READ 180
Next Generation
Software Manual
including eReads

For use with READ 180 Next Generation version 2.0.2 or later
and SAM v2.0.2 or later

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READ 180 Next Generation Overview

READ 180 Next Generation is a comprehensive reading intervention program designed for students who are reading below grade-level. The program uses adaptive software, motivating readings, and scientifically based research in reading instruction to help students become confident, successful readers. The READ 180 Next Generation software collects data based on individual responses in comprehension, vocabulary, fluency, word recognition, and spelling; it also adjusts instruction to meet student needs.

Students also use rSkills Tests Next Generation as part of the READ 180 Next Generation suite. rSkills Tests Next Generation provides curriculum-based assessment through periodic computer-based tests that are aligned with the READ 180 Next Generation rBook®. Students take these tests to assess their mastery of rBook skills after every Workshop. For information on using rSkills Tests Next Generation, see the rSkills Tests Next Generation Software Manual. For information on rSkills Tests Next Generation settings and reports in SAM, see SAM Settings and Reports for rSkills Tests Next Generation.

The READ 180 Next Generation Suite also includes Scholastic Reading Inventory (SRI) and Scholastic Reading Counts! (SRC!). SRI is an assessment and progress-monitoring test that determines students’ reading levels based on the Lexile Framework® for Reading. SRI places students in the READ 180 Next Generation Topic Software at the appropriate level, helps match students to appropriate books for independent reading, and monitors reading growth throughout the year. SRC! is a motivational program that uses computer-based quizzes to assess reading comprehension.

For information on using SRI, see the Scholastic Reading Inventory Software Manual. For information on SRI settings and reports in SAM, see SAM Settings and Reports for Scholastic Reading Inventory.

For information on using SRC!, see the Scholastic Reading Counts! Software Manual. For information on SRC! settings and reports in SAM, see SAM Settings and Reports for Scholastic Reading Counts!
Logging In

Student Access Screen

Students are enrolled in the READ 180 Next Generation software through Scholastic Achievement Manager (SAM). See Enrolling and Managing Students In Scholastic Achievement Manager for detailed instructions on enrolling students.

Once students are enrolled in READ 180 Next Generation, they may log in to the program through the Student Access Screen on the student workstation. To open the Student Access Screen, open the workstation’s browser program and use the Student Access Screen bookmark (see the READ 180 Next Generation Installation Guide for help with bookmarking the Student Access Screen).

The Student Access Screen displays icons for all Scholastic programs installed on the server.

To open the READ 180 Next Generation Login Screen, click the READ 180 Next Generation icon to open the access screen for the READ 180 Next Generation Suite.
Click the READ 180 Next Generation icon to go to the Login Screen.

**Microphone Test Screen**

After clicking the READ 180 Next Generation icon, students first see the Microphone Test Screen. Ty, the program’s host, asks students to test the microphones at their workstations by saying their names. If the program does not hear students speak, Ty asks them to try again; if the microphone continues to not work correctly, Ty instructs students to inform their teacher.
Login Screen

At the Login Screen, Ty asks students to enter their usernames and passwords from their SAM profiles (see Enrolling and Managing Students In Scholastic Achievement Manager). Once they have tested their microphones and entered their usernames and passwords, they click Go On to begin READ 180 Next Generation.

From any screen, students who need help with this process may click Help, and students may exit the program by clicking Quit.

When students click Quit, they see a confirmation screen and Ty asks if they are sure they want to leave the software. Students may click No to return to the program, or click Yes to confirm that they want to leave READ 180 Next Generation. Their work to that point will be saved.
The Student Dashboard

Once students are logged in to READ 180 Next Generation, they go directly to the Student Dashboard. The Student Dashboard monitors and displays students’ progress through READ 180 Next Generation. Upon login, students have 45 seconds to view the Student Dashboard before moving to the Zone Menu (page 15). The dial icon at the top of the screen displays the time remaining to students to view the Student Dashboard. Students have additional time with their Dashboard after completing segments and Topics.

Click different tabs on the Student Dashboard to view achievements.

Home Tab

The Home tab displays information on students’ work in READ 180 Next Generation:

- **My Current Segment** shows student progress on the activities in their current READ 180 Next Generation segment. Each software Topic consists of four segments. Students may click the arrow icons to view their work in other zones.

- **The News Feed** is a dynamic feature that displays student milestones as they achieve them in READ 180 Next Generation.

- **My Progress** tracks time spent in READ 180 Next Generation and the total words read over the last five sessions.

Students may click **Go On** to move to the Zone Menu or on another tab to look at other program data.
My Topics Tab

The My Topics tab shows students their individual progress through READ 180 Next Generation segments and Topics.

Students may navigate through the My Topics tab by clicking the arrow icons on the left or right.

Topics and segments not yet started appear grayed out, finished Topics and segments appear in color. The current segment is outlined in yellow.
Students may click finished segments to see their statistics on that segment. Click **OK** to close the Segment Detail Screen.

When students finish a segment, they may return to the My Topics tab so they can view the statistics for the segment.

Students may click **Go On** to move to the Zone Menu or on another tab to look at other program data.
My Reads Tab

Click **My Reads** to open the My Reads tab. The My Reads tab tracks students’ individual progress through **READ 180 Next Generation** paperbacks, audiobooks, and eReads (page 58).

To navigate the My Reads tab, click the arrows on the far left and right of the screen to scroll through **READ 180 Next Generation** paperbacks and audiobooks. When students have passed an SRC! quiz for a book, the book appears in full color with the quiz score and rating. The remaining books in the stage are grayed out. eReads for finished Topics and segments are in color, and eReads for Topics not yet started are grayed out. eReads that correspond to the current segment are outlined in yellow. Students may switch between viewing their books and eReads by clicking either the **View my Books** or **View my eReads** buttons.
Clicking a paperback, audiobook, or eReads collection reveals information about that selection. (See page 58 for more information on eReads.)

Students may click Go On to move to the Zone Menu or on another tab to look at other program data.
My Reports Tab

Click My Reports to open the My Reports tab. The My Reports tab displays data in five bar graphs: Average Session Time, Total Words Read, rSkills Progress Report, READ 180 Next Generation Vocabulary and Comprehension Score, and SRC! Progress Reports. Each report is updated once a student completes a segment, an SRC! quiz, or an rSkills test.

Click the arrows to the left and right of the screen to scroll through different reports. Students may click Go On to move to the Zone Menu or on another tab to look at other program data.
My Personal Best Tab

The My Personal Best tab tracks students’ best efforts in READ 180 Next Generation activities as well as current work on Quick Checks and challenges.

The My Personal Best tab has three different sections:

- **Streaks** displays the current and best streaks of consecutive correct answers on the vocabulary and comprehension Quick Check questions in the Reading Zone, the Speed Challenge in the Word Zone, and the Spelling Challenge in the Spelling Zone. Streaks accumulate across stages, segments, topics, and levels.

- **High Scores** shows students’ highest scores on vocabulary and comprehension Quick Check questions from the Reading Zone (for a single segment), rSkills tests, and Scholastic Reading Counts! (SRC!) quizzes.

- **Trophies** displays trophies students earn after reaching certain milestones:
  - **Lexile Gain**: Students receive a Lexile Gain trophy when their Lexile measure reaches certain levels, as measured in Scholastic Reading Inventory (SRI), from the measure recorded when they started READ 180 Next Generation.
  - **Word Club**: Students receive a Word Club trophy when their Words Read score reaches certain levels. Words Read scores combine the number of words read in software Topics and the word count for books for which students have passed an SRC! quiz. Students may click the Word Club trophy icon to see how many words away they are from receiving their next Word Club trophy.
- **Segments**: Students receive a Segment trophy after completing a certain number of segments. Students may click the Segments trophy icon to see how many segments away they are from receiving their next Segment trophy.

- **Sessions**: Students receive a Sessions trophy after completing a certain number of sessions. Students may click the Sessions trophy icon to see how many sessions they have to complete to receive their next Sessions trophy.

- **Books**: Students receive a Books trophy when their book count (as measured by passing the SRC! quiz for the book) reaches certain levels. Students may click the Books trophy icon to see how many books away they are from receiving their next Books trophy.

- **Perfect Score**: Students who score a 100% on all Quick Check questions for a segment or 100% on an SRC! quiz receive the Perfect Score trophy. Students may click the Perfect Score trophy icon to see how many perfect scores away they are from receiving their next trophy.

Trophy announcements are also called out in the students’ News Feed. Records of trophies won are kept on students’ My Personal Best tabs.
The Zone Menu

Topic Choices

Once students have logged in to READ 180 Next Generation and reviewed their Dashboard, they move to the Topic Choice Screen. The program host, Ty, leads students through the steps of selecting a Topic.

Click a Topic icon to choose it, or scroll through the available Topics by clicking the arrow icon. The four segments that comprise the Topic appear to the right. Ty reads the Topic and segment titles, and a brief description of the Topics and segments, to help students make a choice. When students pick the Topic they want, they see a confirmation box.

Click OK from the Confirmation Screen to move to the Zone Menu to begin the segment’s activities.

Level 1 students must start with Topic 1, Segment 1 (unless their teacher has manually skipped them out of that topic in SAM) and they must proceed through the program sequentially.

Students in Levels 2–4 may start with any topic they want. Once they have completed all the segments for that topic, they may proceed to another topic in any order.

Students that have already started a topic, or are at reading level 1, do not see this screen.
The Zone Menu is the home screen for READ 180 Next Generation. Students use the Zone Menu to navigate through the different activity zones. The five activity zones are the Reading Zone, the Word Zone, the Spelling Zone, the Success Zone, and the Writing Zone.

After choosing their Topic, students move to the Zone Menu, where Ty introduces and explains the READ 180 Next Generation zones.
Ty first introduces the Reading Zone, Word Zone, and Spelling Zone. Students starting a new segment must start with the Reading Zone. That zone button flashes when students first start their work.

When students log out and log back in while still working on a segment, one zone button will flash to lead students to where they should continue their work. This ensures that students' skill development follows a logical progression.

Students returning to the Zone Menu during the same session may choose to work in the Reading Zone, Word Zone, or Spelling Zone. Ty suggests which zone to work in based on students' recent work.
The Success Zone and Writing Zone buttons appear when these zones become available to students.

Students have access to the Success Zone after completing the following:

- Correctly answering all 15 Quick Check questions in the Reading Zone;
- Mastery of all Study Words in the Word and Spelling Zones.

Students may check where they stand in relation to these goals on the Home tab of the Student Dashboard.

Depending on the READ 180 Next Generation Program Settings in SAM, students may access the Writing Zone after their work in the Success Zone. For more information on Program Settings, see SAM Settings and Reports for READ 180 Next Generation.

Students may exit READ 180 Next Generation at any time by clicking Quit in the lower right corner of the Zone Menu. They may return to the Zone Menu from any of the zones by clicking Zone Menu in the lower right corner of the screen. READ 180 Next Generation saves their work automatically.

**Teacher Tip**

The default setting for the Writing Zone is for it to appear every other segment. This may be changed in the Program Settings in SAM.
The Reading Zone

In the Reading Zone, students build reading comprehension skills by watching Anchor Videos, reading related passages, and answering Quick Check questions.

Each READ 180 Next Generation Topic has four segments and each segment begins with an Anchor Video. Corresponding passages are written to the students’ reading levels (Levels 1–3 in Stage A; Levels 1–4 in Stages B and C). After reading the passage, students respond to questions about what they have seen and read.

Video

Upon entering the Reading Zone, Ty introduces a 90- to 120-second Anchor Video for students to watch. The Video builds background knowledge about information covered in the text passage.

Students may pause the Video by clicking the Pause button or the space bar on the workstation. Clicking Play or the space bar a second time resumes the Video. Students may click Zone Menu to return to the Zone Menu or Help to get help with what to do next.

If English language learner (ELL) support is turned on in the Program Settings in SAM, students who need extra help may hear previews in any language READ 180 Next Generation supports: Spanish, Cantonese, Haitian Creole, Hmong, or Vietnamese by clicking the language (Español, above) button.
Reading Passage

The Reading Passage activity provides students with supported reading practice as they read a passage about the topic in the Video.

Students have support to help them read the passage. They may click:

- **Word** to have the Passage read to them word by word;
- **Phrase** to have the Passage read to them phrase by phrase;
- **Practice** to read the Passage as highlighted;
- **Record** to have the program record their reading of the Passage;
- **Pause** to take a break from their reading and recording;
- **Video** to see the Video played again.

Students may also drag the box between the walking and running icons to make the narrator read slower or faster.

*READ 180* Next Generation monitors the amount of time students spend on the passage and the volume of the recording to ensure that students read the passage aloud. If students do not read the entire passage, Ty prompts them to go back and read it in its entirety. When students are finished recording their reading, they must assess their work. Ty prompts students to click **Self Check** to listen to their own recording and assess their reading accuracy by clicking mispronounced words.
After a recording is played back, the Reading Passage report on the recording appears. Click **OK** to close the report and go back to the passage.
Word Window

Double-clicking any word in the Reading Passage opens a Word Window. Click the buttons to:

- **Word**: Hear the word;
- **Spell**: See and hear the word segmented and hear the parts pronounced;
- **Tip**: See and hear a decoding tip for a word;
- **Spell**: See and hear the word spelled out;
- **Meaning**: Hear a definition of the word;
- **OK**: Close the window.

If the Pronunciation Tip in ELL support is enabled in SAM, the **Español** button appears for Spanish-speaking students. Students may click the **Español** button to hear tips for pronouncing English words.

Power Words are key vocabulary words in the Reading Passage. Power Words are highlighted for students who have not yet been to the Word Zone. Students may click once on a Power Word to hear it pronounced and hear a definition. Students may also click other words in the passage to hear a pronunciation only. Power Words may also translate into the five languages that **READ 180 Next Generation** supports if ELL support is turned on.

Study Words are also highlighted. Students who have been to the Word Zone during their current segment will see Study Words highlighted in the passage instead of Power Words. Study Words are different for each student; **READ 180 Next Generation** selects the words based on students’ performance in the Word Zone. Study Words are collected in the Word Assessment activity.

When they are finished with the Reading Passage activity, students click **Go On** to begin the Quick Check activity.
Quick Check

The Quick Check activity provides an opportunity for students to think about what they have read and to practice comprehension and vocabulary skills. The activity consists of ten comprehension and five vocabulary questions. Students receive three questions each time they visit the Reading Zone.

Students who have read and recorded the Reading Passage move to Quick Check to complete questions based on the passage. Each question has four possible responses. Students click the button next to their choice and then click Done.

Ty provides immediate feedback to students. If the response is correct, Ty tells them; if the response is incorrect, Ty prompts them to try again and gives skill-specific hints to help students understand the error and find the correct response. However, only the first attempt is recorded as correct on reports. After students have selected the correct response, they may click Go On to proceed to the next question.

Quick Check presents questions in each Reading Zone session until students finish all questions. Students must log in to the Reading Zone multiple times to complete all Quick Check questions for a segment.

Even though students who respond to three Quick Check questions may return to the passage, they are not presented with additional Quick Check questions until their next session. After responding to three questions correctly, students may click Go On to see the Quick Check Progress Report.
Quick Check Progress Report

The Quick Check Progress Report appears after students answer their Quick Check questions. This report gives students information about their performance on the questions, details on the skills in which they are doing well, and details on skills in which they need more work.

Students click Go On to advance to the Reading Zone Progress Report.
Reading Zone Progress Report

The Reading Zone Progress Report displays the total number of words the student has read in the Reading Zone across their sessions. Students may view this report to learn about their overall progress in the zone. Students see this report at the end of each session in the Reading Zone. Click OK to return to the Zone Menu.
The Word Zone

The Word Zone provides students with activities that build word recognition and fluency. Students work with words from the Reading Zone passage in the Word Assessment activity, then move on to a study cycle of four activities. Students receive extra support and instruction for missed words or words they were slow to recognize. The Review activity also provides additional practice in word recognition.

Transition

When students click OK from the Reading Zone Progress Report or log back in after completing the Reading Zone, they return to the Zone Menu.

When students return to the Zone Menu, Ty directs them where to go next based on their work so far in the segment. Some zones may be grayed out. Other times, depending on student work, all three zones will be available.
Word Assessment

Students who enter the Word Zone for the first time in a segment go to the Word Assessment. Word Assessment is designed to identify which words from the Assessment List students know and which words they need to study.

Students work with ten Assessment Words from their reading passages. In each assessment, students hear a word pronounced and see that word in a list with five distractor words. Students must correctly identify the word by clicking it. If students miss or are slow identifying the word in two out of three trials, it becomes one of their Study Words.

During a Word Assessment, students may click the Sentence button to hear the word in a sentence, the Word button to hear the word repeated, or the Pause button if they need to temporarily stop the Assessment. If students pause the Assessment, the program reshuffles the words when they resume their work.
After completing the Word Assessment activity, students see their results. Ty summarizes their results and gives instructions on what to do next. The report displays students' words in three columns:

- **Correct** shows words students identified correctly in the preceding trials.
- **Slow** shows words students were slow to identify in the preceding trials.
- **Missed** shows words students missed in the preceding trials.

Students may click the headings of the Correct, Slow, or Missed columns to have Ty explain how the assessment was scored. When finished with the results, click Go On to move to the Word Clinic activity.

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**Teacher Tip**

Run the Student Word Zone Report to see students' Study Words, taken from the Slow and Missed lists. Help students master these words by giving them additional practice assignments based on the list.
Word Clinic

In Word Clinic, students read and record their Study Words, working with up to five Study Words at a time. They use their recordings in the following activity, Word Match.

Students see their Study Words in a list. The pronouncer highlights and pronounces each word and gives students a decoding tip. After students hear the tip, they record the word.

Click **Record** to record the word. The recording gauge appears, along with a timer. When students are finished recording, a speaker icon appears next to the word. Students then repeat these steps for each word on the list.

When all the words on the list are recorded, click the speaker icon to hear the recording, the word to hear the tip again, or click **Go On** to proceed to the next activity.
In Word Match, students match their own recordings to the Study Words. When they first enter the activity, students see speaker icons labeled with their Study Words. They may click any speaker icon to hear their Word Clinic recording or double-click a word to hear the program’s recording of the word parts.

When ready, students click the **Mix Up** button. The program separates each word from its speaker icon and scrambles them on the other side of the screen. Students then click and drag the speaker icon to match it with the appropriate word. Once students click **Mix Up**, they can no longer double-click a word to hear its word parts. However, they will still be able to see the word highlighted.

When students have matched every word and recording, they click **Done** to hear Ty tell them how they did. Students must match every word to its correct recording on the first attempt to successfully complete the Word Match. When students match all the words, they may click **Go On** to go to the next activity.
Self Check

In Self Check, students practice reading words aloud by making recordings of their Study Words and Review Words and comparing their recordings to the program’s recording of the same word. Review Words are words students mastered during previous segments in the Word Zone.

In each Self Check round, students read and record ten words—five Study Words and five Review Words. As students progress to the next round, Self Check decreases the amount of time students have to record each word.

Each Self Check round consists of the following steps:

1. The program displays a word onscreen.
2. Students record themselves pronouncing the word.
3. The program plays both their recording and the program’s recording of the word.
4. After comparing both recorded words, students may click Thumbs Up to keep their recording or click Thumbs Down to return to Step 1 and rerecord the word.

The steps repeat for all ten words in each round. Students complete three rounds in the Self Check for a total of 30 words per segment. After students click Thumbs Up for the last word, they may click Go On to move to the next round. When students complete the activity, the Self Check Study Words Report is displayed, showing students’ progress.
Speed Challenge

The Speed Challenge activity builds students’ word recognition and fluency with timed independent practice in identifying Study Words and Review Words.

Speed Challenge is similar to Word Assessment with a shorter response time. Students hear a word and then must click it from a list with five other distractor words.

Students get a maximum of 30 trials per visit. The Study Words and Review Words are presented in levels of increasing difficulty. These trials are designed to reinforce quick recognition of Study Words and maintenance of Review Words.

At the end of the trials, Ty provides feedback to students. Students who do not complete their work within 30 trials repeat the Speed Challenge the next time they work in the Word Zone. The program also scores students’ accuracy on Review Words. Students who identify less than 80 percent of their Review Words correctly proceed to the Review activity.
Word Zone Progress Report

Students may view the Word Zone Progress Report to see their overall progress in the Word Zone. The report appears at the end of each Word Zone session.

Students view the number of words mastered in the Word Zone, displayed by session and as a total. Students click OK to close the Report and return to the Zone Menu.
The Spelling Zone

The Spelling Zone provides students with activities that build spelling skills. Students work with words from the reading passages in their segment. In the Study Cycle they receive extra support and instruction with words they missed, as well as guided and independent practice in spelling Study Words and Review Words. Students proofread Study Words in an activity designed to help them identify and correct misspelled words.

Word Assessment is designed to identify which words from the Assessment List students know and which words they need to study.

Students work with ten Assessment Words from their reading passages

Transition

When students click OK from the Word Zone Progress Report, they return to the Zone Menu.

Ty directs students where to go next based on their work so far in the segment. Some zones may be grayed out. Other times, depending on student work, all three zones will be available.
Spelling Assessment

Students who enter the Spelling Zone for the first time in a segment go to the Spelling Assessment. Spelling Assessment is designed to identify which words from the Assessment List students can spell and which words they need to study. Students who already have Study Words from their work in the Topic or segment go to the Spelling Clinic to work with their Study Words and then come back to the Spelling Assessment.

Students work with ten Assessment Words per round, taken directly from the reading passages in that segment.

In each round, students hear an Assessment Word pronounced and used in a sentence. They spell the word by typing it on the line with the blinking cursor and then press the Enter or Return key. Misspelled Assessment Words become students’ Study Words.

While in the Spelling Assessment, students may click Word to hear the word again, Sentence to hear the word in a sentence, or Pause to temporarily stop the activity.
When students finish the last word in a round, the program automatically scores their tests and reveals the correct spelling of each misspelled word.

Students may not do more than four Spelling Assessment rounds in any one visit to the Spelling Zone. Students may exit the Spelling Assessment when they finish a round of ten words and collect three or more Study Words, or after finishing four rounds of ten words without making three errors.

When students collect three Study Words, they advance to the Spelling Clinic. Students with fewer than three Study Words after four Assessment rounds view the Spelling Zone Report.

**Teacher Tip**

Run the Student Spelling Zone Report to see the words that each student is studying and mastering. You can use the Study Words in this report to assign additional practice to help your students.
Spelling Clinic

In the Spelling Clinic, students get immediate, customized feedback as they practice spelling their Study Words. Students work with three Study Words at a time.

In the Spelling Clinic, students:

1. See three Study Words and hear each word pronounced as it is highlighted;
2. Type the word that the program selects for them, then click Enter or Return to receive immediate feedback. If they spell the word correctly, students move on to the next Study Word; if they do not spell the word correctly, students receive corrective feedback and attempt to spell the word again;
3. Repeat Steps 1 and 2 for each Study Word on the list;
4. Click Go On to move to the next activity in the Study Cycle after they spell the third Study Word correctly.

Students may click the Word button to hear the word again or the Sentence button to hear the word in a sentence. They may click the Tip button to see and hear a decoding tip for the word, Parts button to hear the word broken down into syllables, or the Spell button to see and hear the word spelled out. The sentence, word, or parts do not appear onscreen. When students begin spelling words, the Spell and Tip buttons become inactive, and the word disappears.
The Spelling Challenge develops accuracy and fluency by providing students practice with spelling their Study Words and Review Words.

In the Spelling Challenge, students hear a word pronounced and then type their spelling of the word and click Enter or Return. If the word is spelled correctly, students move on to the next word. If the word is misspelled, students receive corrective feedback.

Students receive a maximum of 40 trials per visit. The trials are made up of Study Words and Review Words presented in increasing levels of difficulty. These reinforce fluent spelling of Study Words and promote maintenance of Review Words.

At the end of the trials, Ty gives students feedback. Students who have not mastered their Study Words and Review Words in 40 attempts are directed to this activity again during their next visit to the Spelling Zone.
Corrective feedback is specific to the following types of spelling errors:

- **Capitalization error**: for example, mr. for Mr. or Shark for shark
- **Case error**: for example, OCEAN or oCeaN for ocean
- **Extra letters**: for example, hatt for hat
- **Incorrect sequence of letters**: for example, frist for first
- **Letter substitution error**: for example, fonograph for phonograph
- **Letter omitted**: for example, cofee for coffee
- **Massive error**: either half of the word is incorrectly spelled or it is the third time that the student has incorrectly spelled that word.

Corrective feedback also addresses common confusion substitution:

- **Vowel digraph deletion**: for example, bat for beat
- **R-controlled vowel**: for example, huling for hurling
- **Consonant blend or digraph**: for example, cass for class
- **Unaccented vowel**: for example, celbration for celebration
- **Doubling**: for example, hudle for huddle
- **Vowel substitution**: for example, berd for bird
- **Consonant substitution**: for example, sity for city
- **Extra vowel digraph**: for example, awlsO for also
- **Extra final ‘e’**: for example, made for mad
- **Drop final ‘e’ base change**: for example, careing for caring.
Proofreading

Proofreading uses Study Words to help students transfer their spelling skills to writing activities.

Students see three sentences onscreen. They read each sentence carefully and click Study Words they think are misspelled. If the word is misspelled, students choose the correct spelling from a list of alternative spellings. The choice they make then appears highlighted in the sentence. If students click a word that is not a misspelled Study Word, nothing happens.

When students are satisfied with their corrections, they click Done. Ty then informs students which responses are correct and which need to be corrected again. The Done button is grayed out until students have replaced each misspelled Study Word with its correct spelling.
The Spelling Zone Progress Report will show students their overall progress in the Spelling Zone. This report appears at the end of each session in the Spelling Zone.

Students view the number of words mastered in the Spelling Zone, displayed by session and as a total. Students click OK to close the Report and return to the Zone.

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**Teacher Tip**

If students have mastered the required number of words in the Spelling Zone, the Spelling Zone button and the Success Zone button may be active at the same time. Have students notify you if this happens. Students may want or need more spelling practice before beginning the Success Zone.
The Success Zone

In the Success Zone, students review everything they have learned in the current segment.

Students access the Success Zone only after they have:

• Correctly answered 15 Quick Check questions in the Reading Zone.
• Made a self-assessment recording in the Reading Zone.
• Mastered all of their Study Words in the Word Zone.
• Mastered the minimum number of words for their level in the Spelling Zone.

The minimum number of words that students must master in the Spelling Zone depends on the student’s level:

<table>
<thead>
<tr>
<th>READ 180 Level</th>
<th>Minimum Words Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>6 words</td>
</tr>
<tr>
<td>Level 2</td>
<td>12 words</td>
</tr>
<tr>
<td>Level 3</td>
<td>18 words</td>
</tr>
<tr>
<td>Level 4</td>
<td>24 words</td>
</tr>
</tbody>
</table>

There are three activities in the Success Zone. The first two activities ask students to apply comprehension and vocabulary skills. In the third activity, students make a final recording of the Reading Zone Passage.
Discrepancy Passages

The Discrepancy Passages activity builds comprehension skills and focuses attention on main ideas and details.

Depending on their level, students read either two or three passages. In the first six Topics, Level 1 students receive only two passages: one correct and one incorrect. In all other topics and levels, the activity displays three text passages, two of which contain incorrect information. One passage is correct and the other or others contain inaccurate information. Students have to choose the passage that most closely matches the information seen in the video.

Students may click a word in the Discrepancy Passage to hear it read aloud, or double-click it to open a Word Window for that word. They may also click Video to view the Anchor Video. Clicking the arrow buttons moves the student forward or backward in the passage.

Students select the radio button for the correct passage and then click Done. If students make the correct choice, Ty congratulates them and they click Go On to move to the next passage or, if they are working on the last passage, to go to the next activity. If students make an incorrect choice, the program highlights the incorrect portion of the passage, and Ty prompts them to reread the passage and choose again.
Context Passages

The Context Passages activity provides students opportunities to build comprehension and vocabulary skills.

In this activity, students read passages that have some words omitted and then fill in the missing words by clicking on a blank and selecting the correct word from a list.

When students fill in all the blanks, they click Done and hear Ty tell them how well they performed. If one or more of the blanks are filled in with incorrect words, those answers are cleared and Ty asks students to try again. If all the blanks are filled correctly, the Go On button appears. Students may click it to move to the next passage or, if they are working on the last passage, to go to the next activity.

Most students see three Context Passages. However, students who correctly fill in all of the blanks in the first Context Passage need to do only one more passage to complete the activity. (If there are errors in the second passage they must do a third.)
Final Recording

The Final Recording activity is the culminating activity in the Success Zone. It provides students the opportunity to demonstrate their learning.

Students make a recording, perform a self-assessment, rerecord if they choose, and then save the recording so their teacher can listen to it. This activity provides students with a sense of how their reading fluency has improved.

Students click **Record** to start recording. If the passage is too long to display on one screen, a right arrow button appears allowing students to advance to the next page of the passage. The left arrow returns to the previous page of the passage. Students click **Stop** to end the recording. The recording will also stop if time runs out.

When students complete a recording, the **Self Check** button appears. Students click this button to listen to their individual recordings. As they listen they may click words they missed to highlight them (clicking them a second time removes the highlighting). Clicking **Pause** interrupts the playback without losing the highlighting. Students may also click **Stop** to stop the playback, but they will lose any highlighting. Through the Self Check students decide if they are satisfied with the recording. If they are not, they may rerecord the passage.

Students may review their success at the end of the playback in the Self-Evaluation Student Report. Once they have reviewed this report, students may click **Go On** to see their Success Zone Progress Report. Students’ final recordings are saved in the SAM Student Digital Portfolio.
Success Zone Report

Students who are going on to the Writing Zone return to the Zone Menu. These students do not see the Success Zone Report. Student access to the Writing Zone is set by teachers through SAM (the default setting is for every other segment). To set student settings to allow students to access the Writing Zone, see SAM Settings and Reports for READ 180 Next Generation.

Students whose work in the current segment finishes with the Success Zone will view the Success Zone Report at the end of their sessions in the Success Zone. The report shows students their overall progress in the READ 180 Next Generation Topic Software.

Each icon in the left box represents one complete Topic. The program fills in one of four of the circles when each segment in the Topic is completed. When students complete the final segment of a Topic, the overall Topic is complete.

Students who are not going on to the Writing Zone automatically move to the next segment in the Topic. After clicking Go On, students return to their Dashboard to view their statistics and start the new segment. (They will have extra time on their Dashboards to review their work and status.)
The Writing Zone

The Writing Zone gives students an opportunity to write, revise, and publish work independent of what they experience during Small-Group Instruction. Students write and respond to passages they have read in the READ 180 Next Generation software, and save their final work in their SAM Student Digital Portfolios for teacher feedback and assessment.

Transition

Students move to the Writing Zone after finishing work in the Success Zone. Student access to the Writing Zone is set by the teacher through SAM. Students may access the Writing Zone at the end of every segment, every other segment, or not at all, depending on the SAM setting (the default setting is every other segment). To adjust student settings to allow them to access the Writing Zone, see SAM Settings and Reports for READ 180 Next Generation.

The Writing Zone button is the only active button on the Zone Menu, since students must have finished their work in all other zones before they can enter the Writing Zone.
The Respond activity asks students to respond to a survey question. Their response to this question will help them form a topic sentence for argument writing and lead them through the write, revise, and publish steps of the Writing Zone.

Students listen to the question read aloud. Students see two possible answers and must choose one. To choose an answer, students click the button next to the choice. Students may click Passage to view the passage again, or click Video to view the Anchor Video, before making their choice. Students may click the speaker icon to hear the question read again. After choosing their answer, they click Done. Students click Go On to see the results of the survey.

As with other zones, students may click Help to get help with the program, or click Zone Menu to return to the Zone Menu. Students who move to the Zone Menu to exit the program will continue with the next step of the Respond & Write activity during their next session.
After choosing a response to the survey question, the percentage of students on the school or district server who chose each response appears on the screen.

To change the response, students click the button next to the new choice. The survey bars disappear. Until they click Done, students may click the Speaker icon to hear the question again, the Passage button to review the passage, or the Video button to review the Video. Students click Done to finalize their response. Students may change their responses as many times as they wish until they click Done, after which students move on to the next activity and their responses cannot be changed.
Write

In the Write step of the Respond & Write activity, students’ responses to the survey question appear in a box titled “My Opinion.” The title of the box then changes to “Topic Sentence,” and Ty informs students that their opinions will form the topic sentence of their writing.

Students may click the speaker icon to hear the question again, the Passage button to review the passage, or the Video button to review the Video. Students click Go On to continue with the Write activity.
After clicking Go On, two Support Sentence frames appear. Students are instructed to read each sentence starter and type in words to complete the sentence.

In the sentence frames, Support 1 asks students to provide initial support for the topic sentence and Support 2 asks students to further support it. A blinking cursor appears in the first space where students can type. Students can click in any blank to enter their writing. Use the delete key to delete any text. (Copy and paste functions are not functional in the Respond & Write activity.)

After finishing the two sentences frames, students click Go On. A Conclusion frame then appears. A blinking cursor indicates where students type their concluding sentence.

If students write more than two lines, the box expands to fit their work, and if it goes beyond the edge of the window, a scroll bar appears that allows the responses to continue. Students may type up to 200 characters per sentence frame.

Click the speaker icon to hear the question again, click the Passage button to review the passage, or the Video button to review the Video.

After writing the concluding sentence, students click Go On.
Revise

In the Revise step of the Respond & Write activity, students revise their work. Ty leads students through four steps of revising and rating their writing. These steps mirror the teacher-led revisions students do in small-group work. In each step, students are asked to evaluate their writing, make corrections, and improve their response.

In the first Self Check step, students are asked to improve the strength of their supporting reasons by adding details.

Ty encourages students to record their support sentences and listen to them as a tool to improve their writing. Students may click Record to record their writing, and then click play to hear their recording played. Students can also click the speaker icon to hear the question again, click the Passage button to review the passage, or the Video button to review the Video.

Students click Go On when they have finished the Strong Reasons step of Self Check.
In the second step of the revision process, students review their word choices. They rate their use of Precise Words in the Self Check box and click Show Me to get help from the program. Once they are satisfied with their words choices, they may click Done.

When students click Show Me, the program highlights everyday words in red. Students may click on a red word to see a list of possible replacements. Students may click the speaker icon next to the replacement word to hear it read aloud. To choose a word to replace the everyday word, they click the word they want to use. If they do not want to use a suggested word, they close the word window.
In the third revision step, students check for complete sentences. Students reread their sentences to make sure they are complete, and then rate their work. Once students are satisfied with their work, they click **Done**.

The last step in the revision process asks students to rate their spelling. Students rate their work, then click **Show Me** for help or **Done** if they are satisfied with their work. If there are spelling mistakes, the misspelled words are displayed in red. Students must make corrections on their own. (There is no spell checking feature.)

When students are finished with their revisions, they click **Go On** and move to the last step of the Respond & Write activity.
Publish

After clicking Go On, students move to the Publish step of the Respond & Write activity. Ty informs them that they are about to publish their draft, and prompts them to review the draft one final time by recording it.

Students may click Record to record work and Play to play it back after recording. Students may pause the recording by clicking Pause, or stop it by clicking Stop. In the Publish step of the activity, it is mandatory for students to make a recording of their writing, and to listen to themselves reading it. (This recording is not saved for teachers.)

Students make any final corrections by clicking in the box that holds the draft and typing in corrections. Students may click Save to save their work at any time.

Once students are satisfied with their work, they click Send to submit the final version to the SAM Student Digital Portfolio.
Topic Progress Report

After publishing their work, students view the Topic Progress Report at the end of the Writing Zone. The report shows students their overall progress in the READ 180 Next Generation Software Topics.

Each icon in the left box represents one complete Topic. The program fills in one of four circles when each segment in the Topic is completed. When students complete the final segment of a Topic, the overall Topic is complete.

When finished reviewing the progress report, students click Go On to return to the Student Dashboard to view statistics and start the new segment.
Finishing a Topic and Segment

After finishing a segment, students return to the Student Dashboard.

Students may click the My Topics tab on the Dashboard to see the just-completed segment no longer grayed out and the next segment bordered in yellow, indicating the finished and new segments. Clicking the segment opens a Segment Detail window with statistics about students' progress in the segment.

Students have extra time in the Student Dashboard when a segment or Topic is completed in order to review updated data.
eReads

eReads is a Web-based component of READ 180 Next Generation that provides an extension to the READ 180 Next Generation software topics. Each eReads selection also has a related SRC! quiz. Because eReads is Web-based, it may be accessed from any computer with an Internet connection (for example, in a classroom, library, or home). eReads also includes interactive elements such as article ratings, slide shows, and opinion polls.

Accessing eReads

Student access to eReads needs to be set through the READ 180 Next Generation Program Settings in Scholastic Achievement Manager (the default setting is off). For more information, see SAM Settings and Reports for READ 180 Next Generation.

Logging In

Students may access eReads from the READ 180 Next Generation Suite Access Screen.

Beginning at the Student Access Screen, click the READ 180 Next Generation icon to go to the READ 180 Next Generation Suite Access Screen.
Click the eReads icon to launch eReads.

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

At first login, enter the district ZIP code and select the district from the pull-down menu, then type in the username and password and click Go On.
eReads Home Screen

Once students log in, the eReads Home Screen appears. The eReads Home Screen displays titles and images showing eReads collections for each of the 15 Topics for the student’s READ 180 Next Generation stage. Students may access the eReads that corresponds to any Topic they have started in the software. (Collections for Topics that have not yet been started are locked; locked collections are indicated on the eReads Home by a grayed-out image with a padlock icon on top of it.)

Clicking the information ("i") icon in the upper right corner of any title bar opens a new window with information about the collection, including descriptions of the collection’s four eReads selections. The information window on locked collections also shows which Topic to begin to unlock the eReads collection.
**Topic Collection**

Clicking the Topic image opens the Collection Home Screen and enables access to the eReads and activities in that Collection. eReads are leveled for Topic Software Levels 1–2 and 3–4 and students are automatically taken to the appropriate level, based on their level in the Topic Software.

Each Collection includes the following features:

- **eReads Selections**: Each collection features four eReads of various genres and text types. Click a title or image to open an eRead. The four eReads rotate so that a different eRead is featured whenever the Collection Home Screen is open.
• Photo Gallery: The Photo Gallery is a slideshow of 8 photographs related to the selection topic. Click Open Slideshow to open the Gallery in a new window. Use the arrow keys to navigate through the Gallery. Click Close to return to the Collection.

• Suggestions for Further Reading: At the bottom of the Collection Home Screen are suggestions and links for further reading from the READ 180 Next Generation Library as well as related eReads from other Topic Collections.

• Links: Each Collection contains Scholastic-approved links for further reading and research related to the eRead topics.

To return to the eReads Home Screen, click Back to eReads Home. To leave eReads, click the Logout link.
**eReads Articles**

Clicking an eRead Article from the Collection Home Screen takes students to the Article Screen. The Article Screen includes the following features:

- **eReads Selection Screen**: The eReads Selection Screen shows the selection associated with the photograph from the Collection Home Screen.

- **Read Aloud Link**: Click the Read Aloud link to hear the selection read aloud. The Read Aloud link opens a window with a Play button and volume control. Students click Play to hear the selection read and use the volume slider to control the volume.

- **About the Selection**: The About box shows the selection’s word count and Lexile level.

- **Vocabulary Tips**: Academic words are highlighted in blue; content area words are highlighted in green. Click these words to view a definition window that includes audio of the word, part of speech, and definition.

- **Metacognitive Thinking Tips**: Every eReads text includes Clarify, Visualize, and/or Question tips. Click the speaker icon to hear the explanation read aloud.

To print the selection and related Glossary, click the Print link.

To return to the Collection Screen, click Back to Collection. To return to the eReads Home Screen, click eReads at the top of the screen. To leave eReads, click Logout.

**Rate It**

Select the number of stars in the Rate It box to rate the eReads selection. Click the View Results link to see how the rating stands with other users.

**Key**

The eReads vocabulary provides a visual guide to identifying each target vocabulary word as an academic or content area word.

**Glossary**

Scroll through the selection to see the Glossary, which lists the selection’s academic words and content area words along with their definitions and parts of speech.
Think Tank

The Think Tank is the eReads activity center. Think Tank activities require students to use higher-order thinking skills, reflect on what they are reading, and make personal connections to eReads selections. Activities are for motivational use only; READ 180 Next Generation does not collect data from Think Tank activities.

To access the Think Tank for a collection, click the Think Tank link on the Collection Home Screen.

Each Think Tank includes an Opinion Poll, where students respond to an opinion question based on the eReads selection. After students respond to the question, a graph appears showing how other students responded to the same question.

Each Think Tank also includes one of these activities as well:

- **Topic-Related Survey or Quiz**: Students respond to fun questions about personal interests and experiences related to the eReads selection and see results after submitting responses.
- **Rank It**: Students rank five items according to preference or opinion and then click OK to see the items in the chosen order.
- **Visual Literacy**: Students write a caption or speech bubble for a topic-related photo.
Using eReads With Scholastic Reading Counts! Quizzes

Each eReads article has a related Scholastic Reading Counts! (SRC!) quiz. To take a SRC! quiz associated with the eRead, launch SRC! and enter the title of the eRead in the SRC! Search Screen. To browse for a title, students may enter “eReads” in the Search Screen and view a list of all eReads.

eReads quizzes in SRC! may have as many as 10 questions (book-related SRC! quizzes have 30 questions). Use the SRC! Program Settings in SAM to set the number of questions on eReads quizzes in SRC! See the SAM Settings and Reports for Scholastic Reading Counts! manual for more information.

Quiz scores are reported in SAM. Students see quiz scores on the My Reads tab of the dashboard (for passed quizzes only).

Don't forget to take your SRC quiz.

There is a reminder at the bottom of the eReads selection instructing students to take the associated SRC! quiz. Quiz scores are reported in READ 180 Next Generation reports.
Technical Support

For questions or other support needs, visit the Scholastic Education Product Support website at www.scholastic.com/read180ng/productsupport.

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

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

- 1-800-283-5974 (all EE products)
- 1-800-927-0189 (other versions)

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