# READ 180 Next Generation

**New Features & Frequently Asked Questions**

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New Features of READ 180 Next Generation

1. What are the reasons to upgrade to Next Generation from the Enterprise Edition?

READ 180 Next Generation includes many new features that will produce even better results, for even more students, and simplify implementation for all stakeholders: students, teachers, and leaders.

Building on everything we’ve learned from the most successful implementations in the country, we’ve created a suite of new content, resources, and tools that will make…

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<td>1 Every student engaged:</td>
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<tr>
<td>• More ownership (&lt;i&gt;Student Dashboard&lt;/i&gt;)</td>
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<td>• More Nonfiction (&lt;i&gt;new Topic Software, eReads, new Paperbacks&lt;/i&gt;)</td>
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<td>• More rigor, more writing (&lt;i&gt;Writing Zone, new rBook writing instruction, eReads, Workshop Wrap-Up Projects&lt;/i&gt;)</td>
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<td>• More support for families (&lt;i&gt;Family Portal&lt;/i&gt;)</td>
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<td>2 Every teacher effective:</td>
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<tr>
<td>• Unparalleled access to data (&lt;i&gt;data snapshots on Dashboard, reports scheduler, notifications&lt;/i&gt;)</td>
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<td>• Simplified differentiation (&lt;i&gt;Groupinator and linked resources&lt;/i&gt;)</td>
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<td>• Writing software linked to instruction (&lt;i&gt;Writing Zone, new rBook writing instruction that moves to multi-paragraph essay starting in Workshop 4&lt;/i&gt;)</td>
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<td>• State-of-the-art planning tools (&lt;i&gt;Interactive Teaching System, online Lesson Planner, new SAM portfolio for easy review and grading&lt;/i&gt;)</td>
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<td>• More assessment to inform instruction (&lt;i&gt;new performance-based assessments, and rSkills test with every workshop&lt;/i&gt;)</td>
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<td>3 Every leader empowered:</td>
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<tr>
<td>• More support for building capacity of effective teachers (see everything above)</td>
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<tr>
<td>• More transparency (&lt;i&gt;Leadership Dashboard pushes you the most critical implementation data&lt;/i&gt;)</td>
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<tr>
<td>• Easier access to data (&lt;i&gt;Leadership Dashboard pushes you the most critical student performance data&lt;/i&gt;)</td>
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<tr>
<td>• A new technology platform that reduces the burden on your IT team and lowers the total cost of ownership (&lt;i&gt;the new browser-based technology eliminates the need to “touch every workstation”&lt;/i&gt;)</td>
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Common Core State Standards

1. How does READ 180 align with the Common Core State Standards (CCSS) since it is an intervention program?

The goal of READ 180 is to accelerate the acquisition of literacy skills so that students can access grade-level standards. Even though READ 180 is designed for, and respectful of, students who read below grade-level, it ultimately shares the same goals that the Common Core State Standards put forth: that students are able to read, question, comprehend and respond to increasingly complex texts.

READ 180 exposes students to a wide range of increasingly complex quality texts, while providing them the scaffolding they need to access, comprehend, and respond to grade-level content. The instruction provides daily opportunities for writing and teaches students how to support their arguments with textual evidence.

2. What is text complexity? Why is it important? How is it measured?

What is text complexity?

Text complexity is a measure of how easy or difficult a particular text is to read.

Why is it important?

All students must be able to read and comprehend independently the kinds of challenging texts commonly found in college and careers.

How is it measured?

The Standards define a three-part model for determining how easy or difficult a particular text is to read.

- **Quantitative:** The Lexile® score measures readability, based on factors such as word frequency and sentence length.

- **Qualitative:** The content of the text is evaluated for dimensions such as levels of meaning, text structure, language conventionality and clarity, and knowledge demands.

- **Reader and Task:** Discretionary elements such as a reader's level of motivation, knowledge of, and experiences with a topic impact student choice. READ 180 offers the wide range of quality texts, at all different reading levels, from which teachers can recommend and students can choose.

3. How does READ 180 accelerate students toward independent reading of complex text?

The entire design of READ 180 is based on a gradual release model that moves students toward independence with complex text over time.
The READ 180 instructional model has three rotations. Two of these (software and independent reading) are completed independently by students, who tackle progressively more rigorous demands as their skills improve.

Throughout a school year, READ 180 exposes students to a wide range of increasingly more complex texts that scaffolds and accelerates them to independence with grade-level content. As students gain mastery, they are able to gain more information from what they read. READ 180 Next Generation provides a text complexity measurement for each text students encounter in the rBook, Paperbacks, Audiobooks, and eReads.

Whole-and Small-Group instruction are governed by consistent routines that move from highly-scaffolded to independent reading over time:

- Oral Cloze
- Choral Reading
- Partner Cloze
- Independent Reading

The rBook, the foundation for teacher-mediated instruction in Whole and Small Group, is organized around nine workshops. Text builds in complexity from Workshop 1 to Workshop 9, but also within each workshop, as students read several increasingly complex/difficult articles on a central topic.

4. **How do the grade-specific writing and grammar skills detailed in the Common Core State Standards align with the sequence of writing and grammar instruction in each stage of the rBooks?**

The **Writing** scope and sequence in the rBook and Resources for Differentiated Instruction (RDI) 2 aligns to the grade-specific writing types of the Common Core.

The alignment of the **Conventions** scope and sequence to the grade-specific Conventions standards is two-fold:

1. To take into account the needs of the struggling writer, the rBook Conventions (Grammar and Mechanics) scope and sequence focuses on the “crimes,” or major stumbling blocks that students need to tackle in order to become more proficient writers and speakers. Therefore, each Stage of the rBook includes a similar sequence of these essential Conventions skills.

2. To address the CCSS vertical alignment of Conventions skills, the Conventions lessons in RDI 2, like the CCSS, build upon each other in a progression, grade by grade. As students move through K–12, their skills and understandings are expected to grow cumulatively.

Therefore, Next Generation RDI 2 for each Stage includes **new Conventions lessons**. These lessons were designed specifically to address the skills of each grade band. For example, a Conventions lesson on the Common Core State Standard “Choose punctuation for effect” will address, as per the Common Core State Standards, a build-up of grade-specific skills across Stages. In Stage A, the lesson will focus on basic end punctuation (the effect of period vs. exclamation point vs. question mark); in Stage B, the lesson will add comma use (using commas for rhythm and style); in Stage C, the lesson will add the use of dash or ellipses.
5. Where do the standards come from for the Lesson Plan on the Teacher Dashboard, the State or Common Core State Standards?

The instruction found on the Lesson Planner is correlated to all 50 states and the Common Core State Standards. Based on the state in which you reside, you will either see just your state or your state and the Common Core State Standards alignment to your daily rBook Lesson.

6. How do the rSkills Mid- and End-of-Year Tests correlate to the Common Core State Standards? Does such a correlation exist? (NOTE: These tests exist only for Stages A, B, and C—not FLEX or FLEX II.)

Every Teacher’s Edition objective is aligned to the Common Core State Standards. The rSkills Mid- and End-of-Year Tests are curriculum-based assessments of those objectives, so all rSkills Tests, including the summative ones, are in turn deeply aligned to the Common Core State Standards.

7. Does READ 180 Next Generation provide enough rigor for the general-education population?

READ 180 has always served students in general education, and they have demonstrated significant growth. READ 180 Next Generation “stretches” even higher so it is still appropriate for students in general education. The content in the rBook reflects the Common Core State Standards’ emphasis on providing students opportunity to tackle a diverse array of increasingly complex texts. However, as always, the students targeted for placement into READ 180 should be those reading two or more years below grade level.
Program Components

**Student, Teacher, and Leadership Dashboards**

1. **How can teachers and leaders easily access data?**

   Teacher and Leadership Dashboards are online portals that draw all their data from SAM, aggregating the most critical student performance and implementation data to a Web page in a user-friendly format. Because the Dashboards are browser-based, they are available anytime, anywhere.

2. **What features are included in each section of the Student, Teacher, and Leadership Dashboards?**

   The **Student Dashboard** gives students more ownership and accountability of their own learning.

**Student Dashboard**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
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<tbody>
<tr>
<td>Home</td>
<td>A top-line summary of current topic and segment, as well as number of words read.</td>
</tr>
<tr>
<td>Tab 1: My Topics</td>
<td>Students can see at a glance how many segments within a topic and the topics they’ve completed and how many are left.</td>
</tr>
<tr>
<td>Tab 2: My Reads</td>
<td>Provides students with a sense of progress and accomplishment as they see their books and eReads build their collection. Students can also rate each book to keep track of SRC! quiz scores and their favorites.</td>
</tr>
<tr>
<td>Tab 3: My Reports</td>
<td>Enables students to access five reports:</td>
</tr>
<tr>
<td></td>
<td>• Average Session Length (time on task)</td>
</tr>
<tr>
<td></td>
<td>• READ 180 Vocabulary and Comprehension Score</td>
</tr>
<tr>
<td></td>
<td>• rSkills Progress Report</td>
</tr>
<tr>
<td></td>
<td>• Total Words Read</td>
</tr>
<tr>
<td></td>
<td>• SRC! Progress Report</td>
</tr>
<tr>
<td>Tab 4: My Personal Best</td>
<td>A very cool feature designed to focus students on competing with themselves (as opposed to the rest of the class). Encourages students to continually try to improve upon their words read, number of correct answers in a row (&quot;streaks&quot;), and completed SRC! quizzes.</td>
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The Teacher Dashboard provides anytime/anywhere access to data that can help inform instruction.

**Teacher Dashboard**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
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<tbody>
<tr>
<td>Key implementation metrics</td>
<td>Enlists teachers as full partners in fidelity of implementation, by pushing the most important implementation metric, time on task, to their desktop.</td>
</tr>
<tr>
<td>Key student performance data</td>
<td>Helps teachers stay focused on key performance indicators — like SRI and rSkills — without having to pull reports.</td>
</tr>
<tr>
<td>Report scheduler</td>
<td>Allows teachers to have their favorite reports sent to their email inbox on whatever schedule they choose.</td>
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<tr>
<td>Notifications</td>
<td>Enables teachers to ask for weekly notifications when certain thresholds are met or be alerted when performance or implementation issues require their attention.</td>
</tr>
<tr>
<td>Groupinator™</td>
<td>Dramatically simplifies small-group differentiated instruction by using a patent-pending algorithm to recommend groups for the teacher. These groups can be driven by reading level or skill mastery. The teacher has the ability to adjust them using her judgment simply by dropping and dragging student names.</td>
</tr>
<tr>
<td>Professional Development tied to that day’s instruction</td>
<td>Short, targeted videos, resources, and presentations providing either a model lesson or amplification of that day’s skill are available on the home page, enabling teachers to engage in professional learning minutes before beginning to teach and at point-of-use.</td>
</tr>
<tr>
<td>Access to the ITS</td>
<td>A completely interactive version of the rBook Teacher’s Edition and Resources for Differentiated Instruction, including hyperlinks to all corresponding resources and RED pages, is available directly from the Teacher Dashboard. The Interactive Teaching System (ITS) helps teachers spend less time on planning and more time with students.</td>
</tr>
<tr>
<td>Standards-aligned Lesson Plans</td>
<td>Pre-populated with key information (like groups recommended by the Groupinator) and aligned to all 50 state standards and the Common Core State Standards, these two-page lesson plans should be a huge time saver for teachers and can be printed and/or emailed to their principal or READ 180 Coordinator.</td>
</tr>
<tr>
<td>Gateway</td>
<td>Now all the supports you count on to help maximize results with READ 180 are conveniently located in one place on your Teacher Dashboard home page: The READ 180 Community, The Digital Training Zone, and Scholastic U (if the district has purchased it).</td>
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</tbody>
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The leadership dashboard provides leaders with more visibility to their READ 180 data.

**Leadership Dashboard**

<table>
<thead>
<tr>
<th>Feature</th>
<th>Benefit</th>
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</thead>
<tbody>
<tr>
<td>Key Implementation metrics</td>
<td>Time on task, the most important proxy for overall fidelity of implementation is accessible at the district, school, or classroom level, enabling administrators to manage the implementation and course correct where necessary.</td>
</tr>
<tr>
<td>Key student performance metrics</td>
<td>SRI, SRC! and rSkills results are accessible on the Leadership Dashboard and can be viewed at the district, school or classroom level.</td>
</tr>
<tr>
<td>Reports Scheduler</td>
<td>Administrators can request that Best Practice and/or Favorite reports be sent to them on whatever schedule they choose.</td>
</tr>
<tr>
<td>Notifications</td>
<td>Enables leaders to ask for notifications when certain thresholds are met or be alerted when performance or implementation issues require their attention.</td>
</tr>
<tr>
<td>Implementation Success Factors</td>
<td>Taken directly from the Managing Achievement Protocol (MAP), these best practices are important guidelines for those responsible for implementing READ 180.</td>
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3. **Are SAM and the Dashboards the same?**

SAM and the Dashboards are not the same. The Dashboards are Web portals that draw all their data from SAM, aggregating the most critical data to a Web page in a user-friendly format. They are available anytime, anywhere.

SAM is typically not accessible outside the district firewall unless customers are using Scholastic Hosting Services. SAM has over 100 reports and provides significantly more detail than the Dashboards. In addition to detailed reporting, SAM is where teachers and administrators will continue to manage administrative functions such as classes, groups, and teacher and student rosters.

Schools or districts must register their SAM server(s) to SAM Connect. Dashboards are then updated weekly with information from those registered servers’ SAM databases.

**NOTE:** Even if your school has mixed implementation (some Enterprise Edition, some Next Generation), the data from both versions will be maintained on one SAM Server. The Dashboards will only display data for students enrolled in Next Generation.

4. **Do other programs report in the Dashboard?**

The Dashboards do reflect SRI, SRC! and rSkills Next Generation data that are associated with a READ 180 Next Generation license.

Dashboards do not reflect other programs such as System 44, FASTT Math, etc.

5. **If a district has some students enrolled in READ 180 Next Generation but all students enrolled in SRI and/or SRC!, will the non-READ 180 students’ SRI and SRC! data report on the Dashboard?**

No, the non-READ 180 students’ SRI and SRC! data will not report on the Dashboard.
6. If the Dashboard is powered by a local SAM server, how do teachers access the Dashboards from home?

   The Dashboards are a Web application and therefore not hosted from the local school/district SAM servers. Dashboards are accessed similarly to the Interactive Teaching System.

7. Can teachers and administrators access Dashboards from home even if SAM is on a district or site server?

   Yes, teachers and administrators will have access to the Dashboards through SAM Connect, which connects the data in the SAM server.

**Student Dashboards**

1. Will the Student Dashboard change as the students progress through a segment?

   Yes. The Student Dashboard will refresh at each login for students.

2. What is the Go On button on the Student Dashboard?

   The Go On button on the Student Dashboard will take students onto their READ 180 Topic Software Zone Menu.

3. How long do students spend on their Dashboard?

   There is a set amount of time students can interact with their Dashboard depending on where they are in their segment.

   The time restrictions are as follow:

   - During a segment: 45 seconds
   - After completing a segment: 1 minute
   - After completing a topic: 3 minutes

   The Student Dashboard is a motivational tool to increase student engagement and accountability. Students will be encouraged to explore their dashboard to check their progress and review their successes while extending learning.

4. Is time on the Dashboard counted toward time on task in the reports?

   No, time on the Student Dashboard is not in the Time-on-Task Report. The report only includes time spent actively engaged in Zones.

   The Time-on-Task graph turns to red on the Teacher Dashboard for any given student when time on task is below the recommended average.

5. Are restricted quizzes still displayed?

   Currently, restricted and/or deactivated quizzes will display on the Student Dashboard but because the student cannot take those quizzes, they will always be grayed out.
6. **What books appear on the Student Dashboard?**

When a student passes a quiz for their core READ 180 Paperbacks, and Audiobooks, the cover will light up. Other SRC! titles will appear, with a generic cover.

7. **Can students print study words from the Student Dashboard?**

Students can print the screen if they want to take their study words with them.

8. **Do students have access to their Dashboard at home? Will that include eReads?**

The Student Dashboard is part of the student software – which means they will not have access to the Dashboard at home. The eReads will be available to a student regardless of school hosting; they will have a URL to use to access their eReads login.

9. **What happens if students feel “stuck” in the zone and unable to exit?**

We have embedded student progress monitoring for students to track each day on their Student Dashboard. When we did research, we noted that many students who felt they were stuck were actually making progress but were not able to see that progress. By viewing their data front and center, students can see and track their progress.

**Teacher Dashboards**

1. **Do Teacher Dashboards reflect ‘real time’ updates on student progress?**

No. The Dashboards will update Friday evenings and over the weekend for the work students have completed during the week. Reports will run on real time through the report scheduler.

2. **How are groups divided in the Groupinator™?**

Three equal groups are suggested per the grouping algorithm to best support the rotational model. Groups are recommended based on the following data (common areas of instructional need), but teachers can make manual adjustments based on classroom observation as needed.

   - *rBook* groups are determined by Lexile Level
   - Reading Checkpoint groups are determined by *READ 180* Topic Software Quick Check scores (from the Reading Zone)
   - Writing Checkpoint is determined by the teacher
   - End-of-Workshop Checkpoint is determined by *rSkills* Tests data

3. **Does the Groupinator consider *rSkills* in its metrics for grouping students?**

Yes, *rSkills* data is used to group the End-of-Workshop Checkpoint.

4. **When the Groupinator is run on the Teacher Dashboard, are the groups in SAM reset to reflect these new groups? Are new groups created in SAM based on the Groupinator?**

The Groupinator groups do not send information back to SAM. The groups created live on the Dashboard only.
5. If the class is a mix of System 44 and READ 180 Next Generation students, can you make a group of System 44 students?

Teachers can create a group with System 44 students outside of the Dashboard, as there will be no System 44 data or resources tied to those students. (Keep in mind, if the student is enrolled in System 44 and NOT READ 180 Next Generation, then they will NOT show up on the Dashboard, even if it is a combo class at this time.*)

*System 44 students enrolled in a combo class who take the Next Generation rSkills Tests will show up in the End-of-Workshop Checkpoint group only.

6. How does the Dashboard know the teacher has arrived at an End-of-Workshop Checkpoint?

The rBook days in the Today's Summary section of the Dashboard automatically progress each day. Teachers have the option to turn off the auto-increment of rBook days and can manually move each day by clicking the arrows back or forward.

7. Can I email teachers and parents from my Dashboard?

The Teacher and Leader Dashboards do not include a communication function to email teachers and parents at this time. Users can choose to have notifications, reports and lesson plans sent to their inboxes, but do not have access to an email function within their Dashboard.

8. Where do teachers and leaders get their email address for the Dashboard?

The email address comes from the teacher or administrator profile in SAM.

9. In the Report Scheduler feature, are these reports (PDFs) sent directly from the SAM Server or from SAM Connect? If the reports are sent from the SAM server, is there something that needs to be done on the server or with the district's email system to allow the emails to go out?

The reports are run from SAM Connect, so the email address in the profile section of SAM must be real and tied to the correct teacher/leader.

An email will be sent to the teacher/leader informing them that the reports they have scheduled are ready to view from their Dashboard — which is available anywhere/anytime.

10. Are the reports always current or are they just updated weekly like the Teacher or Leadership Dashboards?

Reports are run based on the date that is requested in the Report Scheduler. The data is real time, not weekly.
11. What reports will be available through the Report Scheduler?

Eight reports will be made available on the Report Scheduler in January 2012—six for teachers and two for leaders.

Teacher Reports (can be scheduled at the class level):

1. *READ 180* Next Generation Reading Progress Report
2. *READ 180* Next Generation Grading Report
3. *READ 180* Next Generation Comprehension Skills Report
4. SRI Growth Report
5. *rSkills* Next Generation Grading Report
6. SRC! Reading Progress Report

School & District Admin Reports (Can be scheduled at the school or district level*):

1. *READ 180* Next Generation Results Summary Report
2. SRI Growth Summary Report

*School- and district-level reporting will be available for single-server districts.

Time Frames for reports to be run based on relevance for each report:

- Last 2 Weeks
- Grading Period
- School Year

**NOTE:** Student performance data is refreshed weekly between Friday and Sunday evenings. Educators should schedule to receive their reports on Mondays to reflect the most current data. The date in which a report is scheduled to run will begin after 3pm server time. The schedule date is not necessarily the deliver-by date.

12. Why does a 50 Lexile gain serve as the key measure of SRI success on the Leadership Dashboard?

A gain of 50 Lexile measures is a mid-point benchmark (between Elementary, Middle, and High School) to indicate that students are making reading progress. This is also the metric used for gains analysis, so district leadership should be familiar with this as a benchmark. This is a starting place for conversations regarding SRI growth. District leadership can use this benchmark to quickly identify schools that need more support and drill down to their SRI reports.

13. If a teacher does additional lessons from RDI books (either for additional differentiated instruction, or because she left them for a substitute teacher, etc.), does the Dashboard have any way of knowing that, or is it possible that down the road the Dashboard would recommend a lesson a teacher had already taught?

It is possible that the Dashboard may recommend a lesson that a student has already received at a CheckPoint.

At this time, we have developed an RDI Tracking Log as a SAM Resource. Teachers can download this resource, which allows them to list their students’ names and then place check marks under the RDI lessons they have taught to that student.
14. If a Lesson Plan PDF is created and the teacher makes edits or additions to the plan, are these changes saved in the original PDF?

The changes are not saved in the Dashboard, but the PDF can be saved on the teacher’s desktop and printed.

15. Is that PDF actually saved somewhere so it can be accessed later via the Dashboard or SAM?

The PDF can be saved onto the teacher’s computer. It will not be saved automatically.

16. Is there a function in SAM to restrict or turn off the Dashboard for teachers and leaders?

No. Any teacher who has students enrolled in READ 180 Next Generation will have access to the Dashboard.

17. Is there a way to identify students who have zero minutes (no usage) for “x” number of days? This would highlight students who may have absentee problems or are not in the class anymore but are still on the roster and are bringing down the class Time-on-Task average.

Not at this time, but it will be considered for a future update.

**Leadership Dashboards**

1. Is the Leadership Dashboard data for all of the servers in the district?

Yes, all servers in the district that are registered to SAM Connect will be summarized in the Leadership Dashboard (Next Generation data only).

**NOTE:** Dashboards are dependent on the server being registered and checking in with SAM Connect. If the server is not checking in with SAM Connect, the Dashboards will not update.

2. Can a district administrator set notifications for reports or do individuals have to set the reports they want emailed to their own accounts?

At this time a notification needs to be set by each individual.

**eReads**

1. What are READ 180 eReads?

eReads is a Web-based component of READ 180 Next Generation that provide extensions of the READ 180 Next Generation Software topics. Each eRead article also has a related Scholastic Reading Counts! (SRC!) quiz.

Because eReads is Web-based, they may be accessed from any computer with an Internet connection (for example, in a classroom, library, or home). eReads also include interactive elements such as article ratings, slide shows, and opinion polls.
2. **What are the purposes and benefits of the eReads?**

   eReads is an important part of READ 180 and should be thought of as a bridge to independence with grade-level, complex texts, a key objective of the new Common Core State Standards. eReads content is 100% nonfiction, aligned to the Topic Software, and just one of the many ways through which we've increased the rigor in READ 180 Next Generation.

3. **How does a student access his or her eReads?**

   In order for a student to access eReads, the teacher must have turned eReads on for him or her.

   Students may access eReads from any computer with an Internet connection by going to www.read180.com/ereads.

   **On a student’s first login, he or she will have to:**
   
   1. Enter the **zip code** of his or her school district and click **OK**
   2. Select the **school district name** from the pull down menu and click **GO**
   3. Type in his or her **READ 180 username and password**
   4. Click **Go On**

   **On subsequent logins, a student will need to:**
   
   1. Type in his or her **READ 180 username and password**
   2. Click **Go On**

   Each teacher should give students their **READ 180 username and password**. The eReads username and password are the same as the main **READ 180 username and password**.

   An eRead only “unlocks” once a student starts a new software topic. The goal is for students to build on the background knowledge and vocabulary they are acquiring in the topic software and stretch themselves with content-related texts with fewer scaffolds.

   For example, in Stage B, after students have completed the “Disaster!” topic and read about floods, earthquakes, avalanches and volcanoes, they will unlock the “Disaster Collection,” which extends the “Disaster!” topic even further, but with more rigorous text, fewer scaffolds, and engaging “Web 2.0” features like polls and ratings. eReads is designed to reflect the kind of reading students do on the Web.

4. **How many eReads selections are there?**

   **READ 180** Next Generation now includes 15 software topics per stage (the current topics in the Literature & the Arts and the all new Your World & Beyond strand). Each topic is accompanied by an eRead Collection, which includes four articles, providing 60 eRead articles per stage. Each eRead article is available in two levels: 1–2 and 3–4, depending on the student’s Topic Software level.
5. **Where in the instructional model do eReads fit? Are they accountable?**

   We recommend implementing eReads in the independent reading rotation, and they can also be used for homework. There are SRC! quizzes for each eRead article so they are fully accountable as independent reading and will also contribute to students’ “words read” on Dashboards and reports. Since eReads is fully Web-based, they are available anytime/anywhere and can be assigned by teachers as homework.

6. **How is the level of the eReads determined for students?**

   Students are placed into eReads in the same way they are placed in the Topic Software. Students in Levels 1 or 2 of the Topic Software will have access to the Level 1-2 articles. Students in Levels 3 or 4 of the Topic Software will have access to the Level 3-4 articles.

7. **What are the Lexile Ranges and Text Complexity measure for each article?**

   The goal of eReads is to support students as they move towards independence and begin to access grade-level text. The ranges for each stage are as follows:

   **Stages B and C**

<table>
<thead>
<tr>
<th>eReads Level</th>
<th>Lexile Range</th>
<th>Text Complexity Range</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>350–650</td>
<td>Moderate I–Complex I</td>
<td>100–300</td>
</tr>
<tr>
<td>3–4</td>
<td>750–1100</td>
<td>Moderate II–Complex II</td>
<td>250–500</td>
</tr>
</tbody>
</table>

   **Stage A**

<table>
<thead>
<tr>
<th>eReads Level</th>
<th>Lexile Range</th>
<th>Text Complexity Range</th>
<th>Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–2</td>
<td>350–650</td>
<td>Moderate I–Complex I</td>
<td>100–300</td>
</tr>
<tr>
<td>3</td>
<td>750–950</td>
<td>Moderate II–Complex II</td>
<td>250–400</td>
</tr>
</tbody>
</table>

8. **If a student doesn’t have access to the Internet at home, can eReads be accessed another way?**

   eReads is Web-based, so an Internet connection is required. Even if they have no access at home, students can access eReads at the school media center or public library. Teachers and students can also print eReads and send them home with students. Please note, students will not be taking their SRC! quizzes at home. They will need to do this at school.

9. **Do all students have access to eReads?**

   **READ 180** Next Generation ships with the default for eReads set for “off.” Teachers will have to turn it on for those students for whom they deem it appropriate.

10. **Can students make PDFs of eReads and read them on mobile devices?**

    eReads can be accessed anywhere with an Internet connection. PDFs would be handled by the print function. There is also a "print" button that pulls just the text into a new window, removing images and sidebars for printing.
11. I've turned eReads ON– why can't my students access them?

eReads is dependent on the server being registered and checking in with SAM Connect. If the server is not checking in with SAM Connect, the eReads and the Dashboards will not update. You must contact your local tech department.

12. If a student uses the eReads at home, is data collected and sent to the district server via SAM Connect for teacher review?

There is no time-on-task collected for eReads. The only data that will be collected is from SRC! quizzes (which is how eReads accounts for words read). SRC! quizzes are completed at school, not at home. Students must complete an SRC! quiz for each eRead in order to be assessed.

13. Should schools purchase additional computers to support student use of eReads as part of the Modeled and Independent Reading rotation?

This is a school decision. Students are encouraged to access their eReads on home or school computers. Teachers have access to all eReads and can print them for students.

14. Are the eReads too hard to assign for homework?

eReads have scaffolding available which helps students to independently access the complex reading passages.

Every eRead also includes a Comprehension QuickWrite in the Teaching Resources for Modeled & Independent Reading. eReads also have ten H.O.T. (Higher Order Thinking skills) pages available. Teachers can assign an article and a QuickWrite easily for a homework exercise. If a student does not have access to the Internet at home, then the teacher would print the eRead for the student.

15. Any plans to be able to implement on an iPad, at least for eReads?

Teachers and students are welcome to use eReads on their iPad or tablets; however, the audio does not work on iPads due to the use of Flash.

16. Do eReads require Flash?

Flash is required for the playback of the audio in eReads.

*rBook: Content and Pacing*

1. How long will it take to complete all workshops?

The Next Generation *rBook* has been designed to ensure enough daily content for at least one year of instruction. As with Enterprise Edition, the more a teacher differentiates instruction, the longer a Workshop will last; this means an *rBook* can take longer than a year. The Teacher Dashboard calendarizes enough instruction for 180 days. However, with additional content being added to the classroom library (with new books and eReads) as well as additional topics being added to the Topic Software, students who are enrolled in *READ 180* for more than one year should have enough fresh content for both years.
2. **Is there a cumulative vocabulary test for the rBook?**

   Each Reading and End-of-Workshop CheckPoint provides teacher-led, paired, and independent informal assessment opportunities using all 10 Workshop target words.

   In addition, the rSkills Test End-of-Year test assesses the Vocabulary/Word Challenge skills from each rBook Workshop.

3. **Are the Mid- and End-of-Year Summative rSkills Tests only on paper and not on the computer?**

   Yes. The Mid- and End-of-Year Summative rSkills Tests are paper and pen only.

4. **What guidance does the Dashboard give teachers on how many days to spend on each CheckPoint? Is it only the one day? If a teacher wants to do more than one day, will the Dashboard provide additional resources or would teachers have to go into RDI books on their own to find the additional lessons?**

   We recommend 1–2 days for each CheckPoint, although teachers can still spend longer if they need to do so. The Dashboard defaults to one day for each rBook CheckPoint. However, teachers can easily remain on a CheckPoint (or any other rBook lesson) in the Dashboard for more than one day by clicking the forward/back arrows on Today’s Summary in either the Home Page or Class Page.

   The Dashboard does not provide fresh resources if you remain on the CheckPoint for an extra day or two. A teacher would need to navigate to the RDI on the Interactive Teaching System (or in the Teacher Bookshelf) to locate additional resources.

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**LBook**

1. **Is there a Next Generation LBook?**

   Yes, there is a Next Generation LBook that includes

   - New writing routines in support of the new rBook.
   - Language objectives on the first page of every PE Workshop to give students ownership of their oral language development.

2. **How does the LBook support English language learners?**

   The supplemental LBook extends rBook instruction and supports English language learners at multiple language proficiency levels by providing explicit, sequential, linguistically logical, and systematic instruction and practice.

   Exciting, relevant nonfiction engages English language learners and provides them with the academic vocabulary and essential knowledge required for success in the content areas. Special features in READ 180 support these learners, including second language support in the following languages: Cantonese, Hmong, Vietnamese, Haitian Creole, and Spanish.
3. **Is there an *LBook* ITS?**

Yes, the *LBook* is available on the ITS for new or upgraded Next Generation customers who have purchased the *LBook* Teacher’s Guide.

4. **Will the *LBook* instruction show up on the Dashboard and in the Lesson Planner?**

No, the *LBook* is not part of the Teacher Dashboard at this time but will be built into future releases.

**Writing Instruction**

1. **How much time does the Writing Zone take? Will it detract from the instructional model?**

The Writing Zone was designed to be completed in one session. All writing in *READ 180* is in the service of reading and connected to the Topic Software, so the Writing Zone is designed to strengthen and support the model, not detract from it. It’s important to remember that writing was actually part of Vanderbilt University’s original prototype; however, the limitations of technology at the time did not make it practical to include it in the first editions of *READ 180*. The research base for writing is fully documented in the new Research Foundations paper and the decision to include it was made in consultation with program authors Ted Hasselbring, Kate Kinsella, and Kevin Feldman, all of whom are fully supportive.

There are product controls that allow a teacher to set the Writing Zone so that students experience it after every Success Zone, after every other Success Zone, or not at all. The default setting will be for the Writing Zone to appear after every other segment. Guidance on how, when, and if changes should be made to this setting are included in the *Teacher Implementation Guide* (TIG) and in-person training.

2. **What writing types are included in the Writing Zone?**

The Writing Zone targets argument writing, scaffolding students to use textual evidence to support their claims.

3. **Do the questions in the Writing Zone relate to the Topic Software or the *rBook*?**

The questions in the Writing Zone that ask students to “Take a Stand” are directly related to the Topic Software the student has just completed. The pedagogy of the Writing Zone, however, mirrors that of the *rBook*, including the use of sentence starters and frames and an emphasis on precise word choice/academic vocabulary.

4. **How are misspelled words indicated in the Writing Zone?**

In the Writing Zone, potentially misspelled words turn red for students to review. We say “may be misspelled” because we can’t account for every proper noun a student might type. But if a word isn’t in our spell-checking dictionary, it will be turned red. Please note, the Software does not offer correct-spelling options.
5. Can the Writing Zone be graded via the Teacher Dashboard?

The Writing Zone can be graded in SAM. If the customer is hosted by Scholastic, then the teacher has access to SAM at home, and can grade the Writing Zone at home. The opportunity to grade the Writing Zone is not in the Teacher Dashboard.

6. How is writing assessed in Next Generation?

Writing is assessed in Next Generation with the SAM Student Digital Portfolio (SDP). The SDP collects students' open-ended and written responses, Writing Zone writing, and fluency recordings from READ 180 Next Generation. The SDP allows teachers to quickly and easily respond to and assess their students with rubrics available at point of use.

7. How can I ensure students write every day?

READ 180 Next Generation teachers have more tools to ensure that students write every day providing students with an opportunity to respond to prompts that elicit on-demand, short responses with text-based support.

- **Do Now**: As students enter the class each day, teachers can project a writing prompt and sentence starters (from the ITS) to prepare students for whole-group instruction. These prompts and starters are designed to provide structure for students to write a response, connection, question, or reaction to the content-area or literary texts they are reading or the topics they are discussing each day.

- **React and Write**: The React and Write routine supports students in responding to a question about an rBook reading. The teacher guides students to develop their perspectives by writing a paragraph with adequate supports, appropriate sentence structure, and precise vocabulary. Teachers can use this routine during daily rBook instruction or whenever a question asks students to share their perspectives in writing.

- **During Whole-Group Wrap-up**: Teachers can project a writing prompt and sentence starters (from the ITS) that structures written reflection and oral discussion about the day’s instruction. These prompts are designed to be metacognitive and ask students to draw upon specific evidence from the texts they encountered during whole- and small-group instruction.

8. Is there a limit to how much a student can type for each response or sentence in the Writing Zone?

The software allows 4,000 characters to be input by the student. As a point of reference, a one-page, single-spaced word-processing document is about 2,500 characters.

**Structured Engagement Routines**

1. How is Oral Cloze 2 different from Oral Cloze 1?

The procedure for guiding students in Oral Cloze 1 and Oral Cloze 2 is the same. The difference is that in Oral Cloze 1, we provide the words to leave out (in blue boxes). In Oral Cloze 2, teachers are instructed to leave out different words, and guidance is provided on how to select these words.
2. **How often should I use Think-(Write)-Pair-Share?**

This is a routine to scaffold the critical thinking and writing process for students. This routine is recommended whenever instruction includes open-ended questions, which could be several times during a day.

3. **Are there new RED routines in Next Generation? What are they?**

There are three new Instructional Routines in *READ 180 Next Generation*:

- **Routine 2: Scaffolded Reading**: Scaffolded reading provides various levels of support as students read texts multiple times. The Teacher’s Edition recommends one set of routines (Oral Cloze, Modeled and Fluent Reading, Choral Reading, Partner Cloze, or Independent Reading), depending on students’ familiarity with the text and the text type.

- **Routine 8: React and Write**: React and Write is a teacher-mediated gradual release routine that supports students as they react to text through discussion and writing.

- **Routine 9: Summarize**: The Summarize routine gives teachers a consistent process to teach summarizing and provides students with clear expectations for how to write a summary and what it should include.

**Topic Software**

1. **How many topics should a student complete in a year?**

The number of topics a student will complete varies on the student and the level. There is not a number of topics students are supposed to complete. The focus, rather, is more on time-on-task (15-19 minutes per session) and Zone performance. With that said, we typically advise teachers that it should take between 1 and 3 weeks for students to complete one segment. (There are 4 segments in each topic.)

It is also important to note that we have added more content to each stage of Software so that now we have 15 topics. If students move up one level in the Software, they will be able to access all 15 topics at the new level.

2. **Does Next Generation software push students forward or allow students to choose zones as they can currently?**

*READ 180 Next Generation* student software allows students to choose their topics in Levels 2–4. As for how they spend their time in the Software, students will now be sent directly to the Reading Zone for each login. In order to progress to another Zone, they will need to answer three Quick Check questions in the Reading Zone. After completing the Reading Zone, students will be able to choose which zone to enter based on what is available to them. Students have to complete the criteria based on their level to unlock the Success Zone. The Writing Zone will only open once the student completes the Success Zone.
3. **What changes have been made to the Topic Software in Next Generation?**

The following are the biggest changes in the Topic Software:

- Reading Zone Quick Check questions went from 10 in Enterprise Edition to 15 in Next Generation.
- eReads, which are designed for independent reading, are unlocked once a new topic has been started.
- Students now have 67% more software topics to choose from. In addition to the nine existing topics (organized into People & Cultures, Science & Math, and History & Geography), READ 180 Next Generation features two new strands: Literature & the Arts and the all new Your World & Beyond, with three new topics each.

4. **How much time should students spend in each zone?**

The total amount of time spent in each zone really depends on student performance. Students should spend time in the Reading Zone, Spelling Zone, and Word Zone each day, but how long they spend in each zone depends on how quickly the student reads, how much work the student has to do in each activity based on “pretest” results, whether the student struggles with comprehension or phonics, etc. The main rule is that students should spend time in each of those three zones each day. With the Student Dashboard, it is simple for students to track (and record) their daily progress as well as for teachers to monitor that progress.

5. **How much time should a student spend in each zone now that the Writing Zone is included?**

The Writing Zone opens after students have completed the Success Zone, so it will not add/subtract time from any of the other zones. Most students should be able to complete all the work in the Writing Zone in one session.

6. **How do students access the Success Zone?**

In order to access the Success Zone, students must:

1. Answer 15 Quick Check questions in the Reading Zone
2. Complete all words in the Word Zone
3. Spell a set number of words correctly in the Spelling Zone depending on the student’s level (Level 1 = 6, Level 2 = 12, Level 3 = 18, Level 4 = 24)

7. **How long will students spend in one segment?**

It depends on whether students have the Writing Zone enabled, but the range we anticipate is 4–15 sessions per segment. Remember there are three options for enabling the Writing Zone: at the end of each segment, at the end of every other segment, or not enabled.
8. **How is the student automatically promoted?**

Students must complete the following promotion criteria over four consecutive segments:

- Reading Zone = 97% in Quick Check Questions
- Word Zone = 97% in Assessment
- Spelling Zone = 85% in Assessment
- Success Zone = 96% in Context Passages.

Teachers should still be reviewing reports to determine whether a student should be promoted. Level 1 students cannot be automatically promoted. Teachers must manually promote them.

9. **What are the five languages available for support?**

*READ 180* Next Generation offers English language learner support for the following languages:

- Cantonese
- Hmong
- Vietnamese
- Haitian Creole
- Spanish

10. **What type of language support do Spanish speakers receive?**

Students for whom Spanish is the primary language can find extra support in the *LBook* curriculum, including using Spanish cognates to teach English.

**Interactive Teaching System (ITS)**

1. **What is the ITS?**

The Interactive Teaching System (ITS) is a web-based interactive version of the *rBook Teacher’s Edition* and *Resources for Differentiated Instruction (RDI)*. The ITS includes:

- The *rBook Teacher’s Edition*
- Projectable *rBook*
- Anchor Videos that launch directly from the *rBook Teacher’s Edition* or student book
- Projectable Resources (formerly Transparencies)
- Professional Development Routines and Videos
- *Resources for Differentiated Instruction (RDI)* books 1, 2, and 3

2. **Is the ITS included with the purchase of Next Generation?**

ITS is included with *READ 180* Next Generation. ALL Next Generation customers have access to the ITS through their Dashboard ([www.read180.com/dashboard](http://www.read180.com/dashboard)) or directly through the ITS ([www.read180.com/its](http://www.read180.com/its)) as long as their SAM server is registered with SAM Connect. If a school does not convert to *READ 180* Next Generation and stays at version 2.0.x, then a Premium Product Support Plan is required for ITS.

**NOTE:** The Training Zone (TZ) requires a Premium Product Support Plan, even if a school converts to *READ 180* Next Generation.
3. Who has access to the FLEX, FLEX II, and LBook ITS?

Customers will only see the rBooks/LBook Teacher Editions that they have purchased in their ITS (e.g. if an Next Generation teacher has students enrolled in Stage B and their school has purchased an Next Generation Flex TE, then the only books the teacher will have access to on the ITS will be Next Generation Stage B and Next Generation Flex).

For READ 180 Enterprise Edition customers & System 44 customers (version 1.9 and above), access to the Enterprise Edition version of the ITS is limited to customers in buildings with a Premium Maintenance and Support Plan and a server registered to SAM Connect.

NOTE: READ 180 customers will only see the rBooks that they have purchased.

4. Can customers who upgrade to Next Generation still have access to their Enterprise Edition ITS?

The only way for a Next Generation customer to see the Enterprise Edition ITS is to have at least one Enterprise Edition license still on their server and a Premium Product Support Plan. If all the licenses have been converted to Next Generation, then the Enterprise Edition ITS will no longer be available.

Family Portal

1. How does READ 180 support parents and guardians in student learning?

The READ 180 Family Portal is a place for parents and caregivers to find information about the READ 180 classroom, learn how student progress is measured, and get tips on helping your student reader. The Portal, also available in Spanish, supports the diversity of families we serve and offers engagement tools such as videos and success stories to strengthen the home-school connection.

2. Does the Family Portal link to individual student, class, or school data?

At this time, the Family Portal is a place for parents and caregivers to find information about the READ 180 classroom, learn how student progress is measured, and to get tips on helping your student reader. It does not provide individual data.

3. Are the Anchor Videos or Topic Software videos on the Family Portal?

No, Anchor Videos and Topic Software videos are not on the Family Portal.

4. Is the ‘connect with others’ area of the Family Portal interactive?

Currently, there is a link to a Success Stories site, where teachers and community members can share successes, and a link to Facebook, where they can interact with other READ 180 community members.
Implementation

1. Which teacher components have changed from Enterprise Edition (EE) to Next Generation?

There have been some significant changes to the Teaching Materials, including the rBook Teacher’s Edition, the Resources for Differentiated Instruction, and the Placement, Assessment, and Reporting Guide.

2. The teacher bookshelf seems smaller — why?

Though the bookshelf may appear smaller, the items included in the Next Generation bookshelf have substantially increased in page count and new content.

The teacher bookshelf includes the Teacher’s Edition, RDI 1, 2, and 3, and Teaching Resources (three books).

With Next Generation, customers also receive the Teacher Dashboard with access to the Interactive Teaching System, the Web-based interactive version of the rBook and RDI books. This is now part of their bookshelf.

3. Can customers still use the Enterprise Edition rBook in Next Generation classes? How do they repurpose?

Educators may use the Enterprise Edition rBook with READ 180 Next Generation. If they choose to use the Enterprise Edition rBook with the Next Generation technology, however, they will miss out on many Next Generation features.

NOTE: If using the Enterprise Edition rBook with Next Generation Software, students will be taking the Next Generation rSkills Tests – which will be testing on skills that were not taught in the Enterprise Edition rBook.

4. How will all the added content affect pacing? Is this now a two-year program?

READ 180 Next Generation is designed to be completed in one year. However, with additional content being added to the classroom library (with new books and eReads) as well as additional topics being added to the Topic Software, students who are enrolled in READ 180 for more than one year should have enough fresh content for both years.

In the Next Generation rBook, the Workshop pacing is structured so that a teacher who implements READ 180 daily, as designed, can complete the rBook instruction in one year. Additional scaffolding and support have been added to the Whole-Group instruction and Small-Group instruction in the rBook Teacher’s Edition to provide additional guidance in best practices for direct instruction.

Schools and districts planning to enroll students for more than one year in READ 180 will benefit from using the FLEX and FLEX II rBooks.
5. Are there new RED routines in Next Generation? What are they?

There are three new Instructional Routines in READ 180 Next Generation:

- **Routine 2, Scaffolded Reading:** Scaffolded Reading provides various levels of support as students read texts multiple times. The Teacher’s Edition recommends one set of routines (Oral Cloze, Modeled and Fluent Reading, Choral Reading, Partner Cloze, or Independent Reading), depending on students’ familiarity with the text and the text type.

- **Routine 8, React and Write:** React and Write is a teacher-mediated gradual-release routine that supports students as they react to text through discussion and writing.

- **Routine 9, Summarize:** The Summarize Routine gives teachers a consistent process to teach summarizing and provides students with clear expectations for how to write a summary and what it should include.

6. Is there differentiated professional development for READ 180 teachers?

A collection of professional development strategies is embedded within all of the teacher’s materials.

With READ 180 Next Generation, teachers receive daily professional development resources. Short, targeted videos, resources, and presentations tied to the day’s instruction are available on the Teacher Dashboard and ITS, enabling teachers to engage in professional learning minutes before beginning to teach and at point-of-use.

7. What is Scholastic U? Who has access to this?

Scholastic U is the new Scholastic RED. Scholastic U (www.scholasticU.com) is a new online professional development program providing just-in-time professional development resources, 20 graduate-level courses, access to collaborative online learning communities and more. The purchase of READ 180 includes a one-year subscription to the online course Best Practices in Reading Intervention.

In districts that have purchased Scholastic U, teachers will have access to Scholastic U resources from their Teacher Dashboard Homepage. This feature will help support teachers as they teach READ 180, conveniently located on their dashboard for anytime/anywhere access, maximizing results and teacher efficacy.

8. What is the Training Zone?

The Training Zone (TZ) is an online destination that provides anytime, anywhere access to a variety of resources that support the implementation of READ 180, System 44, and other Scholastic technology programs. Unlimited access to all TZ resources is available free to customers with an active Premium Support Plan, Scholastic Hosting Services, or Expert 21. Resources include classroom videos, interactive tutorials, and downloadable classroom resources for teachers and leaders, as well as live online webinar trainings and exclusive online author events.
9. How does READ 180 Next Generation provide accommodations for various special needs (e.g., visual and hearing impairments, low IQ, Down syndrome, autism)?

READ 180 Next Generation offers the same accommodations as READ 180 Enterprise Edition.

READ 180 addresses all 12 Section 508 accessibility requirements through direct program accessibility features in the software, including keyboard shortcuts, mouse-over and voice-over features, closed captioning, and alternate color scheme. It also makes an effort to be compatible with third-party assistive devices and alternative input devices. READ 180 Next Generation was developed with the intent to give students with visual, hearing, and/or physical disability access to the same mainstream learning materials that non-impaired students use.
Technology, Data, SAM, and Deployment

1. Can Next Generation and Enterprise Edition work in the same school?

Yes. READ 180 Enterprise Edition 2.0.x and Next Generation will both run on SAM version 2.0.x. Both can be installed on the same server and run from the same version of SAM version 2.0.x, but Enterprise Edition 2.0.x and Next Generation have separate reports. When enrolling students and/or running reports, READ 180 Enterprise Edition 2.0.x and READ 180 Next Generation will show as two separate programs.

2. If READ 180 version 2.0.x Enterprise Edition and Next Generation are browser-based, can users access SAM from home?

Unless customers are using Scholastic Hosting Services, both SAM and the program software are installed on a school or district server. This means they are usually behind a district firewall and not accessible at home.

3. What if firewalls won’t let the district register servers?

If firewalls won’t let the district register servers, please contact your Field Tech Manager, as sometimes there are firewall workarounds. Servers must be registered to SAM Connect in order to update Dashboards and pull passwords for ITS, eReads, Dashboards, and the Training Zone authentications.

4. How many reports does Next Generation offer?

New rSkills Tests reports were added in support of the new function of the tests—administered after each Workshop and used to group students at End-of-Workshop CheckPoints. These new reports provide at-a-glance overviews of class/group performance on each test.

Reports with similar data are combined to help streamline the analysis process. For example, the SRI Student Progress Report and the SRI Student Yearly Progress Report each provide the same data—one as a chart and one as a graph. This report is now a two-page report with the graph on the first page and the chart on the second page.

See the chart below for specific report information:

<table>
<thead>
<tr>
<th>Software Component</th>
<th>New Next Generation Reports</th>
<th>Combined Reports</th>
<th>Retired Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 180</td>
<td>• READ 180 Comprehension Skills Grouping</td>
<td></td>
<td>• READ 180 Content-Area Grouping</td>
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<td>• READ 180 Level Promotion Acknowledgment</td>
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<td>• READ 180 Student High-Frequency Word</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• READ 180 Target Software Usage</td>
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</tbody>
</table>
5. What kind of compatibility does Next Generation have with Enterprise Edition in terms of workstations, servers, and configurations?

• **Hardware And Infrastructure**: As a general guideline, it’s likely that many customers will be able to run READ 180 Next Generation on their current workstations and be able to utilize their current servers to host the application and the media. The main change is that all workstations and servers will have to have a recent version of the browser they are using (IE, Safari, or Firefox) as well as Flash 10.1 or higher. We no longer support Mac PowerPCs.

• **Software Compatibility**: It is possible to have a mix of READ 180 Enterprise Edition and READ 180 Next Generation implemented within the same school and/or district. Once the district upgrades to SAM version 2.0.x, both editions of READ 180 (Next Generation and Enterprise Edition version 2.0.x) can be installed and run from the same SAM server. Both versions will roll up to SAM and appear as distinct products.

• **Data Migration**: The READ 180 data model (both Enterprise Edition version 2.0.x and Next Generation) was significantly re-architected to improve data integrity and performance. The SAM version 2.0.x installer will carry over critical READ 180 Enterprise Edition data, including:
  - Topics completed
  - Segments completed
  - Current level
  - Product controls (508 Compliance)
  - A database backup

**NOTE**: With READ 180, this information moves forward (from Enterprise Edition to Next Generation), but NOT backward (from Next Generation to EE). When schools move students around, the students must move forward, not backward. Teachers/administrators who move from READ 180 Enterprise Edition to Next Generation will NOT be able to run multi-year reports on READ 180 students. ONLY READ 180 and rSkills Next Generation are affected. All other products (e.g., SRI, SRC!) will update and continue to report as before.

Customers can upgrade to READ 180 version 2.0.x (Enterprise Edition version 2.0.x or Next Generation) from any Enterprise Edition version 1.9 or higher. Version 1.9 was sent to all existing customers, not just those with product support plans. Customers running a very old version of Enterprise Edition can do a clean install or contact the help desk for the version 1.9 update.
6. **Will student data migrate from Enterprise Edition to Next Generation?**

Yes, data will migrate, but not every piece. The data that matter most to customers will migrate.

The SAM version 2.0.x installer will carry over critical READ 180 Enterprise Edition data including:

- Topics completed
- Segments completed
- Current level
- Product controls (508 compliance)
- A backup of the database

Please note that when upgrading other products (e.g., FASTT Math or SRI) to version 2.0.x, all data upgrades automatically. Only READ 180 and rSkills transfer a subset of data to version 2.0.x, due to the new and improved data model.

7. **Does Scholastic support netbooks or thin clients such as NComputing?**

No, Scholastic does not support netbooks or NComputing. We recommend customers follow our System Requirements and Technical Overview for workstations for optimal student experience.

8. **Can you clarify how districts will work if they have some sites still on Enterprise Edition and others on Next Generation?**

READ 180 Enterprise Edition and Next Generation will all run on SAM version 2.0.x. Both can be installed on the same server and run from the same version of SAM version 2.0.x; however, Enterprise Edition and Next Generation will have their own separate reports. When enrolling students and/or running reports, READ 180 Enterprise Edition and READ 180 Next Generation will appear as separate programs.

9. **Since students access READ 180 via a browser, does that mean customers using Scholastic Hosting Services can access the READ 180 student application from home?**

Access outside of class is possible but not recommended for instructional reasons. To prevent students from accessing any applications from home, SAM version 2.0.x includes new product controls that allow a teacher to prohibit students from being able to login to individual Scholastic applications (such as SRI) except when in school.
10. I would like some further explanation on browser-based vs. We-based servers and how the deployment model affects access to the new content.

All Enterprise Edition version 2.0.x and Next Generation programs are browser-based. Locally installable clients will no longer be available for any Enterprise Edition product.

• **Browser-Based Program:** A program that launches in a browser. Scholastic browser-based programs do not require client software on workstations; students and teachers access programs from the server through the browser. Schools and districts still purchase perpetual licenses (licenses without an expiration date) of *READ 180* Enterprise Edition or Next Generation and may run them using local deployments or Scholastic Hosting Services.

• **Local Installation:** The instance where the server computer housing SAM and the program software are located at the district or school. Workstations connect with the local server over a local or wide-area network.

• **Hosted Deployment:** A Scholastic data center houses the program’s server software. District/school workstations use a connection secured by SSL to connect to the hosted server, so there are no school or district servers to purchase or maintain. Media is hosted in a separate area of the data center, and accessed through the SSL connection using a Scholastic Media Accelerator (see the [Scholastic Technical Implementation Guide](#) on the [Product Support website](#) for more information on the Scholastic Media Accelerator). Districts or schools purchase perpetual licenses to use the software and pay an annual fee for Scholastic Hosting Services.

11. Can customers choose to upgrade only licenses in use and leave others on the old version? Will they lose the use of older version licenses? Will the old version be available, and if so, for how long?

If customers upgrade their licenses, they are swapping each Enterprise Edition license for one Next Generation license. They will not lose a license, only upgrade it.

It is possible to run mixed implementations of Enterprise Edition and Next Generation; however, only **Next Generation data will appear on the Next Generation Dashboards**.

*READ 180* 1.6 is at end-of-life and will not be supported past May 2012. *READ 180* Enterprise Edition customers can still expect support but no new functionality for the foreseeable future (through at least 2014).

12. What if a teacher accidentally enrolls a student in both *READ 180* Enterprise Edition and *READ 180* Next Generation?

The current Next Generation enrollment plan is that a student will be unenrolled from Enterprise Edition upon enrollment into Next Generation. Users can go back and enroll a student in Enterprise Edition in order to run reports for Enterprise Edition usage or to go back to use that program. Dual enrollment in both Enterprise Edition and Next Generation is not blocked, but it is **strongly discouraged**.

13. Are Next Generation Audiobooks available as MP3s?

As MP3 publishing rights are obtained, MP3 files will be added to SAM Resources. Those files can be downloaded by searching for MP3A, MP3B, or MP3C.
System Requirements

For complete and up-to-date system requirements, please visit the READ 180 Product Support Site at www.scholastic.com/read180ng/productsupport or contact Scholastic Technical Services at 1-800-283-5974.