



*System 44*  
Enterprise Edition  
**Software Manual**

For use with *System 44* Enterprise Edition version 2.5 or later  
and Student Achievement Manager version 2.5 or later

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## 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 of the English language 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 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*<sup>®</sup>.

The *System 44* suite also includes *The Reading Inventory*. Information about *The Phonics Inventory* and *The Reading Inventory*, including how they integrate with *System 44*, may be found in their respective manuals at [The Reading Inventory Product Support](#) website and [The Phonics Inventory Product Support](#) website (page 92).

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

## Path and Terminology

The *System 44* path to mastery consists of different elements:

- An Activity is an exercise that students move through as they work to complete a topic.
- A Topic is a cycle of activities. A topic includes instruction and practice activities to ensure that students master the content.
- A Series is a group of topics that culminates in a Success Strand Topic. There are 25 series in the *System 44* program.
- A Strand teaches 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.



## **Student Accessibility**

*System 44* provides accessibility features that can enable some visually impaired students to use the application. The contrast setting, for example, will help a student who has trouble reading black text on a white background.

*System 44* requires students to view images and videos, speak into a microphone, and use a mouse. Students who have difficulty with these requirements will need assistance when using the program.

*System 44* does not provide textual equivalence to bitmap-rendered content. Students who are dependent on a Braille or text-to-speech device will be unable to use the application. Also, though closed captions are available for the hearing-impaired, the application does not provide a description of the video, nor does it provide the closed-caption text in text format (it is only available as a display).

Browser-based accessibility features, such as screen and font magnifiers, are not tested by Houghton Mifflin Harcourt Intervention Services Group and may not be compatible with *System 44*. Even in cases when the features may work with the program, the input focus is not set to allow students using screen magnifiers to follow the on screen changes. Similarly, changing display settings may render the program unusable. Students needing to see larger text should use an external screen magnifier rather than changing display settings or using a feature of the browser program.

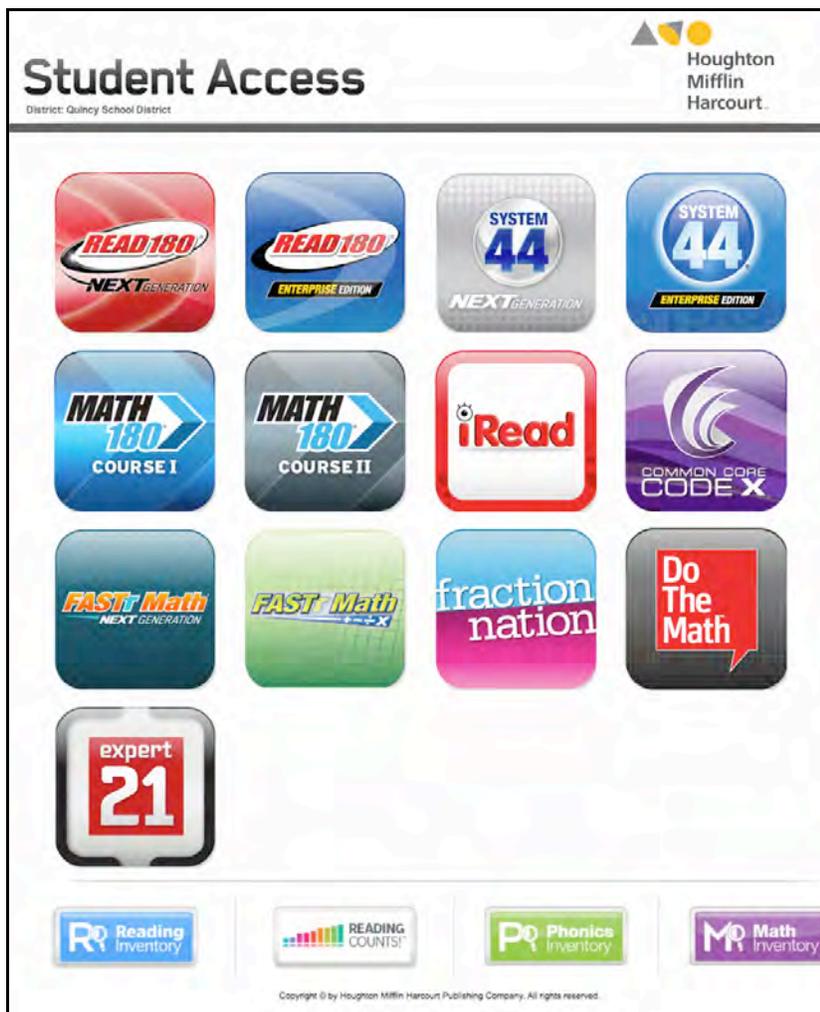
Mac OS X and Windows operating systems, as well as Internet Explorer, Firefox, and Safari browser programs, offer a range of accessibility features that may enable users with disabilities to, among other things, perform basic navigation with a keyboard instead of a mouse by using the Tab key.



## Logging In

Students are enrolled in System 44 through Student Achievement Manager (SAM). See [Enrolling and Managing Students in Student Achievement Manager](#) for detailed instructions on enrolling students.

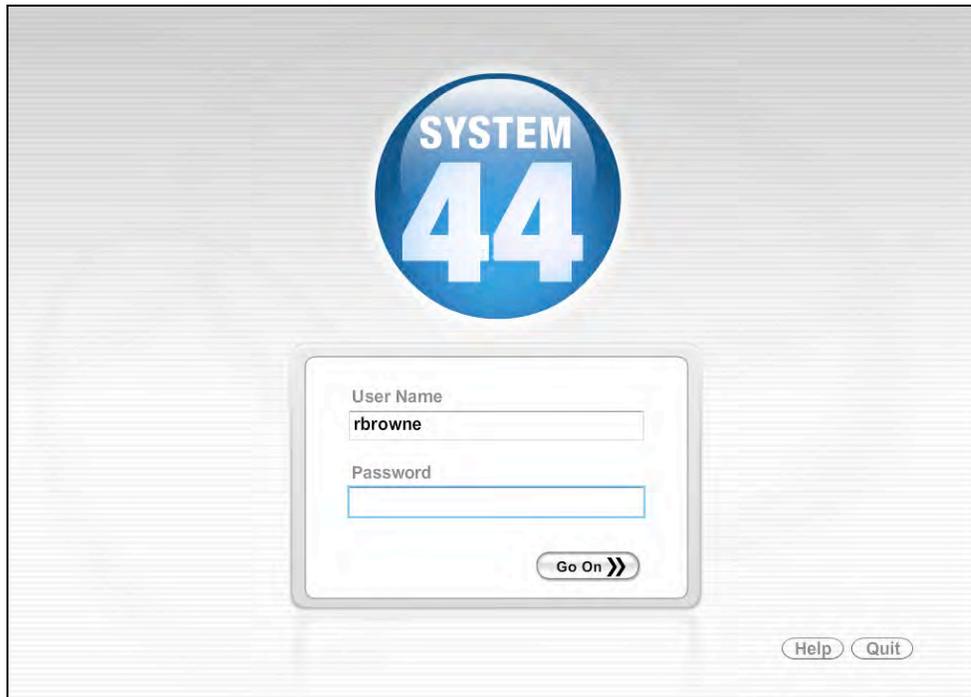
Once students are enrolled in System 44, they may log in to the program through the Student Access screen on the student workstation. To open the Student Access screen, open the workstation's browser program and use the Student Access screen bookmark (see the [System 44 Installation Guide](#) for help with bookmarking the Student Access screen).



The Student Access screen displays icons for all products installed on the SMA server. Click the System 44 icon to open the System 44 Suite screen.



Click the *System 44* icon to open the *System 44* Login screen.

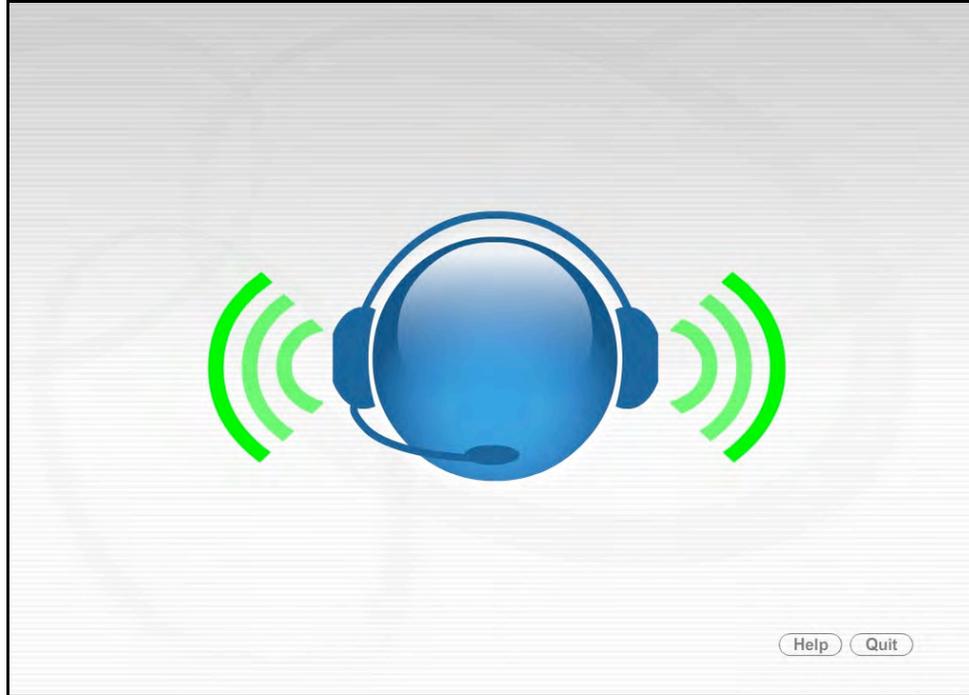


Students enter their username and password and click **Go On** to enter the program and go to their *System 44* Home screen. Usernames and passwords are case-sensitive.

On the Login 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 so that the next time they log in students can return directly to the activity they quit. 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 sync with their speech. When the program detects students' voices, it moves students to the *System 44* Home screen. 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 a student audio recording have this symbol:



These activities require student audio responses for successful completion.



## The System 44 Home Screen and Explore Mode



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

At the *System 44* Home screen, students may click **Go On** to advance to their latest topic, or they may click one of the four strands to access the strand in Explore mode. Students have 75 seconds in Explore mode to preview one or more of the four strands. While previewing, students may access information about the themes of the strands:

- **The Code:** Each of the 44 sounds
- **Sight Words:** Sight words that students cover in the *System 44* application
- **Word Strategies:** The five word strategies
- **Success:** Student progress in the 25 series of the program

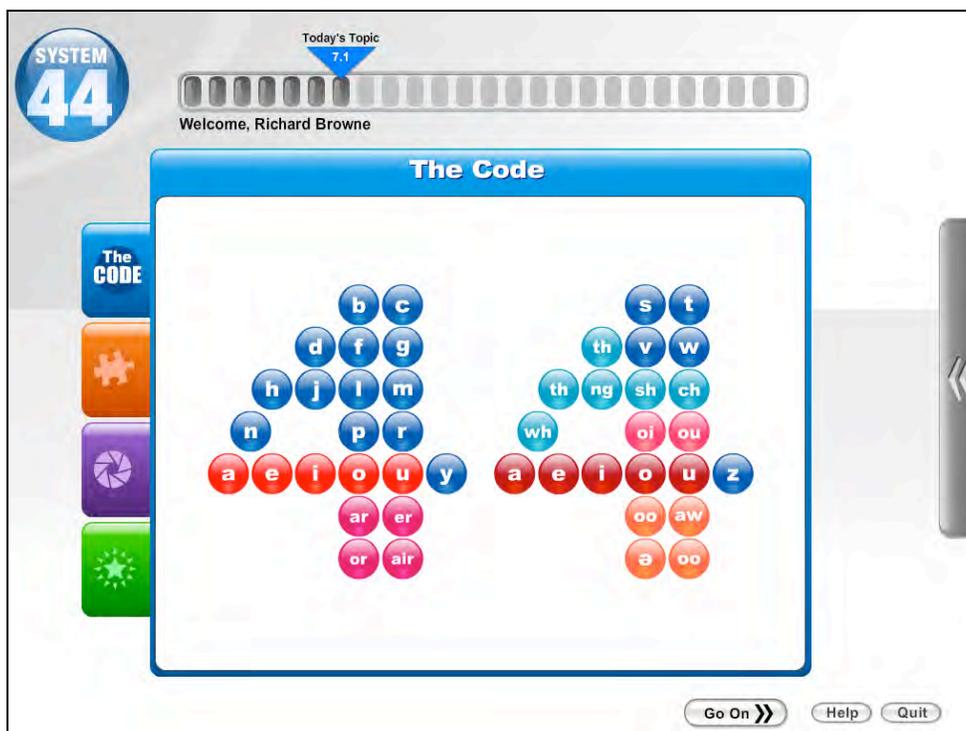
Students may also access the Dashboard, which provides an individual record of their progress through the program. On the Dashboard, students may review the words they have mastered, the books they have read, the videos they have unlocked in the Success strand, and various statistics about their progress.



## 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.

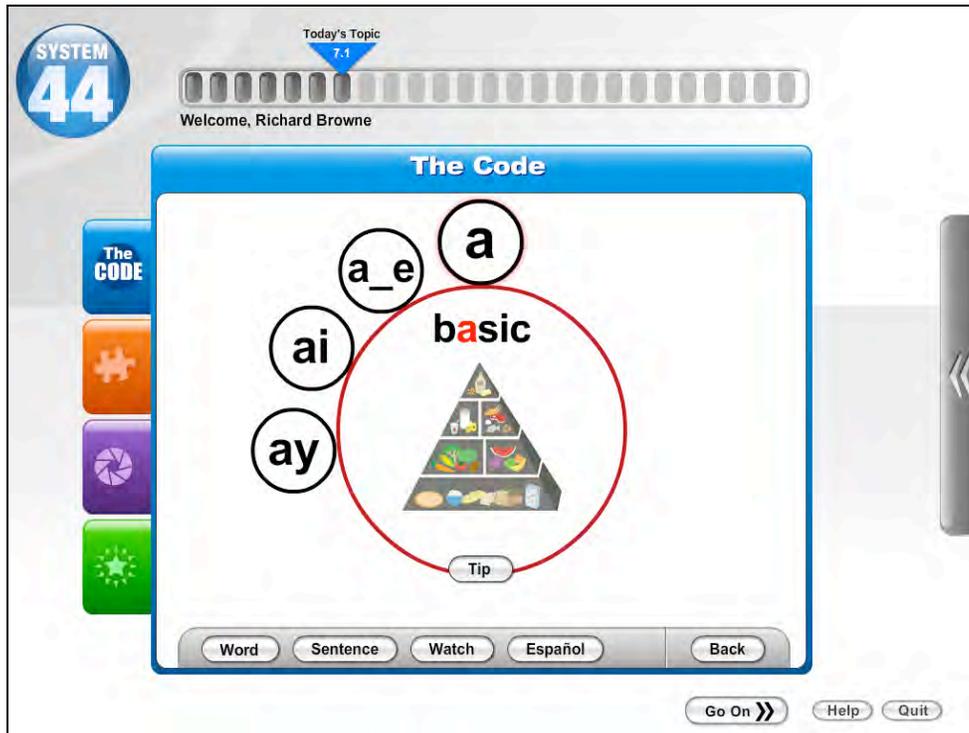
Once students have mastered a sound, they build on that knowledge to gain an expertise with word recognition using the sound that they have mastered.



If students click The Code panel on the *System 44* Home screen, they open The Code window, 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, The Code window advances to explain the represented sound in greater detail.

Students may click a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



After clicking a sound icon, students see a word in the center of The Code window that demonstrates the sound, accompanied by an image for that word. If students click any of the sound-spellings that surround the image, a word and image for that letter or letter combination appear in the center of the circle.

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

- **Word:** The host pronounces the word.
- **Sentence:** The host uses the word in a sentence.
- **Watch:** An animation demonstrates how to place the mouth, lips, and tongue in order to generate the sound.
- **Tip:** Students get a decoding or pronunciation tip about the word.
- **Español:** The host pronounces the Spanish translation of the word. Unlike in the activities, this button is visible to all students in Explore mode even if SAM English language learner is not enabled.

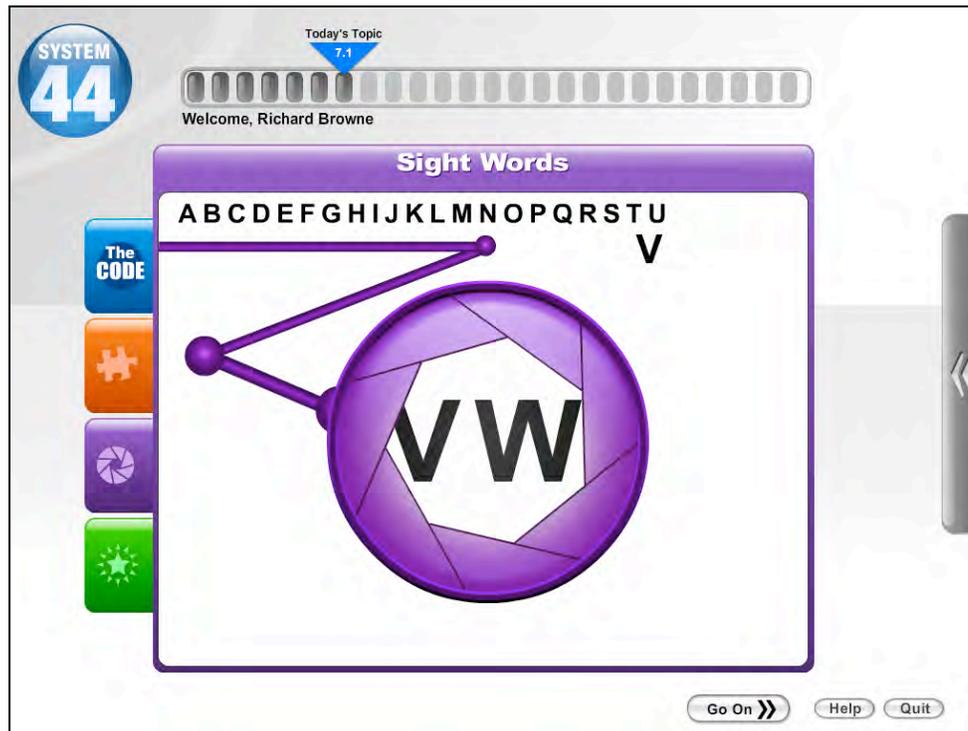
Students may click **Back** to go back to the *System 44* Home screen (page 10), a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



## 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.

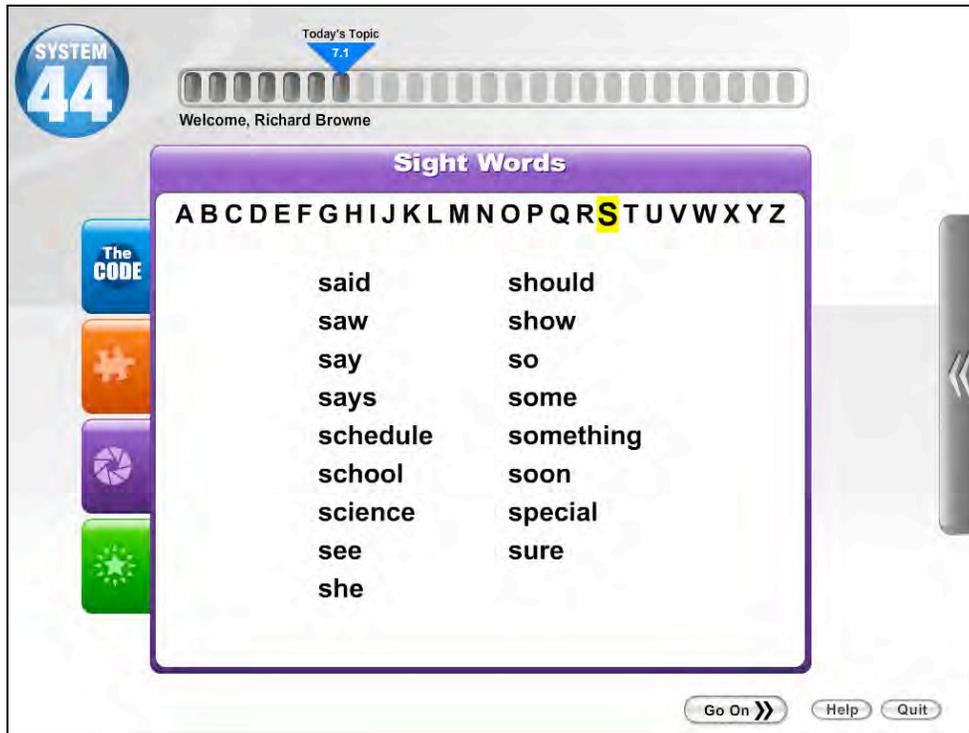
Topics in this strand begin with an assessment to determine each student's strengths at recognizing a set of sight words and then proceed by teaching the words where that particular student needs help.



If students click the Sight Words panel on the *System 44* Home screen to enter the strand in Explore mode, they open the Sight Words window, 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 click a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



After students select a letter, the Sight Words window displays the sight words of the *System 44* curriculum whether or not they are currently locked for that student. Students may click any of the words in the window to learn more about that word. If students click a word, the Sight Words window advances to explain the selected word in greater detail.

Students may click a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



After clicking a word, students see a word in the center of the Sight Words window accompanied by an image for that word.

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

- **Word:** The host pronounces the word.
- **Sentence:** The host uses the word in a sentence.
- **Español:** The host pronounces the Spanish translation of the word. Unlike in the activities, this 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 Sight Words window word list (page 14), a tab on the left to switch strands, or **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 *System 44* Home screen and enter the strand in Explore mode, they see the Word Strategies window, which displays the five strategies that *System 44* teaches to break down large words.

Students may click any of the five puzzle pieces. Doing so causes the Word Strategies window to advance to a self-guided word study for the associated strategy.

Students may click a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



After clicking a puzzle piece, the Word Strategies window advances to a strategy puzzle that features the selected strategy. Each Word Strategies puzzle functions roughly the same way. The first display contains an interlocking set of images. Clicking the piece with the strategy name 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 window (page 16), a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



Students who click the center piece on the puzzle 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.

When students click a word, the Word Strategies window advances to display the word with an associated image. This is the same display seen by students who click one of the images on the puzzle.

Students may click **Back** to go back to the puzzle, a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



When students click either a puzzle piece other than the featured strategy piece or a word from the list after clicking the featured strategy piece, the Word Strategies window advances to display the word and its associated image regardless of which type of word strategy students are exploring.

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

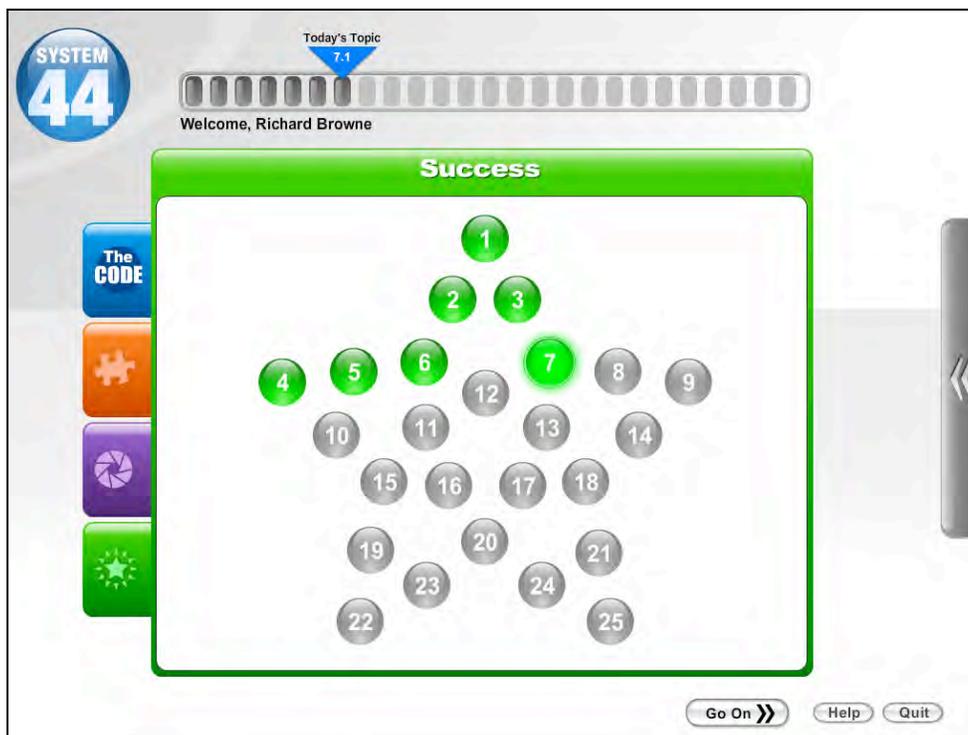
- **Word:** The host pronounces the word.
- **Sentence:** The host uses the word in a sentence.
- **Tip:** Students get a decoding or pronunciation tip about the word.
- **Español:** The host pronounces the Spanish translation of the word. Unlike in the activities, this button is visible to all students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

Students may click **Back** to go back to the puzzle, a tab on the left to switch strands, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



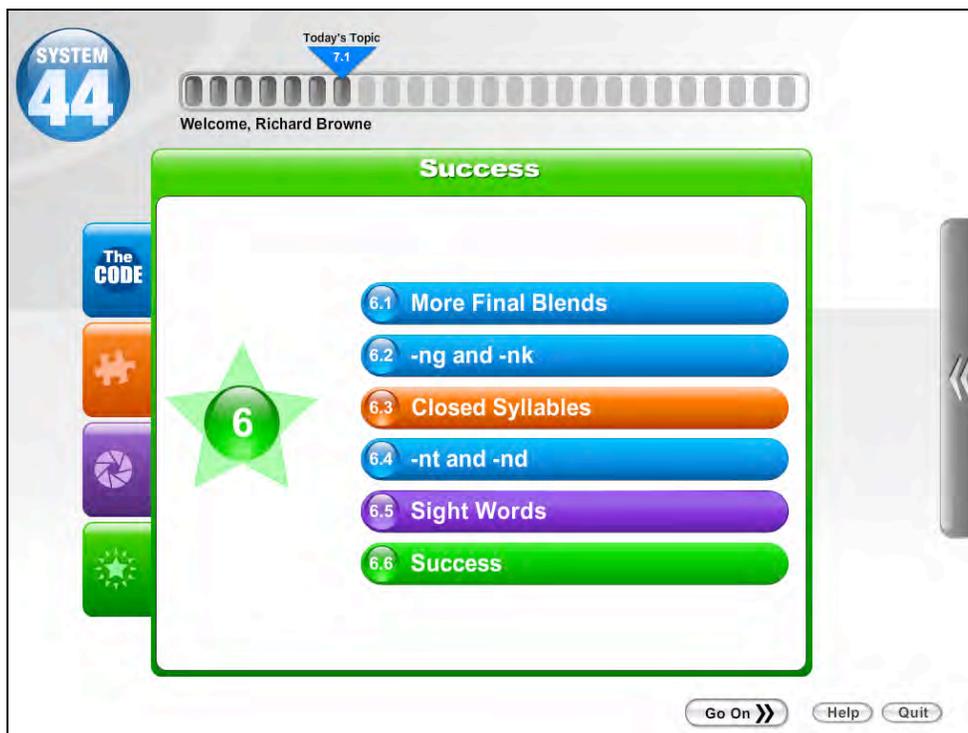
### Exploring Success

The last topics in a series are in the Success strand. The Success strand helps students put all they have learned into use in comprehending reading passages.



If students click the Success panel on the *System 44* Home screen, they open the Success strand in Explore mode and see the Success window, 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 the Success window to a display that shows their progress in each of the topics for that strand.

Students may switch strands by clicking a tab on the left, **Go On** to move from Explore mode to begin their session, or the gray bar at right to open their Dashboard.



## The Dashboard

The Dashboard on the *System 44* Home screen 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 measures 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 button for any of the four Dashboard sections, listed below:

- **My Words:** Shows a list of words that the student has learned and has yet to learn in the program
- **My Books:** Displays information about the books the student has read and completed *Reading Counts!* quizzes for from the *System 44* paperback library
- **My Videos:** Loads videos from the Success strand for series that the student has mastered
- **My Data:** Recaps data about student 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 window.





## My Words



In My Words, students may study and review their individual *System 44* word lists as well as study words 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 Dashboard, which 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 from this window.

Students may review a word in depth by clicking the word. The dashboard then advances to explore 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 window:

- **Word:** The host pronounces the word.
- **Sentence:** The host uses the word in a sentence.
- **Tip:** Students get a decoding or pronunciation tip about the word.
- **Español:** The host pronounces the Spanish translation of the word. Unlike in the activities, this 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 word list, **Go On** to move from the Dashboard to begin their session, or the gray bar at the left to close their Dashboard.



## My Books



In My Books, students access *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 *Reading Counts!* 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 window displays the title of each book along with the number of words, Lexile<sup>®</sup> level, date the student successfully finished the quiz, and the test measure.

Students may click **Go On** to move from the Dashboard to begin their session or the gray bar at the left to close their Dashboard.



## My Videos



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, ordered 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, that video is locked in the Dashboard.

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 click **Go On** to move from the Dashboard to begin their session or the gray bar at the left to close their Dashboard.



## My Data



In My Data, students may access information about their progress in *System 44*. This section of the Dashboard displays the following information:

- **Series:** The number of the series the student is currently studying
- **Topic:** The topic the student is currently studying
- **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 *Reading Counts!* quizzes
- **Sounds Mastered:** The number of sounds out of 44 that the student has 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 students show mastery of some skills in a series and not others while Fast Tracking (based on the Progress Monitor), they skip only those topics in the series that teach the already-mastered skills.

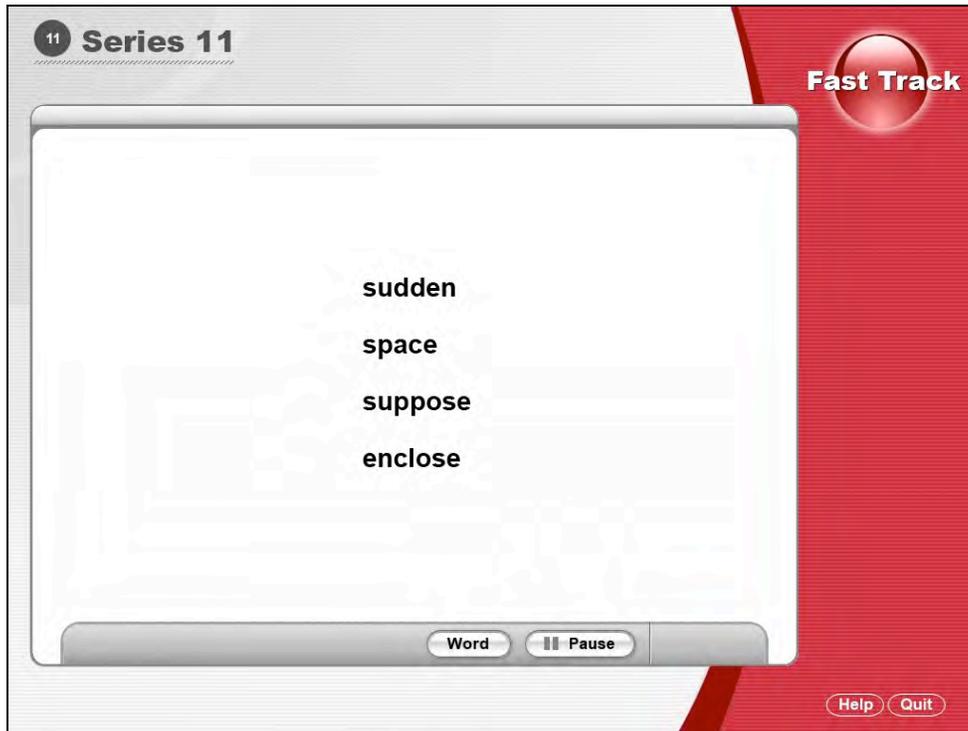
All students receive Fast Track Assessments by default. Teachers may choose to disable Fast Track Assessments for some students by using the *System 44* Program Settings in SAM (see [SAM Settings and Reports for System 44](#)).

## Fast Track Activities

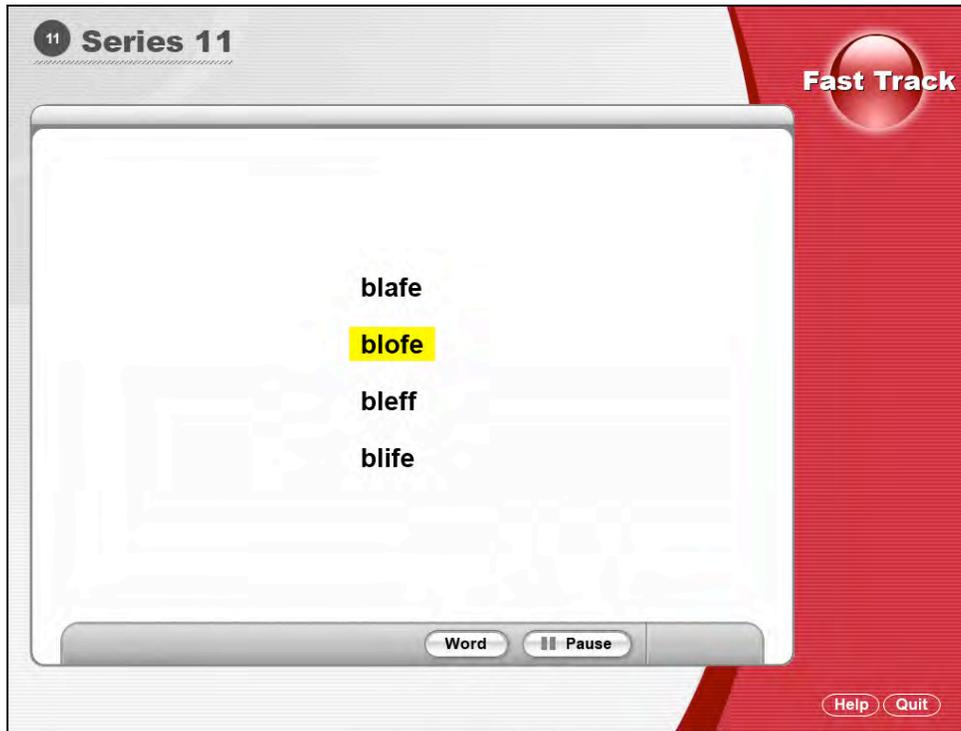
When students finish the Success Topic for a series, they move directly to the Fast Track Assessment for the next series. Fast Track measures their proficiency in the concepts and skills of the upcoming series.

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, the Fast Track Assessment consists of one or 2 sections.



In the first section, students see a list of real words. The pronouncer models one of the words and students select the word from the list. Students may click the **Word** button to hear the word repeated or the Pause button to pause the assessment. When the student selects an answer, another list displays and the assessment goes on.



If the Fast Track has a second section, students see lists of nonsense words. The pronouncer models 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 the *System 44* Home screen 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 Code's four zones:

- **Smart Zone:** Students receive direct instruction on the topic to help them build skills and academic language.
- **Word Zone:** Students develop fluent decoding of words through modeling and the practice of blending.
- **Spelling Zone:** Students learn to apply known sound-spellings to encoding.
- **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 screen 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.

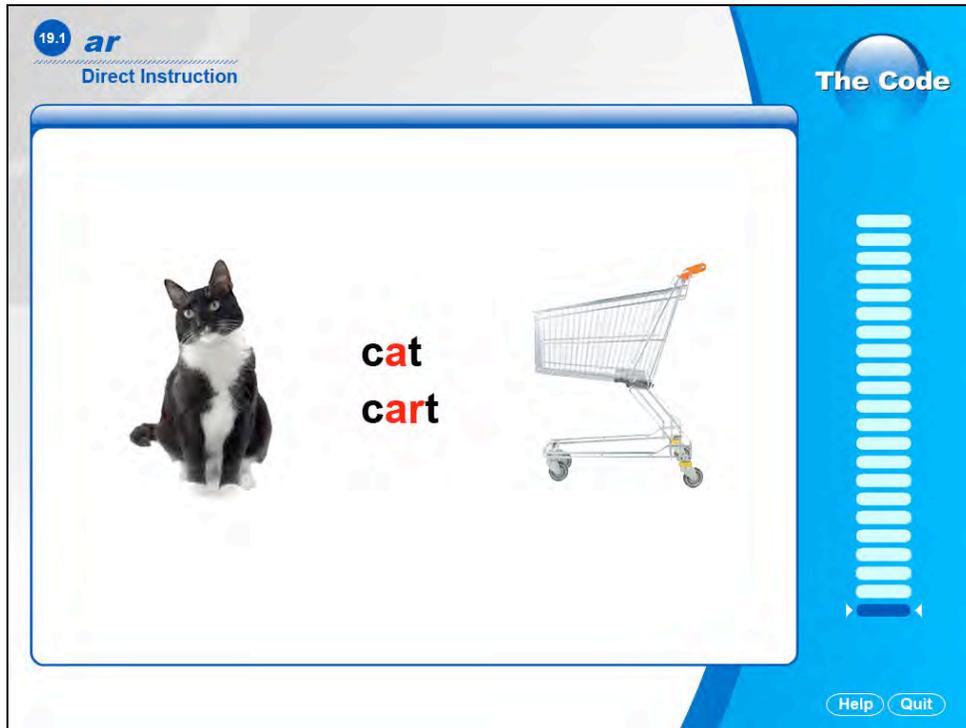
Students move through the zones in the same order every time they work on a strand topic in The Code with the exception of Topics 1.1–1.5, in which new zones are gradually introduced to students.

If a student returns to a topic from The Code in a subsequent session, the student resumes at the zone in which he or she was last working.

### Smart Zone

In the Smart Zone, students receive direct instruction on the topic to help them build skills and academic language.

### Direct Instruction



At the beginning of each topic in The Code, Ivan presents direct instruction and modeling of sound-spelling correspondences. Direct Instruction presentations play uninterrupted for approximately 1 to 3 minutes.

## Study Sounds

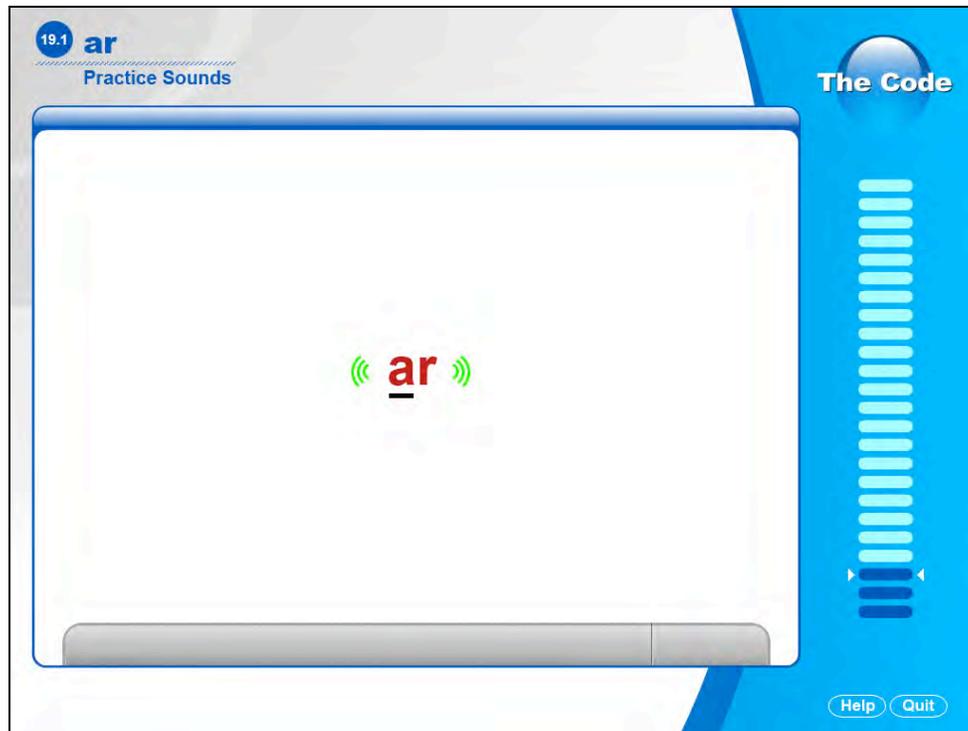


In Study Sounds, students practice generating the target sound(s) to reinforce learning and build accuracy. This activity occurs only with sound-spellings that may be practiced in isolation.

Depending on the topic, between one and three sound-spellings appear on screen, one at a time. The pronouncer generates each sound as it is highlighted on 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 on to the next activity.

## Practice Sounds

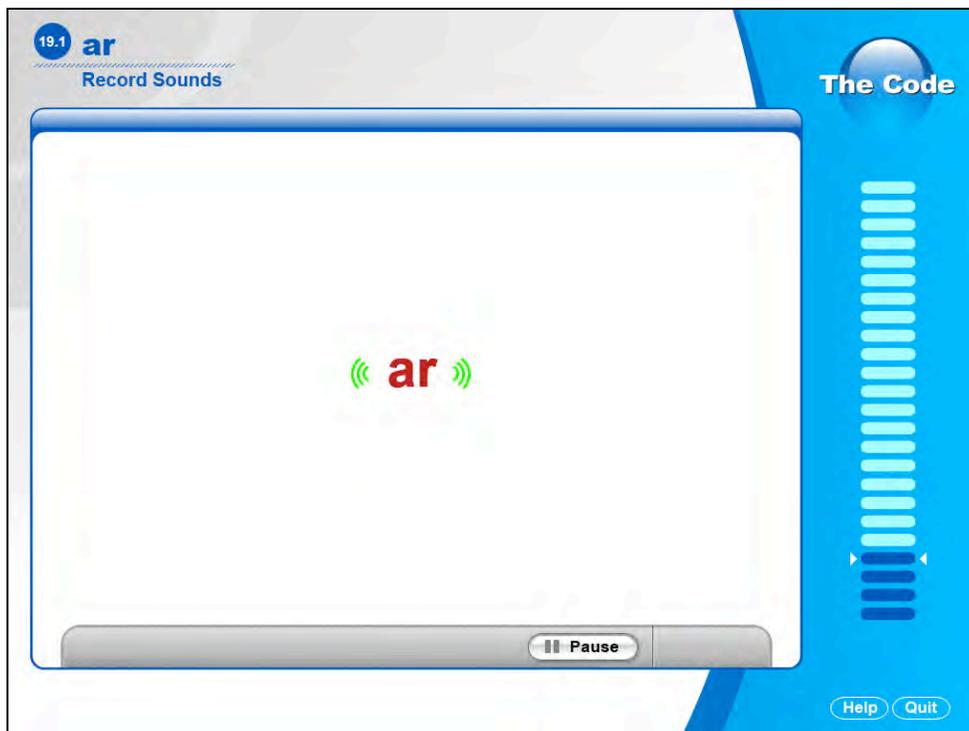


In Practice Sounds, students practice speaking one or more sound-spellings aloud to build accuracy. This activity occurs only in topics targeting sound-spellings that may be practiced in isolation.

The pronouncer generates each sound as it is highlighted on screen. 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 and students click it to move on to the next activity.

## Record Sounds

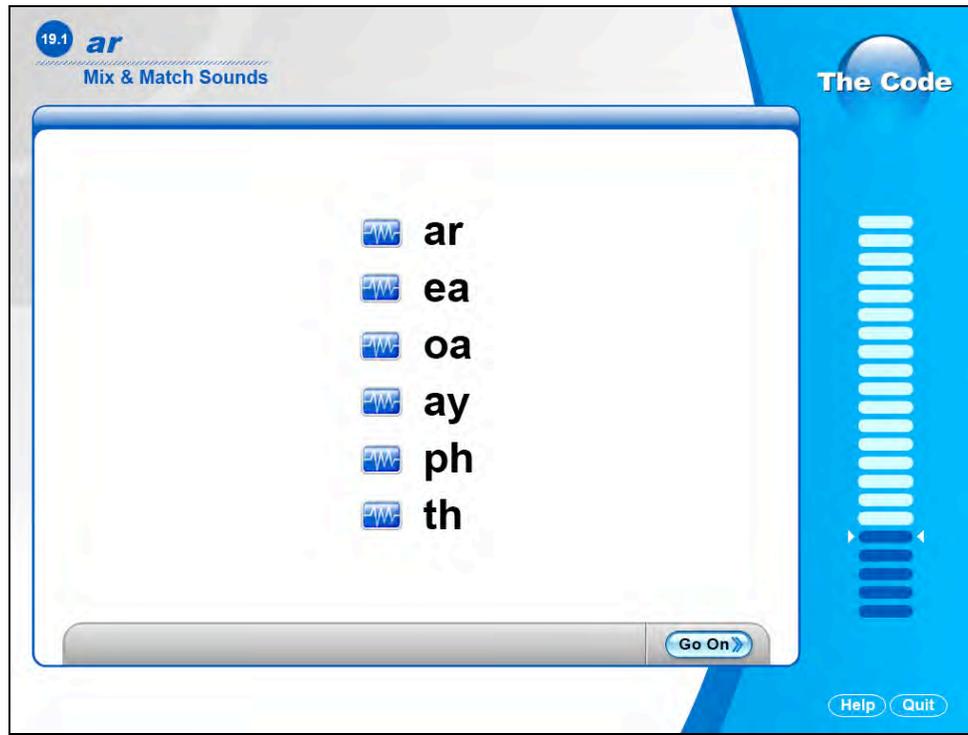


In Record Sounds, students build automaticity by making recordings of target, review, and contrast sounds under a time constraint. This activity occurs only in topics targeting sound-spellings that may be practiced in isolation.

One at a time, a series of sound-spellings appear on screen, 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. If the students do not respond, Ivan prompts them to read aloud. Then, the next item appears. 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. The system saves the students' recordings for use in the Mix & Match Sounds activity.

### Mix & Match Sounds



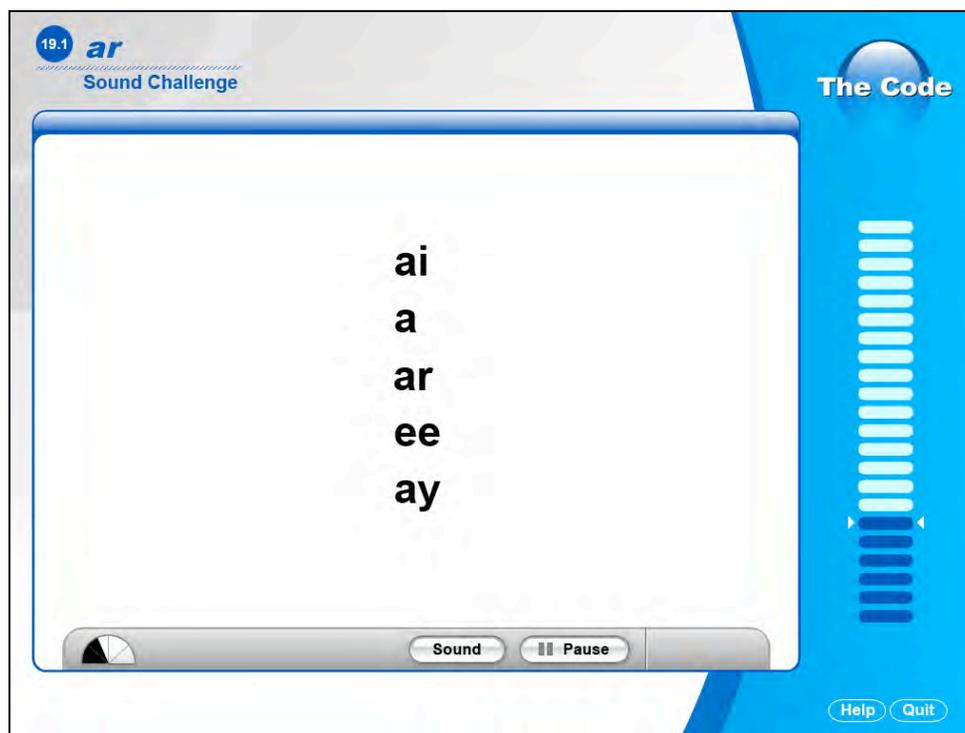
In Mix & Match Sounds, students match sound-spellings to their own recordings of them. Upon entering the activity, students see **Sound File** icons that represent their recordings from the Record Sounds activity next to the sound-spelling. This activity occurs only in topics targeting sound-spellings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

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

Students then attempt to match their recordings with the corresponding sound-spellings by first clicking the **Sound File** icon to listen to the recording and then dragging the icon to the empty square next to a sound-spelling. When students finish, the **Done** button appears and students click it to receive feedback.

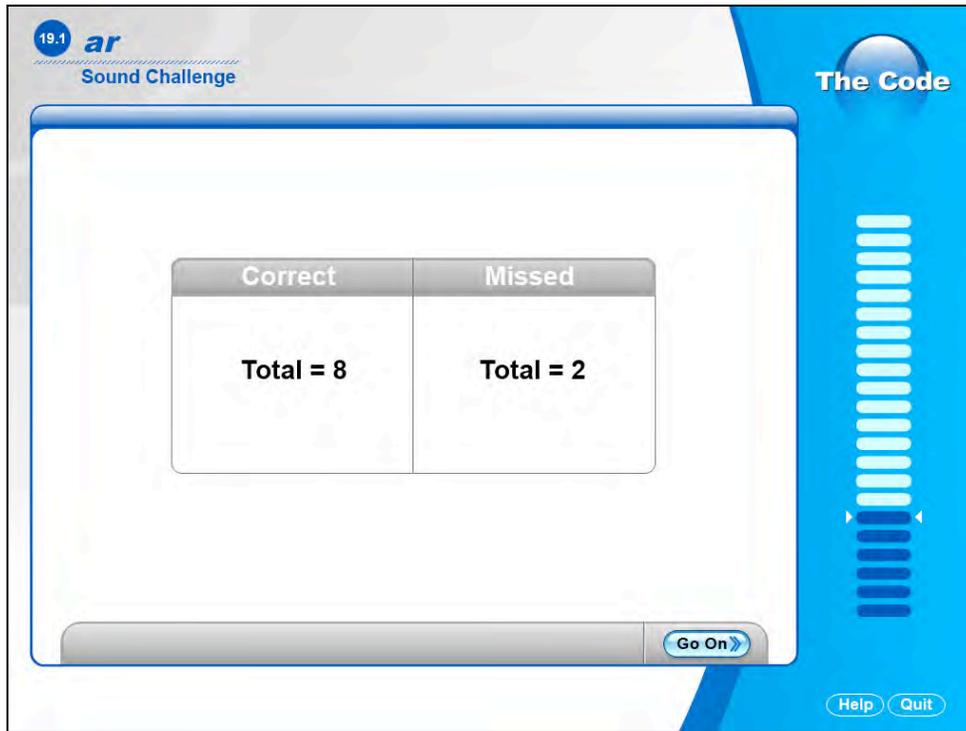
If students complete the activity correctly, they receive positive feedback and move on to the Sound Challenge activity. If not, incorrect icons pop out and students are prompted to repeat the activity from the beginning. After 2 attempts, the **Go On** button appears and students click it to move on to the Sound Challenge activity.

## Sound Challenge



Sound Challenge uses expanding recall, 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 students to be able to retrieve new elements with increasing automaticity. This activity occurs only in topics targeting sound-spellings that may be practiced in isolation.

Students see a list of sound-spellings displayed on screen. They hear the pronouncer model a sound and are asked to click that sound-spelling as quickly as they can. Students may replay the sound by clicking the **Sound** button or pause the Sound Challenge by clicking the Pause button (students click **Continue** to continue with the activity). When students have completed all the rounds of the Sound Challenge, the **Go On** button appears and students click it to move on to a feedback screen.

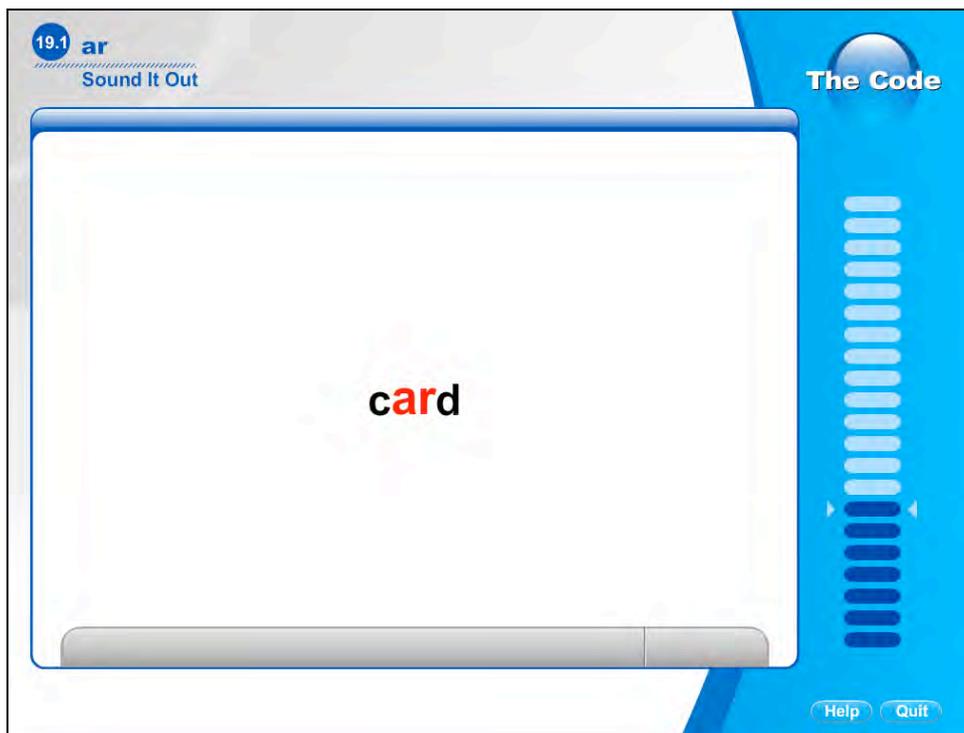


After completing the Sound Challenge activity, students advance to a feedback screen. Here, students see their measures listed as Correct or Missed. Student may click the **Go On** button to move on to the next activity.

## Word Zone

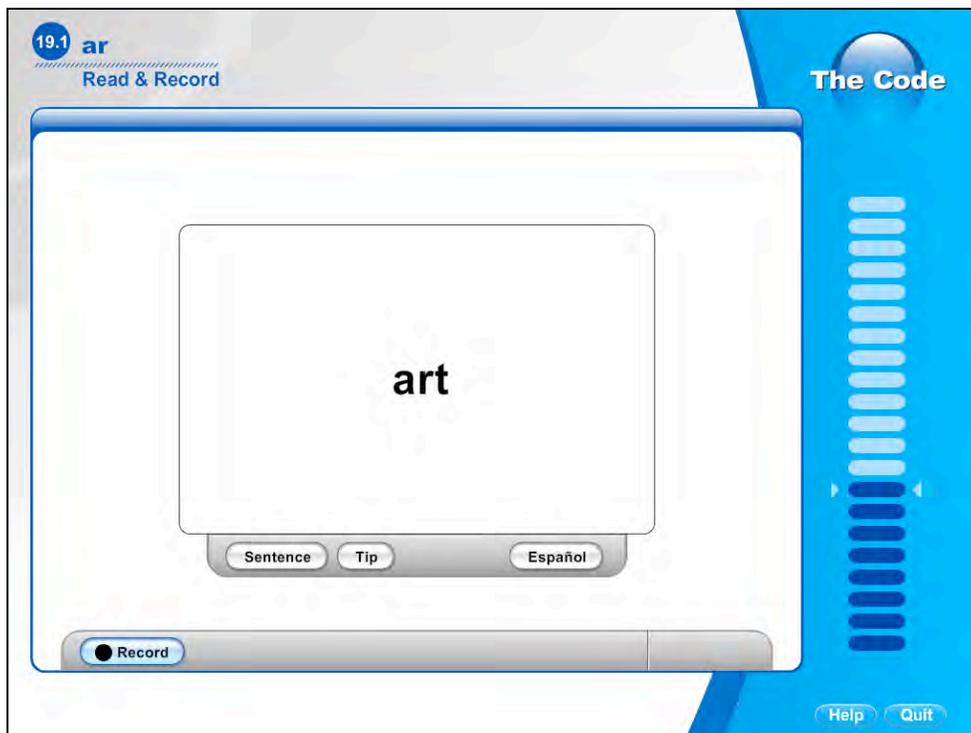
After transitioning from the Smart Zone to the Word Zone in The Code strand, students begin to read words that include the sound-spellings they have been studying.

## 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 and students click it to move on to the next activity.

## Read & Record

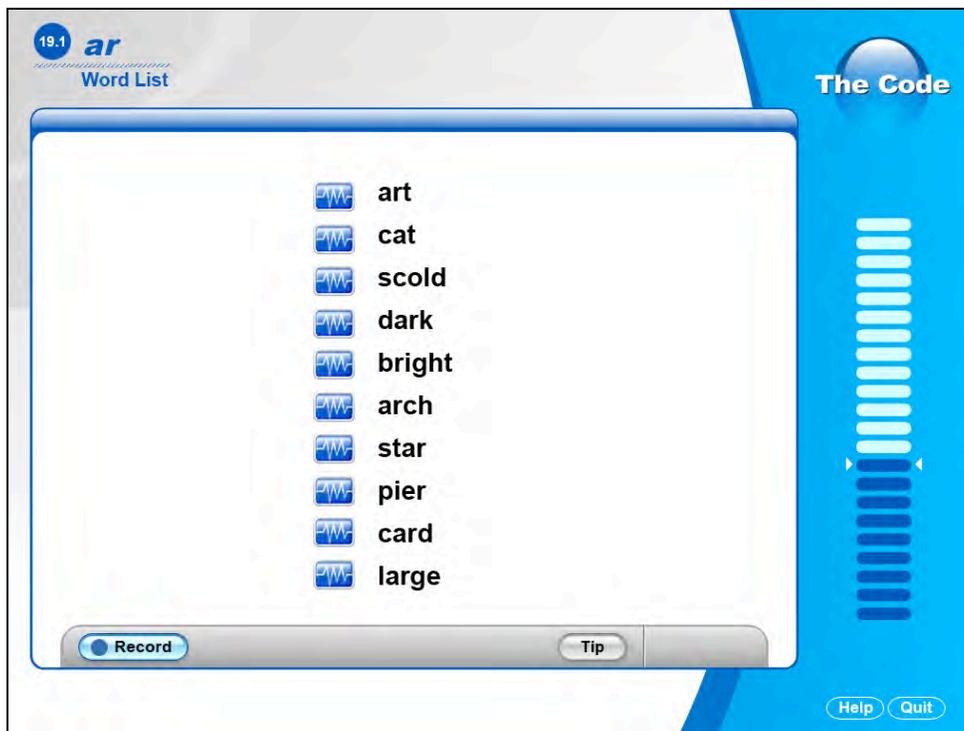


Read & Record provides supported decoding and blending practice. In the activity, students see a series of target, review, and contrast words from their individualized study lists. Each word appears on screen, and students read it following a specific blending prompt.

Students may click the **Sentence** button to replay the context sentence or the **Tip** button to hear a decoding tip. Students enrolled in the program as Spanish speakers may, when appropriate, get a Spanish cognate or translation with a pronunciation tip for selected words by clicking the **Español** button.

When students are ready, they may click the **Record** button to make a recording of the word. They can then click the Play button to listen to their recording and compare it to the model. Students may rerecord 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. When students have recorded all of the words, the **Go On** button appears and students click it to move on to the next activity.

## Word List

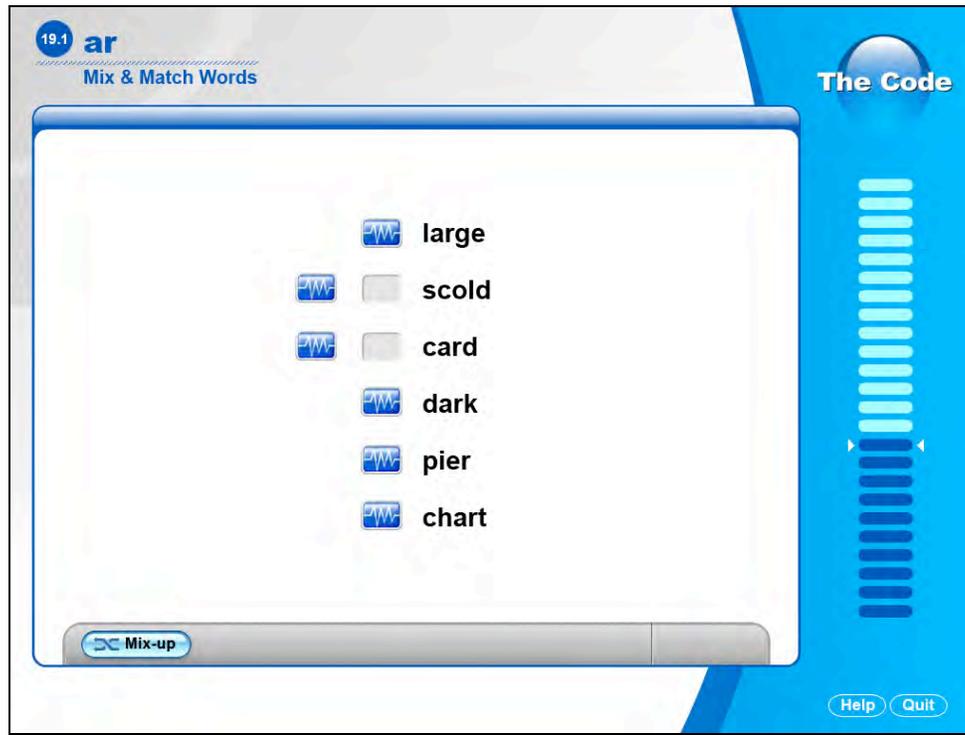


In Word List, students build automaticity by making recordings of target, review, and contrast words under a time constraint.

Students click the **Record** button to begin recording the list of words. If students do not respond, Ivan prompts them to read aloud. A **Sound File** icon appears to the left of each word as it is recorded. After students complete the list, Ivan prompts them to listen to the recordings and compare them with the model. Students may click **Record** to rerecord. To get support through an adaptive decoding tip, students may click any word to highlight it and then click the **Tip** button. When students have recorded all of the words in the list, the **Go On** button appears and students click it to move on 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



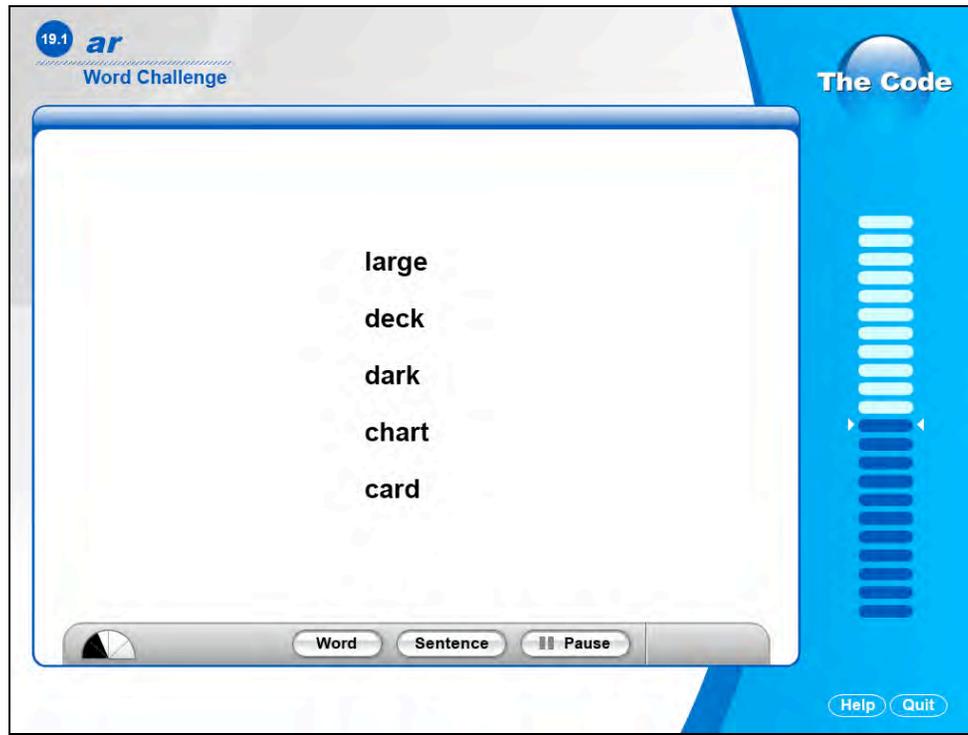
In Mix & Match Words, students match words from the Word List to their own recordings of them. Upon entering the activity, students see **Sound File** icons that represent their recordings from the Word List activity next to the word.

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

Students then attempt to match their recordings with the corresponding word by first clicking the **Sound File** icon to listen to the recording and then dragging the icon to the empty square next to a word. When students finish, the **Done** button appears and students click it to receive feedback.

If students complete the activity correctly, they receive positive feedback and move on to the Word Challenge. If not, the incorrect icons pop out and students are prompted to repeat the activity from the beginning. After 2 attempts, the **Go On** button appears and students click it to move on to the Word Challenge activity.

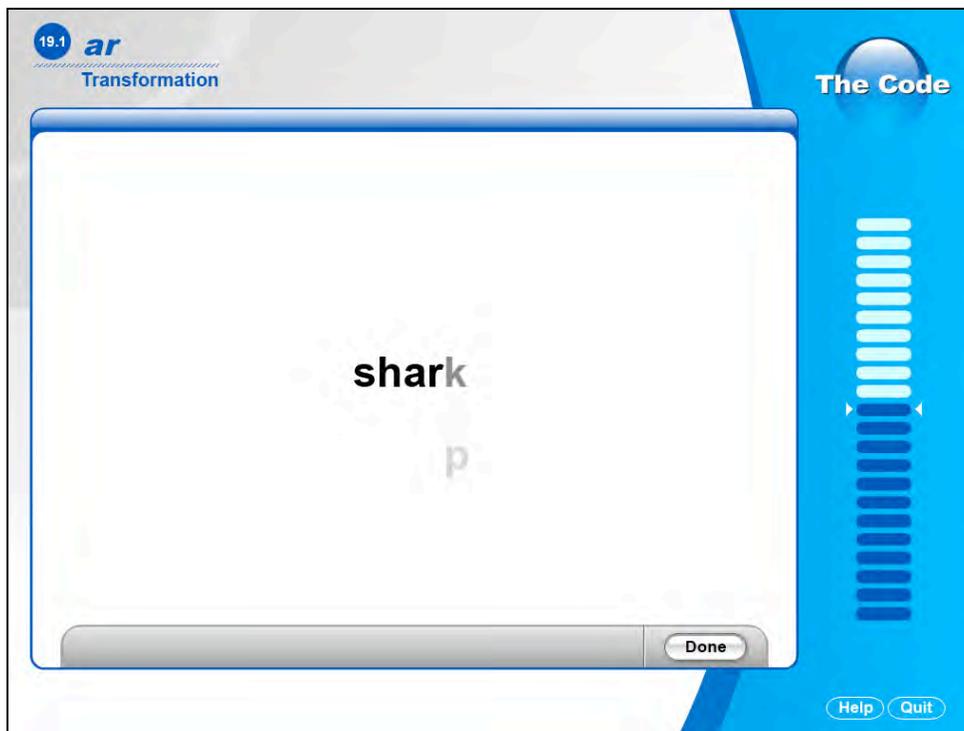
## Word Challenge



Word Challenge gives students practice in fluent recognition with target and 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 on screen. They hear the pronouncer model a word and are asked to click that word as quickly as they can. Students may click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. Clicking the Pause button temporarily stops the Word Challenge. Clicking **Continue** restarts the Word Challenge and the time allotment for that word. When students have completed all the rounds of the Word Challenge, the **Go On** button appears and students click it to move on to a feedback screen where students see their measures listed as Correct or Missed. Students may click the **Go On** button to move on to the next activity.

## Transformation

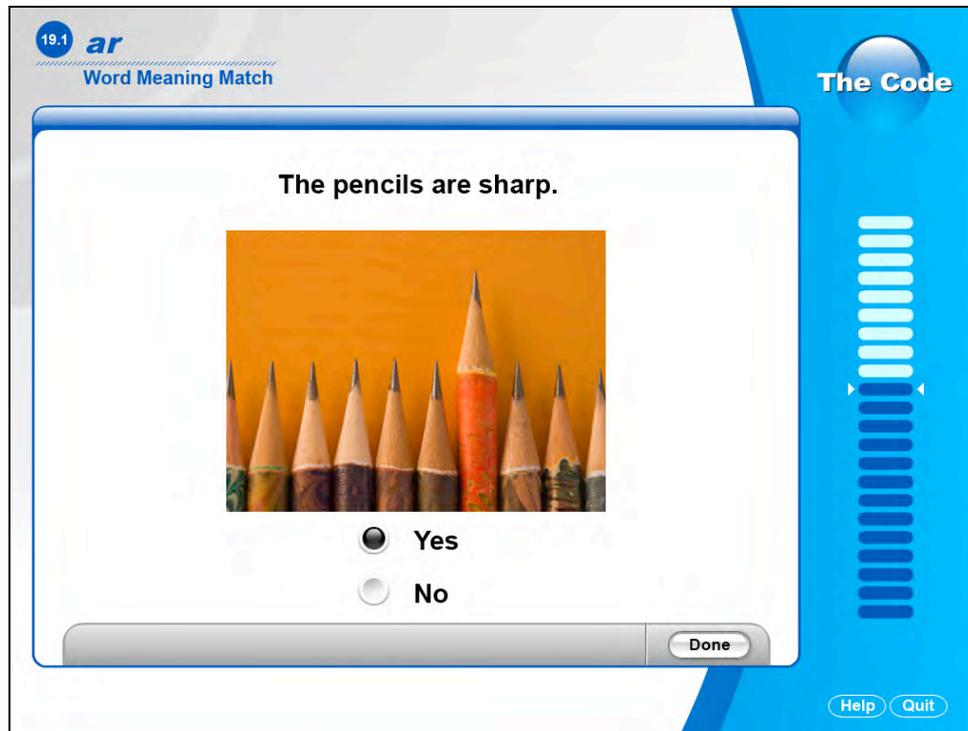


In Transformation, students watch as words transform through an animation in which letters change at the beginning, middle, or end of a word. This exercise strengthens recognition of all letters.

The activity asks students to read a word and then click the **Done** button to hear the pronouncer model 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 click it to move on to the next activity.

## Word Meaning Match

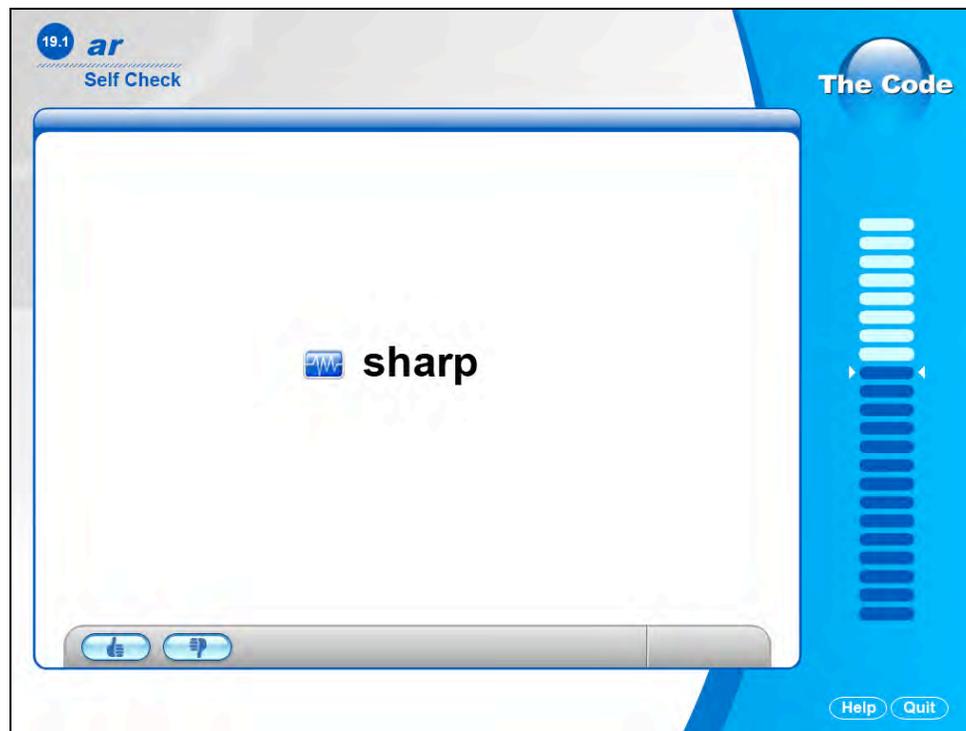


Word Meaning Match reinforces word meaning as it presents words in the context of decodable sentences and challenges students to compare text with images.

Students begin by reading a word aloud and 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** radio 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.

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 on to the next activity.

## Self Check



In the Self Check activity, students get to practice reading words aloud by recording their target 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 their study words and record their pronunciation of it 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, students hear their individual 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 recordings or 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 move on to the next activity.

## Word Building



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, students click them, drag them to the desired area, and then release the mouse button to drop them.

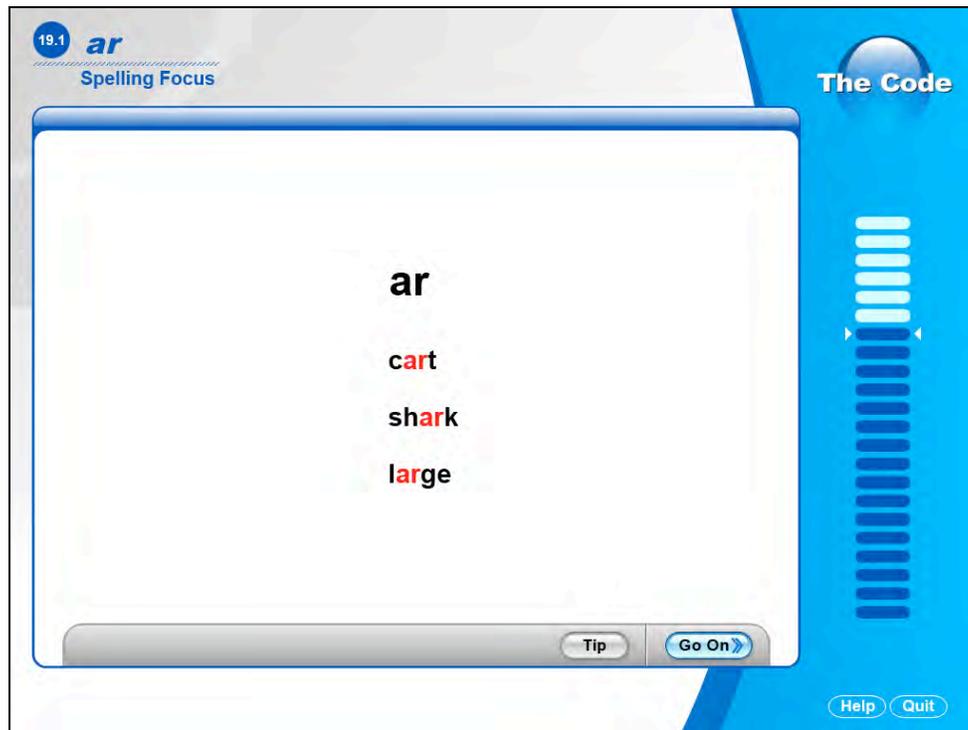
Some words require multiple changes to form the new word. Students may click **Word** to hear the word repeated or **Sentence** to hear the word in a sentence. When the students have completed building the new word, they click **Done**.

If students are correct, then they are prompted to build another word. Otherwise, they receive immediate and customized feedback specific to their error, and try to build the word again. Students must successfully create all the words in the activity before they may advance. Students see a feedback screen 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

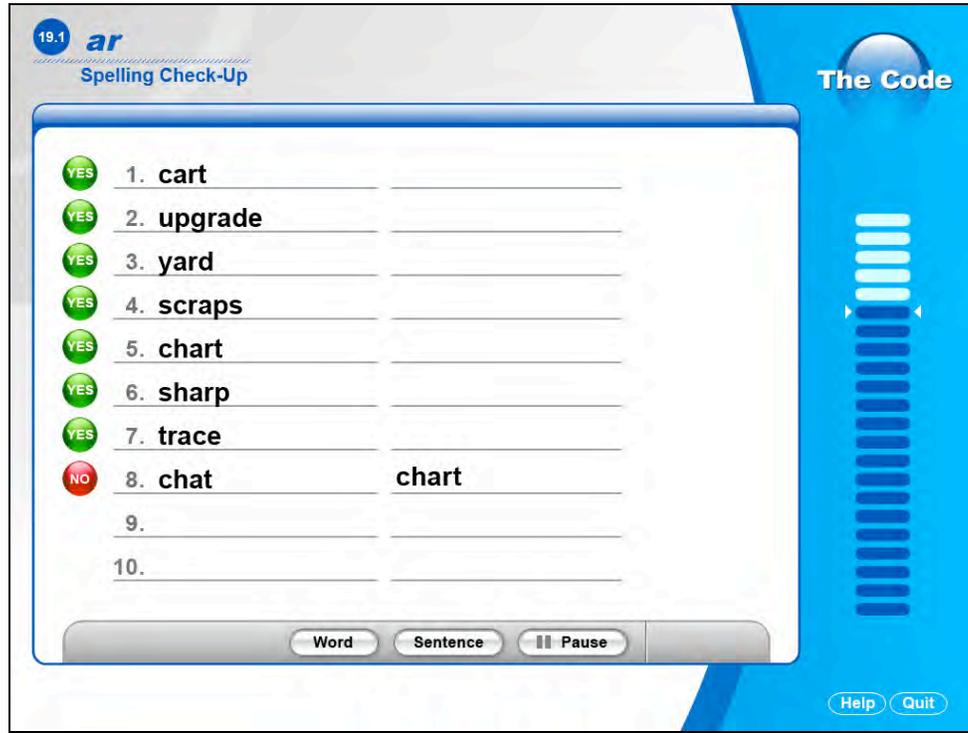


The Spelling Focus activity gives students important spelling rules and generalizations and strengthens their knowledge of sound-spelling correspondence.

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 listen to the spelling tip again.

Students may click **Go On** to move on to the Spelling Check-Up.

### Spelling Check-Up

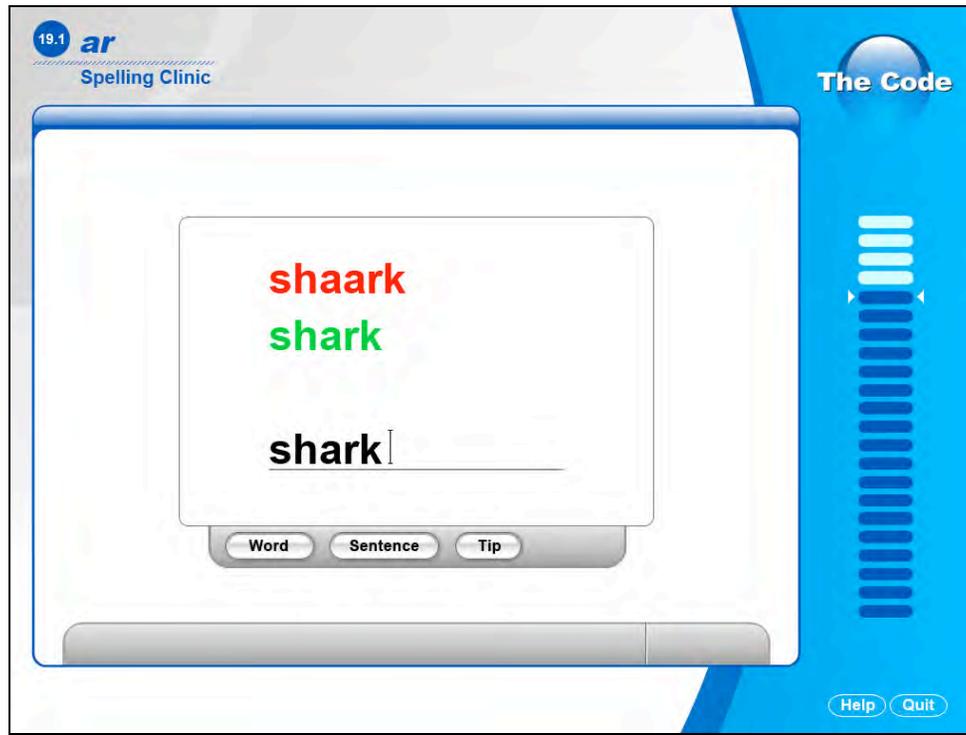


Spelling Check-Up assesses which words from the students' spelling lists they are able to spell correctly and which they need to study.

In 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 spell the word by typing it next to the blinking cursor and then press the Enter or Return key. Students may click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. They may click **Pause** to pause the activity.

At the end of each set of words, the Spelling Check-Up displays which words students spelled correctly and the correct spelling of misspelled words. *System 44* adds each student's misspelled words to his or her 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.

## Spelling Clinic



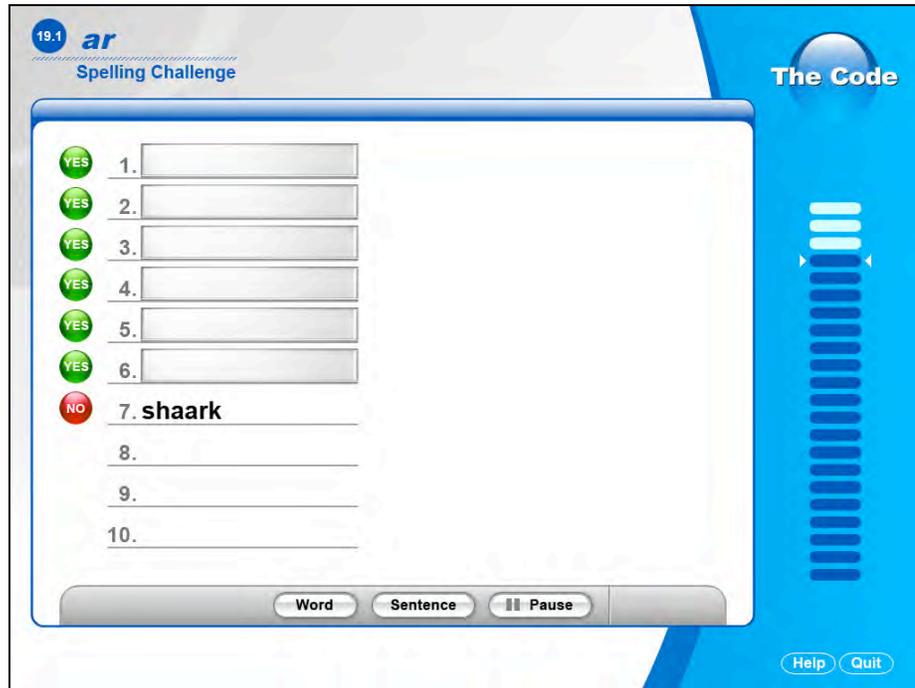
In the Spelling Clinic activity, students get immediate, customized corrective feedback as they practice spelling words they misspelled during the Spelling Check-Up.

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 in a sentence by clicking **Sentence**. Students may hear the tip again by clicking **Tip**.

With the word hidden, students type the word and press Enter or Return. When they do, they receive immediate feedback on whether or not they spelled the word correctly. If correct, they move on to the next word. Otherwise, they receive corrective feedback on that word and 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 click it to move on to the Spelling Challenge.

## Spelling Challenge



The Spelling Challenge activity 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 students to be able to spell with accuracy and automaticity.

In Spelling Challenge, students hear a word pronounced, type their spelling of the word in the space provided, and then hit Enter or Return. If students have misspelled the word, they get corrective feedback specific to their individual errors. 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 the **Sentence** button to hear the word in a sentence. Clicking the Pause button temporarily stops the Spelling Challenge. Clicking **Continue** restarts the Spelling Challenge.

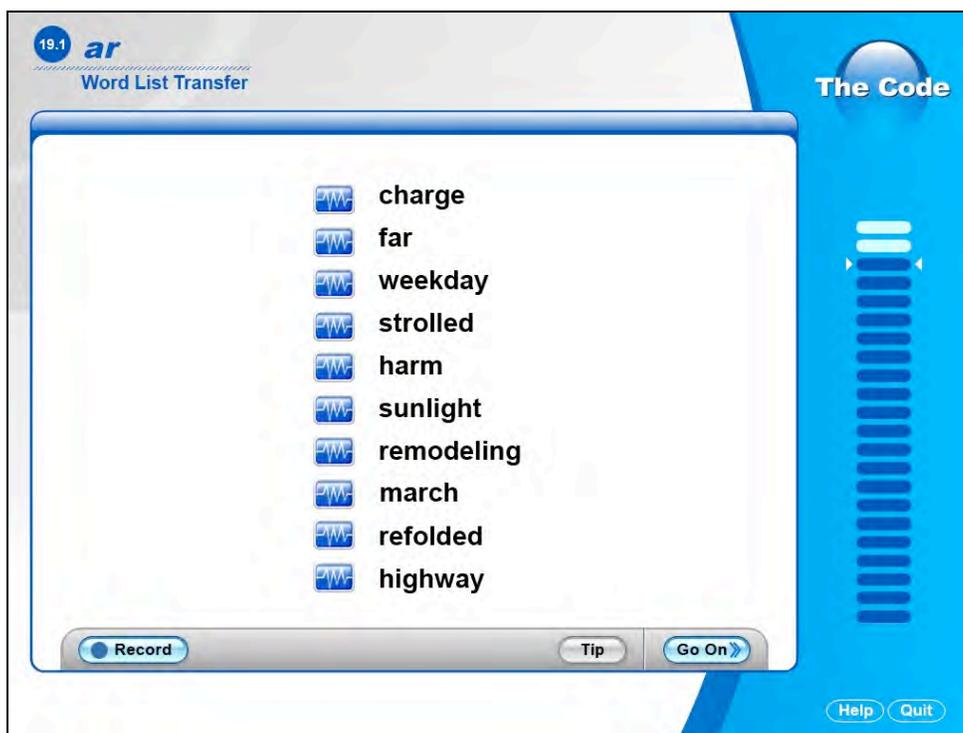
Students who have mastered their study words perform the Spelling Challenge in Review Mode and complete only one Spelling Challenge round.

After completing the Spelling Challenge activity, students advance to a feedback screen. They click **Go On** to move 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

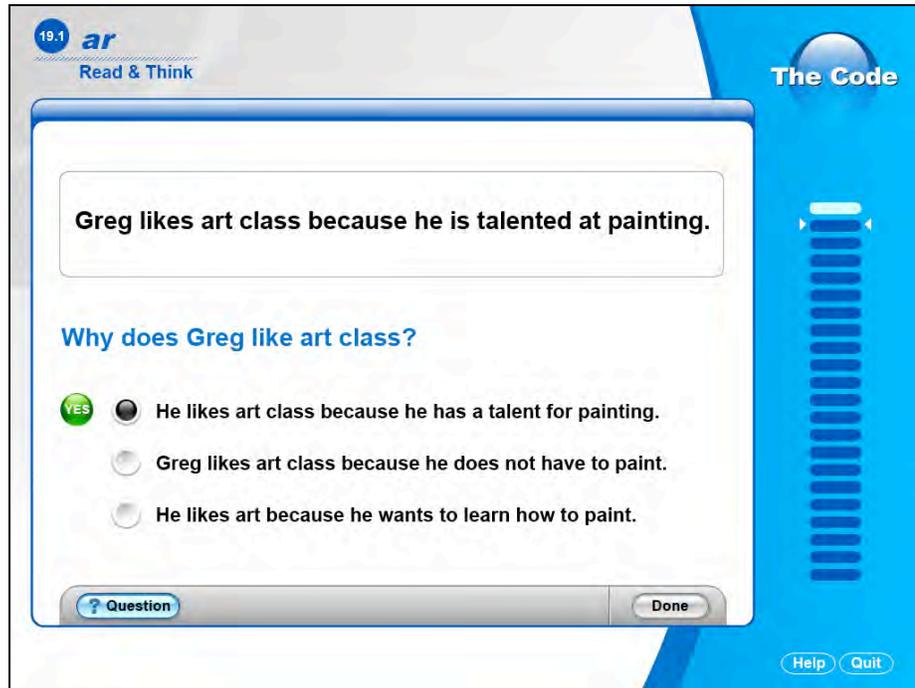


Word List Transfer requires students to transfer skills they have already learned as they decode new words made up of known sound-spellings.

Students receive a list of 10 words. Students click the **Record** button to begin recording each word. A **Sound File** icon appears to the left of each word as it is recorded. Ivan 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 the word. Students may click **Record** to rerecord. When they have completed the list, the **Go On** button appears and students click it to move 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 is correct.

After Ivan introduces the Read & Think activity, students see the first sentence. Students read the decodable sentence and then hear the pronouncer read a question about the sentence. The question also appears on screen. When the pronouncer is finished, three answer choices appear on 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. After students select their answers, 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, Ivan provides feedback and prompts students to try again.

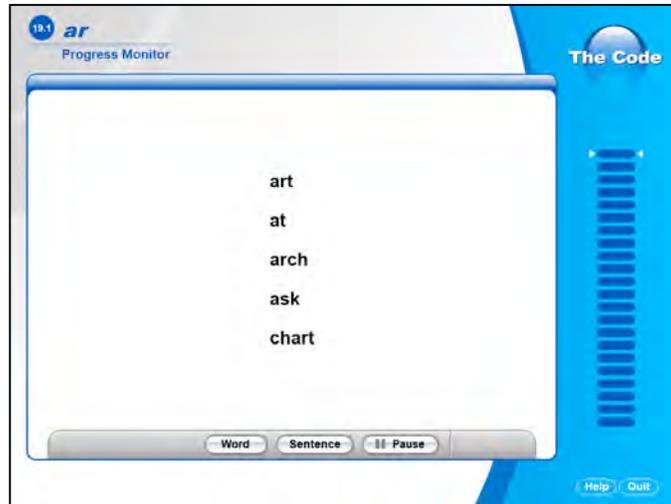
If students repeat the topic a number of times, they may complete all the Read & Think items available and thus skip the activity in subsequent cycles.

After completing Read & Think, students advance to a feedback screen. They may then click **Go On** to move on 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.

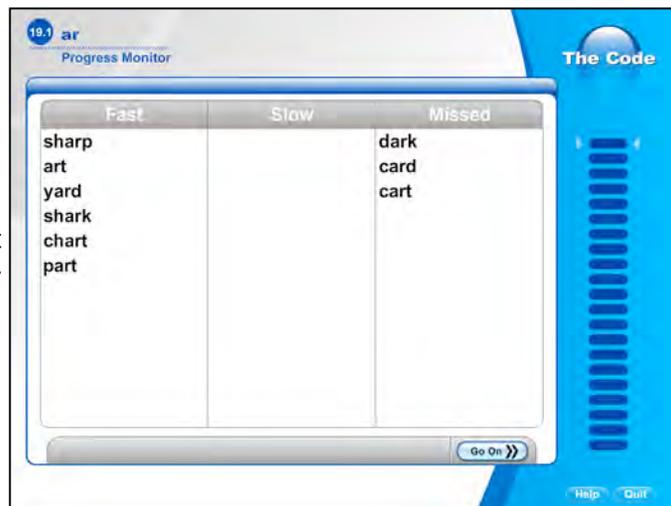
Students see a list of five words and hear the pronouncer say one of the words. Students must identify the word by clicking it. When students click a word, a new list appears, the



pronouncer says the new word, and students have 2 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 2 seconds but more than 1.5 seconds are marked Slow. Words not identified within 2 seconds are marked Missed.

Students may stop the allotted time by clicking the Pause button, and then they may click the **Continue** button to resume. Students may click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. All of these buttons restart the allotted time and shuffle the 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 percent of their target words in the Fast column, they may click **Go On** to move on to the next topic. Students that do not achieve 70 percent repeat the topic with content refreshed based on individual performance.



## 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's four zones:



- **Smart Zone:** Students receive an assessment of their sight words proficiency, including a customized list of study sight words.
- **Word Zone:** Students focus on a customized list of study sight words, which helps build automaticity and recognition.
- **Spelling Zone:** Students practice their spelling skills with the study sight words.
- **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 measures, either return to their Home screen 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.



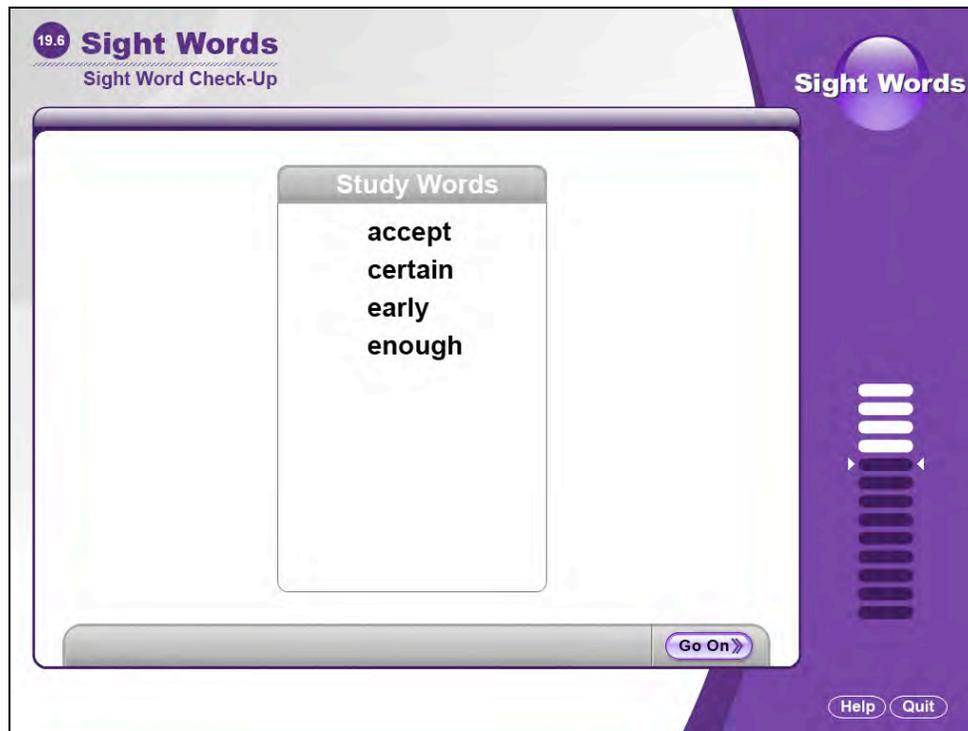
## Smart Zone

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 measure on the Check-Up, they go directly to the next topic. If students' measures 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 10 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 2 out of three lists. If students miss or are slow with a target word in 2 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 the **Pause** button 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 move 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 their meanings. 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 may click **Sentence** to replay the context sentence or **Tip** 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.

Students click the **Record** button to make a recording of the word. They then click the **Play** button to listen to their recordings and compare them to the model. Students may click **Record** again to rerecord or **Done** to approve their recording. After clicking **Done**, the decodable context sentence replays to reinforce meaning. Students are then asked to type the word and press Enter or Return. If they have typed the word correctly, they click **Done** to move on to the next word. If they type the word incorrectly, they receive feedback and try again until they type it correctly.

## Word List



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

Students click the **Record** button to begin recording the list of words. If students do not respond, Mark prompts them to read aloud. A **Sound File** icon appears to the left of each word as it is recorded. After students complete the list, Mark prompts them to listen to the recordings and compare them with the model. Students may click **Record** to rerecord. To get support through an adaptive decoding tip, students may click any word to highlight it and then click the **Tip** button. When students have recorded all of the words in the list, the **Go On** button appears and students click it to move on 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



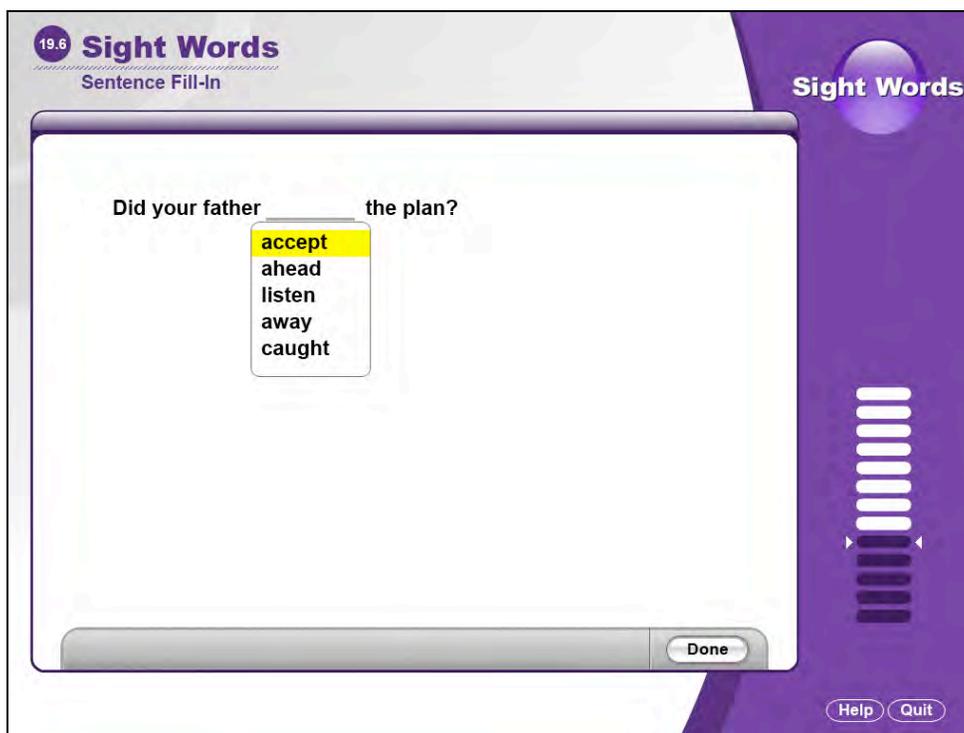
In Mix & Match Words, students match study words from the Word List to their own recordings of them. Upon entering the activity, students see **Sound File** icons that represent their recordings from the Word List activity next to the word.

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

Students then attempt to match their recordings with the corresponding words by first clicking the **Sound File** icon to listen to the recording and then dragging the icon to the empty square next to a word. When students finish, the **Done** button appears and the students click it to receive feedback.

If students complete the activity 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 2 attempts, the **Go On** button appears and students move on to the Sentence Fill-In activity.

### Sentence Fill-In

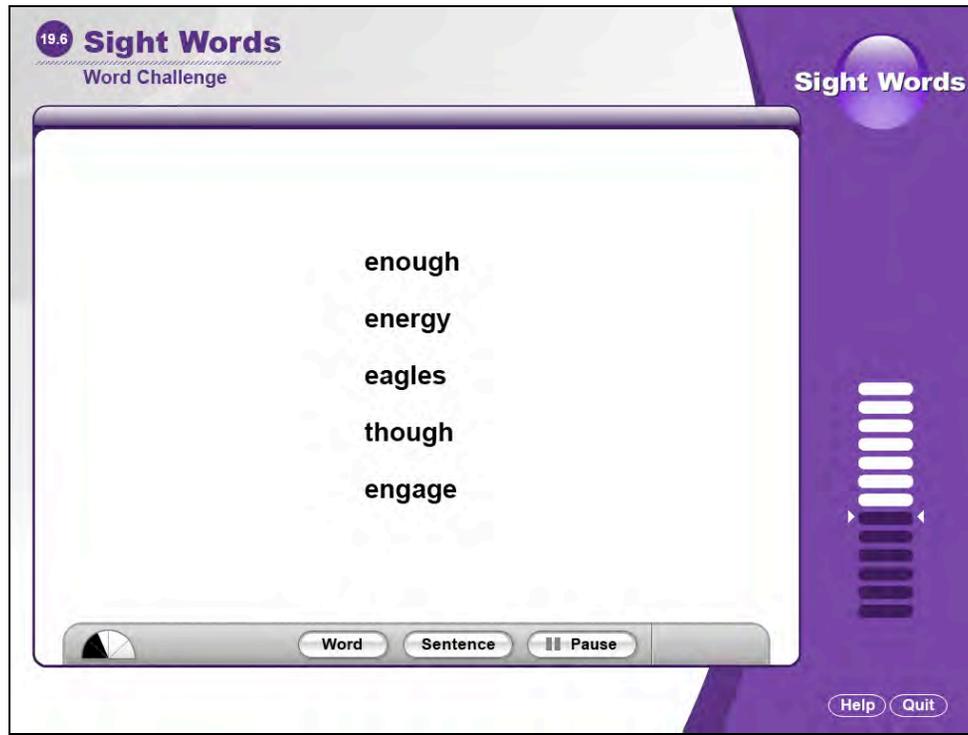


Sentence Fill-In reinforces students' understanding of sight words and their functions in sentences. In the Sentence Fill-In activity, students see a decodable sentence with a missing word blank and must choose the right word to fill in the blank.

Students read five sentences in Sentence Fill-In, one at a time. When students click the blank line in the sentence, a word list with the correct answer and four distractor words appears. Students click a word to fill in the blank and 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 have selected 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 and students click it to move on to the next activity.

## Word Challenge



Word Challenge gives students practice in fluent recognition with 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, 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 on screen. They hear the pronouncer model a word and are asked to click that word as quickly as they can. Students may click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. Clicking the Pause button temporarily stops the Word Challenge. Clicking **Continue** restarts the Word Challenge and the time allotment for that word. When students have completed all the rounds of the Word Challenge, the **Go On** button appears and students click it to move on to a feedback screen where students see their measures listed as Correct or Missed. Students then click **Go On** to move on to the next activity.

## Self Check



In the Self Check activity, students get to practice reading words aloud by recording their study 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.

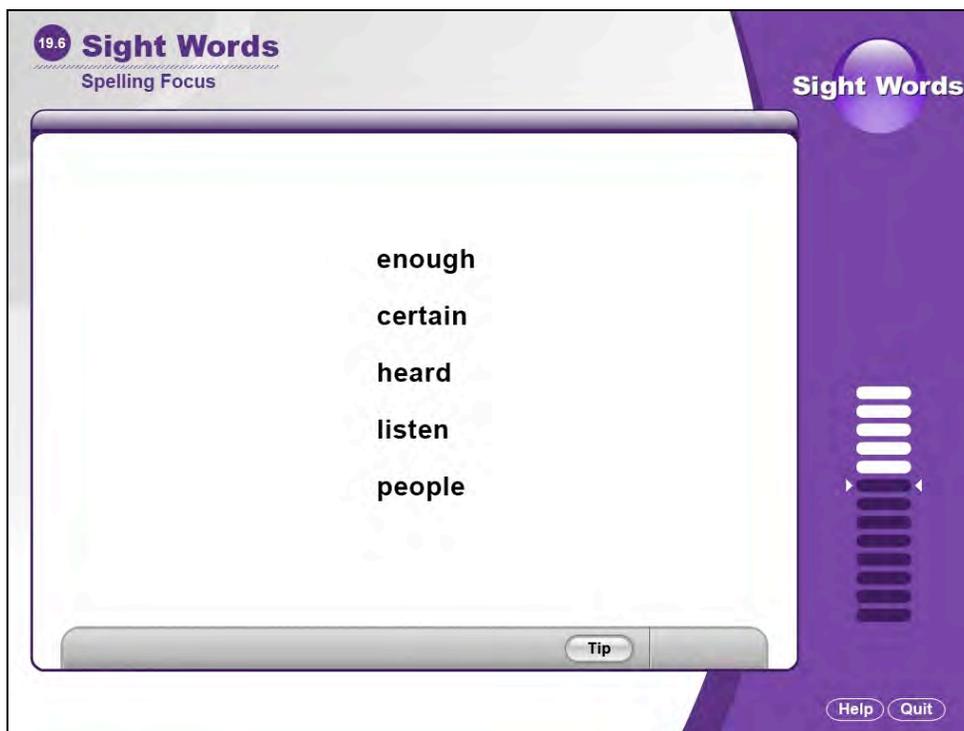
Students are given a limited amount of time to read one of the study words and record their pronunciation of it by clicking the **Record** button. Students see how much time they have left by looking at the timer in the lower left corner of the screen. After pronouncing the word, students hear their individual 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 recordings or 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 move on 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 gives students important spelling rules and generalizations and 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 tip for each word. Students may also click the **Tip** button to listen to the spelling tip again.

Students may click **Go On** to move on to the Spelling Check-Up.



### Spelling Check-Up

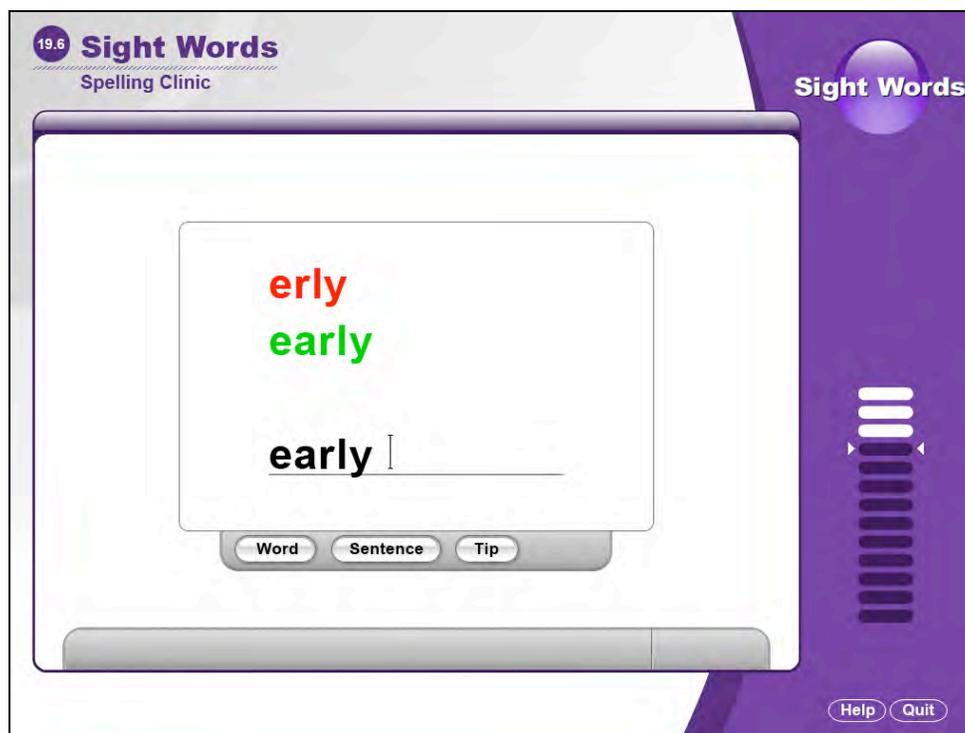


Spelling Check-Up assesses which words from the students' spelling lists they are able to spell correctly and which they need to study.

In 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 spell the word by typing it next to the blinking cursor and then press the Enter or Return key. Students may hear the word pronounced again by clicking **Word** or 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 students spelled correctly and the correct spelling of misspelled words. *System 44* adds each student's misspelled words to his or her 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 and students click it to move on to the Spelling Clinic.

## Spelling Clinic



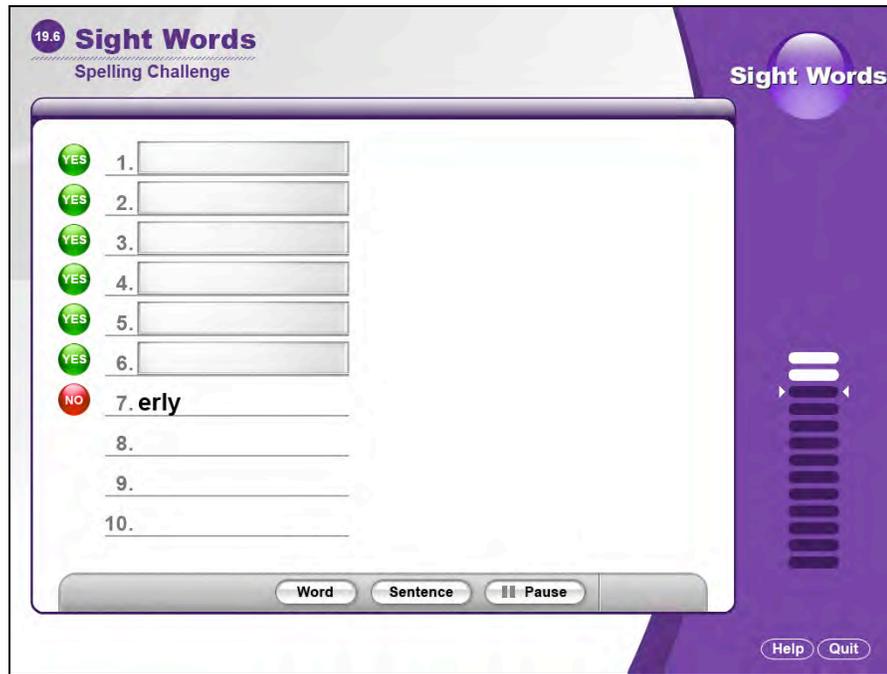
In the Spelling Clinic activity, students get immediate, customized corrective feedback as they practice spelling words they misspelled during the Spelling Check-Up.

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 in a sentence by clicking **Sentence**. Students may hear the tip again by clicking **Tip**.

With the word hidden, students type the word and press Enter or Return. When they do, they receive immediate feedback on whether or not they spelled the word correctly. If correct, they move on to the next word. Otherwise, they receive corrective feedback on that word and 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 click it to move on to the Spelling Challenge.

## Spelling Challenge



The Spelling Challenge activity 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 students to spell with accuracy and automaticity.

In Spelling Challenge, students hear a word pronounced, type their spelling of the word in the space provided, and then hit Enter or Return. If students have misspelled the word, they get corrective feedback specific to their individual errors. 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 the **Sentence** button to hear the word in a sentence. Clicking the Pause button temporarily stops the Spelling Challenge activity. Clicking **Continue** restarts the Spelling Challenge.

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

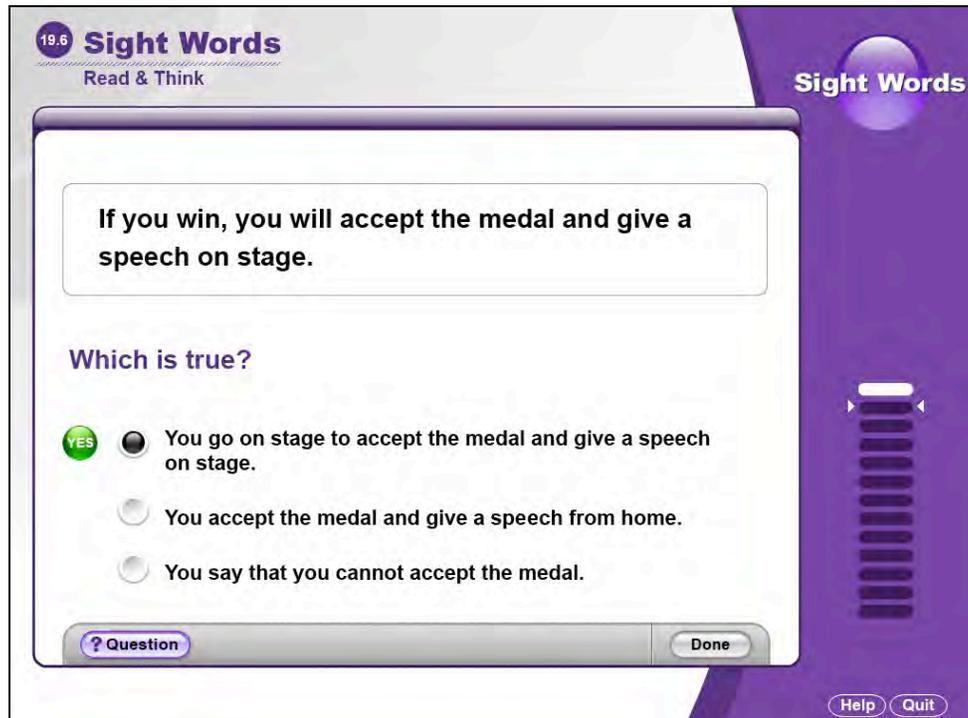
After completing the Spelling Challenge activity, students advance to a feedback screen. They click **Go On** to move on to the next activity.



## 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 already learned in decodable sentences and answer comprehension questions. Students must read and compare sentences with similar content to determine which is correct.

After Mark introduces Read & Think, students see the first sentence. Students read the decodable sentence and then hear the pronouncer read a question about the sentence. The question also appears on screen. When the pronouncer is finished, three decodable answer choices appear on screen. Students must read all three answer choices to determine which one correctly answers the question. Students may click **Question** to hear the question repeated. Students select their answers, then click **Done**. Immediate feedback informs students 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.

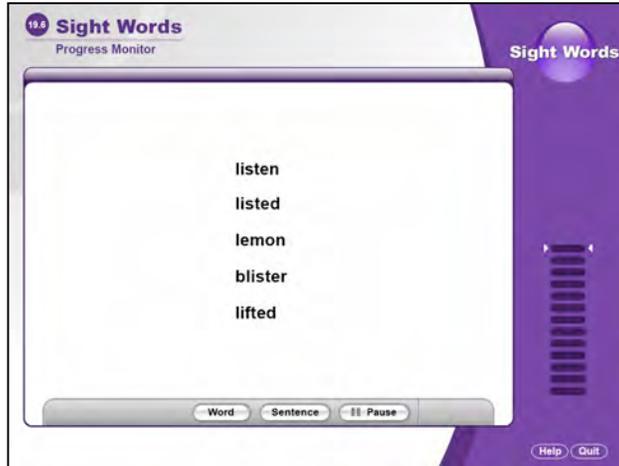
If students repeat the topic a number of times, they may complete all Read & Think items available and skip the activity in subsequent cycles.

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 2 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 2 seconds but more than 1.5 seconds are marked Slow. Words not identified within 2 seconds are marked Missed.

Students may stop the allotted time by clicking the Pause button, and then they may click the **Continue** button to resume. Students may click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. All of these buttons restart the allotted time and shuffle the 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 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 content refreshed based on individual performance.

## 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.

Students meet Erica, the strand's host, who introduces the four Zones:



- **Smart Zone:** Students watch a direct instruction video that introduces the decoding strategies and methodology.
- **Word Zone:** Students practice what they have learned about word parts. Activities develop fluent decoding through modeling and blending.
- **Spelling Zone:** Students complete activities that create a customized study list of spelling words used in subsequent activities.
- **Fluency Zone:** Students read decodable text and engage in activities that require reading and thinking about the meaning of text to promote skills transfer and build fluency and comprehension.

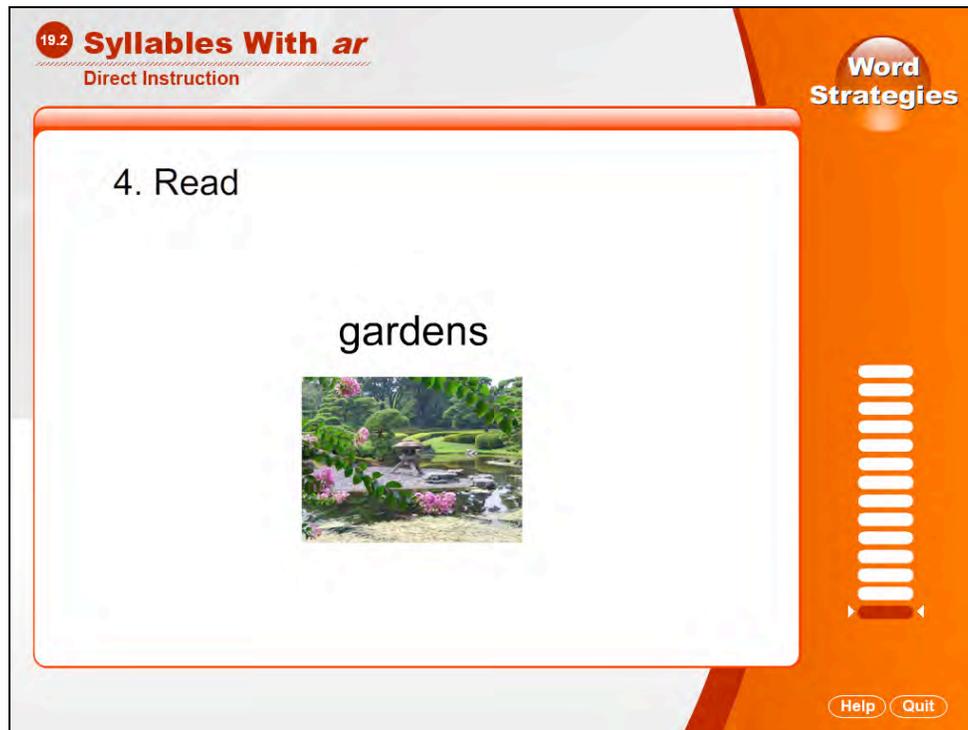
At the end of the Fluency Zone, students complete a Progress Monitor assessment and, depending on their measure, either return to their Home screen to begin the next topic, or go back to the Word Zone to begin another cycle of activities and complete another Progress Monitor. Students who repeat a topic 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 topic in Word Strategies 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



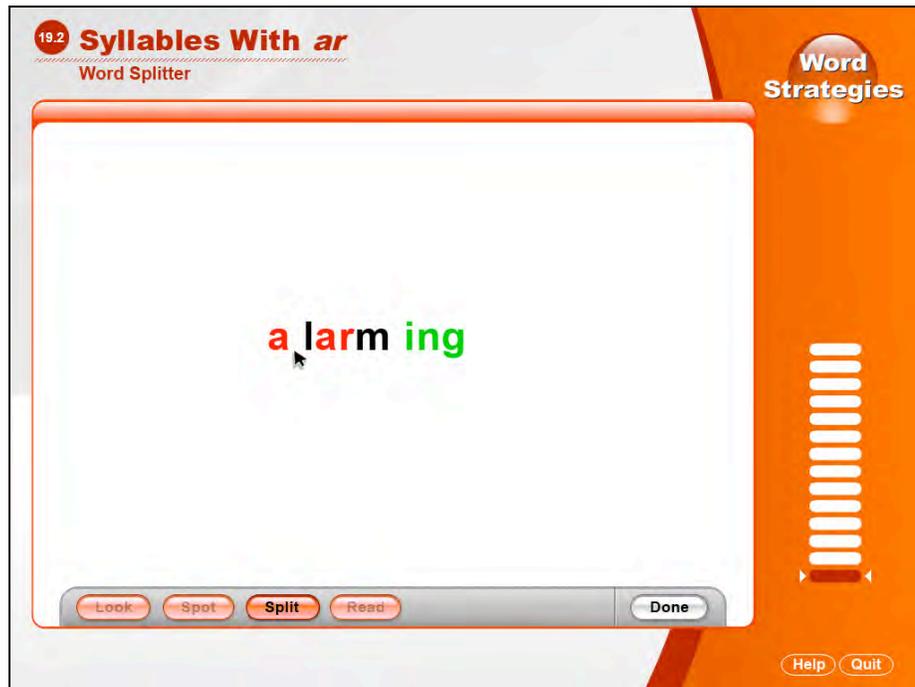
In Direct Instruction, students listen while Erica explains key concepts about word parts, syllable types, and word attack strategies.

Direct Instruction presentations play uninterrupted for approximately 1 to 3 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 2-part activity. In the first part, Erica guides students through applying 2 or more of the following tools, depending on the topic: Look, Spot, Split, and Read. Tool availability varies according to topic. When 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 the **Tip** button to hear a decoding tip. Students enrolled in the program as Spanish speakers may, when appropriate, get a Spanish cognate or translation with a pronunciation tip 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. Then they move on to the next topic word. When students have recorded each word, they click **Go On** to move on to the next activity.

## Word List




The screenshot shows a software interface for a word list activity. At the top left, it says "19.2 Syllables With ar Word List". On the right side, there is a "Word Strategies" button. The main area contains a list of words, each with a small sound file icon to its left: participate, gardens, replay, apartment, alarming, engrave, party, amaze, rapidly, and discarded. At the bottom left of the list area is a "Record" button, and at the bottom right is a "Tip" button. On the right side of the interface, there is a vertical stack of 10 small rectangular buttons, with the bottom one highlighted in red. At the bottom right of the entire interface are "Help" and "Quit" buttons.

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. A **Sound File** icon appears to the left of each word as it is recorded. After students complete the list, Erica prompts them to listen to the recordings and compare them with the model. Students may click **Record** to rerecord. To get support through an adaptive decoding tip, students may click any word to highlight it and then click the **Tip** button. When students have recorded all of the words in the list, the **Go On** button appears and students click it to move on to the next activity.

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

## Mix & Match Words



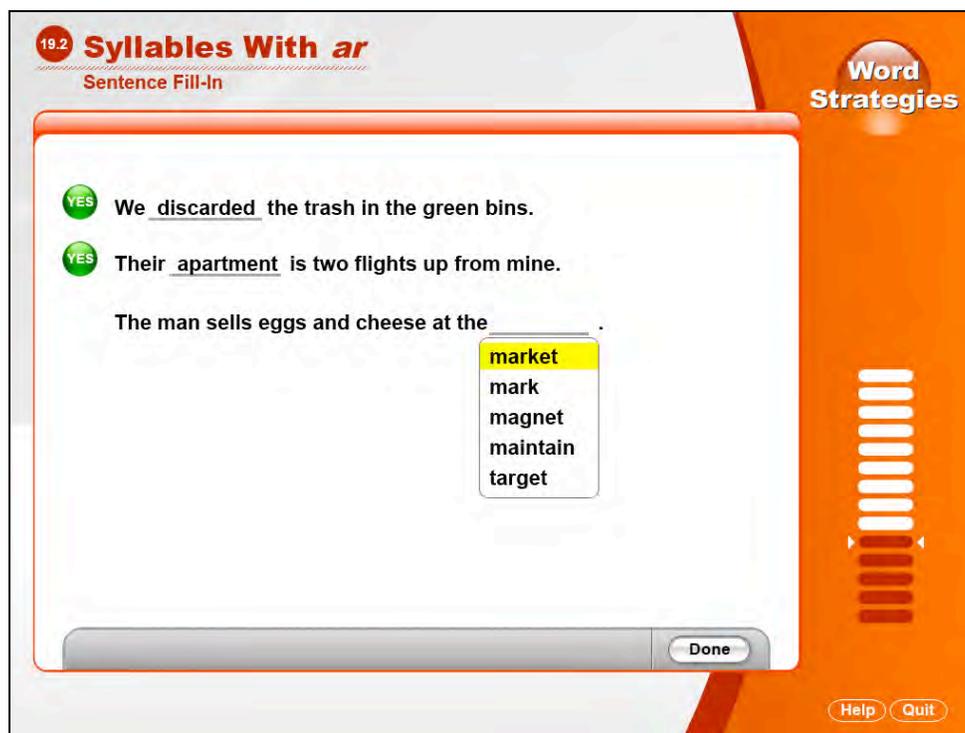
In Mix & Match Words, students match topic words from the Word List to their own recordings of them. Upon entering the activity, students see **Sound File** icons that represent their recordings from the Word List activity and are next to the topic word.

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

Students then attempt to match their recordings with the corresponding words by first clicking the **Sound File** icon to listen to the recording and then dragging the icon to the empty square next to a word. When students finish, the **Done** button appears and students click it to receive feedback.

If students complete the activity 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 2 attempts, the **Go On** button appears and students click it to move on to the Sentence Fill-In activity.

## Sentence Fill-In

The screenshot shows a software interface for a "Sentence Fill-In" activity. At the top left, it says "19.2 Syllables With ar" and "Sentence Fill-In". At the top right, it says "Word Strategies". The main area contains three sentences. The first two are "We discarded the trash in the green bins." and "Their apartment is two flights up from mine.", both with a green "YES" icon. The third sentence is "The man sells eggs and cheese at the \_\_\_\_\_." with a dropdown menu showing "market", "mark", "magnet", "maintain", and "target". The "market" option is highlighted in yellow. A "Done" button is at the bottom right of the main area. On the right side of the interface, there is a vertical stack of 10 white rectangular buttons, with the bottom one highlighted in red. At the bottom right of the interface, there are "Help" and "Quit" buttons.

Sentence Fill-In reinforces students' understanding of 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. When students click the blank line in the sentence, a word list with the correct answer and four distractor words appears. Students click a word to fill in the blank and 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 have selected 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 and students may click it to move on to the next activity.

## Word Challenge



Word Challenge gives students practice in fluent recognition with 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 on screen. They hear the pronouncer model a word and are asked to click that word as quickly as they can. Students may click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. Clicking the Pause button temporarily stops the Word Challenge. Clicking **Continue** restarts the Word Challenge and the time allotment for that word. When students have completed all the rounds of the Word Challenge, the **Go On** button appears and students click it to move on to a feedback screen where students see their measures listed as Correct or Missed. Students then click **Go On** to 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 it 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, students hear their individual 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 recordings or the **Thumbs Down** button to rerecord the word.

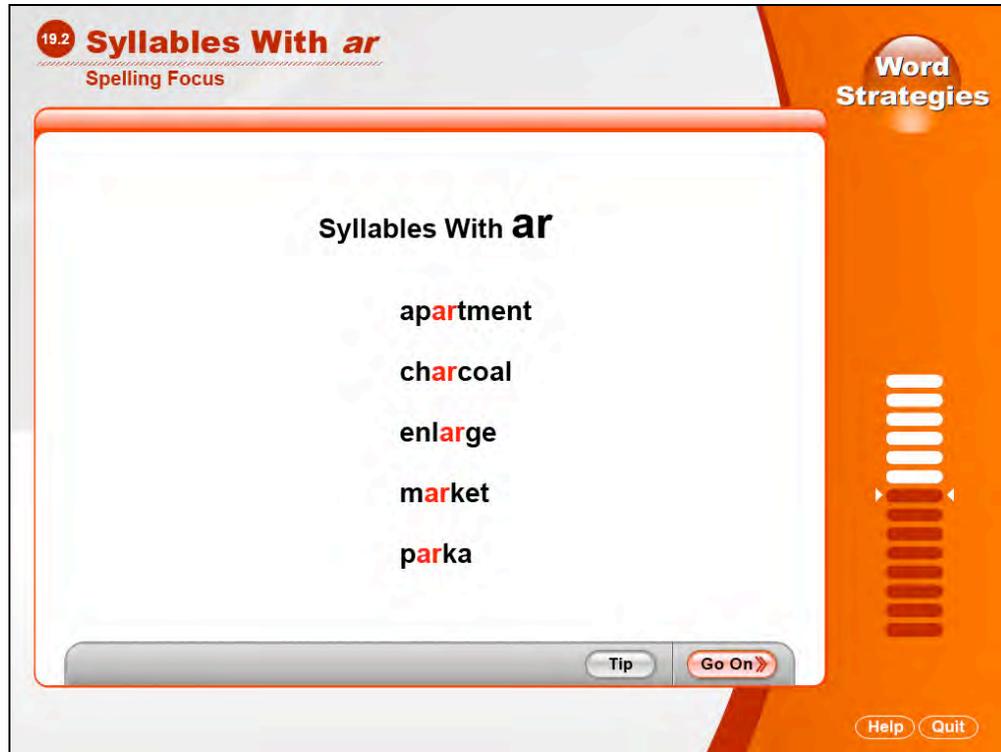
When students have recorded all the words on their lists, they see their results. Students may then click **Go On** to move on to the next activity.



## 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

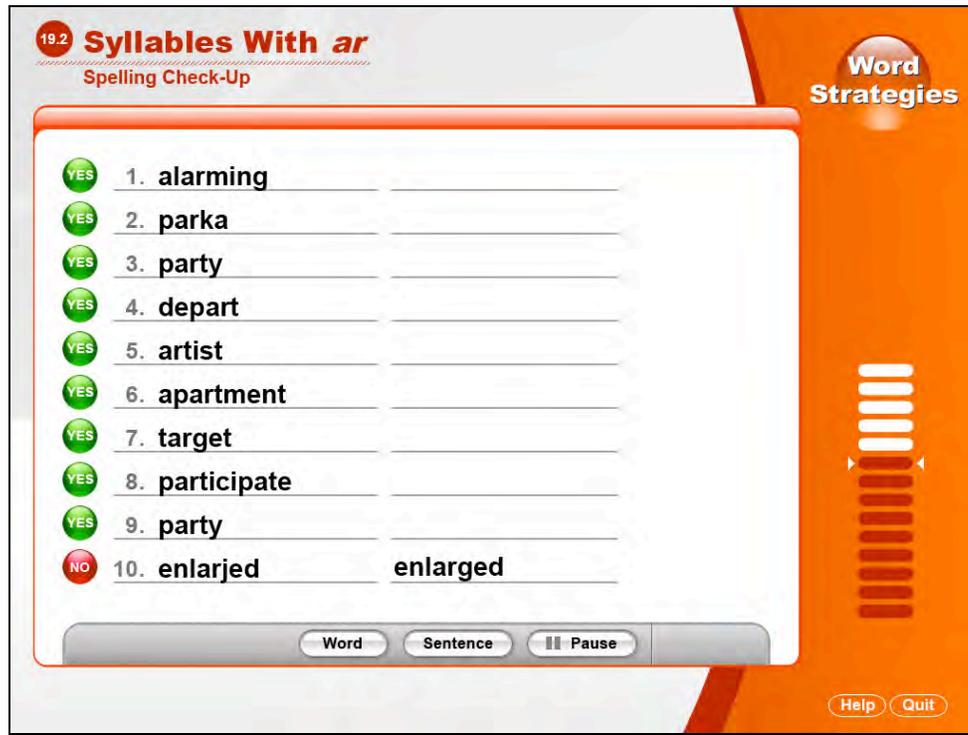


The Spelling Focus activity gives students important spelling rules and generalizations and strengthens their knowledge of sound-spelling correspondence.

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 listen to the spelling tip again.

Students may click **Go On** to move on to the Spelling Check-Up.

## Spelling Check-Up

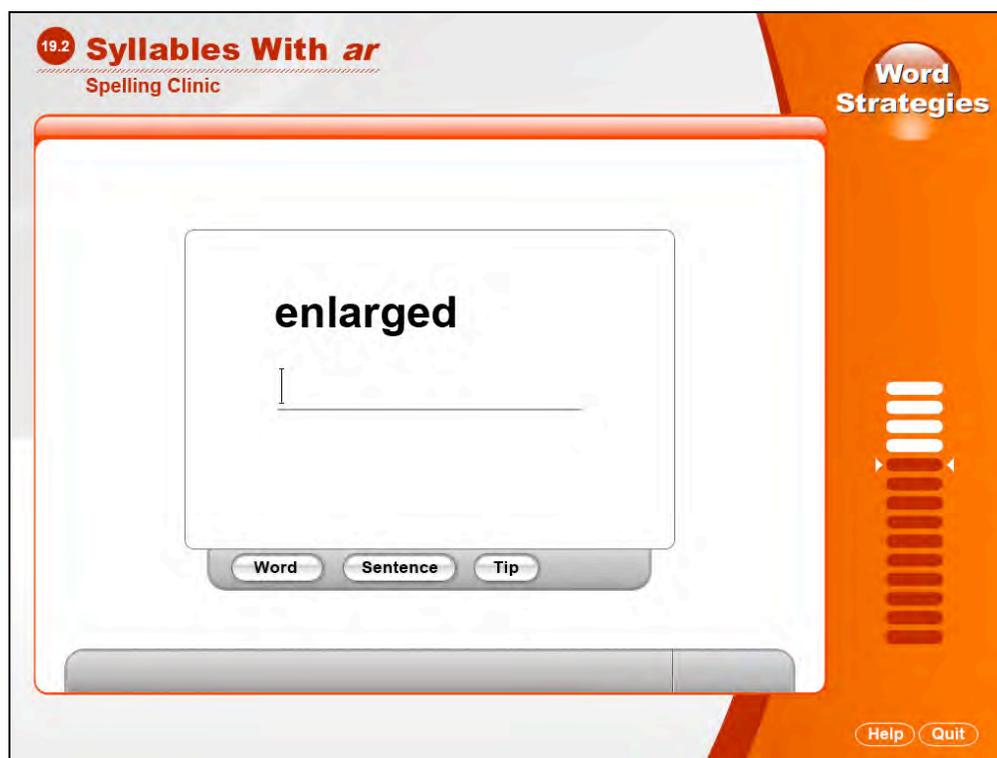


Spelling Check-Up assesses which words from the students' spelling lists they are able to spell correctly and which they need to study.

In 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 spell the word by typing it next to the blinking cursor and then press the Enter or Return key. Students may hear the word pronounced again by clicking **Word** or 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 students spelled correctly and the correct spelling of misspelled words. *System 44* adds each student's misspelled words to his or her 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 click it to move on to the Spelling Clinic.

## Spelling Clinic



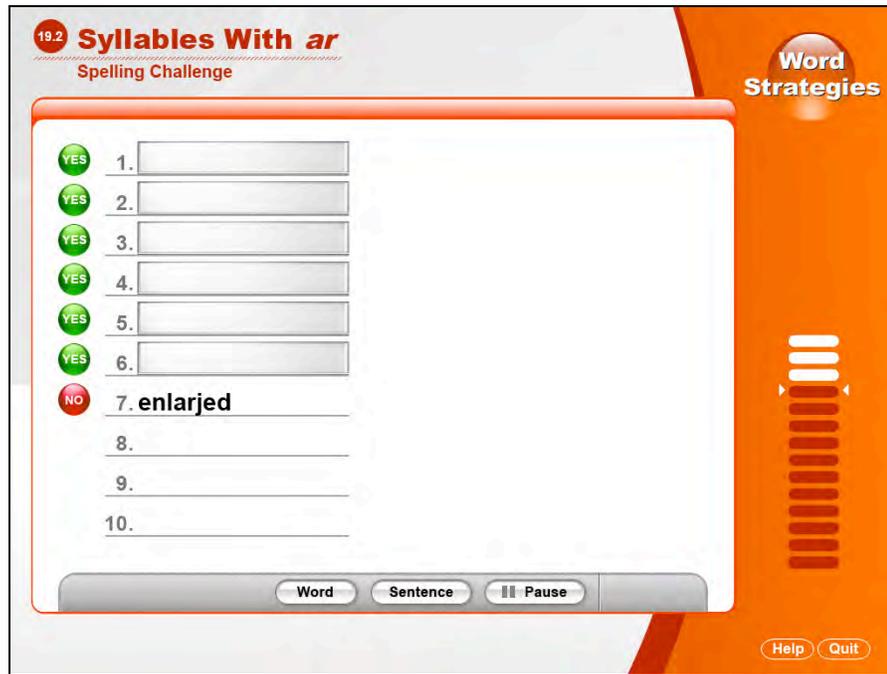
In the Spelling Clinic activity, students get immediate, customized corrective feedback as they practice spelling words they misspelled during the Spelling Check-Up.

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 click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. Students may hear the tip again by clicking **Tip**.

With the word hidden, students type the word and press Enter or Return. When they do, they receive immediate feedback on whether or not they spelled the word correctly. If correct, they move on to the next word. Otherwise, they receive corrective feedback on that word and 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 click it to move on to the Spelling Challenge.

## Spelling Challenge



The Spelling Challenge activity 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 students to spell with accuracy and automaticity.

In Spelling Challenge, students hear a word pronounced, type the spelling of the word in the space provided, and then hit Enter or Return. If students have misspelled the word, they get corrective feedback specific to their individual errors. 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 the **Sentence** button to hear the word in a sentence. Clicking the Pause button temporarily stops the Spelling Challenge activity. Clicking **Continue** restarts the Spelling Challenge.

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

After completing the Spelling Challenge activity, students advance to a feedback screen. They click **Go On** to move 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

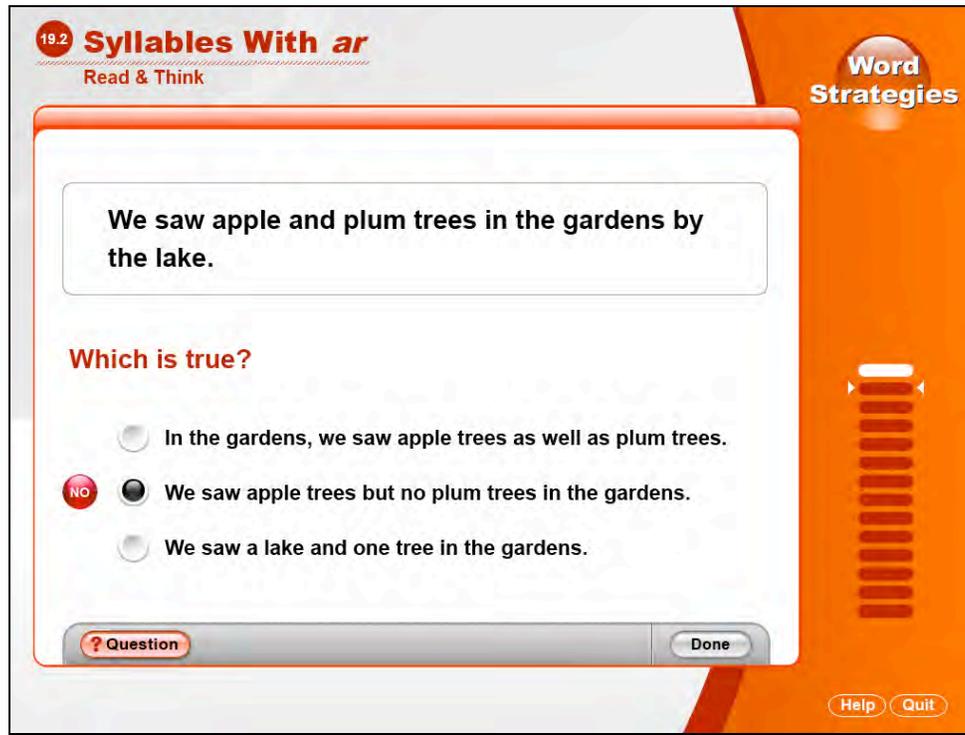


Word List Transfer requires students to transfer skills they have already learned as they decode new words made up of known sound-spellings.

Students receive a list of 10 words. Students click the **Record** button to begin recording each word. A **Sound File** icon appears 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 the word. Students may click **Record** to rerecord. When they have completed the list, the **Go On** button appears and students click it to move on to the next activity.

## Read & Think

The screenshot shows a software interface for a "Read & Think" activity. At the top left, it says "19.2 Syllables With ar" and "Read & Think". At the top right, it says "Word Strategies". The main content area contains a text box with the sentence: "We saw apple and plum trees in the gardens by the lake." Below this, a question is posed: "Which is true?". There are three radio button options: "In the gardens, we saw apple trees as well as plum trees.", "We saw apple trees but no plum trees in the gardens.", and "We saw a lake and one tree in the gardens." The second option is selected, indicated by a red circle with "NO" next to it. At the bottom of the main area, there are buttons for "? Question" and "Done". On the right side of the interface, there is a vertical scroll bar and buttons for "Help" and "Quit" at the bottom right.

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 is correct.

After Erica introduces the Read & Think activity, students see the first sentence. Students read the decodable sentence and then hear the pronouncer read a question about the sentence. The question also appears on screen. When the pronouncer is finished, three decodable answer choices appear on 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. After students select their answers, 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.

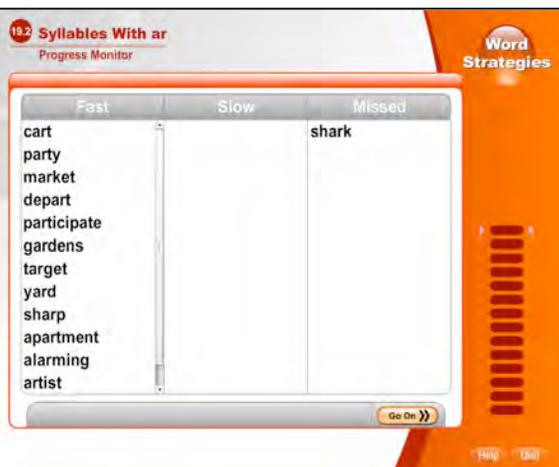
After completing Read & Think, students advance to a feedback screen. They may then click **Go On** to move on to the next activity.

### 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 2 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 2 seconds but more than 1.5 seconds are marked Slow. Words not identified within 2 seconds are marked Missed.



Students may stop the allotted time by clicking the Pause button, and then they may click the **Continue** button to resume. Students may click the **Word** button to hear the word repeated or the **Sentence** button to hear the word in a sentence. All of these buttons restart the allotted time and shuffle the 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 percent 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 content refreshed based on individual performance.



## Success Strand

### Overview

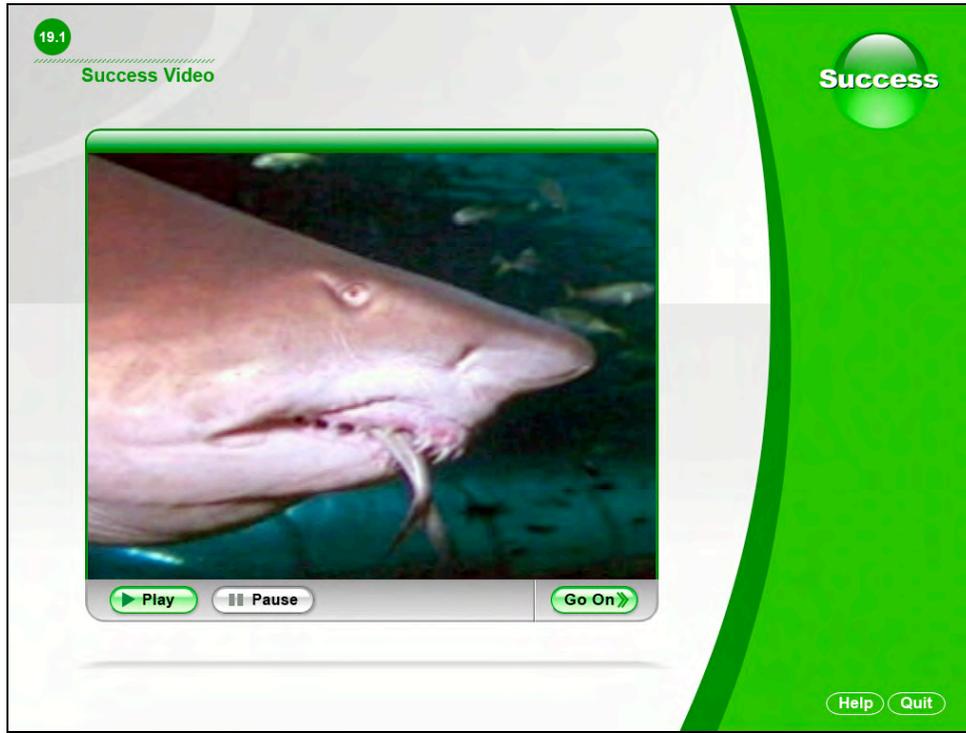
Students who successfully master the topics in a series reach the Success strand. As a reward for their hard work, they now get to watch a short nonfiction video. Each series has a different video.



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 on to the Success Passage activity.



### Success Passage



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

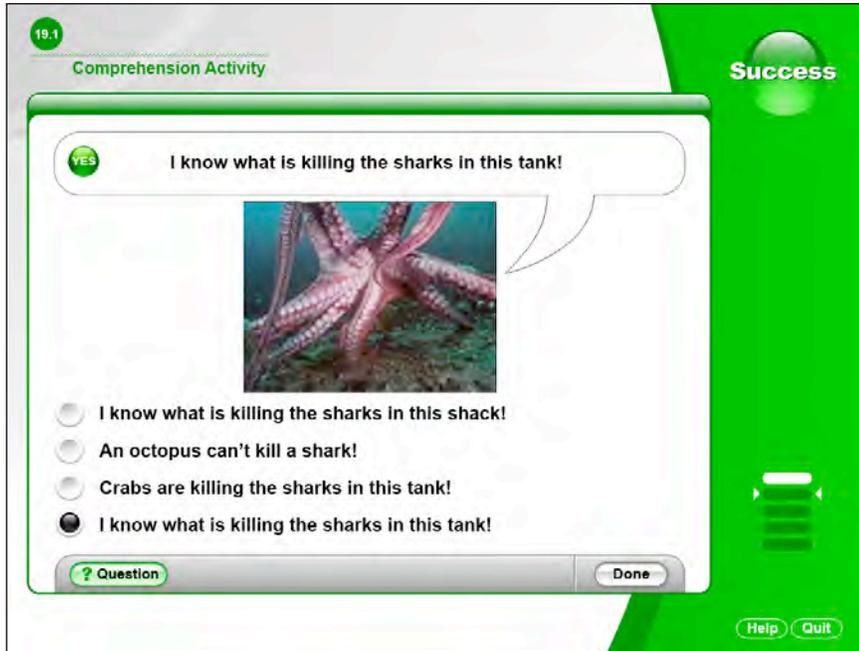
The Success Passage offers students different kinds of reading support. When students first view the passage, the decodable words are highlighted. Students may click these highlighted words to hear the pronouncer model them aloud. When students feel they know these words and are comfortable with them, they may click **Done**. When students do this, the highlights disappear from the decodable words and appear over the power words from the series. When students click a power word, they hear the pronouncer model the word and read its definition. The highlighting then disappears from the word and students can no longer interact with it. They can click another highlighted word or **Done** to continue with the activity.



When students are ready to read the Success Passage, they may click **Word** to have the passage read to them word by word, **Phrase** to have the passage read to them phrase by phrase, or **Practice** to read the passage as highlighted. Students may also control the speed at which the Passage is read and highlighted by using the speed control at the upper center 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 click **Record** 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 on to the next activity.

### Comprehension Activity

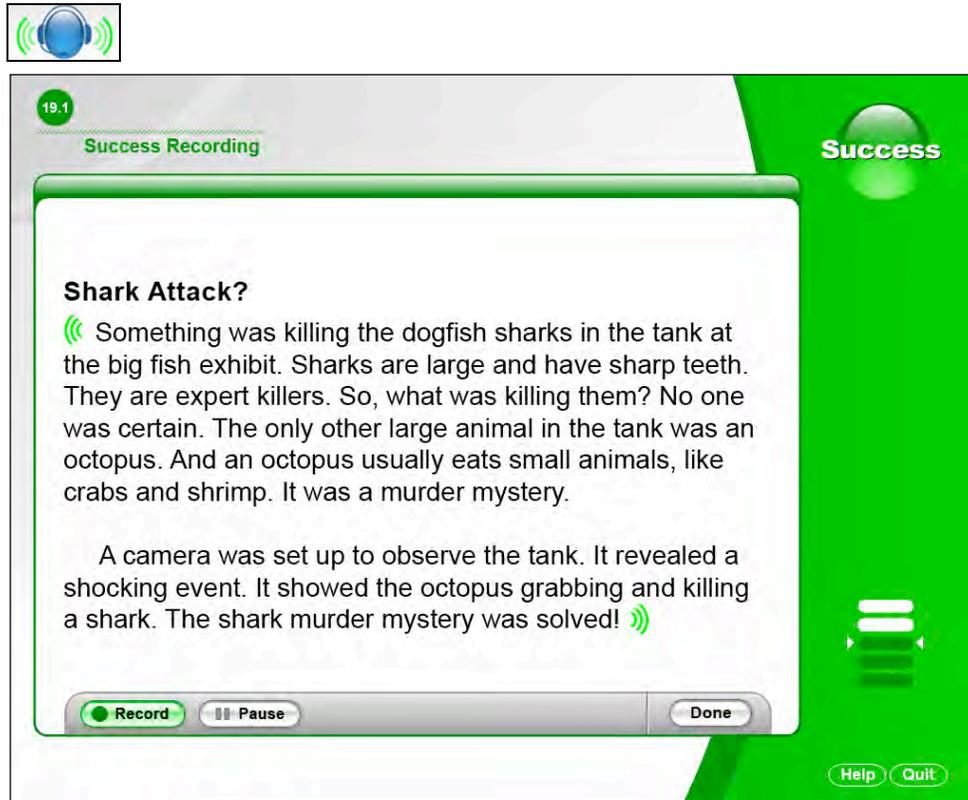


The Comprehension Activity provides practice in reading increasingly challenging text sentences.

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 on screen and four possible captions beneath the image. Students hear a question and read each caption, and 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, and then come back to choose another caption.

Depending on the series, students complete 2 or three image and caption matches before clicking **Go On** to move on to the next and last activity.

## Success Recording



The Success Recording activity 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.

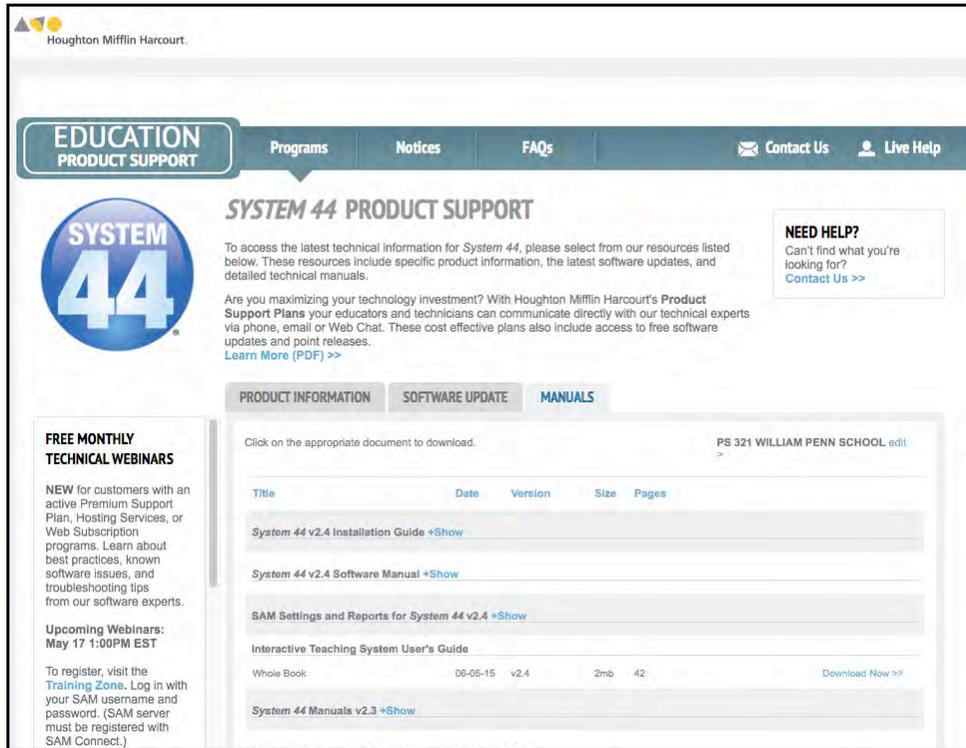
Upon entering the Success Recording activity, students see the Success Passage and hear a Fluency Tip that gives them advice on how to read the passage well. Students then click **Record** to make their recording. When finished, students may click Play to hear their recording played back. Students may 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.



## Technical Support

For questions or other support needs, visit the [System 44 Product Support website at hmhco.com/s44/productsupport](http://System 44 Product Support website at hmhco.com/s44/productsupport).



At the site, users will find program documentation, manuals, and guides, as well as Frequently Asked Questions and live chat support.

For specific questions regarding the *System 44*, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at:

- 1-800-283-5974 (current version of *System 44*)
- 1-800-927-0189 (other versions)

For specific questions about using SAM with *System 44* programs, click **Help** in the Quick Links along the top of any screen in SAM.