



*READ 180*  
Enterprise Edition  
Software Manual

For use with *READ 180* Enterprise Edition version 2.5 or later  
Student Achievement Manager version 2.5 or later

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## ***READ 180 Overview***

*READ 180* 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 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 as part of the *READ 180* Suite. rSkills Tests provide curriculum-based assessment through periodic classroom tests that are aligned with the *READ 180 rBook*® curriculum and instruction. Students take these to assess their mastery of *rBook* skills.

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

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

For information on using *Reading Counts!* in the classroom, see the ***Reading Counts! Software Manual***. For information on *Reading Counts!* settings and reports in SAM, see ***SAM Settings and Reports for Reading Counts!***



## **Student Accessibility**

*READ 180* provides accessibility features that can enable some visually impaired students to use the application. The contrast setting, for example, will help a student who has trouble reading black text on a white background.

*READ 180* requires students to view images and videos, speak into a microphone, and use a mouse. Students who have difficulty with these requirements will need assistance when using the program.

*READ 180* does not provide textual equivalence to bitmap-rendered content. Students who are dependent on a Braille or text-to-speech device will be unable to use the application. Also, though closed captions are available for the hearing-impaired, the application does not provide a description of the video, nor does it provide the closed-caption text in text format (it is only available as a display).

Browser-based accessibility features, such as screen and font magnifiers, are not tested by Houghton Mifflin Harcourt Intervention Services Group and may not be compatible with *READ 180*. Even in cases when the features may work with the program, the input focus is not set to allow students using screen magnifiers to follow the onscreen changes. Similarly, changing display settings may render the program unusable. Students needing to see larger text should use an external screen magnifier rather than changing display settings or using a feature of the browser program.

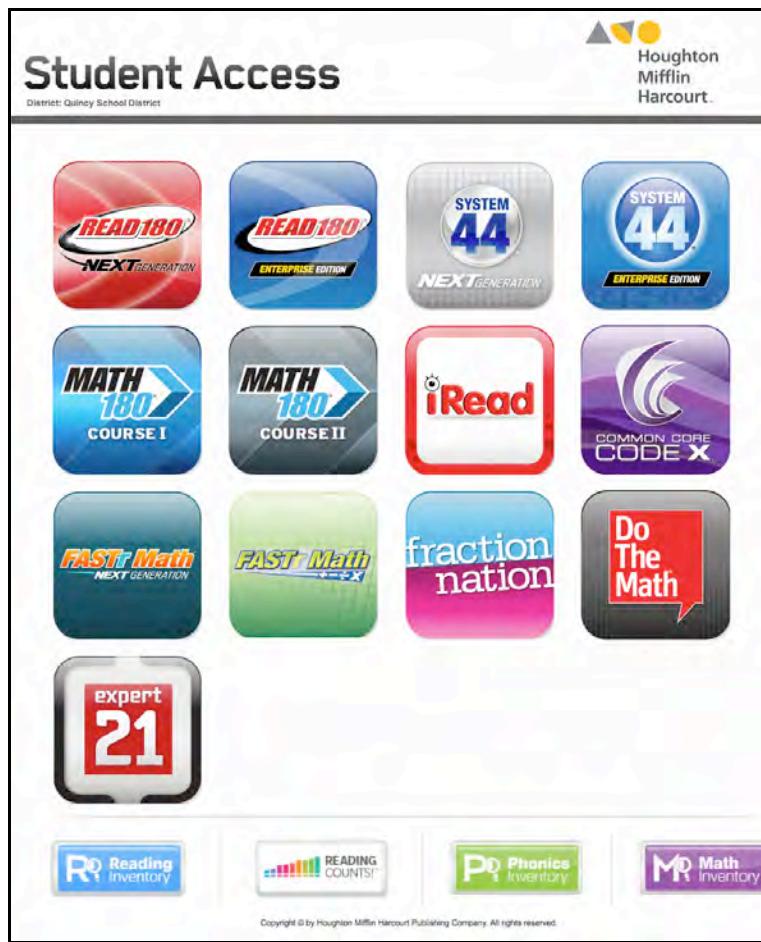
Mac OS X and Windows operating systems, as well as Internet Explorer, Firefox, and Safari browser programs, offer a range of accessibility features that may enable users with disabilities to, among other things, perform basic navigation with a keyboard instead of a mouse by using the Tab key.

## Logging In

### Student Access Screen

Students are enrolled in *READ 180* through Student Achievement Manager (SAM). See [\*\*Enrolling and Managing Students Using Student Achievement Manager\*\*](#) for detailed instructions on enrolling students.

Once students are enrolled in *READ 180*, 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 click the Student Access screen bookmark (see the [\*\*READ 180 Installation Guide\*\*](#) for help with bookmarking the Student Access screen).



The Student Access screen displays icons for all products installed on the SAM server. Click the *READ 180* Enterprise Edition icon to open the access screen for the *READ 180* Enterprise Edition Suite.



From the *READ 180* Suite Access screen (*above*), click the *READ 180* Enterprise Edition icon to go to the *READ 180* Login screen.

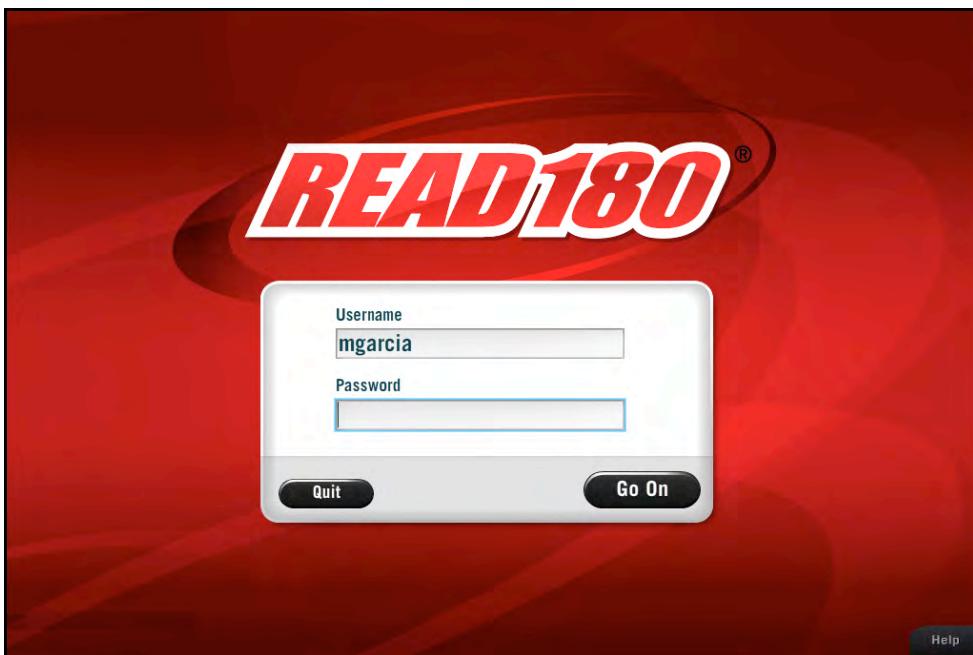
### Microphone Test Screen



After clicking the *READ 180* Enterprise Edition icon on the Suite access screen, the first screen students see is the Microphone Test screen. Ty, the program's host, asks students to test the microphones at their workstations by saying their names.



## Login Screen



At the Login screen, Ty asks students to enter their usernames and passwords from their SAM profiles (see [\*\*Enrolling and Managing Students Using Student Achievement Manager\*\*](#)). Once students have tested their microphones and entered their usernames and passwords, they click **Go On** to begin *READ 180*.

## Zone Menu



The Zone Menu is the home screen for the *READ 180* program. Students use the Zone Menu to navigate to one of the activity zones or to view their *READ 180* Progress Report or Daily Report. The activity zones are the Reading Zone, the Word Zone, and the Spelling Zone. A fourth zone, the Success Zone, is accessible after students have completed the activities in the first three zones.

The program logic of *READ 180* ensures that students move through all zones during their sessions. Depending on their program usage, some students may choose which zones to work in, while others will be directed to a particular zone. Zones are made available or unavailable so students cannot avoid working in all zones equally.



When students first log in, Ty explains the Zone Menu and directs students to which zone they should work in first. When Ty leaves the screen, the zone buttons appear. The recommended zone button flashes, and the other zone buttons are grayed out. Students who click a grayed-out button are directed by Ty to click the correct button.

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

## Topic Choices

If students log in without having a Topic started, Ty takes them through the steps of selecting a Topic to work on.

Level 1 students must start with Topic 1—unless their teacher has manually skipped them out of that topic—and they must proceed through the program sequentially. Level 1 students do not see the Topic selection screen or start on the Zone Menu.

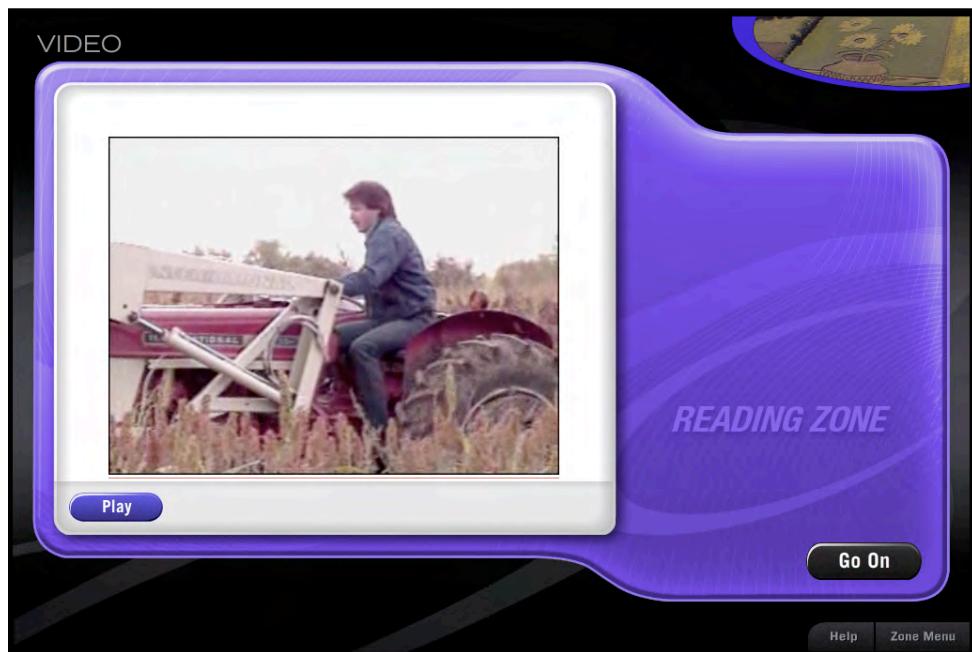
Students in Levels 2–4 may choose their Topics. Once they have completed all the segments for that topic, they may proceed to another topic in any order.

## Reading Zone

In the Reading Zone, students build reading comprehension skills by watching anchor videos and reading related passages.

Each Topic has four segments and each segment begins with an Anchor Video. The 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 answer questions about what they have seen and read.

### Anchor Video

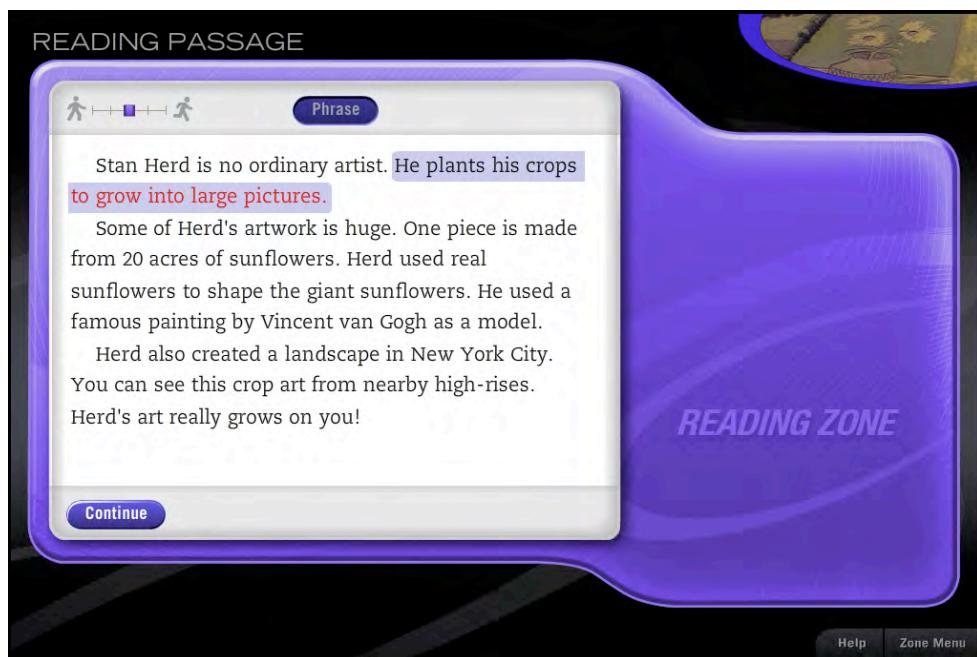


Upon entering the Reading Zone, an Anchor Video introduces students to background knowledge about information covered in the text passage.

Students may pause the video by clicking the Pause button, clicking inside the video frame, or pressing the Space Bar. Clicking Play or pressing the Space Bar a second time restarts 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 support is turned on in SAM, students who need extra help may click the **Language** button to hear an audio preview in one of the other languages *READ 180* supports: Spanish, Haitian Creole, Cantonese, Vietnamese, and Hmong.

## Reading Passage



The Reading Passage activity provides students with supported reading practice as they read a passage about the subject matter in the video.

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

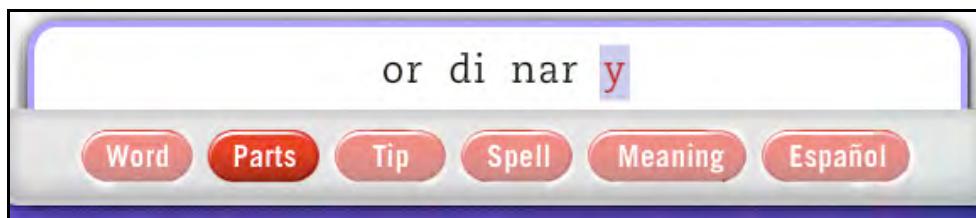
- **Continue** to continue to the next page of the passage
- **Word** to have the passage read to them word by word
- **Phrase** to have the passage read to them phrase by phrase
- **Practice** to read the passage as highlighted
- **Record** to have the program record their reading of the passage
- **Pause** 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* monitors the amount of time spent 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 they are finished, students may click **Go On** to begin the Quick Check activity.



## Word Window



Double-clicking any word in the Reading Passage opens a Word Window, which includes these buttons:

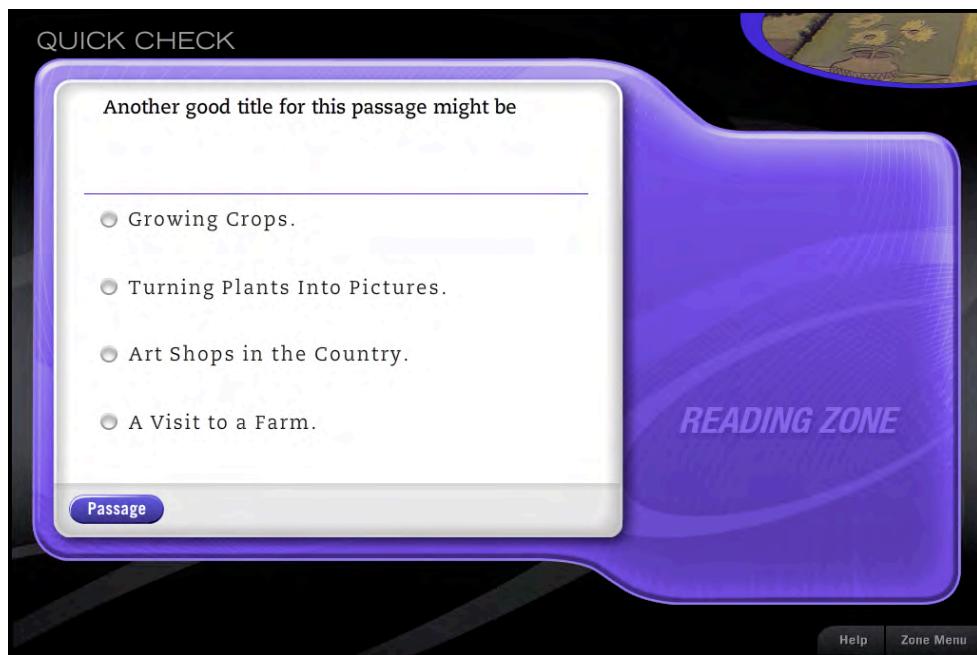
- **Word:** Click to hear the word
- **Parts:** Click to see and hear the word pronounced in parts
- **Tip:** Click to see and hear a decoding tip for a word
- **Spell:** Click to see and hear the word spelled out
- **Meaning:** Click to hear a definition of the word
- **OK:** Click to close the window

If the Pronunciation Tip in English language learner support is selected 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 click twice on a Power word to open the Word Window. Students may also click other words in the passage to hear a pronunciation only. Power Words are also translated into the five languages that *READ 180* supports.

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

## Quick Check



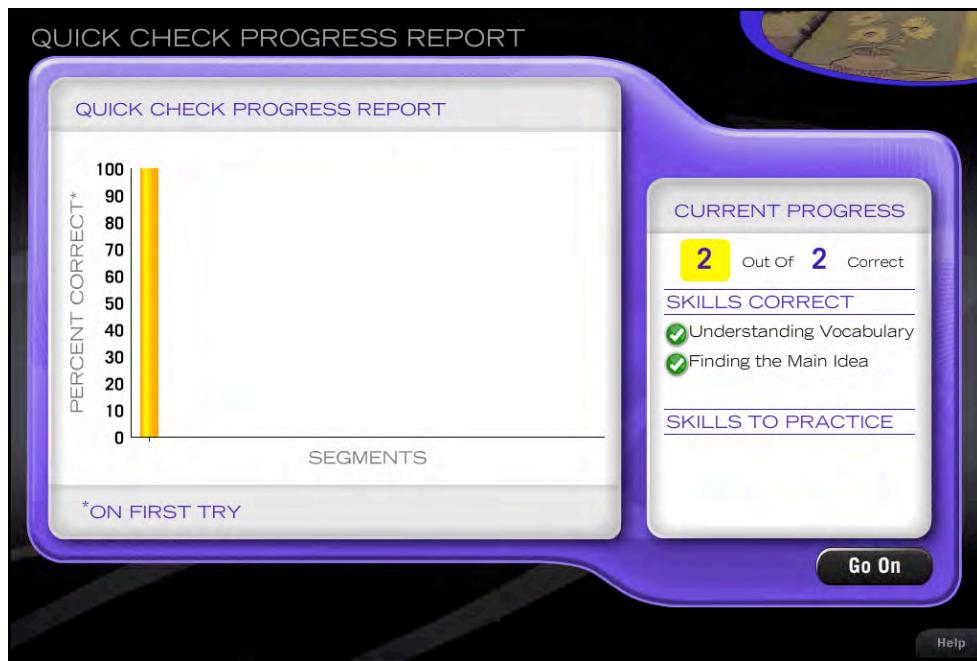
The Quick Check activity provides an opportunity for students to think about what they have read and to practice comprehension and vocabulary skills. The activity consists of five pairs of comprehension and vocabulary questions. Students receive a pair of questions, one vocabulary and one comprehension,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

Each question has four possible answers. Students click the radio button next to their answer choice and click **Done**.

Ty provides immediate feedback to students. If the answer is correct, Ty tells them; if the answer is incorrect, Ty prompts them to try again and gives skill-specific hints to help students understand the error and find the correct answer. Only the first try is recorded as correct in student data. When students have selected the correct answer, they may click **Go On** to proceed to the next question. After answering two questions correctly, students may click **Go On** to see the Quick Check Progress Report.

Quick Check presents the pair of questions in each Reading Zone session until students finish all ten questions. Students must log in a minimum of five separate times to complete all ten Quick Check questions for a segment and may not move on to the next segment until work in all zones is completed.

## Quick Check Progress Report



The Quick Check Progress Report appears after students answer each pair of questions at the end of a Reading Zone session. This report gives students information about their performance on the Quick Check questions, details on the skills in which they are doing well, and details on skills in which they need more work.

Students may 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 and in other *READ 180* Topic Software activities. 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. Students may click **OK** to move back to the Zone Menu.

## 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 and 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.

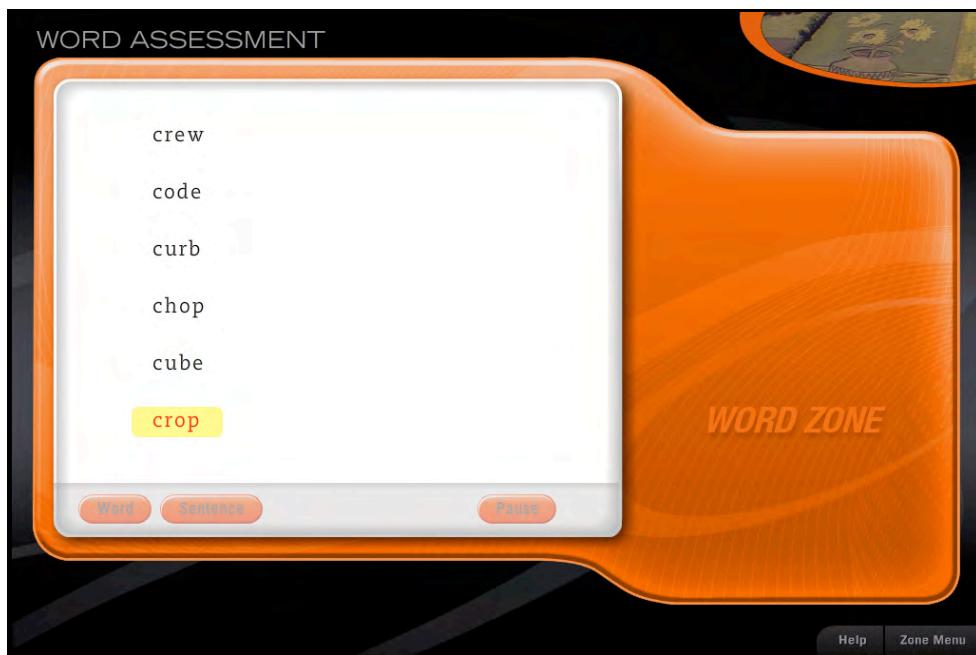
## Transition

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



Ty directs students to click the **Word Zone** button to go on to the Word Zone. The other zone buttons are grayed out.

## 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 per round, taken directly from the reading passages in that segment. In each assessment round, 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 to identify the word in two out of three trials, it becomes one of their Study Words—words that students missed or were slow to identify.

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, *READ 180* 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 the following information:

- The Correct column shows words students identified correctly in two out of three attempts.
- The Slow column shows words students were slow to identify in two out of three attempts. Student responses that take longer than their average response (as tracked by the software) are classified as slow.
- The Missed column shows words students missed in two out of three attempts.

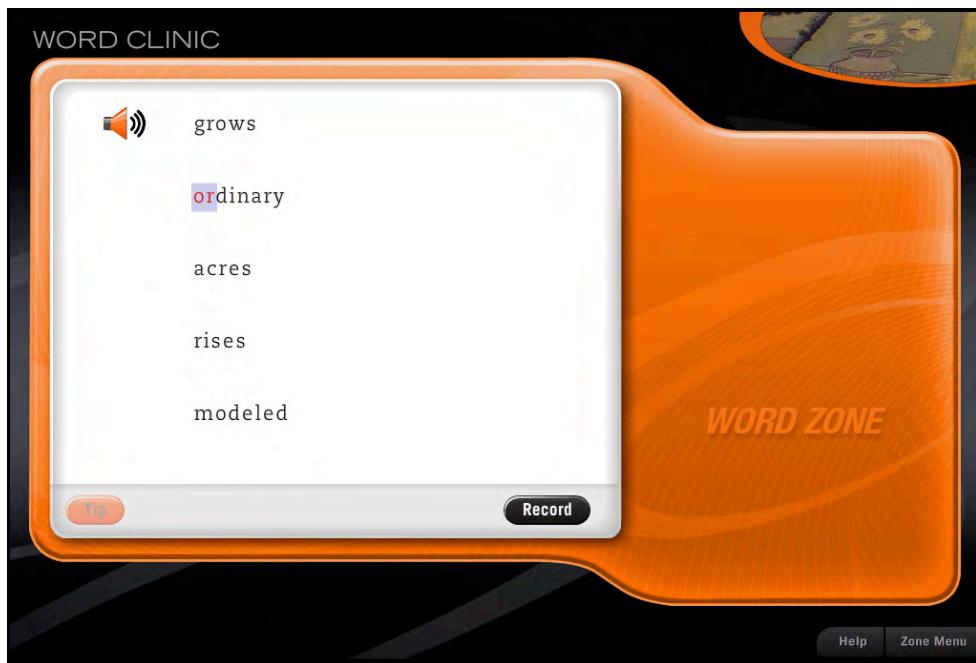
Students may click the headings of the Correct, Slow, or Missed columns to have Ty explain how the assessment was measured. When students are finished, they click **Go On** to move to the Word Clinic.



### 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 the 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 program highlights and pronounces each word and gives students a decoding tip.

After students hear the tip, they may listen to the tip again by clicking **Tip** or record the word by clicking **Record**. Any word may be rerecorded by selecting it and clicking the **Record** button again. Once students have recorded the word, a **Speaker** icon appears next to the word, which students may click to listen to their own recording. Students then repeat these steps for each word on the list.

When students have recorded all the words on the list, they may click **Go On** to proceed to the next activity.

## Word Match



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 the icons to hear their recording or double-click the word to hear the program's recording of the word parts.

When ready, students click the **Mix-Up** button. The program separates the words from their Speaker icons and scrambles them on the other side of the screen. Students then click and drag the icons to match each 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 without sound.

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 to successfully complete the Word Match. If there are incorrect matches, the incorrect icons pop out and students are prompted to repeat the activity from the beginning. When students successfully complete the activity, they may click **Go On** to move 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.

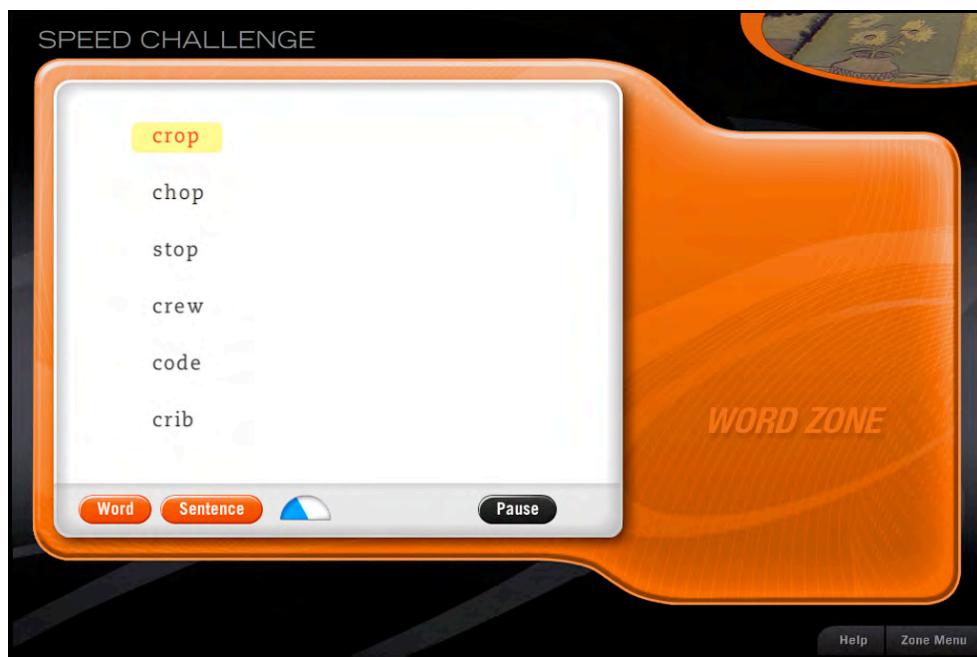
In each Self Check round, students read and record ten words—five Study Words and five Review Words. As students progress to the next round, Self Check decreases the amount of time students have to record each word.

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 the Thumbs-Up icon to keep their recording or click the Thumbs-Down icon 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 Study Word set. When students click the Thumbs-Up icon for the last word of a segment, the **Go On** button appears, and they may click it to move to the next round. When students complete the activity, the Self Check Study Words screen opens and shows students' progress.

## Speed Challenge



The Speed Challenge activity builds students' word recognition and fluency with timed activities for 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 during their next visit to the Word Zone. The program also measures student 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 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 Sessions Graph to see how many words they have mastered in the Word Zone. Students may click **OK** to move back to the Zone Menu.

## Spelling Zone

The Spelling Zone provides students with activities that build spelling skills. Students work with words from the Reading Zone passage in the Spelling Assessment activity, then move on to a study cycle of four activities. In the Study Cycles they receive extra support and instruction with words they missed in the Assessment, as well as guided and independent practice in Review Words. Students proofread Study Words in an activity designed to help them identify and correct misspelled words.

## Transition

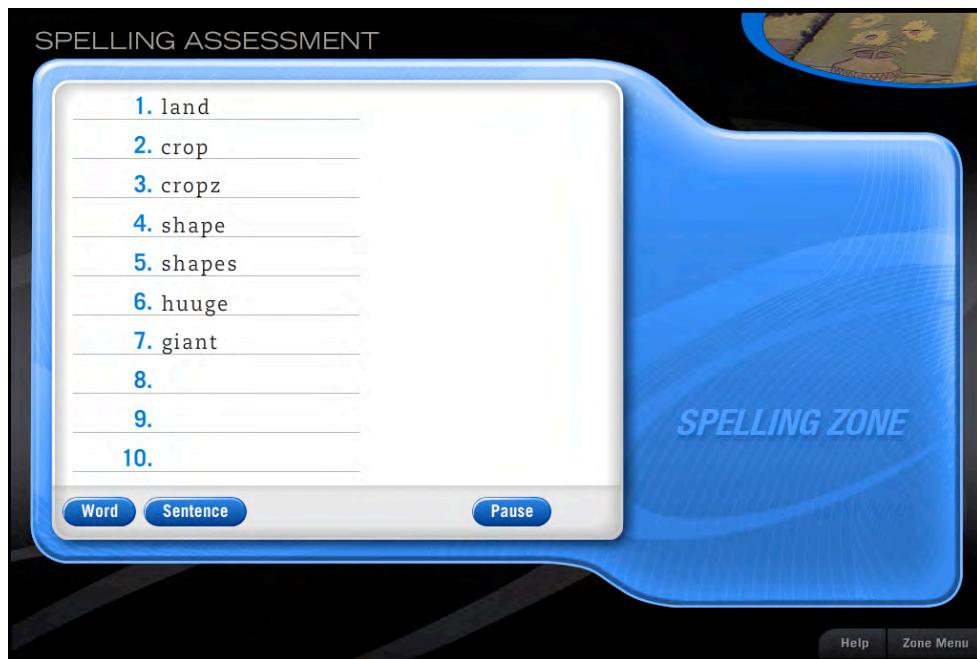
When students click **OK** from the Word Zone Progress Report, they return to the Zone Menu.



Ty directs student to click the **Spelling Zone** button to go on to the Spelling Zone.  
The other zone buttons are grayed out.



## Spelling Assessment

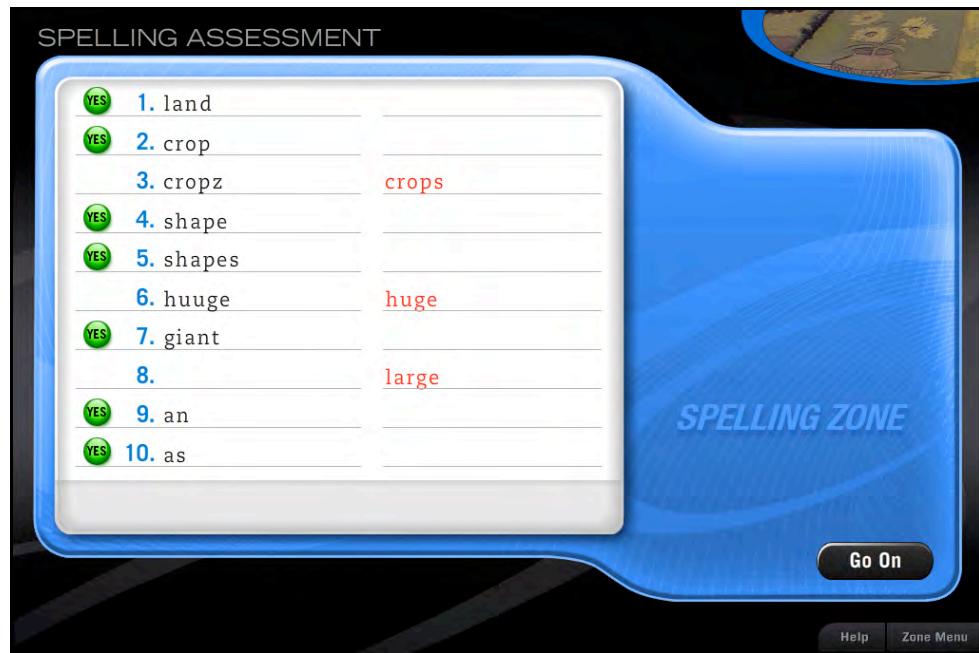


The Spelling Assessment helps students see which words from the Assessment List they need to study. Students work with ten Assessment Words per round, taken directly from the reading passages in that segment.

In each trial, students hear an Assessment Word pronounced and used in a sentence. They then spell the word by typing it on the line with the blinking cursor and then clicking 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
- **Pause** if they need to take a break



When students finish the last word in a round, the program automatically measures their tests and reveals the correct spelling of each misspelled word.

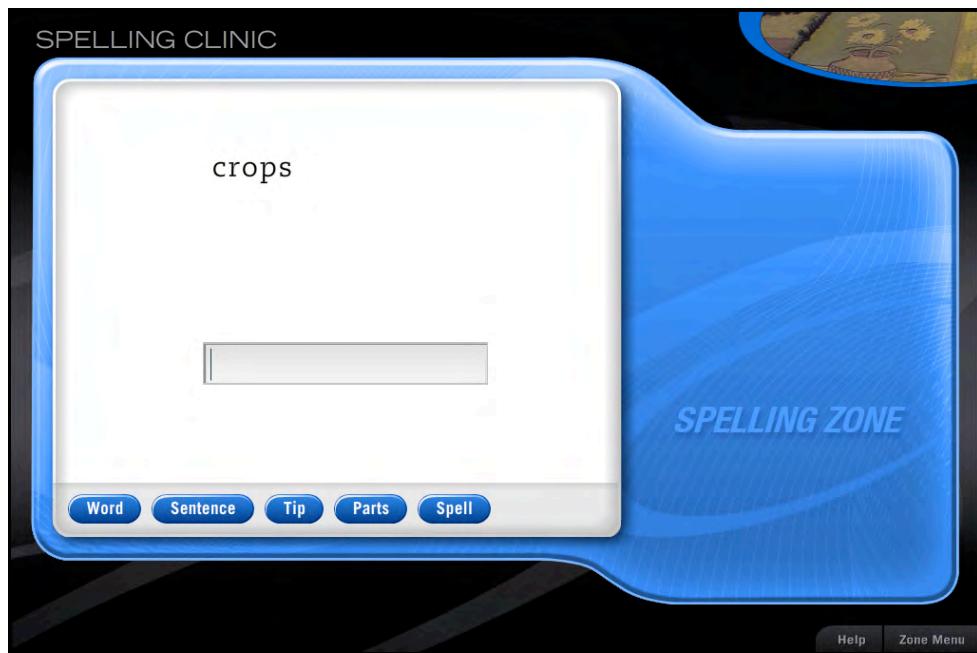
Students may not do more than four Spelling Assessment rounds in any one visit to the Spelling Zone. Students may exit the Spelling Assessment when they finish a round of ten words and collect three or more Study Words or after finishing four rounds of ten words without making three errors.

When students collect three Study Words, they advance to the Spelling Clinic.

**Teacher Tip**

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

## Spelling Clinic



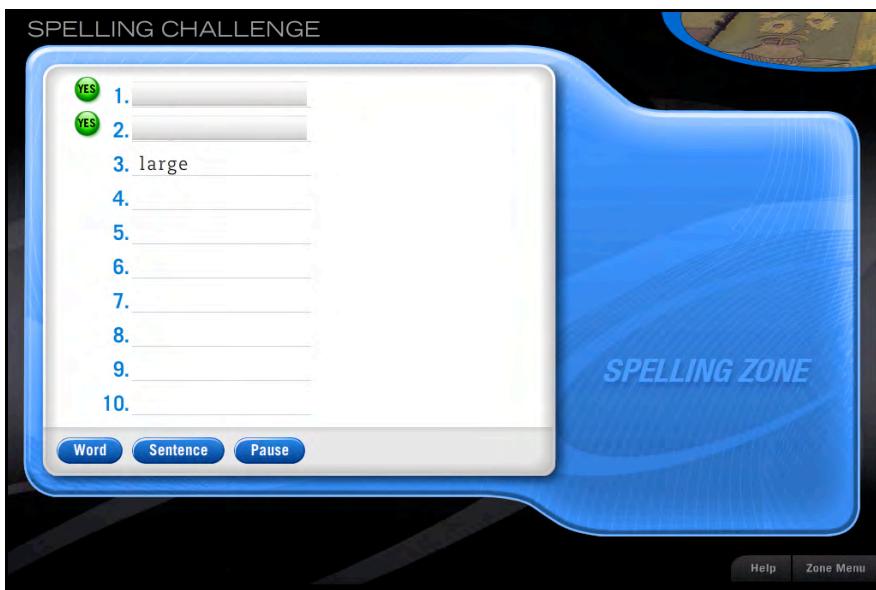
In the Spelling Clinic, students get immediate, customized feedback as they practice spelling their Study Words. Students work with three Study Words at a time.

In the Spelling Clinic, students:

1. See three Study Words and hear each word pronounced as it is highlighted.
2. Type the first word on the list, 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 **Spell** button to see and hear the word spelled out, or the **Tip** button to see and hear a decoding tip for the word. When students begin spelling words, the **Spell** and **Tip** buttons become inactive, and the word disappears. Students may still click the **Sentence** button to hear the word in a sentence, the **Word** button to hear the word again, or the **Parts** button to hear the word broken down into syllables. The sentence, word, or parts do not appear onscreen.

## Spelling Challenge



The Spelling Challenge develops accuracy and fluency by providing students practice with spelling their Study Words and Review Words. (Review Words are Study Words from the Spelling Zone in previous segments.)

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.

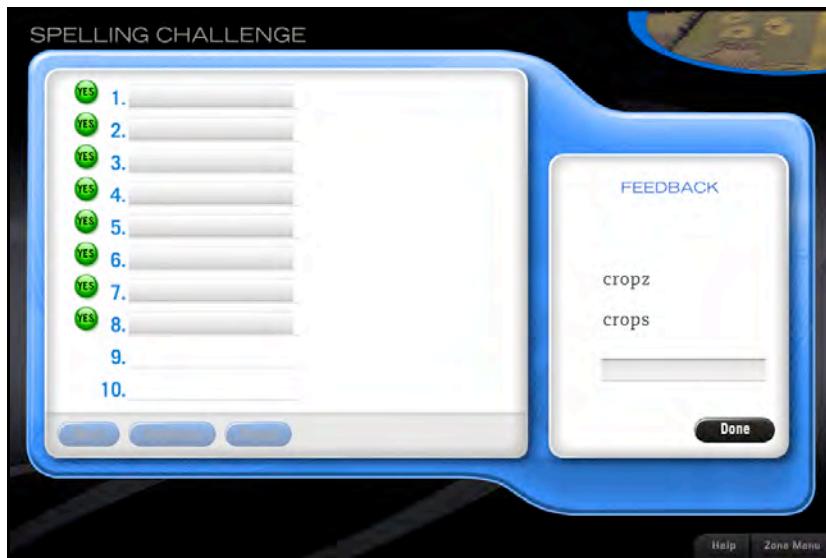
Students receive a maximum of 40 trials per visit. The trials are made up of Study Words and Review Words presented in increasing levels of difficulty. These reinforce fluent spelling of Study Words and promote maintenance of Review Words.

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. During the Spelling Clinic and Spelling Challenge activities, students receive corrective feedback on any words they misspell.



### Teacher Tip

During the Spelling Clinic and Spelling Challenge activities, students receive corrective feedback on any words they misspell.



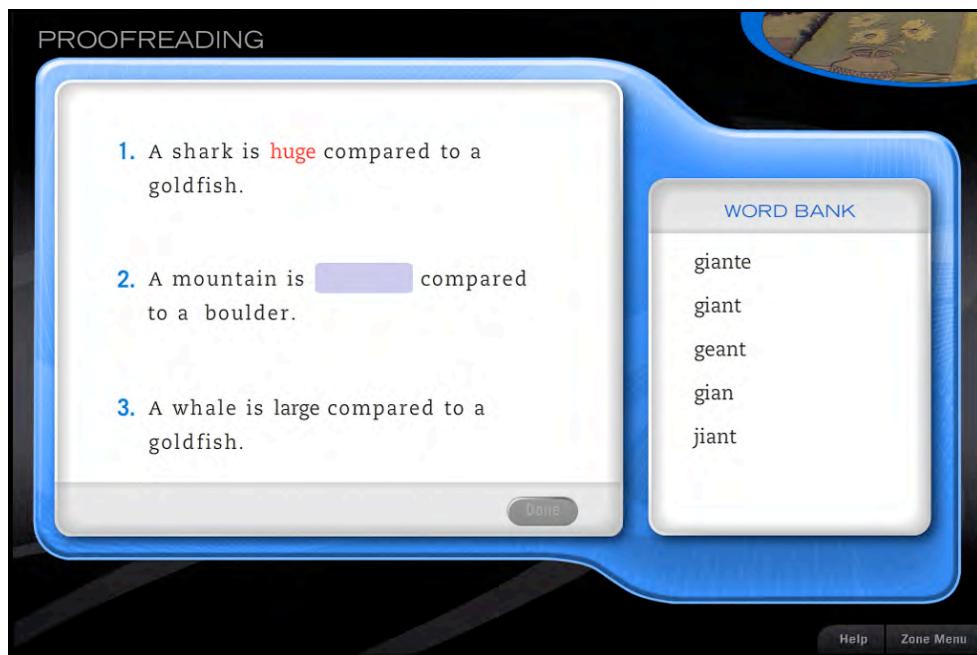
Corrective feedback is specific to the following types of spelling errors:

- **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, fone for phone
- **Letter omitted:** for example, cofee for coffee
- **Massive error:** either 50 percent 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, huddle 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, careng for caring

## Proofreading



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

Students see three sentences on the screen. They read each sentence carefully and click 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 answers 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. Then students may click **Done** to move on to the Spelling Zone Progress Report.

## Spelling Zone Progress Report



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

The graph shows how many words students have mastered in the Spelling Zone. Students click **OK** to move back to the Zone Menu.

## 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 all ten Quick Check questions in the Reading Zone
- Mastered all of the words on their Assessment List in the Word Zone
- Mastered the minimum amount of words for their level in the Spelling Zone

The minimum amount of words that students must master in the Spelling Zone depends on the student's level.

READ 180 Level	Minimum Words Mastered
Level 1	6 words
Level 2	12 words
Level 3	18 words
Level 4	24 words

## Transition



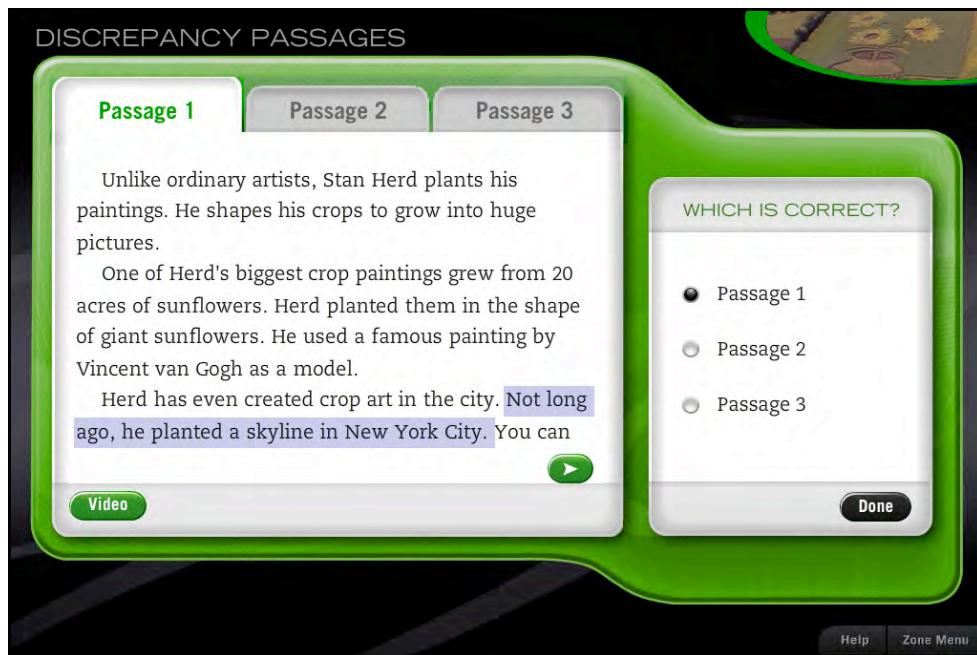
Students who complete the zone requirements and return to the Zone Menu see the Success Zone button appear on the Menu. Ty directs students to enter the Success Zone by clicking the button. Other buttons are grayed out.



### Teacher Tip

Students who have mastered the minimum number of words in the Spelling Zone may see the Spelling and Success Zone buttons active at the same time. They should notify the teacher if this occurs.

## Discrepancy Passages

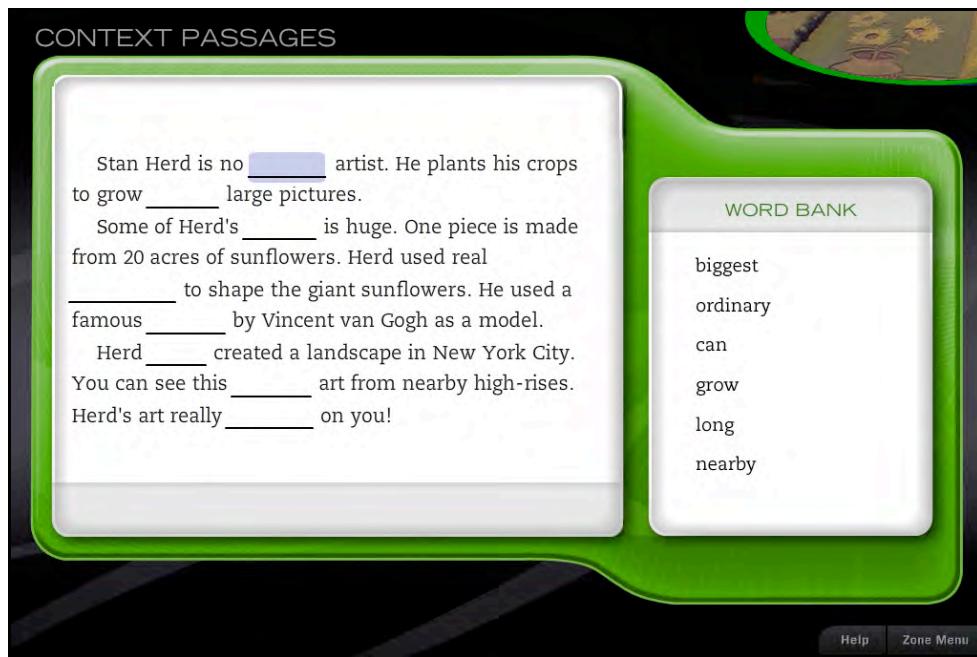


The Discrepancy Passages activity builds comprehension skills and focuses attention on main ideas and details.

Depending on their level, students read either two or three passages. In the first six Topic Software components, Level 1 students receive only two passages. 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 Anchor Video.

Students click the button for the passage they think is correct and then click **Done**. 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. If students make the correct choice, Ty congratulates them, the **Go On** button appears, and students click it to move to the next activity.

## Context Passages



CONTEXT PASSAGES

Stan Herd is no \_\_\_\_\_ artist. He plants his crops to grow \_\_\_\_\_ large pictures.

Some of Herd's \_\_\_\_\_ is huge. One piece is made from 20 acres of sunflowers. Herd used real \_\_\_\_\_ to shape the giant sunflowers. He used a famous \_\_\_\_\_ by Vincent van Gogh as a model.

Herd \_\_\_\_\_ created a landscape in New York City. You can see this \_\_\_\_\_ art from nearby high-rises. Herd's art really \_\_\_\_\_ on you!

WORD BANK

biggest  
ordinary  
can  
grow  
long  
nearby

Help Zone Menu

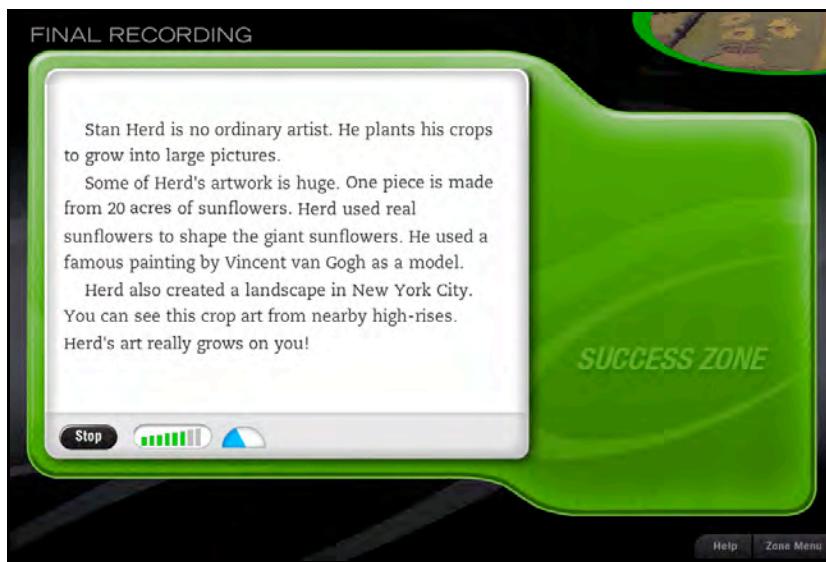
The Context Passages activity provides students opportunities to build comprehension and vocabulary skills.

In this activity, students read passages that have some words omitted. Students 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 the next activity.

Most students see three Context Passages. However, students who correctly fill in 100 percent of the blanks in the first Context Passage only need to do one more passage to complete the activity.

## Final Recording



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

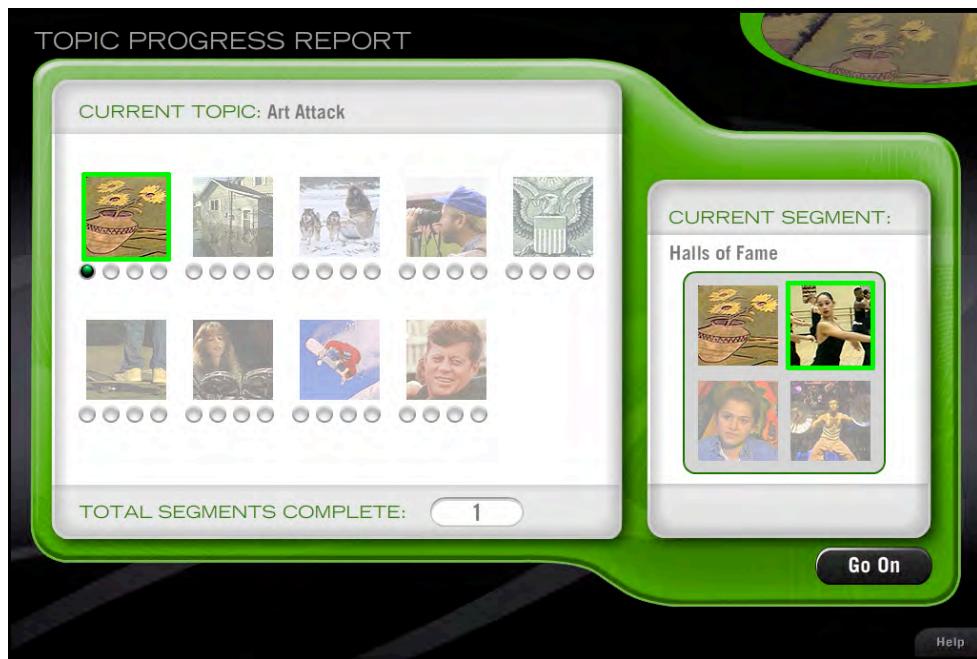
Students make a recording, perform a self-assessment evaluation, rerecord if they choose, and then save the recording so their teacher can listen to it. This activity provides students a sense of how their reading fluency has improved.

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 screen in 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 recording. 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 Fluency Practice Student Report. Once they have reviewed this report, students click **OK** to see their Topic Progress Report. Students' final recordings are saved in SAM for teachers to assess using the *READ 180* Grading Tool feature.

## Topic Progress Report



Once students have finished their Final Recording, they have completed all work associated with a video segment and they may view their Topic Progress Report. The report shows students their overall progress in the Topics.

Each thumbnail in the Current Topic box represents one Topic. The small circles underneath represent the student's progress through the Topic's four segments. A counter at the bottom also tallies the number of segments the student has completed.

## Reports

READ 180 includes two onscreen reports that students or teachers may access from the Zone Menu. These reports enable students to track their progress in each of the zones, as well as help them learn their Study Words.

In the lower left corner of the Zone Menu there are two buttons:

- **READ 180 Progress Report**
- **READ 180 Daily Report**

Students may view these reports by clicking the appropriate button.

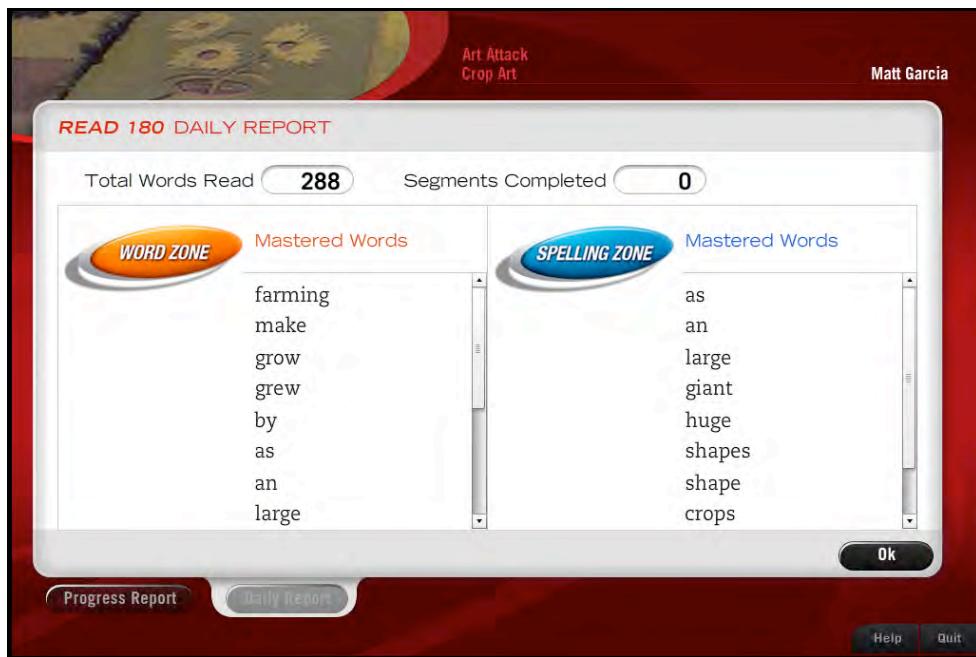
### READ 180 Progress Report



The *READ 180* Progress Report provides students with an overview of their progress in each of the four zones for the current segment. The report lists the number of questions students have to complete and words they need to master in each zone before they may advance to the next segment. The report also lists the students' current Study Word sets in the Word Zone and Spelling Zone.

Students may click **OK** to return to the Zone Menu. From the Zone Menu, they may select the Daily Report.

## READ 180 Daily Report



The *READ 180* Daily Report provides students with an overview of their overall progress in the program as well as their progress in the current day's session. The report lists the Total Words Read and Segments Completed as well as the words mastered. Students may click **OK** to return to the Zone Menu. From the Zone Menu, they may select the Progress Report.



## Technical Support

For questions or other support needs, visit the [READ 180 Product Support](#) website at [hmhco.com/read180/productsupport](http://hmhco.com/read180/productsupport).

The screenshot shows the Houghton Mifflin Harcourt Education Product Support website. At the top, there's a navigation bar with links for Programs, Notices, FAQs, Contact Us, and Live Help. Below the navigation is a section titled "READ 180 ENTERPRISE EDITION PRODUCT SUPPORT". It includes a brief description of the support plans and links to "Learn More (PDF) >". On the left, there's a "AVAILABLE SOON!" box with information about the new READ 180 Universal solution. The main content area displays a table of downloadable files under "PRODUCT INFORMATION", "SOFTWARE UPDATE", and "MANUALS". The table includes columns for Title, Date, Version, Size, Pages, and Download Now link.

Title	Date	Version	Size	Pages	Download Now
READ 180 Enterprise Edition v2.4 Installation Guide	01-01-16	v2.4	1.6mb	56	<a href="#">Download Now &gt;&gt;</a>
READ 180 Enterprise Edition v2.4 Software Manual	01-01-16	v2.4	2.1mb	39	<a href="#">Download Now &gt;&gt;</a>
SAM Settings and Reports for READ 180 Enterprise Edition v2.4	01-01-16	v2.4	3.3mb	52	<a href="#">Download Now &gt;&gt;</a>

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 *READ 180*, contact customer service to speak to a Houghton Mifflin Harcourt technical support representative at:

- 1-800-283-5974 (current version of *READ 180*)
- 1-800-927-0189 (other versions)

For specific questions about using SAM with *READ 180* programs, click **Help** in the Quick Links along the top of any screen in SAM.