success Strand Topic. There are 25 series in the System 44 instructional path.

A **Topic** is a cycle of activities in one of the Strands. A topic includes instruction and practice activities to ensure that students master the content. Each topic uses one of the four System 44 strands.

A **Strand** consists of activities that teach students one facet of the System 44 curriculum. There are four color-coded strands in System 44: The Code, Sight Words, Word Strategies, and Success.

**Activities** are the different exercises that students move through as they work to complete a topic.
Logging In

Once students are enrolled in System 44, they are ready to log in to the program. See *SAM Settings and Reports for System 44* for information on enrolling students in the program.

Students log in to System 44 by double-clicking the System 44 icon on their desktops. This opens the Log In Screen.

Students enter their username and password and click Go On to enter the program and go to their System 44 Home Page. Usernames and passwords are case-sensitive.

On the Log In Screen, as on every System 44 screen, there is a Help button and a Quit button. Students may click the Help button at any time to get additional help with the functionality of the activity they are working on. If students click the Quit button, the software saves their location and allows them to return directly to the activity they left when they next log in. However, in some cases, students may lose the work they have done in the activity.
Audio Response Test and Utterance Detection

Immediately after logging in, students see the following screen:

The host asks students to speak into the microphone. If the microphone is working properly, students see the animation on the screen in synch with their speech. When the program detects students' voices, it moves students to the Home Page. If the equipment is not working properly, the program prompts students to speak again. If the program fails to detect any audio response three times, it directs students to get help from their teacher.

In this manual, System 44 activities that require student audio recording have this symbol:

These activities require student audio responses for successful completion. To ensure student success, the program prompts students to test their microphone immediately after logging in.
The Home Page and Explore Mode

The System 44 Home Page provides students with access to each of the four strands as well as to their current topic and their personalized Dashboard.

At the Home Page, students may click Go On to advance to their latest topic, or may click one of the four strands to access the strand in Explore mode. Students have 75 seconds in Explore mode to visit the graphics area of the strand they choose, where they may access information about the themes of the strands:

- **The Code**: Access information on each of the 44 sounds.
- **Sight Words**: Information on each of the sight words that students cover in the System 44 application.
- **Word Strategies**: Information about the five word strategies that students learn.
- **Success**: Student’s progress in the 25 series of the program.

Students may also access the Dashboard, which is an individual record of their progress through the program. Students may review the words they have mastered, the books they have read, the videos they have unlocked in the Success strand, and various statistics about their progress.
Exploring The Code

The Code strand provides direct instruction followed by intensive practice in reading and sounding out various letter-sound combinations. Students learn the 44 sounds of the English language and the sound-spellings that make up each sound.

Once students have mastered a sound, they build on that knowledge to gain an expertise with word recognition using the sounds that they have mastered.

If students click The Code panel on the Home Page, they open The Code strand graphic area, which displays each of the 44 sounds represented by their most prominent letter or letter combination.

Students may click any of the sound icons that make up the System 44 logo to learn more about that sound. If students click a letter or letter combination, they go to a screen that explains that sound in greater detail.

Students may switch strands by clicking a tab on the left, or click Go On to move from Explore mode to begin their session. Students may also click the gray bar at right to open their Dashboard.
Students see a word in the center of the screen that demonstrates the sound, accompanied by a meaning image for that word. The circles that surround the image display the other letter combinations that may also produce the target sound.

If students click any of the other sound-spellings, a word and image for that letter or letter combination appear in the center of the circle.

Students may interact with the page by clicking the following buttons:

- **Word**: Students hear the word pronounced.
- **Sentence**: The host uses the word in a sentence.
- **Watch**: Students see an animation that demonstrates how to place the mouth, lips, and tongue in order to generate the sound.
- **Tip**: Students see an excerpt from the direct instruction video for that sound.
- **Español**: Students click to hear the Spanish translation of the word. Unlike in the activities, the button is visible to all students in Explore mode, even if SAM English language learner is not enabled.

Students may click **Back** to go back to the “44” graphics page (page 9), switch strands by clicking a tab on the left, or click **Go On** to move from Explore mode to begin their session.
Exploring Sight Words

Many words in the English language do not follow basic decoding rules. Students may learn these words only by getting to know them on sight. The Sight Words strand focuses on strengthening students’ automatic recognition of some of the most frequently used sight words.

Topics in this strand begin with an assessment to determine each student’s strengths at recognizing a set of sight words, then proceed by teaching the words where that particular student needs help.

If students click the Sight Words panel on the Home Page to enter the strand in Explore mode, they open the Sight Words graphic area, which displays a graphic of an aperture along with each letter of the alphabet.

When students click a letter, students see all the sight words that begin with that letter.

Students may switch strands by clicking a tab on the left, or click Go On to move from Explore mode to begin their session. They may also click the gray bar at right to open their Dashboard.
The graphic area displays the sight words that are part of the System 44 curriculum, whether or not they are currently locked or unlocked for that student. If students click a word, they advance to the word screen, which explains the selected word in greater detail.

Students switch strands by clicking a tab on the left, or click Go On to move from Explore mode to begin their session.
Students may interact with the page by clicking the following buttons:

- **Word**: Students hear the word pronounced.
- **Sentence**: The host uses the word in a sentence.
- **Español**: Students click to hear the Spanish translation of the word. Unlike in the activities, the button is visible to all students in Explore mode, even if SAM English language learner is not enabled.

Students may click **Back** to go back to the alphabet graphic page (page 11), switch strands by clicking a tab on the left, or click **Go On** to move from Explore mode to begin their session.
Exploring Word Strategies

The Word Strategies strand teaches students about syllable strategies and word analysis and gives them practice in applying those concepts. Students learn how to break down multisyllabic words into syllables, prefixes and suffixes, word roots, and word endings. They also receive immediate feedback as they hone their skills.

When students click the Word Strategies panel on the Home Page and enter the strand in Explore mode, they see the Word Strategies graphic area, which displays the five strategies that System 44 teaches to break down large words.

Students may click any of the five puzzle pieces to go to that puzzle screen. At that screen they may use a self-guided word study for that strategy. They may also click the gray bar at the right to show their Dashboard.
Each Word Strategies puzzle screen functions roughly the same way. The first screen displays an interlocking set of images. Clicking the center piece (with the name of the strategy) shows a list of words that are examples of the strategy. Clicking the images opens a screen that displays a word for that image, along with tools that allow students to interact with that word.

Students may click **Back** to go back to the Word Strategies graphic area (*page 14*), switch strands by clicking one of the tabs at left, or click **Go On** to move from Explore mode to begin their session.
Students who click the center piece on the puzzle screen see a list of words that demonstrate that particular word strategy, whether it is prefixes, suffixes, syllable types, endings, or roots. They also hear an audio description relating to the word strategy demonstrated on the screen.

When students click a word, they advance to the word screen. Students may also advance to the word screen if they clicked one of the images on the puzzle screen.

Students may click Back to go back to the puzzle screen, click one of the tabs at left to switch strands, or click Go On to move from Explore mode to begin their session.
The word screen, regardless of which type of word strategy students are exploring, displays one word highlighting the selected strategy.

Students may interact with the page by clicking the following buttons:

- **Word**: Students hear the word pronounced.
- **Sentence**: The host uses the word in a sentence.
- **Tip**: Students see an excerpt from the direct instruction video for that sound.
- **Español**: Students click to hear the Spanish translation of the word. Unlike in the activities, the button is visible to all students in Explore mode, even if SAM English language learner is not enabled.

Students may click **Back** to go back to the puzzle screen, switch strands by clicking a tab on the left, or click **Go On** to move from Explore mode to begin their session.
Exploring Success

The last topic in a series is from the Success strand, which helps students put all they have learned into use in comprehending reading passages.

If students click the Success panel on the Home Page, they open the Success strand in Explore mode and see the graphic area, which displays a circle icon for each of the 25 series in System 44.

This screen shows students their progress in the program. Each series that the student has mastered or Fast Tracked through is colored green. The remaining series icons are colored gray.
Students may see their progress in each of the 25 series by clicking the series number. This advances them to a screen that displays their progress in each of the topics for that strand.

Students may switch strands by clicking one of the tabs at left, or click Go On to move from Explore mode to begin their session.
The Dashboard

The Dashboard on the System 44 Home Page displays all content the student has completed in System 44. Students who access the Dashboard see an overview of their progress. They may review words they have learned, access information about the books they have read, study their scores on various activities in the program, and watch videos they have seen in the Success strands they have mastered.

To access the Dashboard functions, click the icon for any of the four Dashboard sections, listed below:

- **My Words**: Students see the words they have learned and the words that they have yet to learn in the program.
- **My Books**: Students see information about the books they have read from the System 44 paperback library and for which they have successfully completed SRC! quizzes.
- **My Videos**: Students watch the videos from the Success strand for series they have mastered.
- **My Data**: Students see data about their time on the software, including minutes in the program, minutes per topic, words read, topics Fast Tracked, and sounds mastered.

Students may move among the four sections of the Dashboard by clicking the button for that section at the top of the Dashboard screen.
In My Words, students may study and review their individual System 44 word lists as well as every study word incorporated in the System 44 software.

To access a word, students may click any of the letters of the alphabet listed at the top of the screen. This displays a list of the study words that begin with that letter, ordered alphabetically with unlocked words first, followed by the locked words.

Once students have mastered the word in the System 44 activities, it is unlocked on their word list. If the students have not yet mastered the word, they cannot access the word on this screen.

Students may review a word in depth by clicking the word. This advances them to the next screen, which explores the word in greater detail.
Students may study the selected word in a variety of ways by clicking one of the four buttons at the bottom of the screen:

- **Word**: Students hear the word pronounced.
- **Sentence**: The host uses the word in a sentence.
- **Tip**: Students get a decoding or pronunciation tip about the word.
- **Español**: Students click to hear the Spanish translation of the word. Unlike in the activities, the button is visible to all students in Explore mode, even if SAM English language learner is not enabled.

Students who wish to go back to the word list may click the **Back** button. Students may collapse the Dashboard by clicking the arrow on the left. Students may click **Go On** to move from the Dashboard and begin their session.
In My Books, students access Scholastic Reading Counts® information about the books included in the System 44 Library.

The panel on the right includes an icon for each of the 36 books in the System 44 Library, ordered so that the unlocked books appear first, followed by the locked books.

When a student successfully finishes the SRC! quiz for one of the books, that book is unlocked on the Dashboard and the student may access the data for the book. Book data for titles the student has not read or successfully completed a quiz for remain locked on the Dashboard. Data is also recorded in SAM.

Students see the cover for the book in the left panel and information for that book in the center panel. The screen displays the title of each book, along with the number of words, Lexile® level, date the student successfully finished the quiz, and the test score.

Students may collapse the Dashboard by clicking the arrow on the left. Students may click Go On to move from the Dashboard and begin their session.
In My Videos, students may watch every video that they have seen in the Success Topics for each series they have mastered.

An icon for each of the videos in the System 44 program appears in the panel on the right, with the unlocked videos appearing first, followed by the locked videos.

A video is unlocked once the student has completed the Success Topic associated with the video. If students have not yet accessed the Success strand for a particular video, they cannot see that video here.

Students may watch the selected short video by clicking the Play button. They may stop the video at any time by clicking the Pause button. Students may collapse the Dashboard by clicking the arrow on the left. Students may click Go On to move from the Dashboard and begin their session.
MY DATA

In My Data, students may access information about their progress in System 44. On the My Data screen, students see the following information:

- **Series**: The number of the series the student is currently working on.
- **Topic**: The topic the student is currently working on.
- **Total Topics**: The number of topics the student has mastered, including Fast Track topics.
- **Minutes on Software**: The total number of minutes the student has spent using the System 44 software.
- **Minutes Per Topic**: The average amount of time that the student spent per topic in System 44, not counting Fast Track topics.
- **Topics Fast Tracked**: The number of topics through which the student was able to Fast Track.
- **Words Read**: The number of System 44 study words that the student has unlocked plus the number of words read in the System 44 Library books for which the student has successfully completed SRC! quizzes.
- **Sounds Mastered**: The number of sounds out of 44 that students have mastered in System 44.
**Fast Track Assessment**

When students finish the first three *System 44* series, they receive a Fast Track Assessment. (Students who begin *System 44* in Series 4 automatically receive a Fast Track Assessment when they start the program.) The Fast Track Assessment gives students the opportunity to “fast track,” or skip ahead of certain *System 44* series, or topics in a series, by determining if they have mastery of the skills taught in the coming series or Topics.

The Assessment determines whether students may skip the series and proceed to the Fast Track Assessment for the next series. (Series 4–24 each begin with a Fast Track Assessment; Series 1–3 and 25 do not.) If during Fast Track students show mastery of some skills in a series and not others (based on the Progress Monitor), they proceed through the series, skipping the topics that teach the skills in which they have demonstrated mastery.

All students receive Fast Track Assessments by default. Teachers may choose to disable Fast Track Assessments for some students by using the *System 44* program settings in SAM (see *SAM Settings and Reports for System 44*).

**Fast Track Activities**

When students finish the Success Topic for a series, they move directly to the Fast Track Assessment for the next series. Fast Track measures their proficiency in the concepts and skills of the upcoming series.

When students first enter Fast Track, they watch an animated trial sequence while the host explains the purpose of the Fast Track activity. Students then click the Start button to begin.

Depending on the series it is assessing, the Fast Track Assessment consists of one or two sections.
In the first section, students see a list of real words. The pronouncer reads one of the words and students select the word from the list. Students may hear the word read again by clicking the Word button, or pause the assessment by clicking Pause. When the student makes a selection, another list displays and the assessment goes on.
If the Fast Track has a second section, students see lists of nonsense words. The pronouncer reads a nonsense word, and students select that nonsense word from the list. This determines whether students have developed the skills to decode words based on reading sounds rather than on memorizing words.

When students have moved through the lists, the Go On button appears. If students do not show mastery of the Fast Track activities, they return to their Home Page and begin the topics for the next series. Students who do show mastery proceed to the next Fast Track Assessment at the beginning of the next series.
The Code Strand

Overview

In The Code, students learn the 44 sounds of the English language and the different letter combinations that represent them. Exercises in The Code move students from letter-sound correspondence through fluent word recognition.

Ivan, the host of The Code strand, leads students through the four zones:

- **Smart Zone**: In the Smart Zone, students receive direct instruction on the topic to help them build skills and academic language.
- **Word Zone**: In the Word Zone, students develop fluent decoding of words through modeling and the practice of blending.
- **Spelling Zone**: In the Spelling Zone, students learn to apply known sound-spellings to encoding.
- **Fluency Zone**: In the Fluency Zone, students use the skills they have developed in the other zones to promote skills transfer and build fluency and comprehension.

At the end of the Fluency Zone, students complete the Progress Monitor assessment. If they meet the criteria for mastery, they return to their Home Page to begin the next topic. If they do not meet the mastery criteria, they return to the Smart Zone to repeat the topic with content adapted to their performance.

Students move through the zones in the same order every time they work on a Code strand topic with the exception of Topics 1.1–1.5, in which new zones are gradually introduced to students.

If a student returns to a Code Topic in a subsequent session, the student resumes at the zone in which he or she was last working.
Smart Zone

Direct Instruction

At the beginning of each topic in The Code, Ivan, the strand’s host, presents direct instruction and modeling of sound-spelling correspondences. Direct Instruction presentations play uninterrupted for approximately one to three minutes.
Study Sounds

In Study Sounds, students practice generating the target sound(s) to reinforce learning and build accuracy. This activity occurs only in topics that target sound-spellings that may be practiced in isolation.

Depending on the topic, between one and three sound-spellings appear onscreen, one at a time. The pronouncer generates each sound as the sound is highlighted on the screen. Students may click the Watch button to watch an animation of the sound being spoken. They may click the Tip button to review concepts and skills by viewing short segments from the Direct Instruction video. For selected sound-spellings, the Español button provides a pronunciation tip in Spanish for students who are enrolled in the program as Spanish speakers.

After hearing the pronouncer articulate the sound, students record themselves pronouncing the sound by clicking the Record button and speaking into the microphone. Students must click the Play button to hear their recording and compare it to the model. They may rerecord to improve their performance. Students click the Go On button when they are ready to move to the next activity.
Practice Sounds

In Practice Sounds, students practice speaking one or more sound-spellings aloud to build accuracy. This activity occurs only in topics that target sound-spellings that may be practiced in isolation.

Each sound-spelling appears onscreen and is highlighted as the pronouncer reads it. Ivan asks students to read and echo each sound three times.

Once each of the topic’s target sound-spellings has been presented three times, the Go On button appears. Students click the Go On button to move to the next activity.
Record Sounds

In Record Sounds, students build automaticity by making recordings of target, review, and contrast sounds under a time constraint. This activity occurs only in topics that target sound-spellings that may be practiced in isolation.

One at a time, a series of sound-spellings appear onscreen and students are prompted to read them aloud. As students speak, they see an animation around the sound-spelling that indicates that their recordings have been heard. Then, the next item appears. If the students do not respond, Ivan prompts them to read aloud. Their recordings are monitored, but there is no pronunciation model in this activity.

When students have recorded all the sound-spellings, Record Sounds automatically closes and students move on to the Mix & Match Sounds activity. System 44 stores these recordings in the database for use in this next activity.
Mix & Match Sounds

In Mix & Match Sounds, students match sound-spellings to their own recordings. Upon entering the activity, students see Sound File icons that represent their recordings from the Record Sounds activity next to the related sound-spelling. This activity occurs only in topics that target sound-spellings that may be practiced in isolation.

Students may click the Sound File icon to hear the sounds they recorded, or they may click the sound-spelling to hear the pronouncer model the sound. When students are ready, they click the Mix-Up button to rearrange the sound-spellings and the recordings in random order.

Students then match their recordings with the corresponding sound-spellings by first clicking the Sound File icon to listen to the recording, then dragging the icon to the empty square next to the correct spelling. When students are finished, they click Done to receive feedback. If students have completed the task correctly, they receive positive feedback and go to the Sound Challenge. If not, incorrect icons pop out and students are prompted to repeat the activity from the beginning. After two attempts, the Go On button appears and students move on to the Sound Challenge.
Sound Challenge

In Sound Challenge, students hear both target and review sound-spellings and must quickly identify them in a list. This activity uses the expanding recall algorithm in which new sound-spellings are systematically interspersed with a gradually increasing number of known sound-spellings, with the program continually measuring response time. As students demonstrate success with new elements, the ratio of known to new elements is gradually increased, training the student to be able to retrieve new elements with increasing automaticity. This activity occurs only in topics that target sound-spellings that may be practiced in isolation.

Students see a list of sound-spellings displayed onscreen. They hear the pronouncer read a sound and are asked to click the letter or letters that stand for that sound as quickly as they can. Students may replay the sound by clicking the Sound button, or pause the Challenge by clicking the Pause button. Clicking Continue restarts the Challenge and the time allotment for the sound. When students have completed all the rounds of the Challenge, they click Go On and go to the feedback screen.
After completing the Sound Challenge activity, students advance to a Feedback Screen. Here, students see their scores listed as Correct or Missed. The Go On button is visible on this screen, and students may click it to go on to the next activity.
Word Zone

As students move from the Smart Zone to the Word Zone in The Code strand, they begin to read words that include the sound-spellings they have been studying.

Sound It Out

In Sound It Out, students receive modeling and guided practice on blending words. This activity uses a gradual-release model in which students watch as the pronouncer models how to blend a word with a target sound-spelling. Then, students are prompted to blend the next word along with the pronouncer. Finally, students blend the third word on their own. Once students have blended all the target words in the activity, the Go On button appears for students to move to the next activity.
Read & Record

Read & Record provides supported decoding and blending practice. In the activity, students see a series of target, review, and contrast words from their individualized study lists. Each word appears on-screen, and students read it following a specific blending prompt.

Students then click the **Record** button to make a recording of the word. They click the **Play** button to listen to their recording and compare it to the model. Students may re-record or click **Done** to approve their recording. After clicking Done, students see an image and hear a context sentence to help them connect the word with its meaning.

Students may click the **Sentence** button to replay the context sentence, or click the **Tip** button to hear a decoding tip. Students enrolled in the program as Spanish speakers may get a Spanish cognate or translation with a pronunciation tip, when appropriate, for selected words by clicking the **Español** button. When students have recorded all of the words, the **Go On** button appears to take them to the next activity.
Word List

In Word List, students build automaticity by making recordings of target, review, and contrast words under a time constraint.

Students click the Record button to begin recording the list of words. If students do not respond, Ivan prompts them to read aloud. Sound File icons appear to the left of each word as it is recorded. After completing the list, students are prompted to listen to the recordings and compare them with the model. To get support through an adaptive decoding tip, students may click any word to highlight it and then click the Tip button. They may click Record to rerecord to improve their performance. When students have recorded all of the words on the list, the Go On button appears to move students to the next activity.

The system saves six word recordings from students' last round of recordings for use in the Mix & Match Words activity.
Mix & Match Words

In Mix & Match Words, students match words from the Word List to their own recordings of them.

Students may click the Sound File icon to hear the words they recorded, or they may click the word to hear the pronouncer model it. When students are ready, they click the Mix-Up button. This rearranges the words and the recordings in random order.

Students then match their recordings with the corresponding word by first clicking the Sound File icon to listen to the recording, then dragging the icon to the empty square next to the correct word. When students are finished with this, they click Done to receive feedback.

If students have completed the task correctly, they receive positive feedback and go to the Word Challenge. If not, incorrect icons pop out and students are prompted to repeat the activity from the beginning.

After two attempts, the Go On button appears and students move to Word Challenge.
Word Challenge

In Word Challenge, students hear target and review words and must quickly identify them in a list. This activity uses the expanding recall algorithm in which new words are systematically interspersed with a gradually increasing number of known words, as the program continually measures response time. As students demonstrate success with new elements, the ratio of known to new elements is gradually increased, training the student to be able to retrieve new elements with increasing automaticity.

Students see a list of words displayed onscreen. They hear the pronouncer read a word and are asked to click that word as quickly as they can. Students may replay the word by clicking the **Word** button, hear the word in a sentence by clicking the **Sentence** button, or pause the Challenge by clicking the **Pause** button. Clicking **Continue** restarts the Challenge and the time allotment for the word. When students have completed all the rounds of the Challenge, they click **Go On** and go to the feedback screen. Here, students see their scores listed as **Correct** or **Missed**. The **Go On** button appears and students may move on to the next activity.
Transformation

In Transformation, students are guided to attend to all letters in words as they read a series of words that transform through an animation in which letters change at the beginning, middle, or end of a word.

The activity asks students to read a word and then click the Done button to hear the pronouncer read the word. The word then transforms into another word by changing one or more of the letters.

Students repeat the activity with the new word. When they have read through all of the words presented, the Go On button appears and students go on to the next activity.
Word-Meaning Match reinforces word meaning as it presents words in context of decodable sentences and challenges students to compare text with images.

Students begin by reading a word aloud, then move on to reading a decodable sentence that contains the word. After reading the sentence aloud, students see the sentence with an accompanying image. They must decide and indicate whether the image matches the sentence by clicking either the Yes or the No button below the image and clicking the Done button to find out if their answer was correct. If correct, they move on to the next sentence. If not, they get feedback before continuing on.

When students have responded to all the sentence items, they see a summary of their performance on the activity. Students may click Go On to move to the next activity.
Self Check

In the Self Check, students build their self-monitoring skills and increase their accuracy and fluency through repeated readings of words with targeted sounds.

Students are given a limited amount of time to read one of their study words and record their pronunciations of the word by clicking the Record button. A timer in the lower left corner of the screen indicates how much time students have left. After pronouncing the word, students hear their recordings followed by the pronouncer’s recording of the word. Students then judge their reading accuracy by clicking the Thumbs Up button to approve their recording, or clicking the Thumbs Down button to rerecord the word.

When students have recorded all the words on their lists, they see their results. Students may then click Go On to go on to the next activity.
Word Building helps build students’ phonemic awareness and spelling skills by having them add, subtract, or switch phonemes to create new words. At the beginning of the activity, students read a word and listen as Ivan instructs them to change the word to another word by replacing some of its letters with one or more of the tiles at the bottom of the screen. Students may drag tiles down from the given word or up from the tile bank. To place tiles, they click them, drag them to the desired area, and then release the mouse button to drop them.

Some words require multiple changes to form the new word. Students may click Word to hear the word repeated, or click Sentence to hear the word in a sentence. When the students have completed building the new word, they click Done to get feedback. If they are correct, then they are prompted to build another word.

If students have not correctly built the new word and clicked Done, they receive immediate and customized feedback specific to their error, and try building the word again. Students must successfully create all the words in the activity before they may advance. Students see a feedback report and may click Go On to move on to the next activity.
Spelling Zone

In the Spelling Zone, students work through activities that teach them how to apply known sound-spellings to encoding.

Spelling Focus

Spelling Focus is the first activity in the Spelling Zone. It teaches students important spelling rules and generalizations as well as strengthens their knowledge of sound-spelling correspondence.

Spelling Focus begins with students hearing a spelling tip and seeing words that illustrate that tip. After listening to the tip, students may click the words to see and hear a specific decoding tip for each word. Students may also click the Tip button to hear the spelling tip repeated.

Students may click Go On when they are ready to move on to the next activity.
Spelling Check-Up

Spelling Check-Up assesses which words from the students’ spelling lists they are able to spell correctly and which they need to study.

In the activity, students are asked to spell a set of up to 20 words. For each word, students hear a pronunciation, a context sentence containing the word, and then the pronunciation repeated. Students then spell the word by typing it next to the blinking cursor and pressing the Enter or Return key. Students may hear the word pronounced again by clicking Word, or hear the context sentence by clicking Sentence. They may click Pause to pause the activity.

At the end of each set of words, the Spelling Check-Up displays which words the student spelled correctly and the correct spelling of misspelled words. System 44 adds each misspelled word to the customized list of study words. When the students have spelled all of their Spelling Check-Up words, or have enough study words on their list, the Go On button appears and students may go on to the Spelling Clinic for instruction on their study words.
Spelling Clinic

In the Spelling Clinic, students get immediate, customized corrective feedback as they practice spelling their study words. Students’ study words are made up of words that were misspelled in the Spelling Check-Up.

The Spelling Clinic displays the study words one at a time. Students hear the word pronounced twice as it is highlighted. Students also hear a spelling tip for each word. Students may hear the word again by clicking **Word** or may hear the word in a sentence by clicking **Sentence**. Students may hear the tip again by clicking **Tip**.

With the word hidden, students then type the word and press either Enter or Return. When they do, they receive immediate feedback on whether or not they spelled the word correctly. If they have spelled the word correctly, they move on to the next word. If they have misspelled the word, they get corrective feedback on that word, then try to spell the word again. After they spell the word correctly, they move on to the next word.

When students have correctly spelled all of their study words, the **Go On** button appears for students to move on to the Spelling Challenge.
Spelling Challenge

The Spelling Challenge develops accuracy and fluency by giving students the practice they need to spell their study words correctly. This activity uses the expanding recall algorithm in which new words are systematically interspersed with a gradually increasing number of review words. As students demonstrate success with new elements, the ratio of known to new elements is gradually increased, training the student to be able to spell with accuracy and automaticity.

In the Spelling Challenge, students hear a word pronounced, type their spelling of the word in the space provided, and then hit Enter or Return. If they have misspelled the word, they get corrective feedback specific to their error. If they have spelled the word correctly, they receive positive feedback and move on to the next word.

Students may click the Word button to hear the word repeated or click the Sentence button if they want to hear the word in a sentence. Clicking the Pause button temporarily stops the Challenge.

Students who have mastered all of their study words will do the Challenge in Review Mode and will complete only one Spelling Challenge Round.

After completing the Spelling Challenge, students advance to a feedback screen. They may then click Go On to move to the next activity.
Fluency Zone

The Fluency Zone presents reading tasks that promote skills transfer and build fluency and comprehension. Students read decodable text and engage in activities that require reading and thinking about the meaning of text.

Word List Transfer

Word List Transfer requires students to transfer skills as they decode new words that are made up of known sound-spellings.

Students receive a list of ten words. Students click the Record button to begin recording each word. Sound File icons appear to the left of each word as it is recorded. Ivan then prompts students to listen to their recordings and compare them with the pronouncer’s model.

After making their recordings, students may click the word to highlight it and then click the Tip button to hear an adaptive decoding tip for a word. Students may click Record to rerecord and improve their performances. When they have completed the list, the Go On button appears and students may click it to go on to the next activity.
Read & Think

Read & Think asks students to read target words and study words they have already learned in decodable sentences and answer comprehension questions. The discrepancy format requires students to read closely and compare sentences with similar content to determine which one is correct.

Ivan introduces the Read & Think activity, and students see the first sentence. Students read the decodable sentence, then hear the pronouncer read a question about the sentence. The question also appears on the screen. When the pronouncer is finished, three answer choices appear on the screen. Students must read all three decodable answer choices to determine the one that correctly answers the question. Students who need to hear the question repeated may click the Question button again. When the student selects the answer, he or she clicks the Done button. Immediate feedback tells students if their answers are correct or incorrect. If correct, students proceed to the next question. If incorrect, Ivan provides feedback and prompts students to try again.

If students repeat the topic a number of times, they may complete all the Read & Think items available and thus skip the activity in subsequent cycles.

After completing Read & Think, students advance to a feedback screen. They may then click Go On to move to the next activity.
Progress Monitor

The Progress Monitor tests students’ mastery of the topic content by presenting a series of assessment trials that require students to identify target words with accuracy and speed.

Students see a list of five words and hear the pronouncer say one of the words. Students must identify the word by clicking it. When students click a word, a new list appears, the pronouncer says the new word, and students have two seconds to select the word they hear. Words that are correctly identified in 1.5 seconds or less are marked Fast; words correctly identified in less than two seconds but more than 1.5 seconds are marked Slow. Words not identified within two seconds are marked Missed.

Students may stop the allotted time by clicking the Pause button, and then clicking the Continue button to resume. Students may also hear the word repeated by clicking the Word button, or hear the word in a sentence by clicking the Sentence button. Both of these buttons restart their allotted times and shuffle the word order of the list.

When students are finished, they move to a feedback screen that shows which words were answered Fast, which were answered Slow, and which were Missed.

When students place 70% of their target words in the Fast column, they may move on to the next topic. Students that do not move on repeat the topic with refreshed content based on their performances.
The Sight Words Strand

Overview

In the Sight Words strand, students build automatic recognition of high-frequency English sight words. Students meet Mark, the Sight Words host, who guides them through the Sight Words strand. The strand’s activities follow through the Zones:

- **Smart Zone**: In the Sight Words strand, the Smart Zone activity provides an assessment of students’ sight words proficiency. The program creates a customized list of study sight words for students continuing with the topic.

- **Word Zone**: Activities in the Word Zone focus on students’ customized list of study sight words. These activities help build automaticity and recognition.

- **Spelling Zone**: Activities in this zone allow students to practice their spelling skills with the study sight words.

- **Fluency Zone**: In the Fluency Zone, students put their knowledge of study sight words to use in comprehension and assessment activities.

At the end of the Fluency Zone, students complete a Progress Monitor assessment, and, depending on their scores, either return to their Home Page to begin the next topic or go straight to the Word Zone to begin another cycle of activities and complete another Progress Monitor. Students’ lists of words may vary depending on their progress in prior cycles. In some cases, students who move through the cycle of activities numerous times may go through all the content for certain activities. When this happens, the program skips over these activities and students proceed to the next activity in the strand.

If students return to a Sight Words Topic in a subsequent session, they resume in the zone in which they were last working.
Smart Zone

The Smart Zone provides an assessment of students’ sight words proficiency. The program creates a customized word list for students continuing with the topic. In the Sight Words strand, the Smart Zone begins with the Sight Word Check-Up. This is an assessment of students’ knowledge of sight words. If students achieve a high enough score on the Check-Up, they go directly to the next topic. If students’ scores indicate that they need to learn the sight words covered in the topic, then System 44 leads students through the topic activities in the four zones listed.

Sight Word Check-Up

To assess which sight words students are familiar with, the Sight Words Check-Up uses a set of ten sight words to assess accuracy and speed of students’ sight word recognition. Students hear one of the words pronounced and must correctly identify the word from the list by clicking it. Students need to identify it correctly in two out of three lists. If students miss or are slow with a target word in two out of three lists, that word automatically becomes one of their study words. Students may click the Word button to hear the word, the Sentence button to hear the word in a sentence, or Pause if they need to take a break.
When students finish the Check-Up, they see their customized study list. Students who have all of the target words in the Fast column go directly to the Topic Wrap-Up. Slow or Missed words become the student’s study list for the rest of the strand’s activities. Students may click Go On to go on to the Word Zone.
Word Zone

Activities in the Word Zone focus on students’ customized list of study sight words. These activities help build automaticity and recognition.

Read & Record

Read & Record introduces students to each of the study words and its meaning. In the activity, students see words drawn from their study list. Each word appears on-screen and students see and hear a decodable context sentence containing the word in order to connect the word with its meaning. Students then click the Record button to make a recording of the word. They then click the Play button to listen to their recordings and compare it to the model. Students may rerecord or click Done to approve their recording. After clicking Done, the image and decodable context sentence replay to reinforce meaning. Students are then asked to type the word and click Return or Enter. If they have typed the word correctly, they click Done to move to the next word.

Students may click the Sentence button to replay the context sentence, or click the Tip button to hear a recognition tip. Spanish speakers may get a Spanish cognate or translation and pronunciation tip for selected words by clicking the Español button.
Word List

In Word List, students build word recognition and automaticity by making recordings of their study sight words under a time constraint.

Students see a list of their study words and click Record to begin recording the list of words. If students take too long to respond, Mark, the strand host, prompts them to read aloud. Sound File icons appear to the left of each word as it is recorded. After completing the list, students are prompted to listen to the recordings and compare them with the model. Students may click the Tip button to hear a recognition tip. They may click Record to rerecord to improve their performance. When students have recorded all of the words on the list, the Go On button appears and students may click it to continue to the next activity.

The system saves six word recordings from the students’ last round of recordings for use in the Mix & Match Words activity.
Mix & Match Words has students match their study words to their own recordings of them made in the Word List activity.

Students may click the Sound File icon to hear the words they recorded, or they may click the word to hear the pronouncer model it. When students are ready, they click the Mix-Up button. This rearranges the words and the recordings in random order.

Students then match their recordings with the correct words by first clicking the Sound File icon to listen to the recording, then dragging the Sound File icon to the empty square next to the correct word. When students are finished matching the words and the icons, they click Done to receive feedback.

If students complete the Mix & Match correctly, they receive positive feedback and move on to the Sentence Fill-In activity. If not, the incorrect icons pop out and students are prompted to repeat the activity from the beginning. After two attempts, the Go On button appears and students move on to the Sentence Fill-In.
Sentence Fill-In

Sentence Fill-In reinforces students’ understanding of sight words and their function in sentences. In the Sentence Fill-In activity, students see a decodable sentence with a missing word blank and must choose the right word to fill in the blank.

Students read five sentences in Sentence Fill-In, one at a time. When students click the blank line in the sentence, a word list of the correct answer and four distractor words appear. Students click the word to fill in the blank, then click Done. If students have correctly filled in the blank, they receive positive feedback; the sentence locks on the screen and the next sentence appears. If students select a distractor word, they receive feedback and are prompted to try again until they select the correct word.

When all the sentences have been completed correctly, the Go On button appears. Students click the Go On button and go to the next activity.
Word Challenge

Word Challenge gives students practice in fluent recognition of their study words mixed in with review words. This activity uses the expanding recall algorithm in which new words are systematically interspersed with a gradually increasing number of known words, as the program continually measures response time. As students demonstrate success with new elements, the ratio of known to new elements is gradually increased, training students to be able to retrieve new elements with increasing automaticity.

Students see a list of words displayed onscreen. They hear the pronouncer read a word and are asked to click that word as quickly as they can. Students may replay the word by clicking the **Word** button and may also hear the word in a sentence by clicking the **Sentence** button. Students may pause the Challenge by clicking the **Pause** button. Clicking **Continue** restarts the Challenge and the time allotment for that word. When students have completed all the rounds of the Challenge, they click **Go On** and go to the feedback screen. Here students see their scores listed as **Correct** or **Missed**. The **Go On** button appears and students may move on to the next activity.
Self Check

In the Self Check activity, students get to practice reading words aloud by recording their study sight words and review words. They then compare each recording to the program’s recording of the same word.

Students are given a limited amount of time to read one of the study words and record their pronunciation of the word by clicking the **Record** button. Students see how much time they have left by looking at the timer in the lower left corner of the screen. After pronouncing the word, they hear their recording followed by the pronouncer’s recording of the word. Students then judge their reading accuracy by clicking the **Thumbs Up** button to approve their recording, or clicking the **Thumbs Down** button to rerecord the word.

When students have recorded all the words on their lists, they see their results. Students may then click **Go On** to go to the next activity.
Spelling Zone

Activities in this zone allow students to practice their spelling skills with their study sight words.

Spelling Focus

The Spelling Focus activity is designed to give students important spelling rules and generalizations as well as strengthen their knowledge of sound-spelling correspondence.

Spelling Focus begins with students hearing a spelling tip and seeing words that illustrate that tip. After listening to the tip, students may click the words and see and hear a specific tip for each word. Students may also click the Tip button to rehear the spelling tip.

Students may click Go On when they are ready to move on to the Spelling Check-Up.
Spelling Check-Up

Spelling Check-Up is designed to determine which of their study words students are able to spell correctly and which words they need to study.

In the activity, students see up to 20 Spelling Check-Up words. For each word, students hear a pronunciation, a context sentence containing the word, and then the pronunciation repeated. Students then spell the word by typing it next to the blinking cursor and pressing the Enter or Return key. Students may hear the word pronounced again by clicking Word, or hear the context sentence by clicking Sentence. They may click Pause to pause the activity.

At the end of each set of words, the Spelling Check-Up displays which words were spelled correctly, and displays the correct spelling of misspelled words. System 44 adds each misspelled word to the students’ customized list of study words. When students have spelled all of their Spelling Check-Up words, or have enough study words on their list, the Go On button appears to allow students to go on to the Spelling Clinic for further help with their study words.
Spelling Clinic

In the Spelling Clinic, students get immediate, customized corrective feedback as they practice their study words. Students’ study words are made up of words that were misspelled in the Spelling Check-Up.

The Spelling Clinic displays the study words one at a time. Students hear the word pronounced twice as it is highlighted. Students also hear a spelling tip for each word. Students may hear the word again by clicking Word or may hear the word in a sentence by clicking Sentence. Students may hear the tip again by clicking Tip.

With the word hidden, students then type the word and press either Enter or Return. When they do, they receive immediate feedback on whether or not they spelled the word correctly. If they spell the word correctly, they move on to the next word. If they have misspelled the word, they get corrective feedback on that word, then try to spell the word again. After they spell the word correctly, they move on to the next study word.

When students have correctly spelled all of their study words, the Go On button appears and students may click it to move on to the Spelling Challenge.
Spelling Challenge

The Spelling Challenge develops accuracy and fluency by giving students the practice they need to spell their study words correctly. This activity uses the expanding recall algorithm in which new words are systematically interspersed with a gradually increasing number of review words. As students demonstrate success with new words, the ratio of known to new elements is gradually increased, training the students to be able to spell with accuracy and automaticity.

In the Spelling Challenge, students hear a word pronounced, type their spelling of the word in the space provided, then hit Enter or Return. If they have misspelled the word, they get corrective feedback specific to their error. If they have spelled the word correctly, they receive positive feedback and move on to the next word.

Students may click the Word button to hear the word repeated or click the Sentence button if they want to hear the word in a sentence. Clicking the Pause button temporarily stops the Challenge in place.

Students who have mastered all of their study words will do the Challenge in Review Mode and will complete only one Spelling Challenge Round.

After completing the Spelling Challenge, students advance to a feedback screen. They may then click Go On to move to the next activity.
Fluency Zone

In the Fluency Zone, students put their knowledge of study sight words to use in comprehension and assessment activities.

Read & Think

Read & Think asks students to read sight words they have learned in decodable sentences and answer comprehension questions. The discrepancy format requires students to read closely and compare sentences with similar content to determine which is correct.

Students read the first sentence, then hear the pronouncer read a question about the sentence. The question also appears on the screen. When the pronounber is finished, three answer choices appear on the screen. Students must read all three to determine the one they think is correct. Students who need to hear the question repeated may click the Question button again. Students select their answer, then click Done to learn if their answers are correct or incorrect. If correct, students proceed to the next question. If incorrect, Mark provides feedback and prompts students to try again.

If students repeat the topic a number of times, they may complete all Read & Think items available and skip the activity in subsequent cycles.

After completing Read & Think, students advance to a feedback screen. They may then click Go On to move to the next activity.
Progress Monitor

The Progress Monitor tests students’ mastery of the topic content by presenting a series of assessment trials that require them to identify target words with accuracy and speed.

Students see a list of five words and hear the pronouncer say one of the words. Students must identify the word by clicking it. When students click a word, a new list appears, the pronouncer says the new word, and students have two seconds to select the word they hear. Words that are correctly identified in 1.5 seconds or less are marked Fast; words correctly identified in less than two seconds but more than 1.5 seconds are marked Slow. Words not identified within two seconds are marked Missed.

Students may stop the allotted time by clicking the Pause button, and then clicking the Continue button to resume. Students may also hear the word repeated by clicking the Word button, or hear the word in a sentence by clicking the Sentence button. Both of these buttons restart their allotted times and shuffle the word order of the list.

When students are finished, they move to a feedback screen that shows which words were answered Fast, which were answered Slow, and which were Missed. When students place all of their words in the Fast column, they may move on to the next topic. Students that do not move on repeat the topic (starting with the Word Zone) with refreshed content based on their performances.
The Word Strategies Strand

Overview

In the Word Strategies strand, students learn and practice syllable strategies and word analysis. They also learn about word endings, prefixes, suffixes, and word roots. At the Word Strategies Home Page, Erica, the strand’s host, explains the different decoding strategies students will encounter in the strand and also introduces the four Zones:

- **Smart Zone**: In the Word Strategies strand, the Smart Zone consists of a direct instruction video that introduces the decoding strategies and methodology.

- **Word Zone**: In the Word Zone students practice what they have learned about word parts. Activities develop fluent decoding through modeling and blending.

- **Spelling Zone**: The Spelling Zone consists of four activities that create a customized study list of spelling words that is used in subsequent activities.

- **Fluency Zone**: The Fluency Zone presents reading tasks that promote skills transfer and build fluency and comprehension. Students read decodable text and engage in activities that require reading and thinking about the meaning of text.

At the end of the Fluency Zone, students complete a Progress Monitor assessment and, depending on their score, either return to their Home Page to begin the next topic, or go back to the Word Zone to begin another cycle of activities and complete another Progress Monitor. Students who repeat a topic receive a new set of study and Target words when they begin a new cycle. Students who move through the cycle of activities numerous times may complete the content for certain activities. When this happens, the program skips over these activities and students proceed to the next activity. Students who return to a Word Strategies Topic in a subsequent session resume at the zone in which they were last working.
Smart Zone

The Smart Zone consists of a direct instruction video that introduces the decoding strategies and methodology for the topic.

Direct Instruction

In Direct Instruction, students listen while Erica, the Word Strategies strand host, explains key concepts about word parts, syllable types, and word attack strategies.

Direct Instruction presentations play uninterrupted for approximately one to three minutes.
Word Zone

In the Word Zone students practice what they have learned about word parts. The activities in the Word Zone develop fluent decoding of words through modeling and practice of blending.

Word Splitter

Word Splitter follows the Direct Instruction video and provides scaffolded support as students are guided to use tools to strategically split words into syllables and morphemes to help them read a set of Target Words.

Word Splitter is a two-part activity. In the first part, Erica guides students through applying two or more of the following, depending on the topic: Look, Spot, Split, and Read. Tools vary depending on the topic students are working on. As they begin, students are guided to click each tool’s button to perform an operation. Clicking the Look button may prompt students to click endings, prefixes, and/or suffixes. Clicking the Spot button prompts students to click the vowel spots in the base word to identify the number of syllables it has. Clicking the Split button prompts students to place the cursor at syllable breaks to split the word. Clicking the Read button prompts students to read each syllable or word part, and then to read the whole word. After each operation,
students get positive feedback for correct responses and adaptive feedback for incorrect responses. When students complete these sections, they may go back and click any one of the buttons to hear part of the strategy repeated. After completing the Read step, they go on to the second part of the activity.

In the second part of the Word Splitter activity, students see the Topic word. Students may click the Sentence button to hear a context sentence, or click the Tip button to hear a decoding tip. Students enrolled in the program as Spanish speakers may get a Spanish cognate or translation with a pronunciation tip, when appropriate, for selected words by clicking the Español button. When students are sure of the word, they click the Record button and make a recording of the word. The Sound File icon then appears next to the word.

When students click Play, they hear their recording followed by the pronouncer’s recording of the word. They then move on to the next topic word. When students have recorded each word, they click Go On to go to the next activity.
Word List

In Word List, students build automaticity by making recordings of topic words under a time constraint.

Students click the **Record** button to begin recording the list of topic words. If students do not respond, Erica prompts them to read aloud. Sound File icons appear to the left of each word as it is recorded. After completing the list, students are prompted to listen to the recordings and compare them against the model. To get support through an adaptive decoding tip, students may click any word to highlight it and then click the **Tip** button. They may click **Record** to rerecord and improve their performances. When students have recorded all of the words on the list, the **Go On** button appears and students may move on to the next activity.

*System 44* saves word recordings from the students’ last round of recordings for use in the Mix & Match Words activity.
Mix & Match Words

In Mix & Match Words, students match topic words to their own recordings of them. Upon entering the activity, students see the Sound File icons that represent their recordings from the previous Word List activity next to the topic word.

Students may click the Sound File icon to hear the words they recorded, or they may click the word to hear the pronouncer model it. When students are ready, they click the Mix-Up button. This rearranges the words and the recordings in random order.

Students then match their recording with the corresponding word by first clicking the Sound File icon to listen to the recording, then dragging the icon to the empty square next to the correct word. When students are finished with this, they click Done to receive feedback.

If students have completed the task correctly, they receive positive feedback and go to the Word Challenge. If not, incorrect icons pop out of the spaces next to the words and students are prompted to repeat the activity from the beginning.

After two attempts, the Go On button appears and students move on to the Word Challenge.
Sentence Fill-In

Sentence Fill-In reinforces students’ understanding of their topic words and their function in sentences. In the Sentence Fill-In activity, students see a decodable sentence with a missing word blank. They have to choose the right word to fill in the blank.

Students read five sentences in Sentence Fill-In, one at a time. Students click the blank line in the sentence and a word list with the correct answer and four distractor words appear. Students click the word to fill in the blank, then click Done. If students have correctly filled in the blank, they receive positive feedback, the sentence locks on the screen, and the next sentence appears. If students select a distractor word, then the blank line reappears, they receive feedback and are prompted to try again until they select the correct word.

When all the sentences have been completed correctly, the Go On button appears and students may click it to go to the next activity.
Word Challenge

Word Challenge gives students practice in fluent recognition of their topic words mixed in with review words. This activity uses the expanding recall algorithm in which new words are systematically interspersed with a gradually increasing number of known words, with the program continually measuring response time. As students demonstrate success with new elements, the ratio of known to new elements is gradually increased, training students to be able to retrieve new elements with increasing automaticity.

Students see a list of words displayed onscreen. When they hear the pronouncer read a word, they must click that word as quickly as they can. Students may replay the word by clicking the Word button and may also hear the word in a sentence by clicking the Sentence button. Students may pause the Challenge by clicking the Pause button. Clicking Continue restarts the Challenge and the time allotment for that word. When students have completed all the rounds of the Challenge, they click Go On and go to the feedback screen. Here students see their scores listed as Correct or Missed. The Go On button appears and students may move on to the next activity.
Self Check

In the Self Check activity, students get to practice reading words aloud by recording their topic words and review words. They then compare each recording to the program’s recording of the same word. In this way, students build their self-monitoring skills and increase their accuracy and fluency through repeated readings of words with targeted sounds.

Students are given a limited amount of time to read one of the topic words and record their pronunciation of the word by clicking the Record button. Students see how much time they have left by looking at the timer in the lower right corner of the screen. After pronouncing the word, they hear their recordings followed by the pronouncer's recording of the word. Students then judge their work by clicking the Thumbs Up button to approve their recording, or clicking the Thumbs Down button to rerecord the word.

When students have recorded all the words on their lists, they see their results. Students may then click Go On to go on to the next activity.
Spelling Zone

The Spelling Zone consists of four activities that create a customized study list of spelling words for each student. This list becomes the focus of subsequent activities.

Spelling Focus

Spelling Focus gives students important spelling rules and generalizations as well as strengthens their knowledge of the sound-spelling correspondence.

Spelling Focus begins with students hearing a spelling tip and seeing words that illustrate that tip. After listening to the tip, students may click the words to see and hear a specific decoding tip for each word. Students may also click the Tip button to rehear the spelling tip.

Students may click Go On when they are ready to move on to the Spelling Check-Up.
Spelling Check-Up

Spelling Check-Up determines which words from the students’ spelling lists they are able to spell correctly and which they need to study.

In this activity, students are asked to spell up to 20 words. For each word, students hear a pronunciation, a context sentence containing the word, and the pronunciation repeated. Students then spell the word by typing it next to the blinking cursor and then pressing the Enter or Return key. Students may hear the word pronounced again by clicking Word, or hear the context sentence by clicking Sentence. They may click Pause to pause the activity.

At the end of each set of words, the Spelling Check-Up displays which words were spelled correctly and displays the correct spelling of the misspelled words. System 44 adds each misspelled word to the students’ customized list of study words. When students have spelled all of their Spelling Check-Up words, or have enough study words on their lists, the Go On button appears and students may go on to the Spelling Clinic for further instruction on their study words.
Spelling Clinic

In the Spelling Clinic, students get immediate, customized corrective feedback as they practice their spelling study words. Students’ spelling study words are made up of words that were misspelled in the Spelling Check-Up.

The Spelling Clinic displays the study words one at a time. Students hear the word pronounced twice as it is highlighted. Students also hear a spelling tip for each word. Students may hear the word again by clicking Word, or they may hear the word in a sentence by clicking Sentence. Students may hear the tip again by clicking Tip.

With the word hidden, students then type the word and press either Enter or Return. When they do, they receive immediate feedback on whether or not they spelled the word correctly. If they have spelled the word correctly, they move on to the next word. If they have misspelled the word, they receive corrective feedback on that word, then try to spell the word again. After they spell the word correctly, they move on to the next study word.

When students have correctly spelled all of their study words, the Go On button appears and the students may click it to move on to the Spelling Challenge.
Spelling Challenge

The Spelling Challenge develops accuracy and fluency by giving students the practice they need to spell their study words correctly. This activity uses the expanding recall algorithm in which new words are systematically interspersed with a gradually increasing number of review words. As students demonstrate success with new words, the ratio of known to new elements is gradually increased, training students to be able to spell with accuracy and automaticity.

In the Spelling Challenge, students hear a word pronounced, then type the spelling of the word in the space provided, then hit Enter or Return. If they have misspelled the word, they get corrective feedback specific to their error. If they have spelled the word correctly, they receive positive feedback and move on to the next word.

Students may click the **Word** button to hear the word repeated or click the **Sentence** button if they want to hear the word in a sentence. Clicking the **Pause** button temporarily stops the Challenge in place.

Students who have mastered their words complete the Challenge in Review Mode and complete only one Spelling Challenge round.

After completing the Spelling Challenge, students see a feedback report. They may then click **Go On** to go on to the next activity.
Fluency Zone

The Fluency Zone presents reading tasks that promote skills transfer and build fluency and comprehension. Students read decodable text and engage in activities that require reading and thinking about the meaning of text.

Word List Transfer

Word List Transfer requires students to transfer skills they have already learned as they decode new words made up of known sound-spellings.

Students receive a list of ten words. Students click the Record button to begin recording each word. Sound File icons appear to the left of each word as it is recorded. Erica then prompts students to listen to their recordings and compare them to the pronouncer’s model.

After making their recordings, students may click the word to highlight it and then click the Tip button to hear an adaptive decoding tip for a word. Students may click Record to rerecord and improve their performances. When they have completed the list, the Go On button appears and students may click it to go on to the next activity.
Read & Think

Read & Think asks students to read target words and study words they have already learned in decodable sentences and answer comprehension questions. The discrepancy format requires students to read and compare sentences with similar content to determine which one is correct.

After Erica introduces Read & Think, students see the first sentence. Students read the sentence, then hear the pronouncer read a question about the sentence. The question also appears on the screen. When the pronouncer is finished, three answer choices appear on the screen. Students must read all three answer choices to determine the one that correctly answers the question. Students who need to hear the question repeated may click the Question button again. When students select the answer, they click the Done button. Immediate feedback informs students if their answers are correct or incorrect. If correct, students proceed to the next question. If incorrect, Erica provides feedback and prompts students to try again.

If students repeat the topic a number of times, they may complete all the Read & Think items available and thus skip the activity in subsequent cycles.

After completing Read & Think, students advance to a feedback screen. They may then click Go On to move to the next activity.
Progress Monitor

The Progress Monitor tests students’ mastery of the topic content by presenting a series of assessment trials that require them to identify target words with accuracy and speed.

Students see a list of five words and hear the pronouncer say one of the words. Students must identify the word by clicking it. When students click a word, a new list appears, the pronouncer says the new word, and students have two seconds to select the word they hear. Words correctly identified in 1.5 seconds or less are marked *Fast*; words correctly identified in less than two seconds but more than 1.5 seconds are marked *Slow*. Words not identified within two seconds are marked *Missed*.

Students may stop the allotted time by clicking the **Pause** button, and then clicking the **Continue** button to resume. Students may also hear the word repeated by clicking the **Word** button, or hear the word in a sentence by clicking the **Sentence** button. Both of these buttons restart their allotted times and shuffle the word order of the list.

When students finish, they move to a feedback screen that shows which words were answered *Fast*, which were answered *Slow*, and which were *Missed*. When students place 70% of their target words in the *Fast* column, they may move on to the next topic. Students that do not move on repeat the topic with new content based on their performances.
The Success Strand

Overview

Students who successfully master the topics in a series reach the Success strand. As a reward for their hard work, they now get to watch a short nonfiction video. Each series has a different video.

When students enter the Success strand, Ivan greets them with congratulations and describes what they will be doing in the strand. Unlike the other strands, there are no zones in the Success strand. The strand consists of only four activities.

In the Success strand, students view the video and then get one final chance to show their mastery of the topics covered in the series. The video provides background information and vocabulary that help them access a text passage.
Success Video

The Success Video activity is designed to help students build a mental model of the information that they are asked about later in the strand. One of the hosts gives a short introduction to the video, which then starts automatically.

Students may use the video control bar to pause or resume the video at any time. Students set as Spanish speaking in SAM will hear a short video summary in Spanish before the video begins.

At the end of the video, students click Go On to move to the Success Passage activity.
Success Passage

Shark Attack?

Something was killing the dogfish sharks in the tank at the big fish exhibit. Sharks are large and have sharp teeth. They are expert killers. So, what was killing them? No one was certain. The only other large animal in the tank was an octopus. And an octopus usually eats small animals, like crabs and shrimp. It was a murder mystery.

A camera was set up to observe the tank. It revealed a shocking event. It showed the octopus grabbing and killing a shark. The shark murder mystery was solved!

The Success Passage activity tells the same story as the Success Video students just watched, while providing students with supported reading practice.

The Success Passage offers students different kinds of support to help with their reading of the passage. When students first view the passage, the decodable words are highlighted. Students may click these highlighted words to hear the pronouncer read them aloud. When students feel they know these words and are comfortable with them, they may click **Done**. When students do this, the decodable word highlights disappear and the power words from the series are highlighted. When students click a power word, they hear the word, followed by a definition of the word. After clicking a power word, the highlighting is removed. Students may click another power word to hear the pronouncer read the word and its definition.

When students are ready to read the Passage, they find different kinds of support to help them. Students may click:

- **Word** to have the Passage read to them word by word;
- **Phrase** to have the Passage read to them phrase by phrase;
- **Practice** to read the Passage as highlighted;
- **Record** to have the program record their reading of the Passage.
Students may also control the speed at which the Passage is read and highlighted by using the speed control at the upper left of the screen. Moving the speed control to the left slows down the reading, and moving it to the right speeds it up. Students also have a Pause button so they may take a short break from their reading or recording. Students may also click the Video button to return to the video.

Students are then ready to record their reading of the Passage. When they have finished recording, students may click Play to hear their recordings played back to them. If they are not satisfied with their recordings, they may click Record again to rerecord their reading. When students are satisfied with their recordings, they may click Go On to move to the next activity.
Comprehension Activity

The Comprehension Activity provides practice in reading increasingly challenging text sentences.

In the Comprehension Activity, students test their comprehension skills by choosing the best caption or speech/thought bubble for an image. The activity shows an image onscreen and four possible captions beneath the image. Students hear a question and read each caption, then click the radio button next to the caption they feel best answers the question. Students may hear the question again by clicking the Question button. When they have selected what they think is the best answer, they may click Done to see if they have matched the picture to the correct caption. If they have matched correctly, they go on to the next image and caption choice. If they have not chosen the best caption, Ivan prompts them to return and reread the passage, then come back to choose another caption.

Depending on the series, students complete two or three image and caption matches before clicking Go On to go to the next and last activity.
Success Recording

The Success Recording is the final activity in the Success strand and in the series. In this activity, students record themselves reading the Success Passage aloud, make a self-assessment, rerecord it if they choose, and then save the recording.

Upon entering the Success Recording activity, students see the Success Passage and hear a Fluency Tip that gives them advice on how to read the passage well. Students then click Record to make their recording. When finished, students may click Play to hear their recording played back. Students may review their recording as many times as they feel necessary. When finished, students may click Save to save their recording. Recordings are saved for teachers to review and assess in SAM. Students then click Go On to exit the activity.

Students who successfully finish the Success Recording have finished a series and achieved a milestone. The recording should give students a sense of how much their reading fluency has improved since the start of the series and also leave them feeling prepared to begin the next series. When they next log in to System 44, they automatically move on to the next series.
Customer Support

For questions or other support needs, visit the Scholastic Education Product Support website at: [www.scholastic.com/system44/productsupport](http://www.scholastic.com/system44/productsupport).

At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support for customers with a Product Maintenance and Support plan.

For specific questions regarding the Scholastic program suite, contact customer service to speak to a representative for each program powered by SAM at:

- 1-800-283-5974 (current version through 1.7)
- 1-800-927-0189 (version 1.6 or earlier)

For general questions regarding orders and programs, call Customer Service at 1-877-234-7323.