

Toolkit Resources

Planning for Success Guide

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

Instructional Model

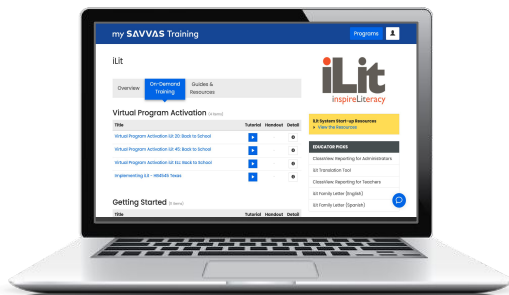
Check out this handy overview of the instructional model.

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.

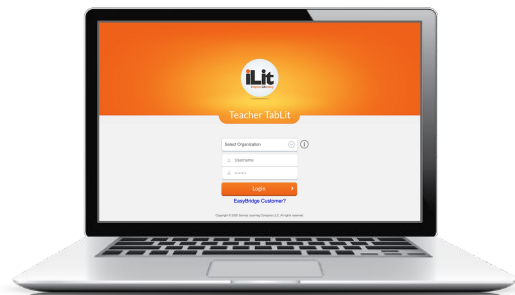
Digital Paths

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



www.MySavvasTraining.com

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



Access iLit

Use a browser to access the iLit sites. If you're using iPads, download the apps through the App Store.

TeachILit.com LearnILit.com ProjectILit.com

How to Get Support



EMAIL

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



CALL

1.800.848.9500



TECH SUPPORT

Click [here](#) to contact Technical Support.

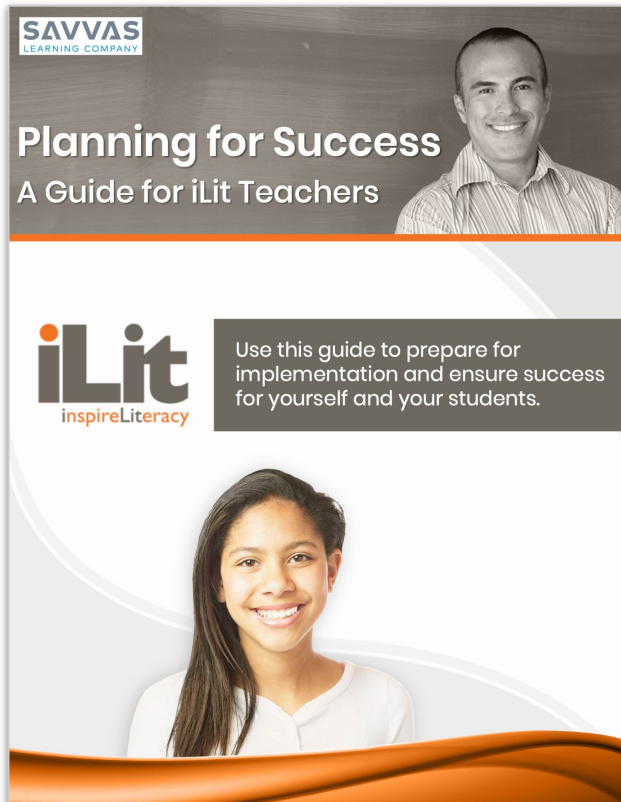


CHAT

For questions on your program curriculum, engage in a chat session or leave a message for an Educational Specialist.

Planning for Success Guide

Use the [Planning for Success 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.



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

Assign and Score Interactive Readers

- After students complete the BOY GRADE, assign the first Interactive Reader.
 - Assignments Tab > Select Unit and Week
 - Click on any of the nine IR titles for that week.
 - Select *Send to Class* when you are ready to assign. iLit will automatically provide the appropriate 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 portion of the Interactive Reader.
 4. Assign the next IR.
- Note: Score the Critical Response before assigning a new IR so that iLit has the most current and accurate data to use to differentiate the next IR assignment.

Technology Tips

- Each student will need access to a personal device every day.
- Each teacher will need two devices: one device logged into the Teacher App and the other one connected to the projector.
 - Access the web-based Projector App at projectiLit.com.
- Charge all devices.
- Store devices so that students can easily access them when needed.
- For best results, ensure apps are working properly before your iLit class begins.
 - For iPads, download the Teacher and Student mobile apps from the App Store.
 - For all other devices, use a browser to access the apps.
 - 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 iLit library of more than 3000 digital texts.
Vocabulary	Teacher-led instruction in word study and academic vocabulary focuses on words students will encounter in context during Read Aloud Think Aloud.
Read Aloud Think Aloud	The teacher models skills and strategies of good readers using an on-level anchor text with embedded instructional supports.
Classroom Conversation	Students engage in collaborative conversation related to the grade-level anchor 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	The teacher closes the lesson. iLit provides point-of-use suggestions for homework.



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 Guided Practice activities.	
	I sent the Knowledge Check survey to students to assess their 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 mySavvasTraining.

