

My Resources

Planning for Success

Wondering what you should do first as you prepare to teach with iLit? Use this guide!

Instructional Model

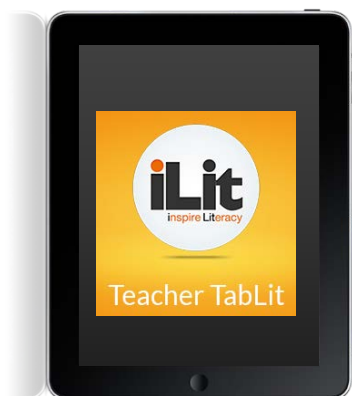
Check out this handy overview of the iLit instructional model.

Teacher Self-Check

Want to know how to track your progress? Use this self-check tool to guide you as you become an iLit expert.

Digital Paths

Need to know how to navigate and incorporate features and resources? Follow the Digital Paths to learn how!



iLit

Download the apps from the App Store on your tablet or access iLit on a browser:

TeachILit.com
LearnILit.com
ProjectILit.com



www.mySavvasTraining.com

A one-stop, 24-hour training website with thousands of Savvas resources

How to Get Support



WEBINARS

Watch recorded webinars to learn about iLit.



EMAIL

Email support conveniently puts you in touch with a Certified Training Specialist to quickly answer your questions.



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1-800-848-9500



ONLINE SUPPORT

<https://support.savvas.com/support/s/contactsupport>



CHAT

Live Chat connects you directly with a Certified Training Specialist for instant answers to your questions.

Planning for Success

Use this guide as you begin your iLit journey. Find valuable checklists that will help you prepare and teach. You can access the complete guide on [my Savvas Training](#).



Assign and Score Interactive Readers

- ☐ Assign the first Interactive Reader after students complete GRADE.
 - Navigate to the Assignments tab in the Teacher App.
 - Select the Unit and Week.
 - Click on one of the nine Interactive Reader assignments listed.
 - Select Send to class when you are ready to assign. The system will automatically filter the correct level to each student.
- ☐ Review the steps to follow for each Interactive Reader assignment.
 1. Assign the Interactive Reader.
 2. Students complete the assignment.
 3. Score the Critical Response writing activity embedded within the Interactive Reader.
 4. Assign the next Interactive Reader.
- ☐ Note: Score the Critical Response before assigning a new Interactive Reader so that the system has the most current and accurate data to use to differentiate following assignments. Use the [Critical Response Rubric](#), located on [ilitPLC.com](#).

Classroom Management

- ☐ Protocol for logging in and out of devices
- ☐ Procedures for checking in and out devices efficiently
- ☐ Cues or signals to reengage students
- ☐ Clear expectations around the use of technology that align with school and district policies
- ☐ Policies for accessing websites during class
- ☐ Assignment completion procedures and timelines
- ☐ Ways to access iLit outside of school
- ☐ Plans for instruction in case of technical difficulties

Technology Tips

- ☐ Each student will need access to a personal device every day.
- ☐ Each teacher will need two devices—one device logged in to the Teacher App and the other connected to a projector.
- ☐ Charge all devices.
- ☐ Store devices so that students can easily access them.
- ☐ Install the iLit apps on all mobile devices. For best results, download the mobile apps from the official app store for your device.
 - Download and install the Teacher App on all teacher devices.
 - Download and install the Student App on all student devices.
 - Access the web based Projector App via [projectilit.com](#).
- ☐ When using a web browser on a computer, go to:
[teachilit.com](#)
[learnilit.com](#)
[projectilit.com](#)

Instructional Model

What will I teach each day? Use this handy instructional model overview and daily plan to help you prepare.

TIME TO READ	Students read independently or in small-group book clubs, choosing from the library of more than 3000 digital texts.
VOCABULARY	Whole-class and collaborative small-group instruction in Word Study and in selection and academic vocabulary focuses on words students will encounter in context during Read Aloud, Think Aloud.
READ ALOUD THINK ALOUD	Teachers read aloud (or play professionally recorded audio) from an on-level anchor text and use the instructional support and stopping points to model how good readers read.
CLASSROOM CONVERSATION	Students engage in collaborative conversation related to the weekly text.
WHOLE GROUP	Whole group instruction develops language arts skills and strategies.
WORK TIME	Students work independently and in small groups to apply and demonstrate what they've learned. Dozens of activity types are included, aligned to lessons and weeks of instruction.
WRAP UP	Lesson closure and homework suggestions are provided.

DAY 1	Time to Read	Vocabulary	Whole Group	Work Time	Wrap Up
DAY 2	Vocabulary	Read Aloud Think Aloud	Classroom Conversation	Work Time	Wrap Up
DAY 3	Vocabulary	Read Aloud Think Aloud	Whole Group	Work Time	Wrap Up
DAY 4	Vocabulary	Read Aloud Think Aloud	Classroom Conversation	Work Time	Wrap Up
DAY 5	Time to Read	Vocabulary	Whole Group	Work Time	Wrap Up

Teacher Self-Check

Use this self-check tool to track your progress as you learn how to use the different iLit features in your classroom. This is intended as a planning and reflection tool and not an evaluative tool.

Technology		My Comments
	I ensured all students have a working device (tablet or laptop).	
	I ensured all students were able to log in.	
	I ensured all students were using the appropriate app.	
	I ensured all students have internet access.	
	I used the required technology (two devices and a projector)—one device was logged in to the Teacher App and the other was connected to a projector.	
	I used the instructional display features throughout the lesson (i.e., Broadcast, Selective Broadcast, Project, Expand).	
	I used the support buttons throughout the lesson (i.e., ELL, UA, PD), as needed.	
Time to Read		My Comments
	I provided time for independent reading .	
	I checked that students used the search features in the Student Library —to find books at the appropriate level that interest them.	
	I instructed students to use the text features (i.e., Translate, Dictionary, Picture Dictionary, Notes).	
	I conducted conferences with students—to monitor progress and comprehension.	
	I captured conference notes on the students' Conference Forms .	
	I projected the Response Prompt .	
	I instructed students to respond to the Response Prompt in the Journal section of the Student Notebook .	
	I facilitated Book Clubs —to help students who struggle to read independently or to vary Time to Read (optional).	
Vocabulary		My Comments
	I sent the vocabulary surveys to students—as a pre-assessment of vocabulary words.	
	I taught the vocabulary words—using contextual sentences, media, and interactive surveys.	
	I sent the Knowledge Checks to students—to assess knowledge of each vocabulary word.	
	I facilitated the English Language Development lesson (if applicable).	
	I utilized the Oops! feature—to help English language learners recognize errors (only applicable to iLit ELL).	

Teacher Self-Check

Read Aloud, Think Aloud		My Comments
	I introduced the Reading Strategy (if applicable).	
	I guided students to recall the previous day's text (if applicable).	
	I Read Aloud or played the audio of the grade-level text—to model how a good reader reads and thinks.	
	I modeled Think Alouds at the appropriate Stopping Points .	
	I monitored students to ensure they are following along on their devices.	
Classroom Conversation		My Comments
	I utilized Conversation Starters —to foster academic conversation.	
	I provided opportunities for students to participate in conversations (i.e., pairs , small groups , or whole group).	
	I facilitated text-dependent conversations around the Read Aloud, Think Aloud text.	
	I instructed students to use evidence from the text.	
	I utilized the Routine Cards (if applicable).	
	I used the provided support for reluctant speakers (if applicable).	
	I used the Conversation Evaluation Form —to evaluate students' involvement in classroom conversations.	
Whole Group		My Comments
	I presented the reading skill or strategy.	
	I modeled the reading skill or strategy.	
	I provided direct instruction—on the reading skill, vocabulary terms, writing elements, or forms and functions of language.	
	I facilitated the Guide Practice activities.	
	I sent the Knowledge Check survey to students—to assess understanding.	
	I facilitated the Connect to Text activities.	
	I facilitated the Vocabulary Pause (if indicated).	
	I encouraged students to write in their Word Banks during the Vocabulary Pause (in iLit 90).	
	I instructed students to take notes—using the Class Notes section of the Student Notebook .	
	I checked that students were using the Student Notebook features (i.e., create graphic organizers).	

Teacher Self-Check

Work Time		My Comments
	I introduced the Daily Assignment .	
	I facilitated small-group instructional lessons for students identified by the program (i.e., Daily Assignment Small Group, Reading Strategy Small Group, Phonics Small Group).	
	I instructed students to complete the Daily Assignment .	
	I instructed students to work on any unfinished assignments in the Assignments tab of the Student App (i.e., Phonics Reader, Word Slam, Study Plan, Interactive Reader, Extra Practice, Writing).	
	I modeled or explained how to complete Assignments (if applicable).	
	I facilitated the Word Study lesson (if applicable).	
	I facilitated the Vocabulary Pause (in iLit 45 and iLit ELL).	
	I encouraged students to write in their Word Banks during the Vocabulary Pause (in iLit 45 and iLit ELL).	
	I conferenced with individual students.	
Wrap Up		My Comments
	I provided opportunities for students to share what they learned.	
	I made an explicit connection to the lesson objective.	
	I explained the homework assignment (if applicable).	
Assessment and Progress Monitoring		My Comments
	I provided feedback to students—using iLit tools (i.e., rubrics, assessment data, Conference Forms).	
	I administered Beginning-of-Year GRADE (prior to sending the first Interactive Reader assignments)—to establish the Interactive Reader level and baseline reading proficiency (if observable at this time).	
	I administered Mid-Year GRADE —to measure reading proficiency growth (if observable at this time).	
	I administered End-of-Year GRADE —to measure reading proficiency growth (if observable at this time).	
	I sent Interactive Reader assignments—after scoring the previous week's Interactive Reader assignment.	
	I scored all completed assignments in the SCORE state in the Teacher App (i.e., Interactive Reader, iPractice assignments).	
	I administered the Benchmark Assessment at the end of the unit.	
	I administered the Reading Checks .	

Digital Paths

Are you wondering how to navigate and incorporate all the iLit features and resources in your classroom? We have created **Digital Paths** to support you as you navigate the program.

You can access the Digital Paths on [my Savvas Training](#).

Do you need help...	Use this Digital Path
Using the iLit Library?	iLit Library
Navigating the Planner?	Planner

iLit Planner Digital Path
You no longer need to carry home a heavy Teacher's Edition! The Planner will be your key to instruction. Follow this path to explore!

NOTE: To explore other iLit features, visit the **Digital Paths** on [my Savvas Training](#).

Digital Path

Click to Discover

Locate the Planner.
Select **Planner** at the bottom of the screen.

Select the Units, Lessons, Standards, and Groups.
Select the Units, Lessons, Standards, and Groups from the drop-down menus.

Explore the Week Overview.
Select a **unit**. The weeks will appear across the top of the screen.
Read the **overview** for the week. You'll see the following:

- Reminders for sending assignments
- Suggestions for Supplemental Lessons or assignments based on student data
- A brief summary of each lesson



Survey

Go to: www.mySavvasTraining.com.
Click **Event Survey** in the footer.

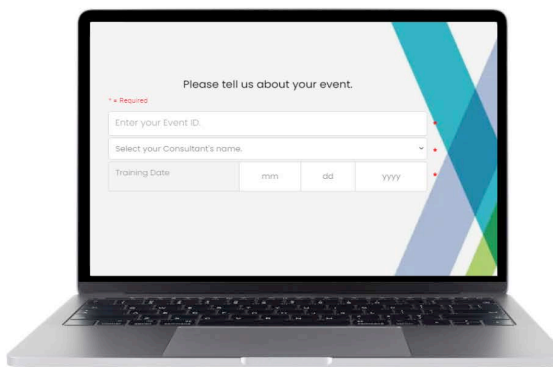


Consultant:

Event ID:

Program:

Service Type:



Disciplines

Literacy
Mathematics
Science
Social Studies
World Languages
Arts & Music
Technology

Grade Levels

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Middle School
High School

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