



READ 180
Next Generation
Software Manual
including eReads

For use with *READ 180* Next Generation version 3.1.x and
Student Achievement Manager version 3.1.x or higher





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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*® College & Career as part of the *READ 180* Next Generation suite. *rSkills* College & Career 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* College & Career, see the [rSkills College & Career Software Manual](#). For information on *rSkills* College & Career settings and reports in Student Achievement Manager (SAM), see [SAM Settings and Reports for rSkills College & Career](#).

The *READ 180* Next Generation 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*® Next Generation Topic Software at the appropriate level, 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*, see the [Reading Inventory Software Manual](#). For information on *The Reading Inventory* settings and reports in SAM, see [SAM Settings and Reports for Reading Inventory](#).

For information on using *Reading Counts!*, 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 Next Generation 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 Next Generation 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 Next Generation 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 and may not be compatible with *READ 180* Next Generation. 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.

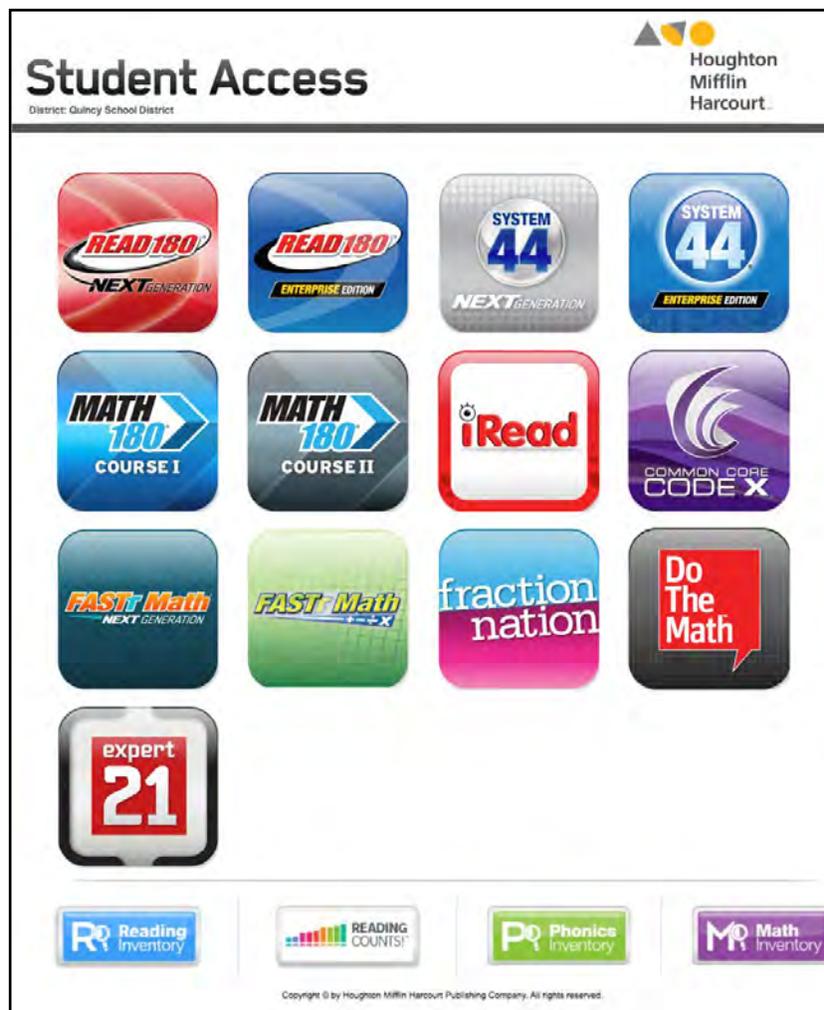
Mac OS X and Windows operating systems, as well as Internet Explorer, Firefox, and Safari browser programs, offer a range of accessibility features that may enable users with disabilities to, among other things, perform basic navigation with a keyboard instead of a mouse by using the Tab key.

Logging In

Student Access Screen

Students are enrolled in the *READ 180* Next Generation software 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* 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).



Click the *READ 180* Next Generation icon to open the Access Screen for the *READ 180* Next Generation Suite.



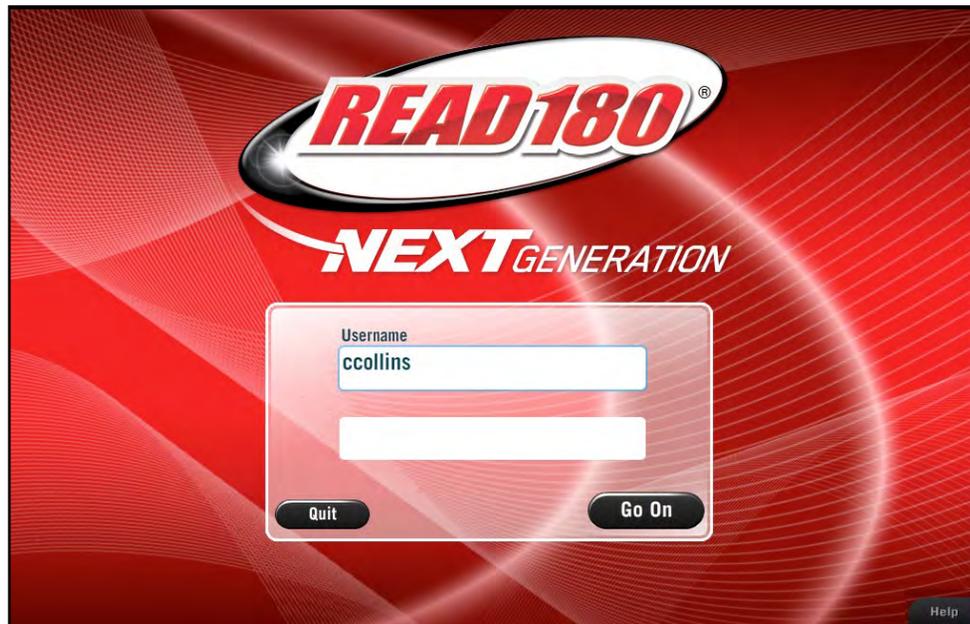
Click the *READ 180* Next Generation icon to go to the Login Screen.

Microphone Test Screen



After clicking the *READ 180* Next Generation icon, students 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 after two tries, 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 Using Student 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 16). The gauge 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.

Students may click different tabs on their Dashboard to view achievements.

Home Tab



The Home tab displays information on students' work in the software:

- My Current Segment shows student progress on the activities in their current *READ 180* Next Generation segments. Each software Topic consists of four segments. Students may click the arrow icons to view 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 over the last five sessions and the total words read.

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.

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, eBooks (page 59), and eReads (page 69).

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 a *Reading Counts!* 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. When students have passed an *Reading Counts!* quiz for an eRead, that also appears in full color with the quiz score. Students may switch between viewing their books and eReads by clicking either the **View My Books** or **View My eReads** buttons.

My Reports Tab



Click **My Reports** to open the My Reports tab. The My Reports tab displays data for up to five reports: Average Session Length, Total Words Read, *rSkills* Progress Report, *READ 180* Vocabulary & Comprehension Score, and *Reading Counts!* Progress Report. Students must be enrolled in *rSkills* and *Reading Counts!* to see all five reports. Each report is updated once a student completes a segment, a *Reading Counts!* 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

	CURRENT	BEST
Vocabulary Quick Check	4	13
Comprehension Quick Check	0	8
Speed Challenge	1	1
Spelling Challenge	24	24

Vocabulary Quick Check	100%
Comprehension Quick Check	89%
rSkills Tests	4%
Reading Counts! Tests	100%

Lexile Gain	50,000 Word Club	5 Segments	10 Sessions	7 Books	1 Perfect Score
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Click **My Personal Best** to open the My Personal Best tab. This tab tracks students' best efforts in *READ 180* Next Generation activities as well as work in the other *READ 180* Next Generation program suite.

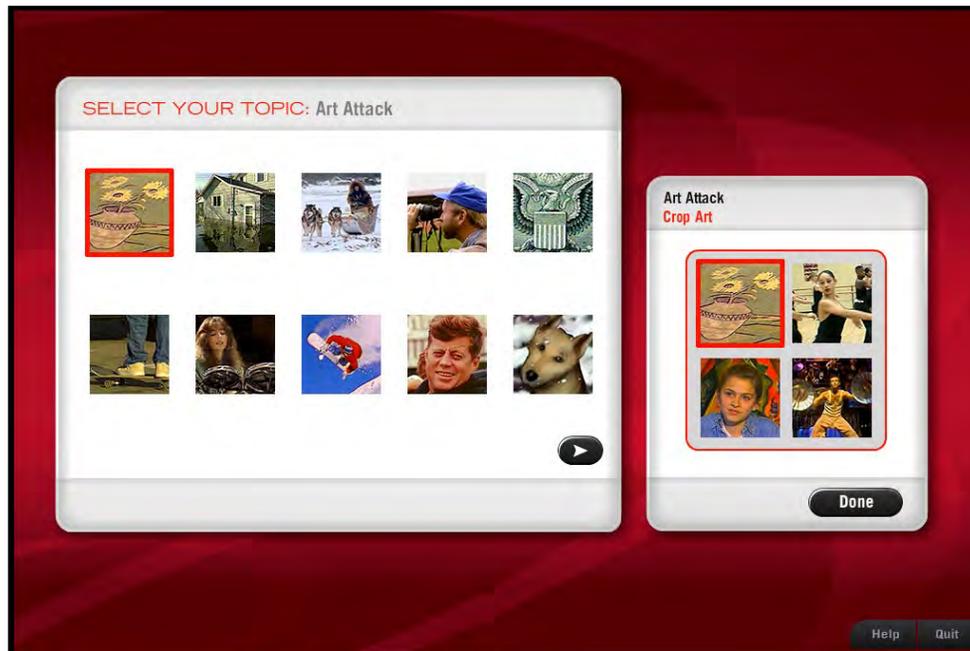
The My Personal Best tab has three different sections:

- Streaks displays students' current and best work on Quick Checks and challenges in the software zones.
- High Scores lists students' high scores on Quick Checks, *rSkills* tests, and *Reading Counts!* quizzes.
- Trophies displays students' milestones in Lexile[®] measure, word count, segments completed, books, and other areas. Trophies are awarded as students reach different levels of achievement.

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

The Zone Menu

Topic Choices



Once students have logged in to *READ 180* Next Generation and reviewed their Dashboards, 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.

Reading Level 1 students must start with Topic 1, Segment 1, 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 Level 1, do not see this screen.

Zone Menu



After choosing their Topics, students move to the Zone Menu, where Ty introduces and explains the *READ 180* Next Generation zones.

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.



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 enter the screen.

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 Zone and Spelling Zone.

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

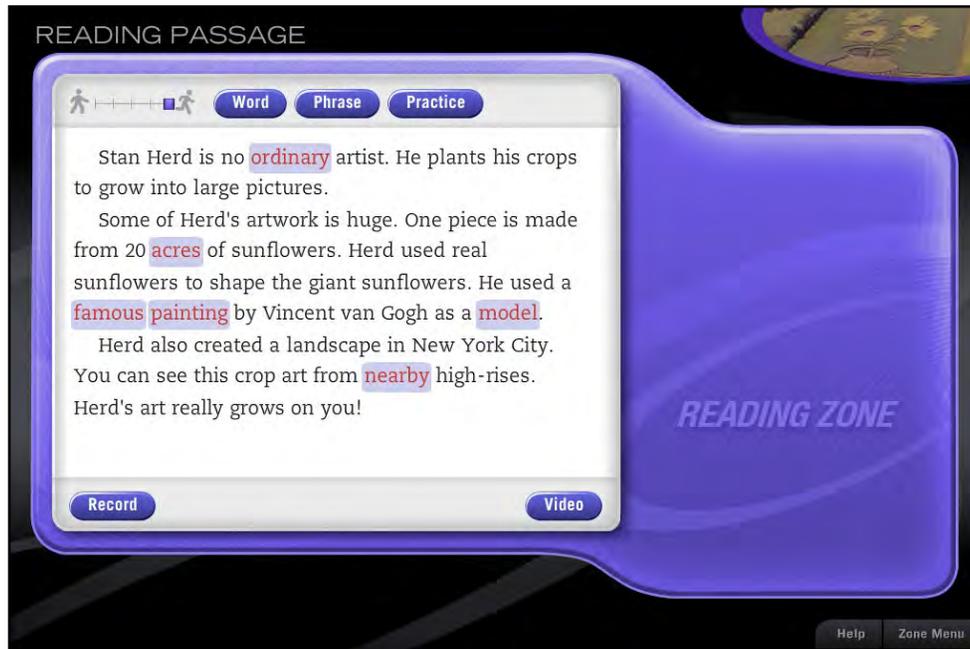


Upon entering the Reading Zone, Ty introduces a 90- to 120-second Anchor Video for students to watch. The video builds background knowledge about information covered in the text passage.

Students may pause the video by clicking the **Pause** button. 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



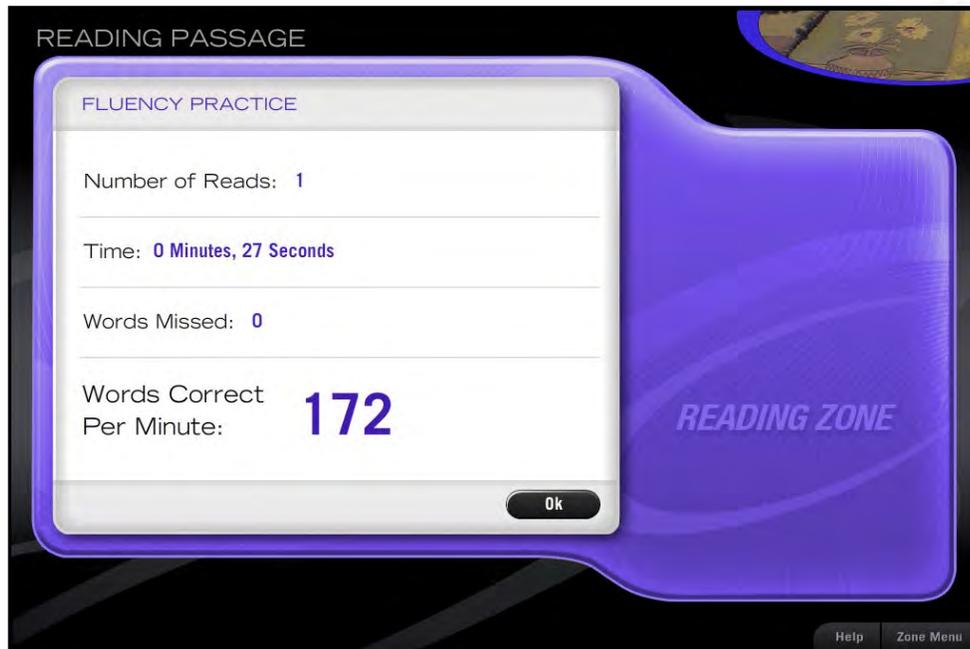
The Reading Passage activity provides students with supported reading practice as they read a passage about the topic in the video.

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 (this toggles with **Continue**)
- **Video** to see the video played again

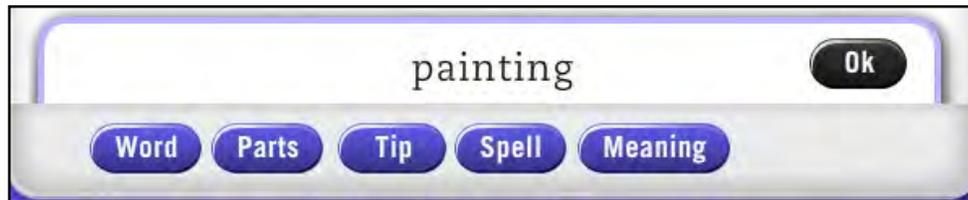
Students may also drag the box between the walking and running icons to make the narrator read slower or faster.

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



Students open the Word Window by double-clicking any word in the Reading Passage during the first segment. Click the buttons to:

- **Word:** Hear the word
- **Parts:** 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

Ty models each button to show students the available tools.

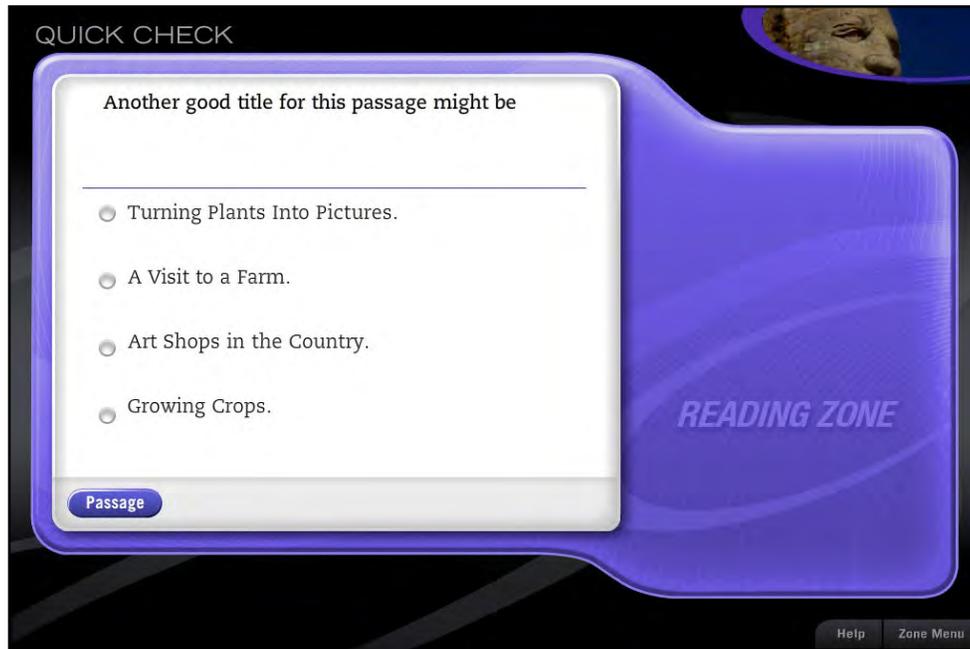
If the Pronunciation Tip in ELL support is enabled in SAM, the **Español** button appears for Spanish-speaking students. Students may click the **Español** button to hear tips for pronouncing English words.

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.

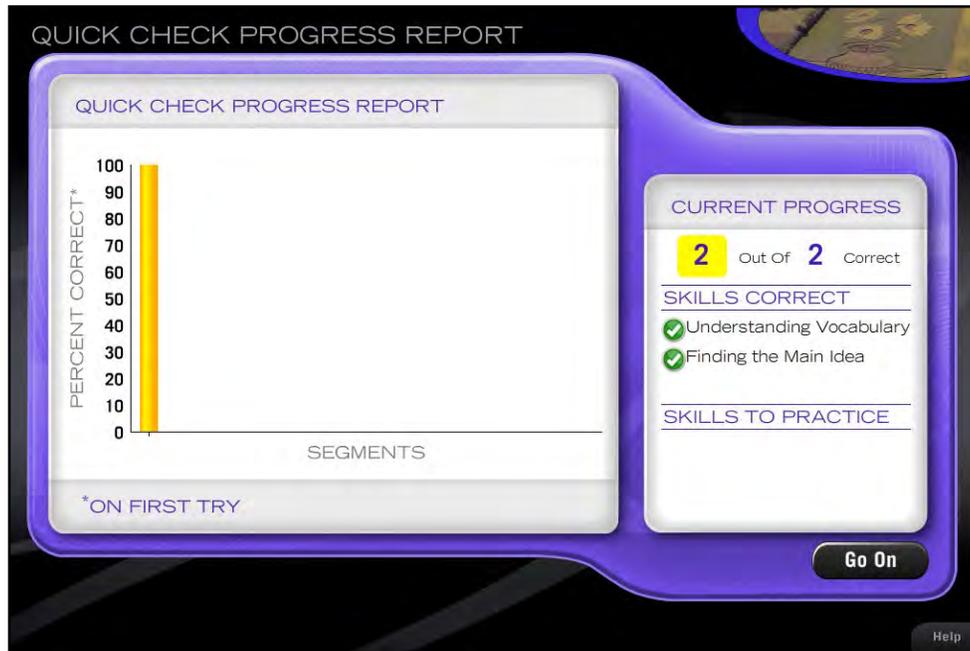
Students who have read and recorded the Reading Passage move to Quick Check to complete questions based on the passage. Each question has four possible responses. Students click the button next to their choice and then click **Done**.

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.

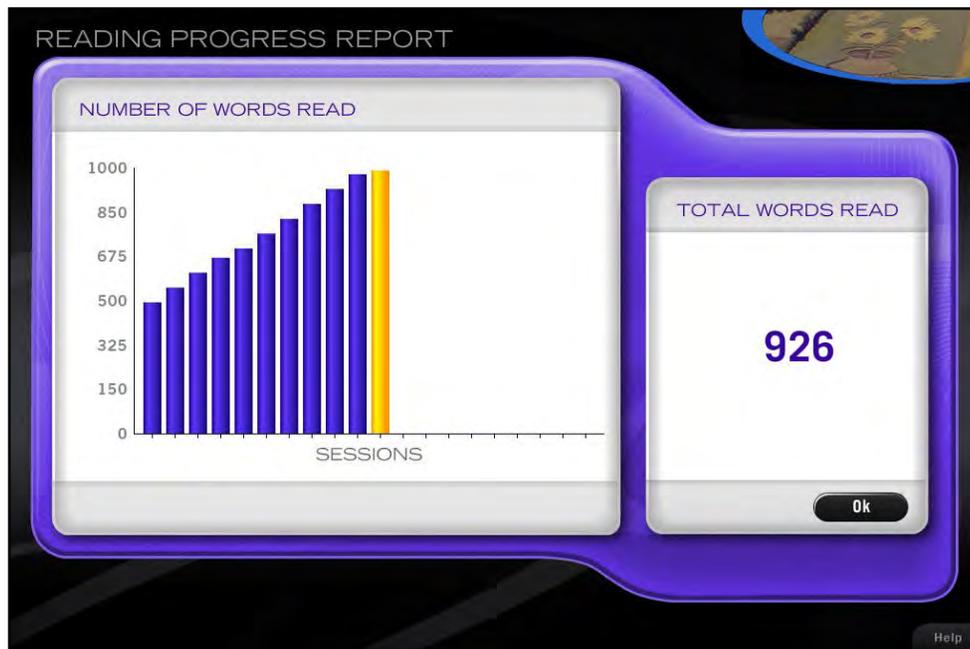
Quick Check Progress Report



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.

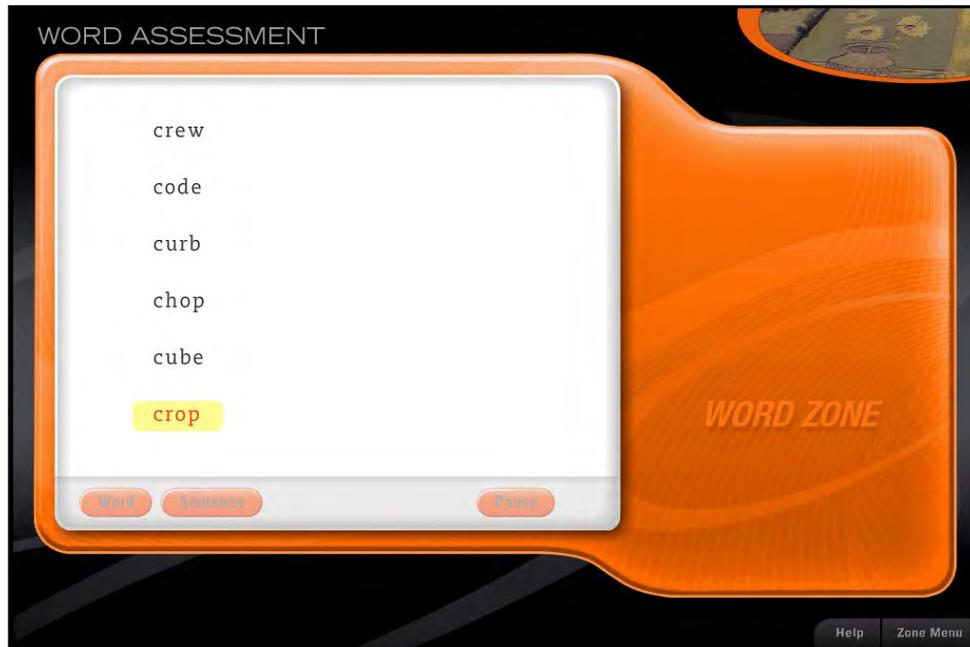
Transition

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 Assessment Words selected from their reading passages. In each Assessment set, 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.



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.

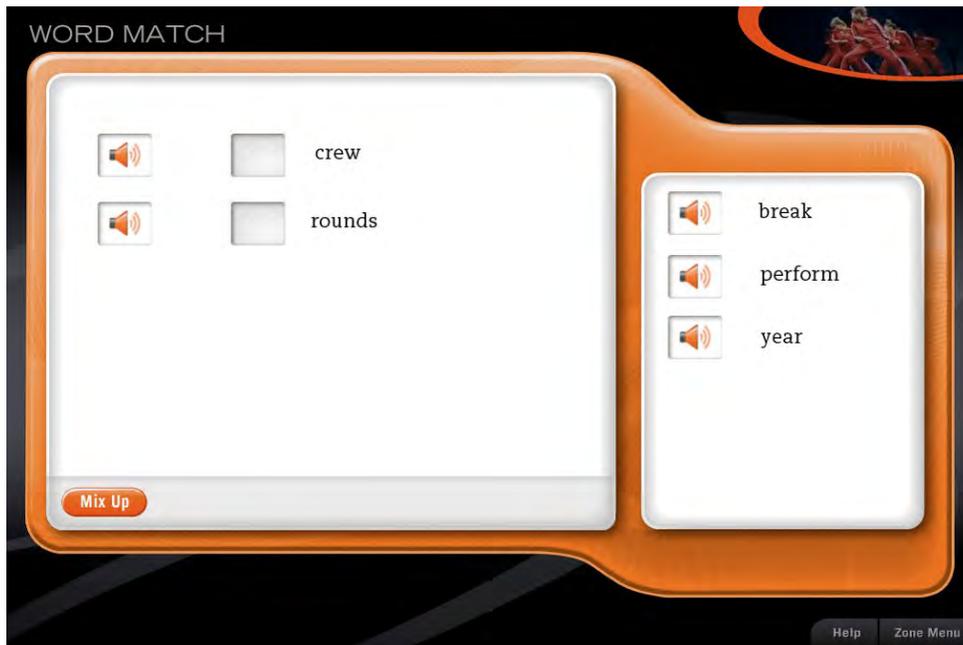
Students see their Study Words in a list. The pronouncer highlights and pronounces each word and gives students a decoding tip. After students hear the tip, they record the word.



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.

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 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.

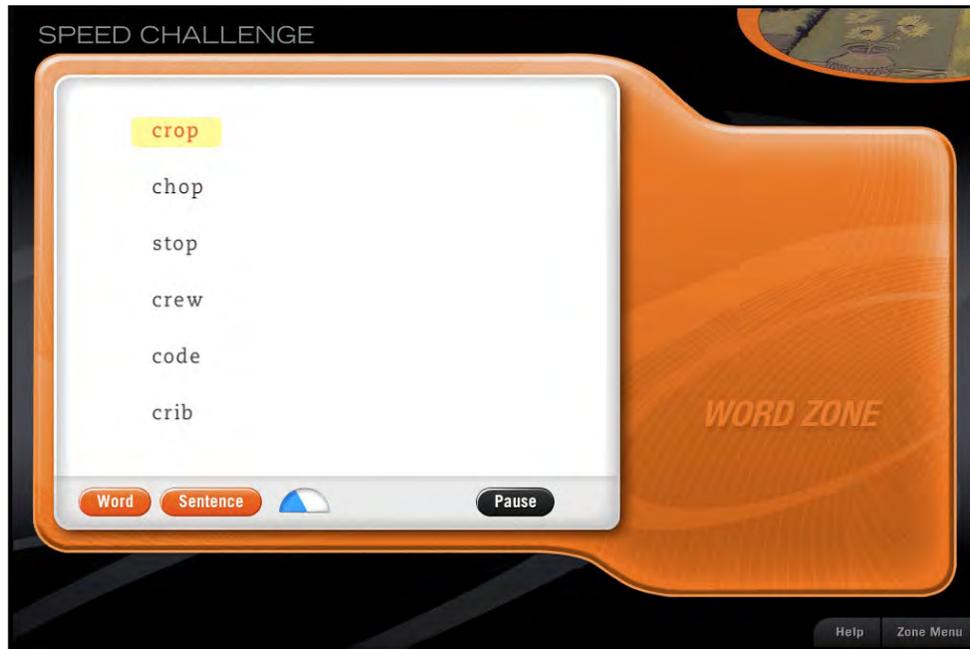
In each Self Check round, students read and record ten words—five Study Words and five Review Words. As students progress to the next round, Self Check decreases the amount of time students have to record each word.

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 icon to keep their recording or click Thumbs Down icon to return to Step 1 and rerecord the word.

The steps repeat for all 10 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 icon 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 Assessment Words selected from their reading passages.

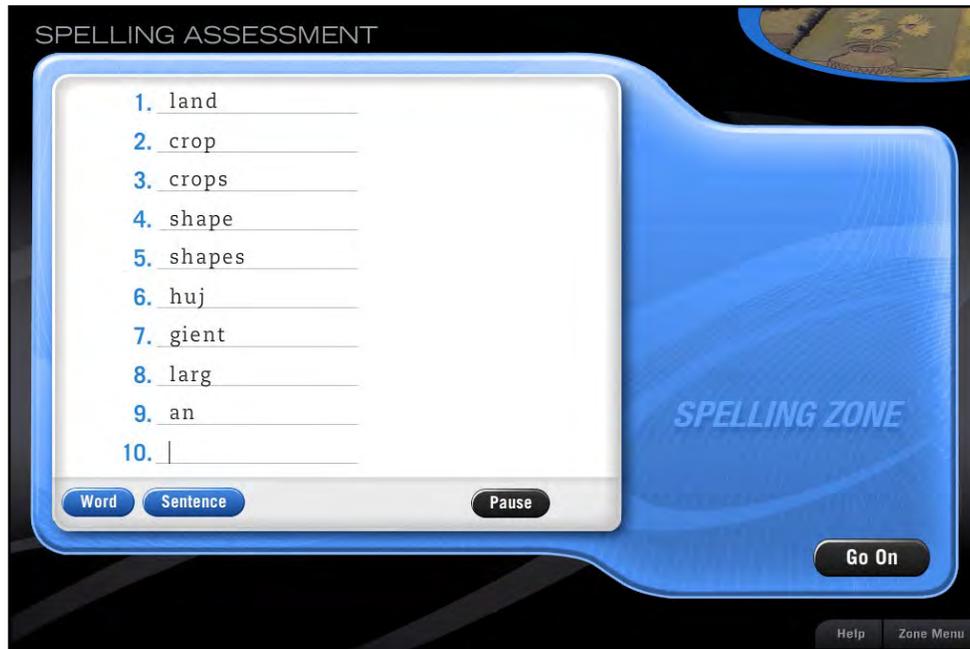
Transition

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

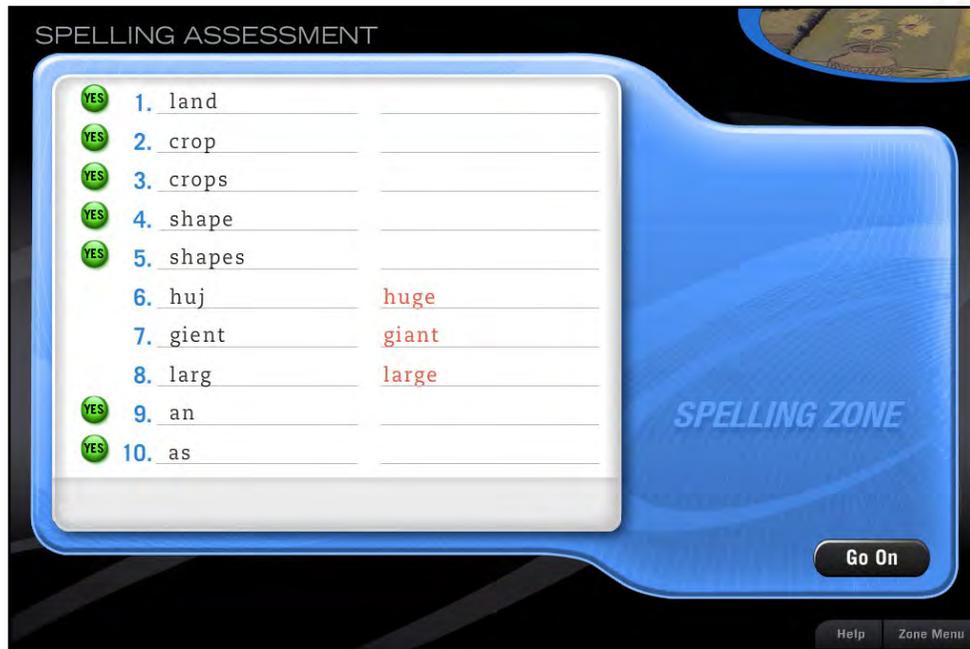


Students who enter the Spelling Zone for the first time in a segment go to the Spelling Assessment. Spelling Assessment is designed to identify which words from the Assessment List students can spell and which words they need to study. Students who already have Study Words from their work in the Topic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

Students work with 10 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 10 words and collect three or more Study Words, or after finishing four rounds of 10 words without making three errors.

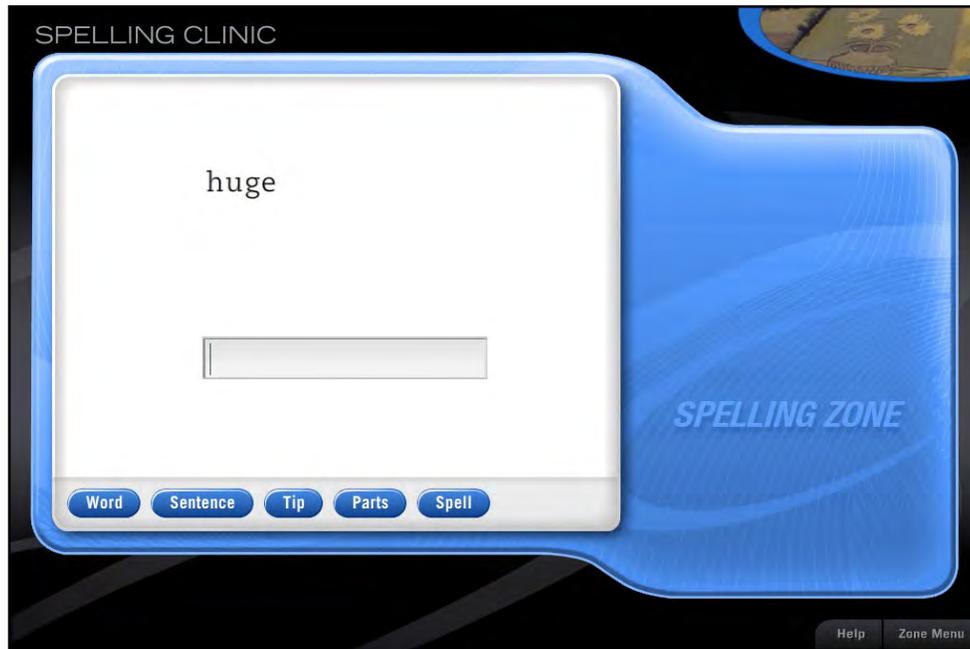
When students collect three Study Words, they advance to the Spelling Clinic. Students with fewer than three Study Words after four Assessment rounds view the Spelling Zone Report.



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



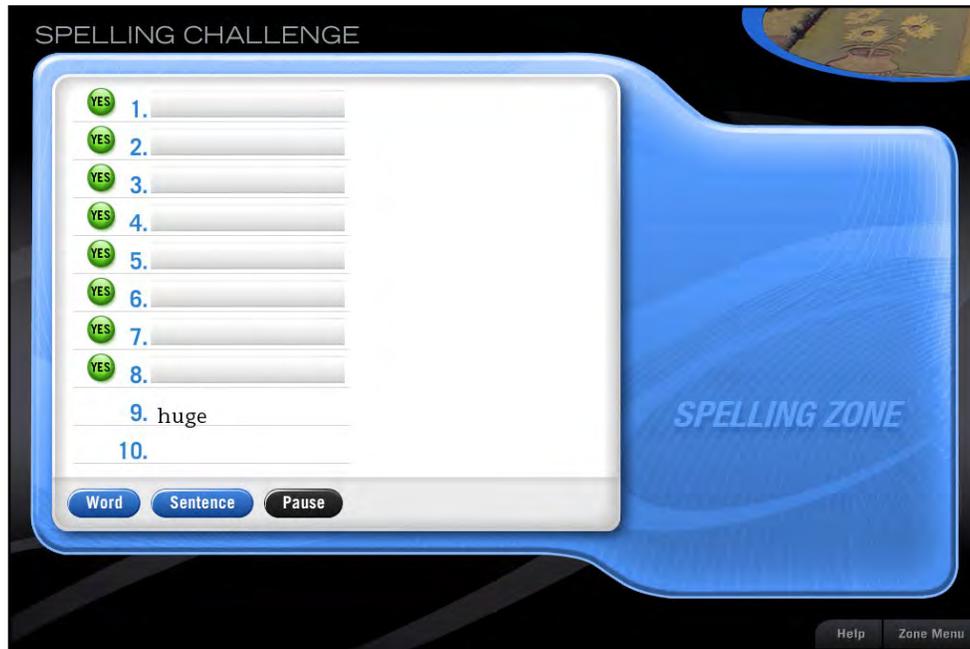
In the Spelling Clinic, students get immediate, customized feedback as they practice spelling their Study Words. Students work with three Study Words at a time.

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 press 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 is removed from the screen.

Spelling Challenge

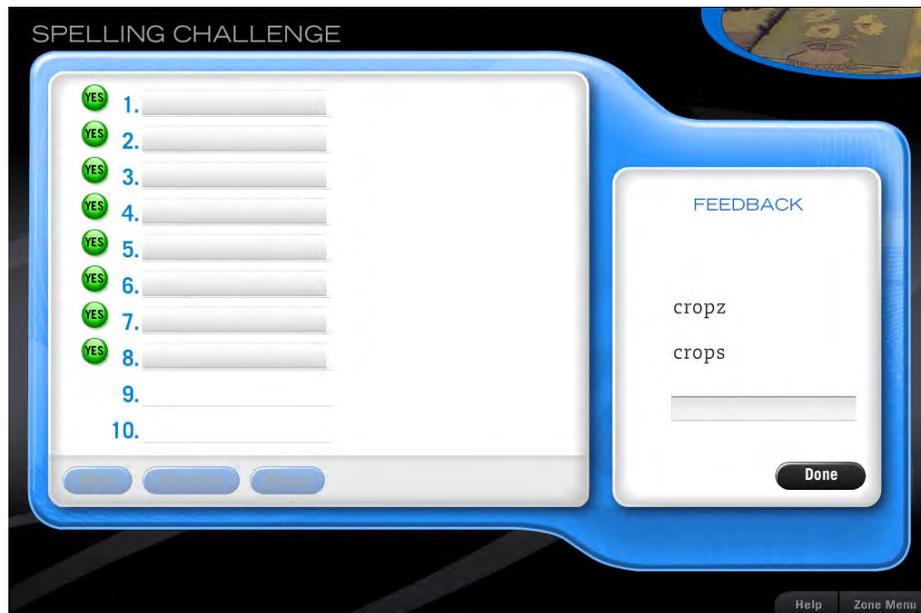


The Spelling Challenge develops accuracy and fluency by providing students practice with spelling their Study Words and Review Words.

In the Spelling Challenge, students hear a word pronounced and then type their spelling of the word and press 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.



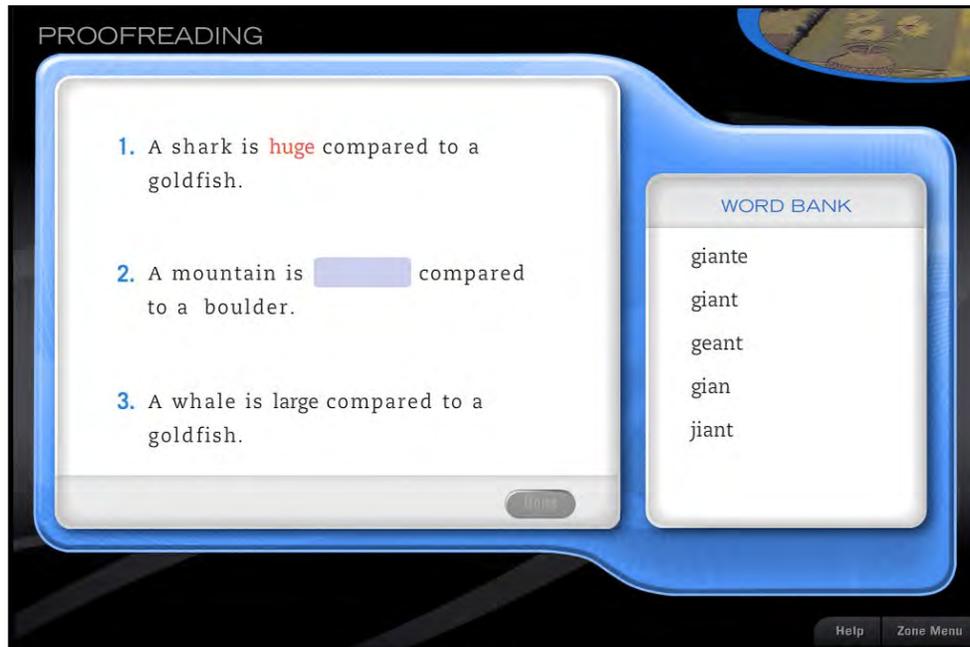
Corrective feedback is specific to the following types of spelling errors:

- **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

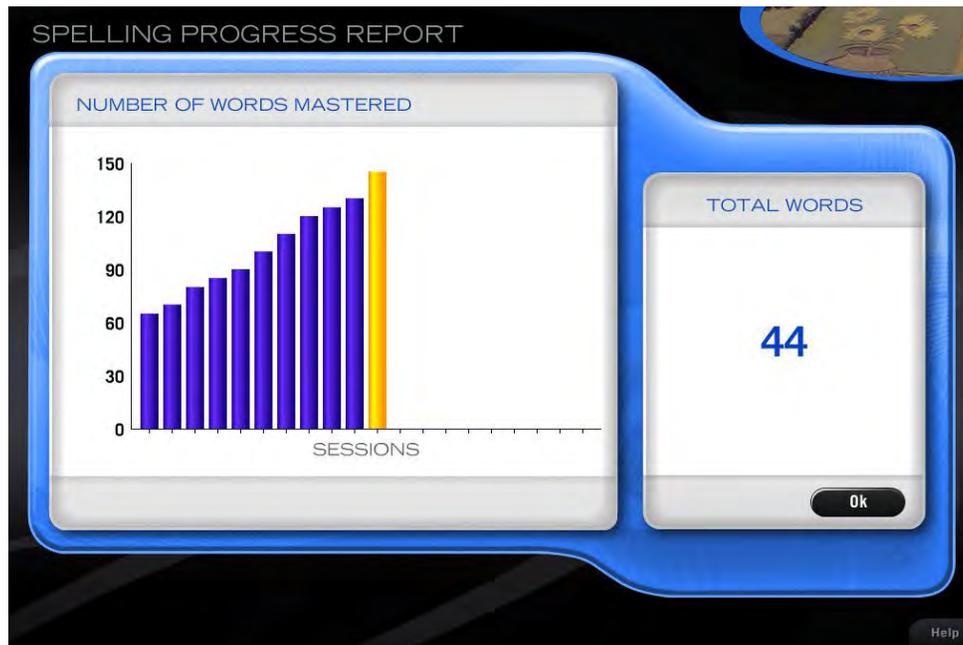


Proofreading uses Study Words to help students transfer their spelling skills to writing activities.

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.

Spelling Zone Progress Report



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 Menu.



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:

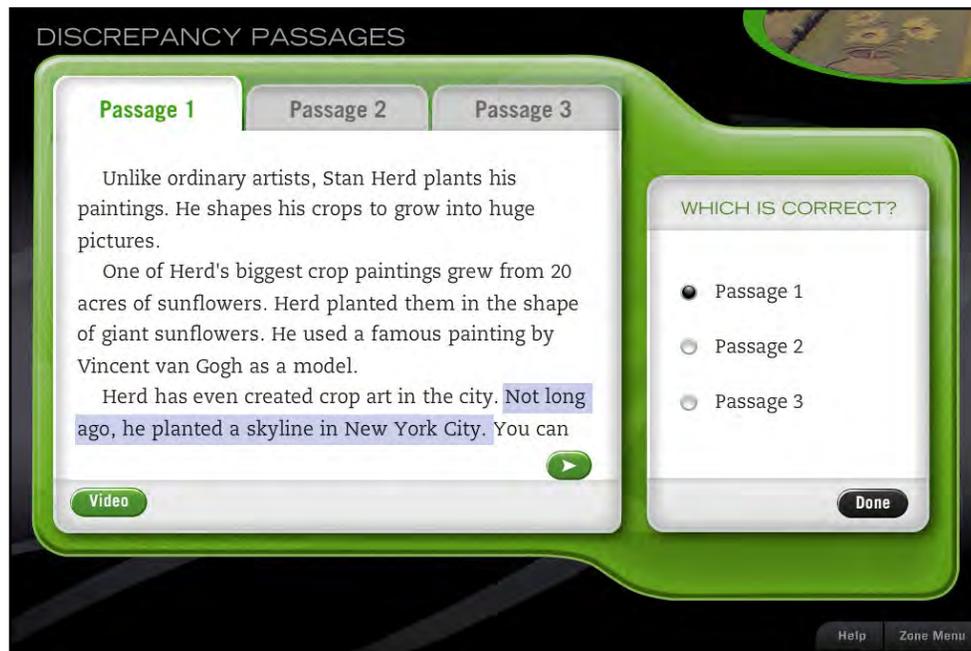
- Correctly answered 15 Quick Check questions in the Reading Zone
- Made a self-assessment recording in the Reading Zone
- Mastered all of their Study Words in the Word Zone
- Mastered the minimum number of words for their level in the Spelling Zone

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

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

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 levels, 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. 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 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

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
- he's
- grow
- nearby
- ordinary
- long

Help Zone Menu

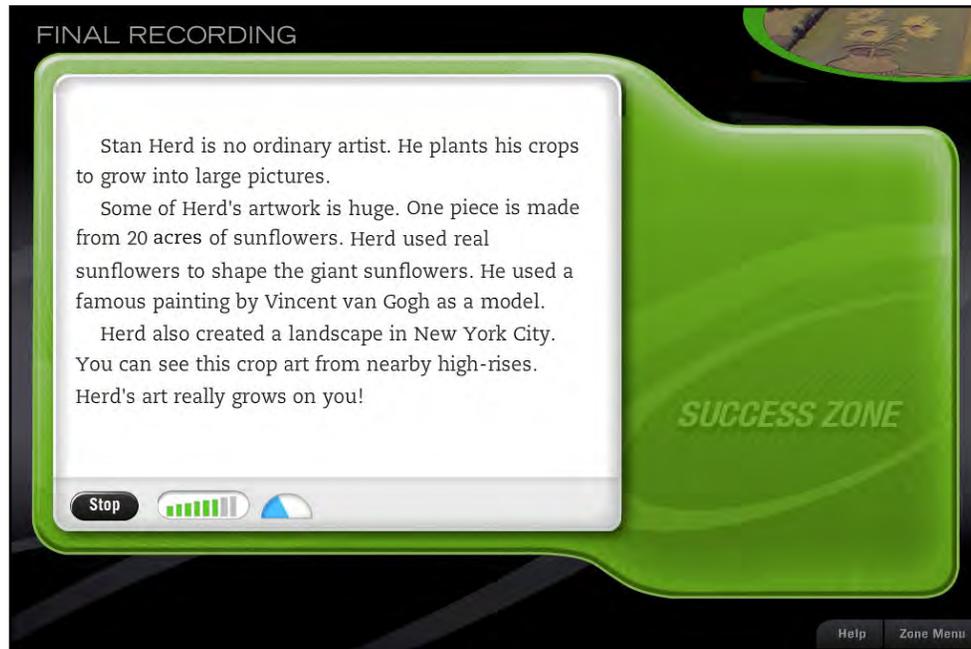
The Context Passages activity provides students opportunities to build comprehension and vocabulary skills.

In this activity, students read passages that have some words omitted, and then fill in the missing words by clicking 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 complete only one more passage to complete the activity. (If there are errors in the second passage students must complete a third passage.)

Final Recording



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

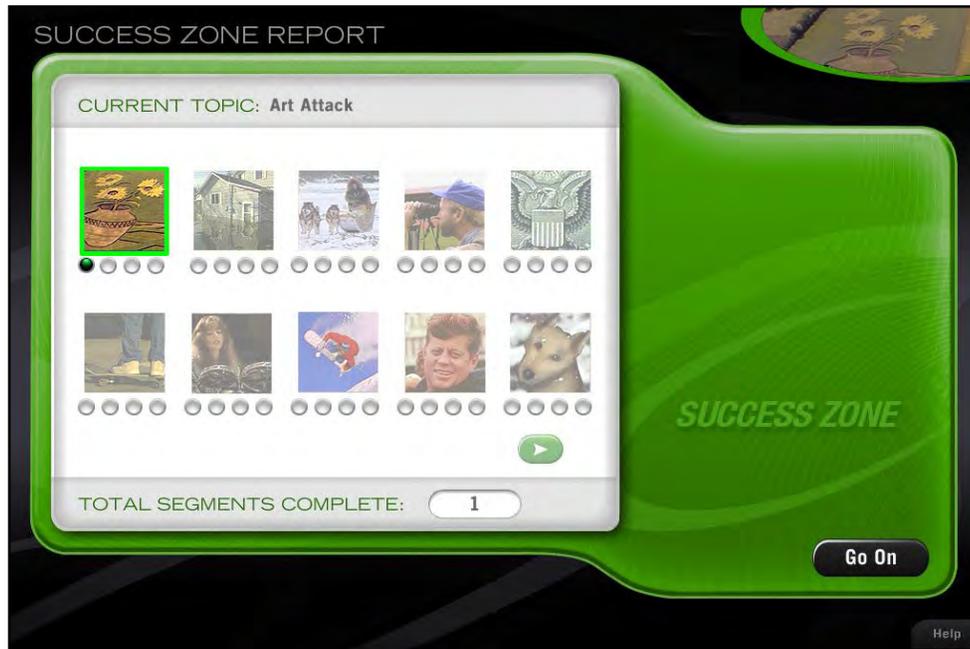
Students make a recording, perform a self-assessment, rerecord if they choose, and then save the recording so their teacher can listen to it. This activity provides students with a sense of how their reading fluency has improved.

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. Recording also stops 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 the Success Zone Progress Report for their work. Students' final recordings are saved in the SAM Student Digital Portfolio for teachers to review and grade.

Success Zone Report



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 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 Dashboards to view their statistics and start the new segment. (They will have extra time on their Dashboards to review their work and status.)

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](#).

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.

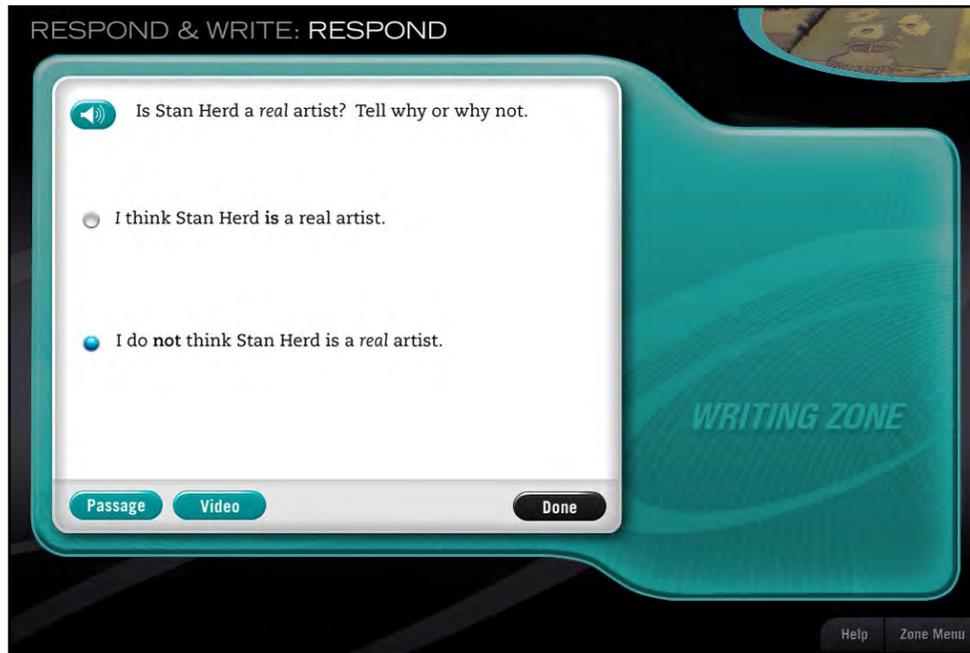
Transition



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.

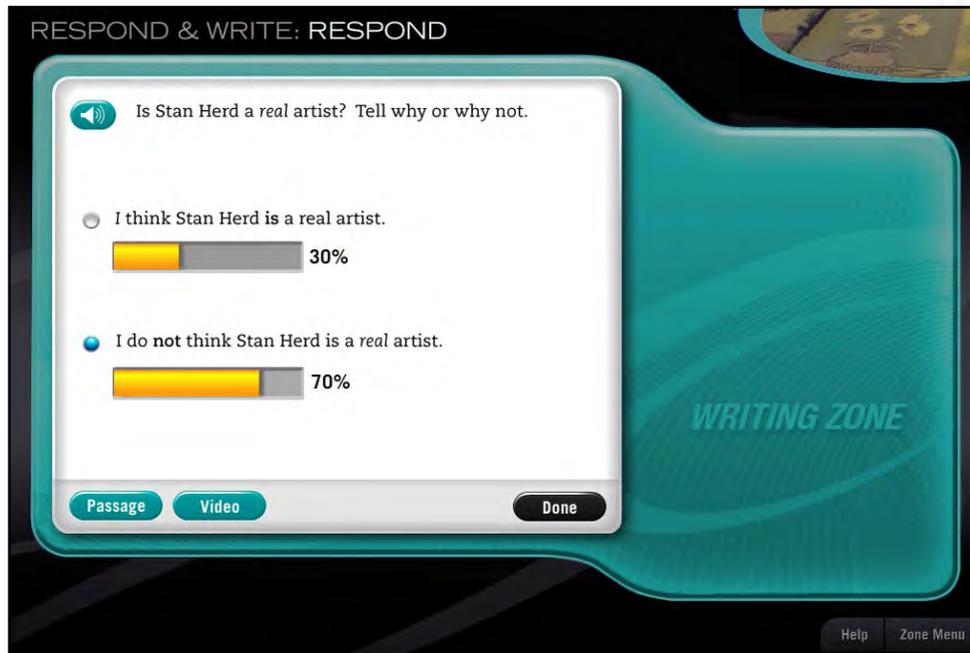
Respond



The Respond step of the Respond & Write activity asks students to respond to a survey question. Their responses to this question will become their 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 choices. 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.

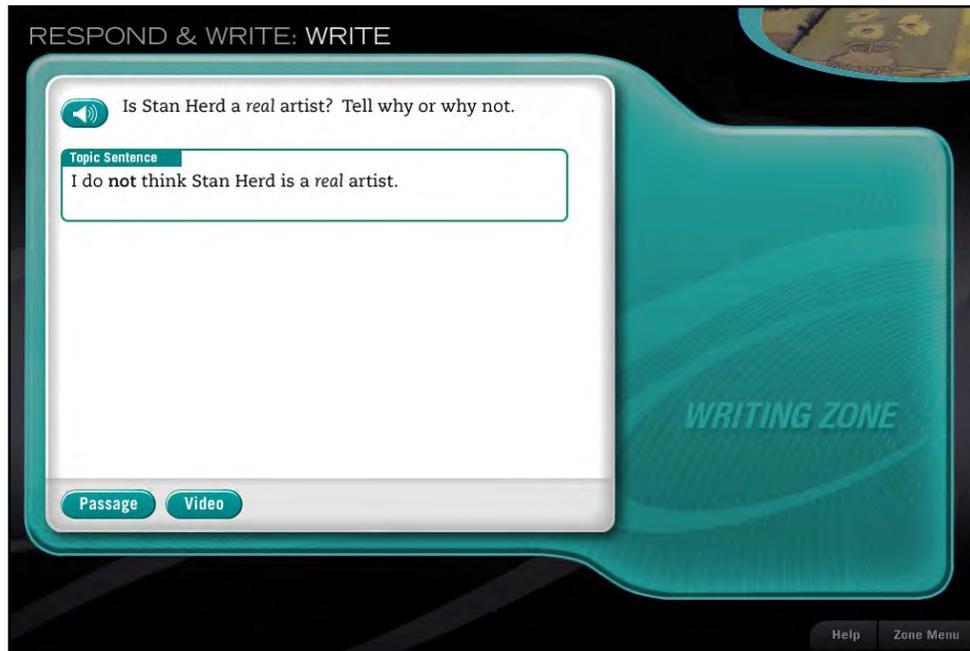
As with other zones, students may click **Help** to get help with the program, or click **Zone Menu** to return to the Zone Menu. Students who move to the Zone Menu to exit the program will continue with the next step of the Respond & Write activity during their next session.



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.

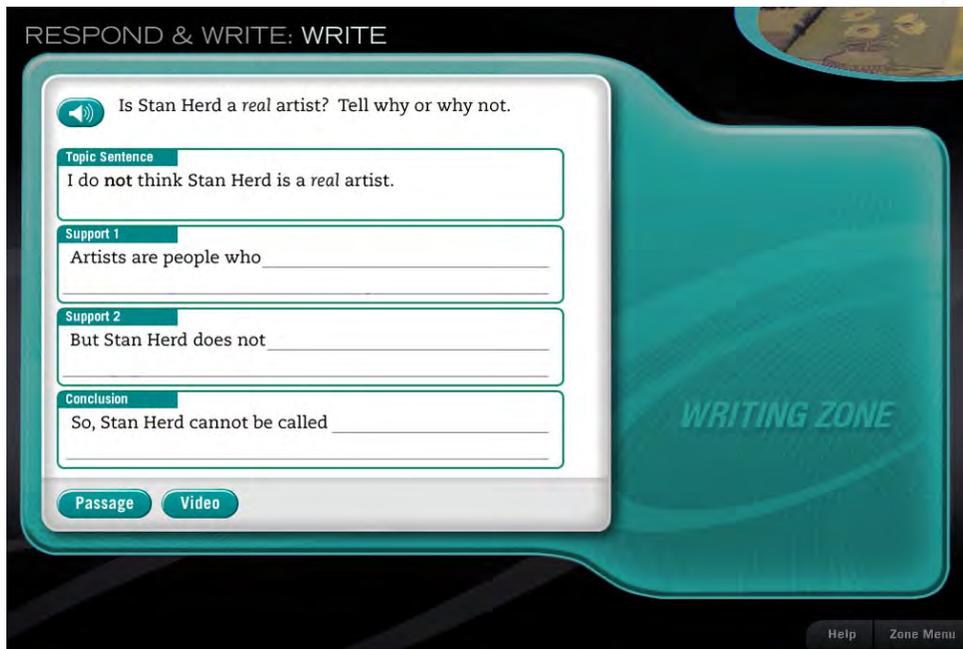
To change the response, students click the button next to the new choice. The survey bars disappear. Until they click **Done**, students may click the **Speaker** icon to hear the question again, the **Passage** button to review the passage, or the **Video** button to review the Video. Students click **Done** to finalize their responses. Students may change their responses as many times as they wish until they click **Done**, after which students move on to the next step in the Respond & Write 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 sentences 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.

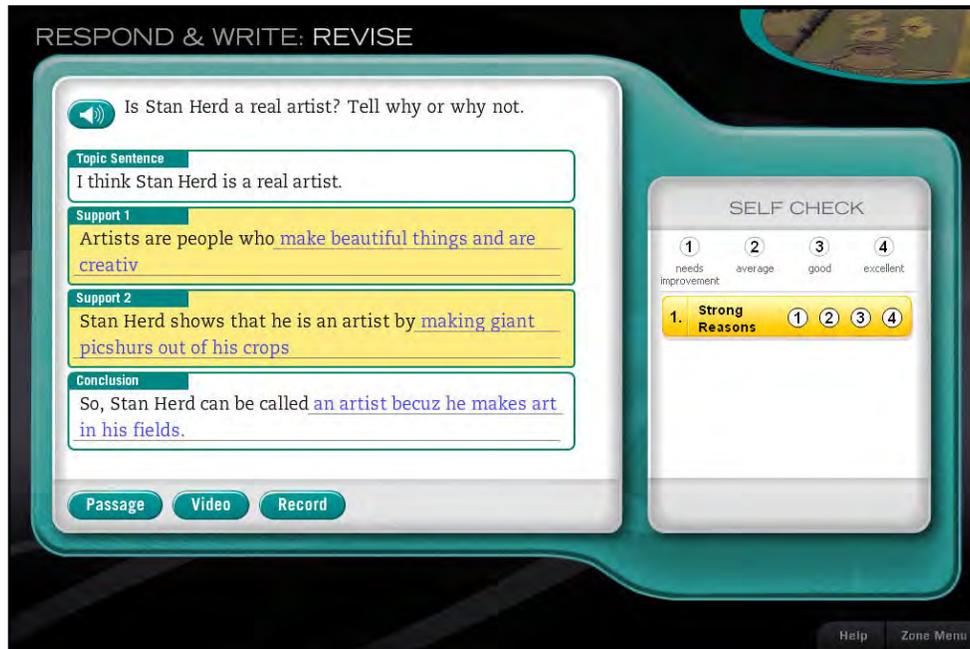
After finishing the two sentence frames, students click **Go On**. A Conclusion frame then appears. A blinking cursor indicates where students type their concluding sentences.

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, 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

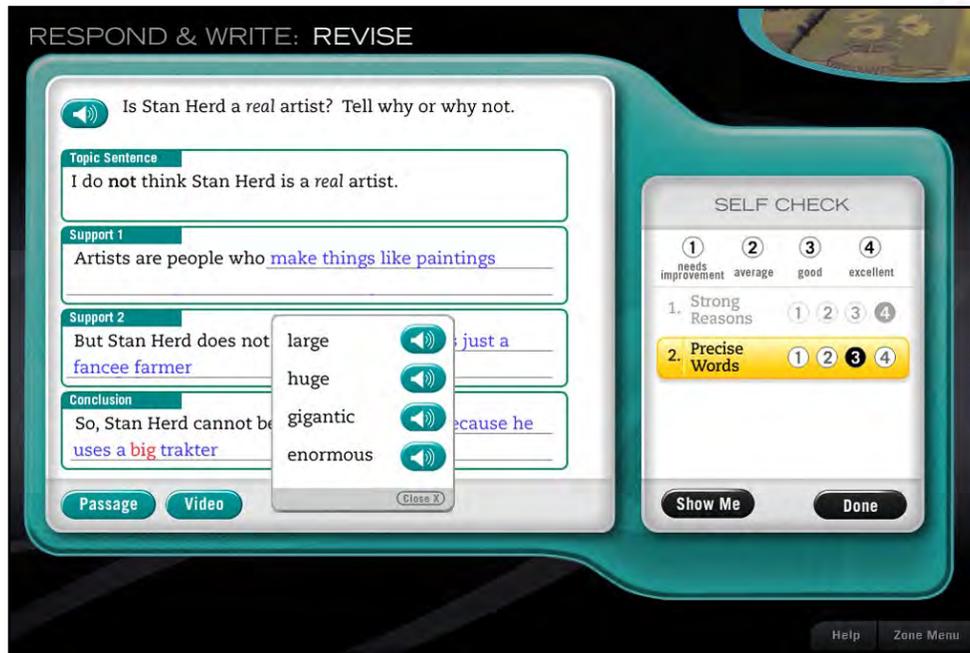


In the Revise step of the Respond & Write activity, students revise their work. Ty leads students through four steps of revising and rating their writing. These steps mirror the teacher-led revisions students do in small-group work. In each step, students are asked to evaluate their writing, make corrections,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

In Strong Reasons, 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, the **Passage** button to review the passage, or the **Video** button to review the video.

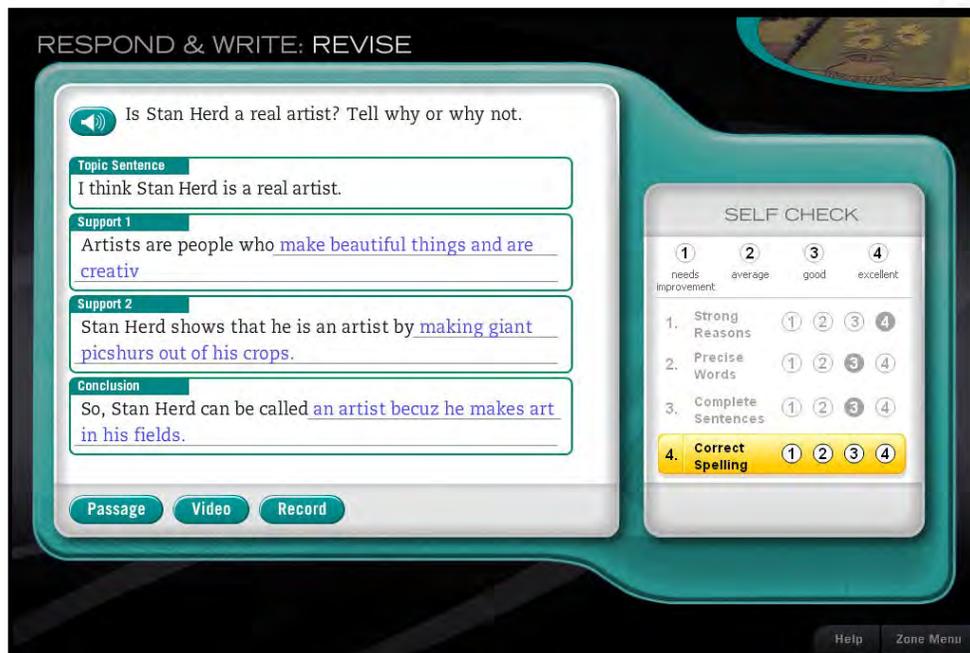
Students click **Go On** when they have finished the Strong Reasons step of Self Check.



In Precise Words, 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 word 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 precise 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.

Students click **Go On** when they have finished the Precise Words step of Self Check.

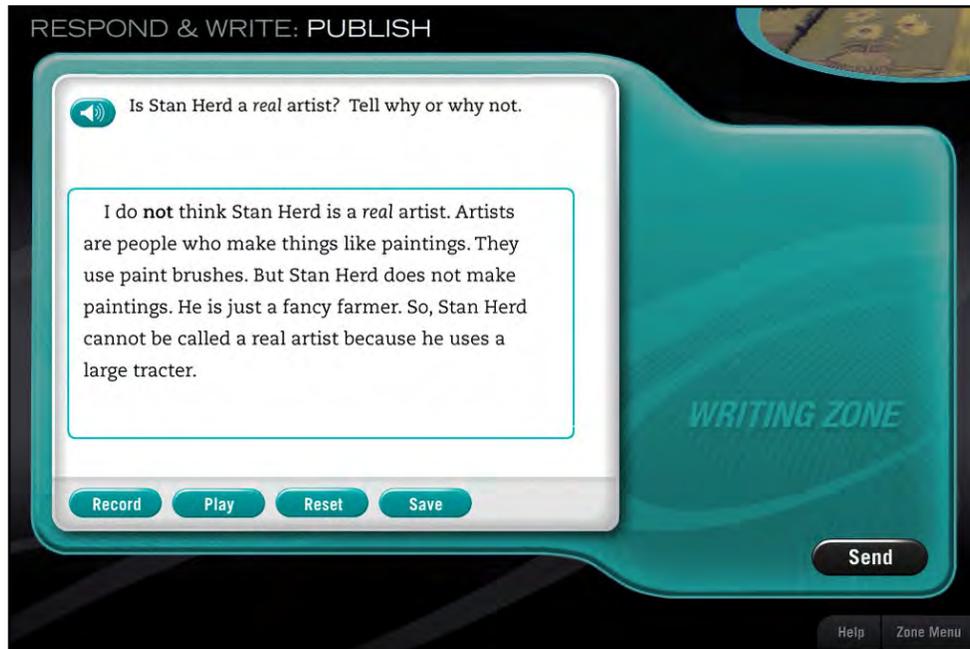


In the third revision step, students check for complete sentences. Students reread their sentences to make sure they are complete, and then rate their work. Once students are satisfied with their work, they click **Done**.

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



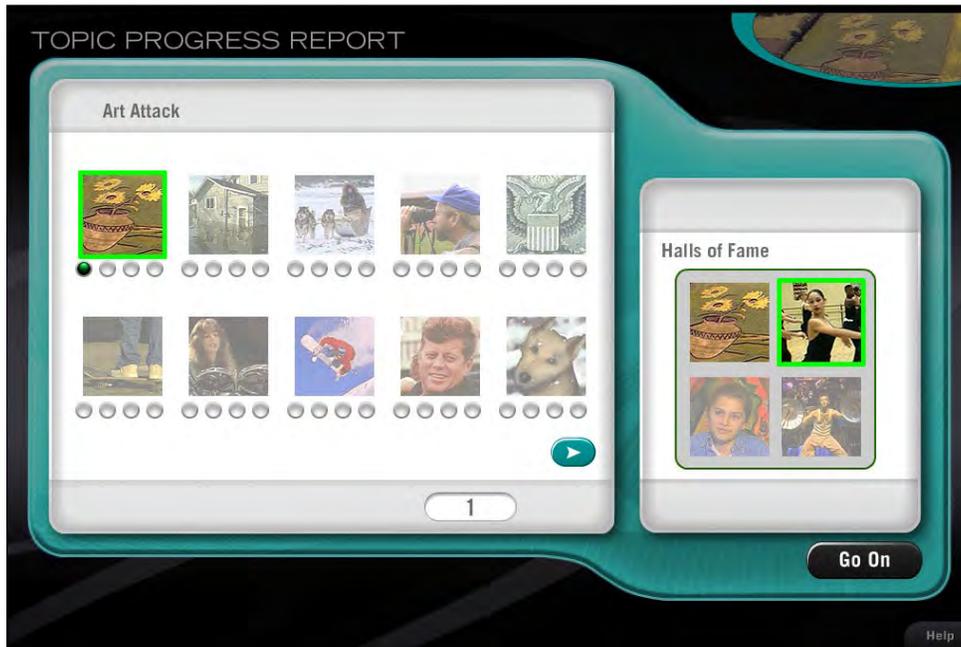
After clicking **Go On**, students move to the Publish step of the Respond & Write activity. Ty informs them that they are about to publish their drafts, and prompts them to review the draft one final time by recording it.

Students must 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 or 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 the student's 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.

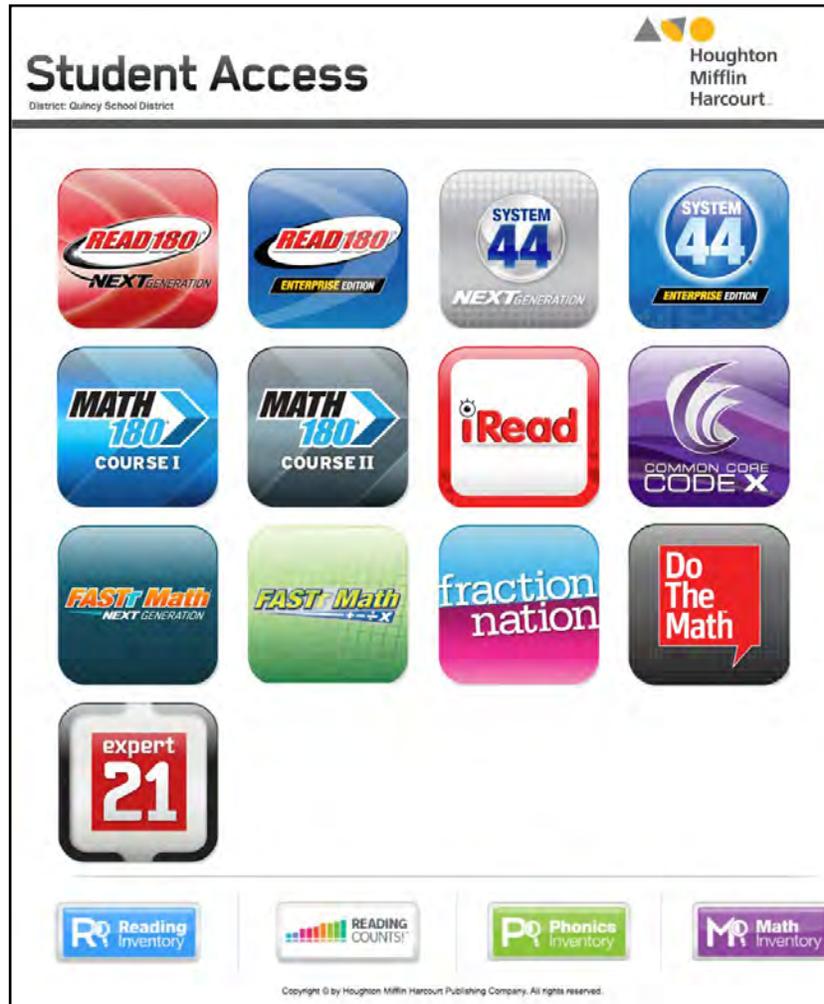
The eBooks Library

The eBook Library is a browser-based component of *READ 180* Next Generation that provides electronic versions of many of the *READ 180* Next Generation Paperback Library titles. Students may access their eBook Library from any computer with an Internet connection (for example, in a classroom, in a library, or at home).

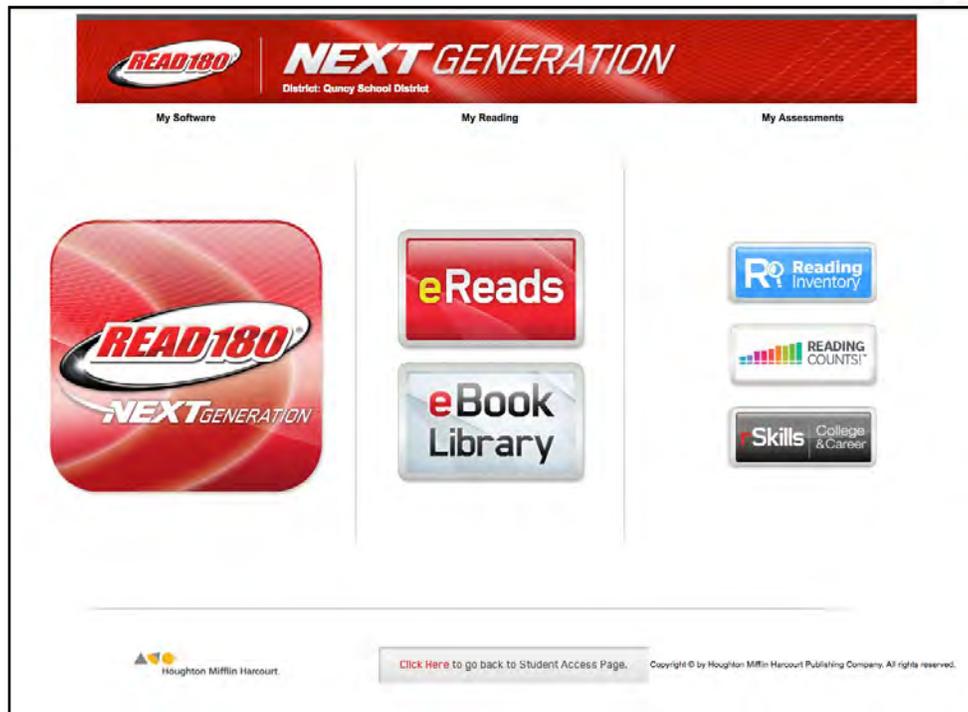
Logging In

Students may access their eBook Library from the *READ 180* Next Generation Suite access screen or their My Reading gateway.

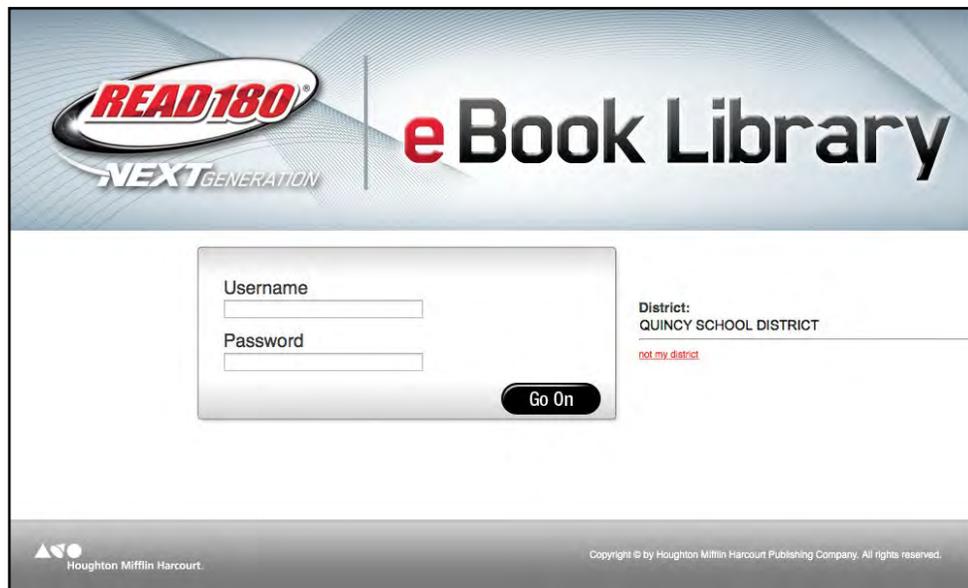
Student Access Screen



Beginning at the Student Access screen, students click the **READ 180 Next Generation** icon to go to the *READ 180* Next Generation Suite access screen.



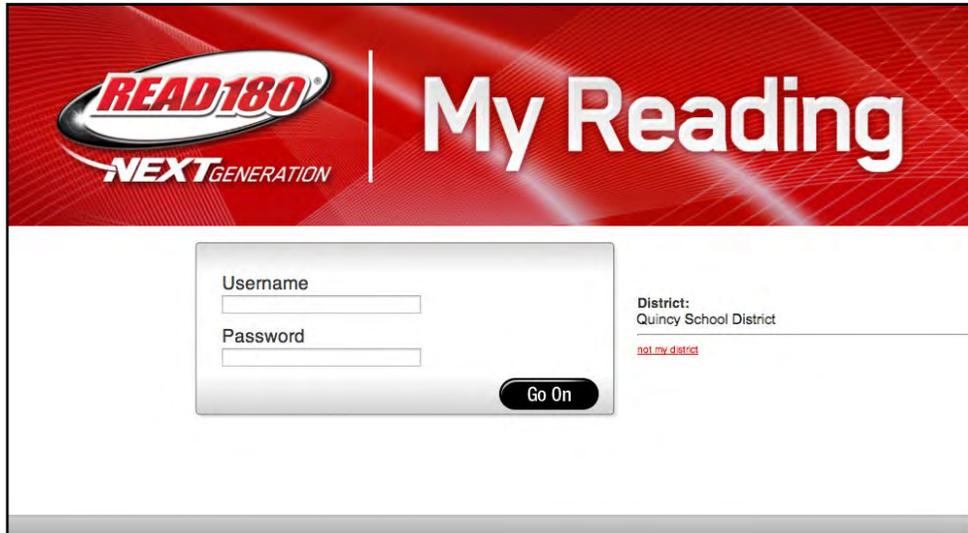
Click the **eBook Library** icon to launch the eBook Library.



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**.

My Reading Gateway

Students may also log in to their eBook Library through their My Reading gateway screen.



Students go to read180.com/myreading and enter their username and password, then click **Go On** to log in.

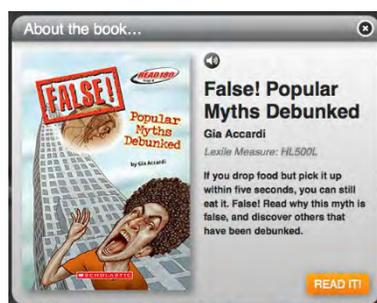


Once logged in, students may access their eBook Library by clicking the appropriate icon. The student's name will appear in the upper right corner.

The eBook Library Screen



The eBook Library screen shows all available books for the student's *READ 180* Next Generation stage. The student's current book is highlighted in yellow in the upper left corner. The current book may be opened directly by clicking the cover.

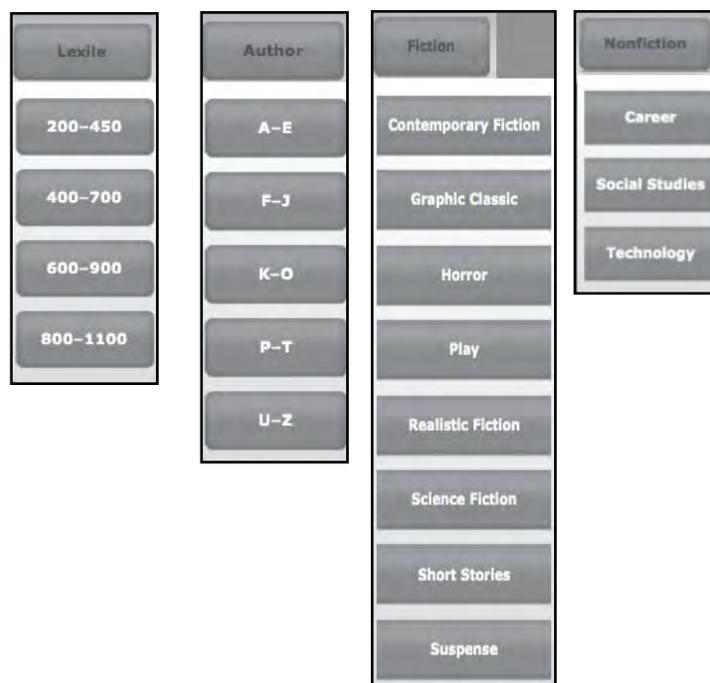


Click a cover to open the preview window and read a summary. To hear the summary read aloud, click the **Speaker** icon. To open the eBook, click **Read It!**

To search for an eBook, click **Search** to open a menu of search categories, then click a category to open a pull-down menu of search filters.



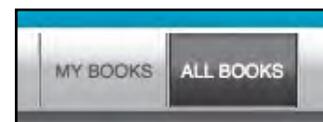
To display only the eBooks that fall within a certain Lexile measure range, click **Lexile** and choose a Lexile® measure from the pull-down menu.



To show only titles by certain authors, click **Author** and choose a button from the pull-down menu to limit the eBook Library display.

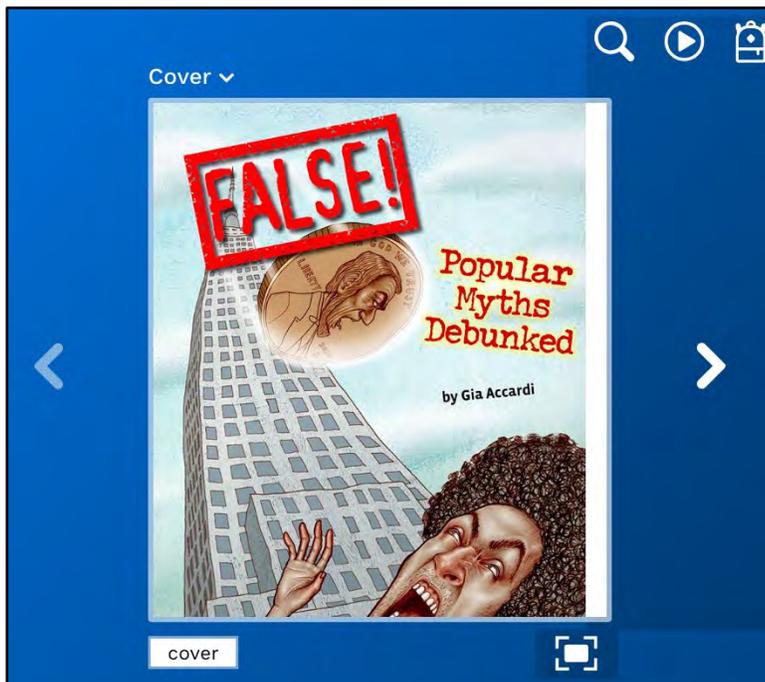
To limit the display to a certain genre, click **Fiction** or **Nonfiction** and choose a genre from the pull-down menus.

Students may select **My Books**, which shows the eBook they are currently reading along with four other books of similar Lexile (minus any book for which a *Reading Counts!* quiz has been taken and passed). They may also select **All Books**, which shows all the eBooks for the stage.

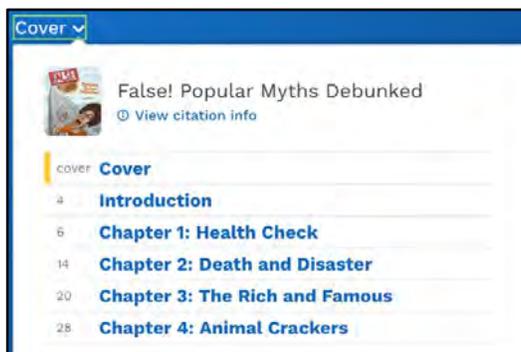


To log out of the eBook Library, click Logout. The eBook Library also logs users out after 30 minutes of inactivity.

Using the eBook viewer



Clicking **Read It!** on the eBook preview opens the eBook viewer. The eBook viewer has many functions to help students navigate the eBook.



Click the arrow at the top of the eReader screen next to the section heading to view the Table of Contents. Click a heading to go to that section of the eBook.



Click the page number field and enter a page number to move to that page in the eBook.

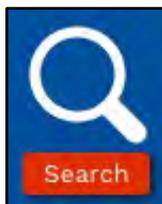
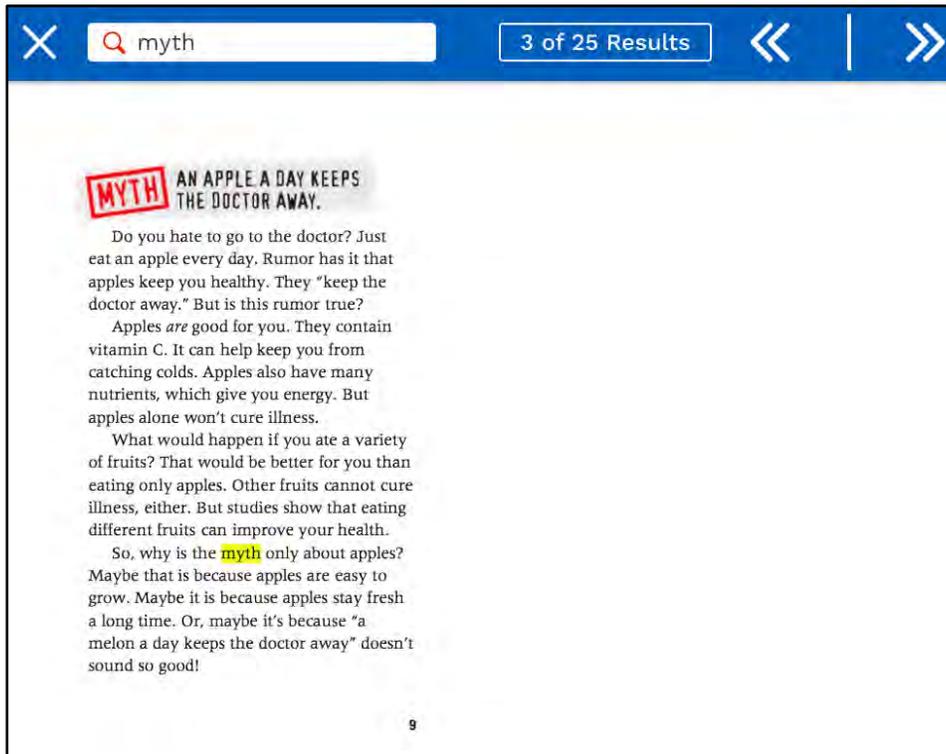


Use the arrows to move forward or backward through the eBook.

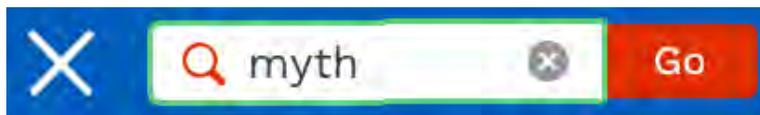


Use the full-screen button to expand the eReader to full screen.

Search View



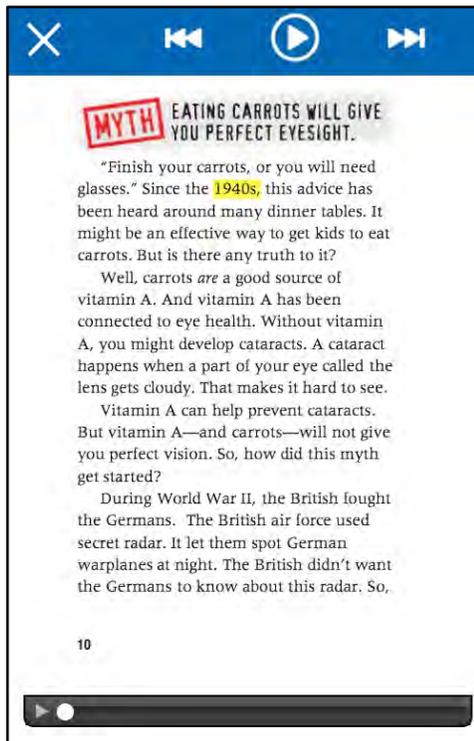
Click **Search** to open Search view. Scrolling over the icon identifies it.



In Search view, search for a word for a phrase by entering it into the search window at the top of the screen and clicking **Go**. Search view will show how many times the word or phrase occurs and highlight the word on the visible page. Use the arrows to scroll forward or backward through the eBook and view the selected word or phrase.

Click **X** to close Search view.

Read Aloud View



In Read Aloud view, students may view their eBook and have it read aloud to them. In Read Aloud view, the words being read are highlighted in the text for students to follow along.

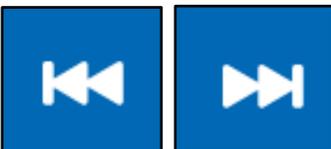
The read aloud will start when Read Aloud view is opened.



Click the **Read Aloud** icon to open Read Aloud view. Scrolling over the icon identifies it.



To pause or stop the read aloud, click the **Play/Pause** button. The button toggles between play and pause as the reading is paused or played.



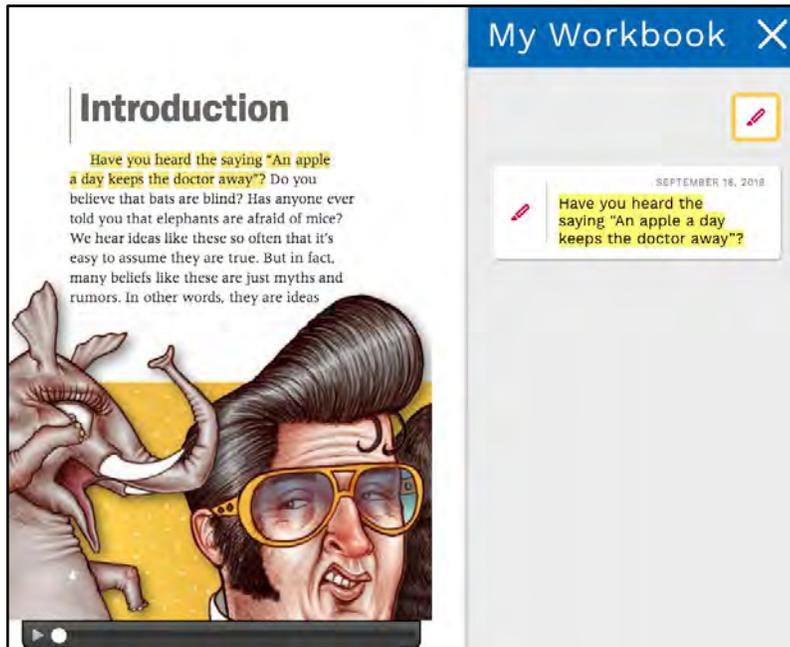
Use the arrow keys to move forward or backward through the read aloud.



At the bottom of the screen is a play bar. Students who wish to hear the visible page read aloud without the text highlights may use the Play bar. Click the **Play/Pause** button at the left of the Play bar to start the audio. The button toggles between play and pause.

Click **X** to close Read Aloud view.

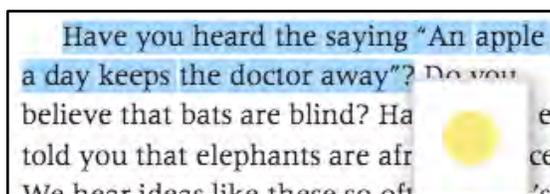
My Workbook View



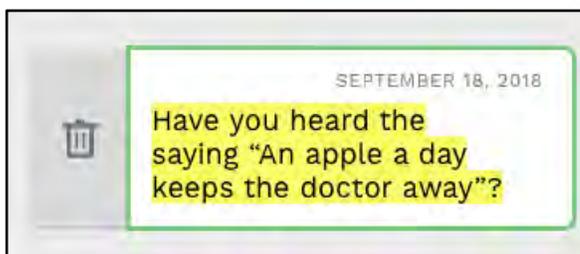
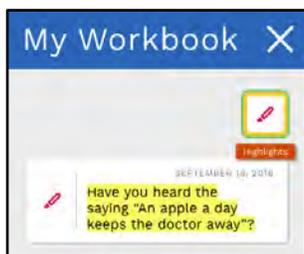
My Workbook view lets teachers and students highlight and save passages from the eBook.



Click the **My Workbook** icon to open My Workbook view. Scrolling over the icon identifies it.



To highlight text in My Workbook, scroll over the text to be highlighted. A **Highlight** button appears. Click the button to highlight the text. The highlight will appear in the selected color.



The highlight will also appear in the My Workbook column at right. To delete the highlight, scroll over the **Highlight** button, which will toggle to a **Trash** icon. Click the **Trash** icon.

Navigating the eBook



To navigate the pages in the eBook in Search, Read Aloud, and My Workbook views, use the arrows on the left and right of the screen. Scroll over the page to make the arrows appear.

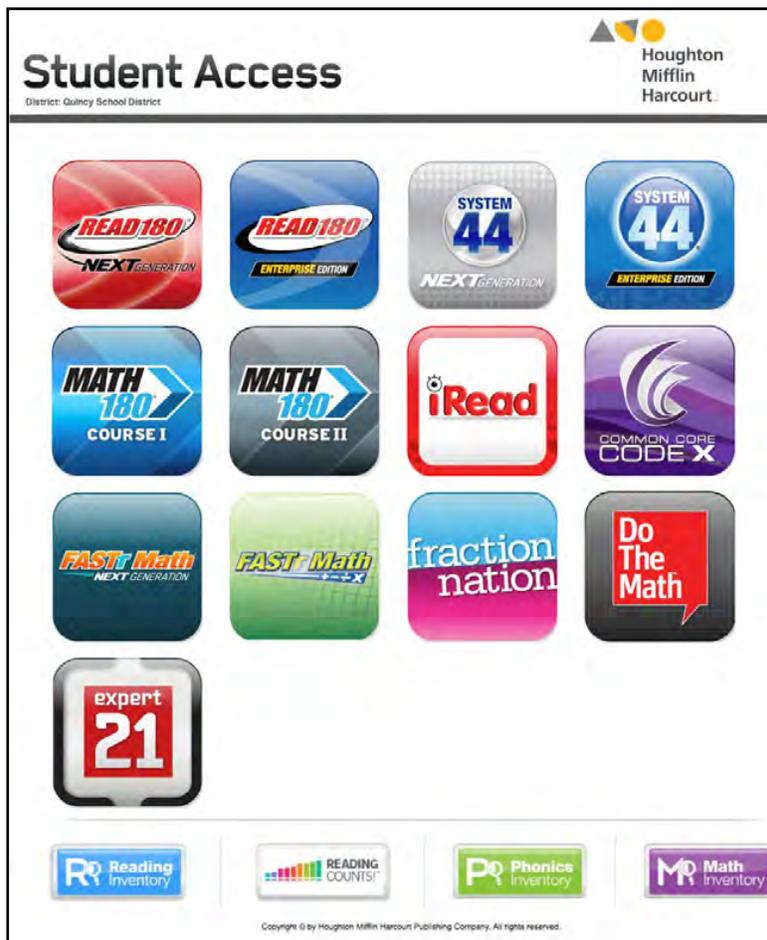
eReads

eReads is a browser-based component of *READ 180* Next Generation that provides an extension to the software Topics. Each eReads selection has a related *Reading Counts!* quiz. eReads may be accessed from any computer with an Internet connection (in a classroom, library, or home). eReads includes interactive elements such as article ratings, photo galleries, and opinion polls.

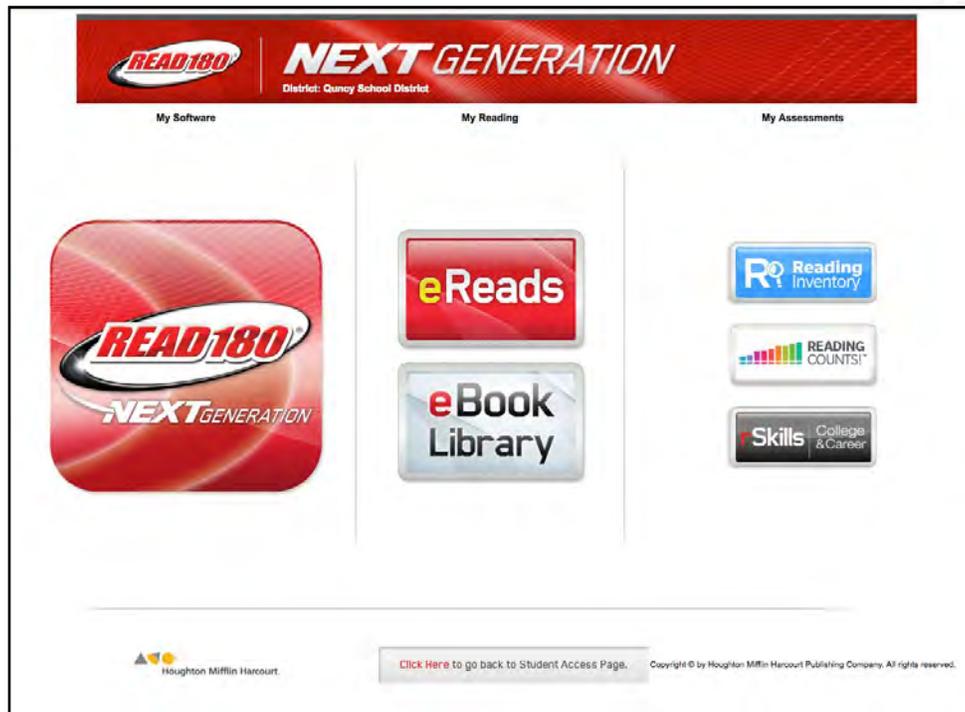
Accessing eReads

Student access to eReads may be adjusted through the Program Settings in Student Achievement Manager (the default setting is on). For more information, see [SAM Settings and Reports for READ 180 Next Generation](#).

Logging In

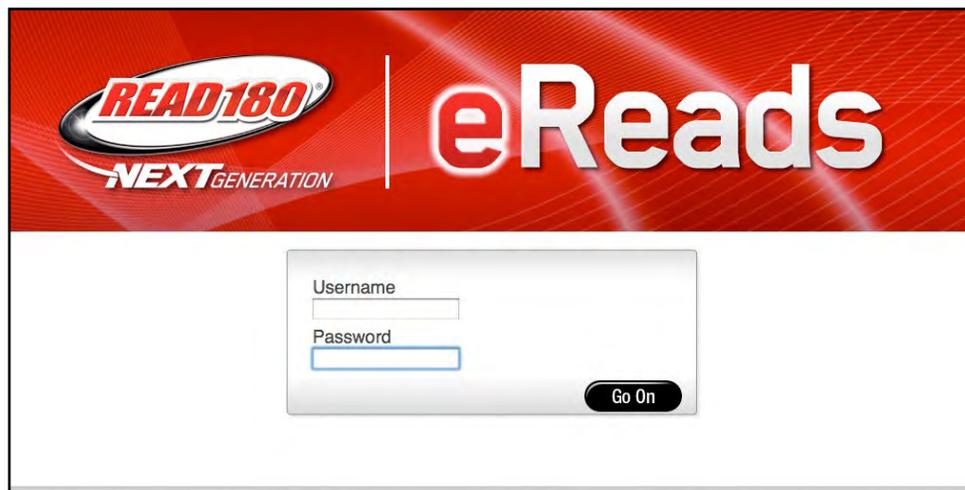


Access eReads from the Student Access Screen and the *READ 180* Next Generation Suite Access Screen. Click the *READ 180* Next Generation icon to go to the *READ 180* Next Generation Suite Access Screen.



Click the eReads icon to launch eReads.

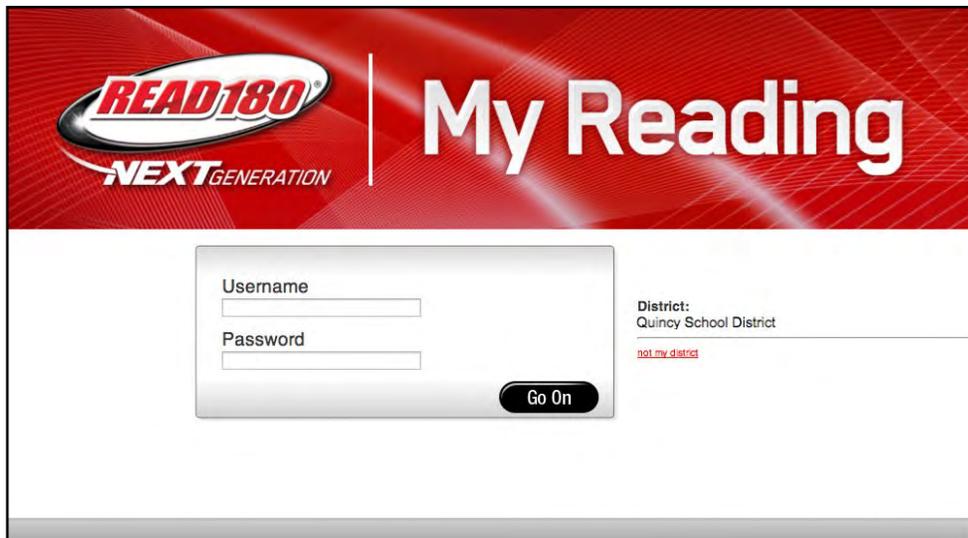
Students may also access eReads from any computer with an Internet connection by going to read180.com/ereads.



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**.

My Reading Gateway

Students may also log in to eReads through their My Reading gateway screen.

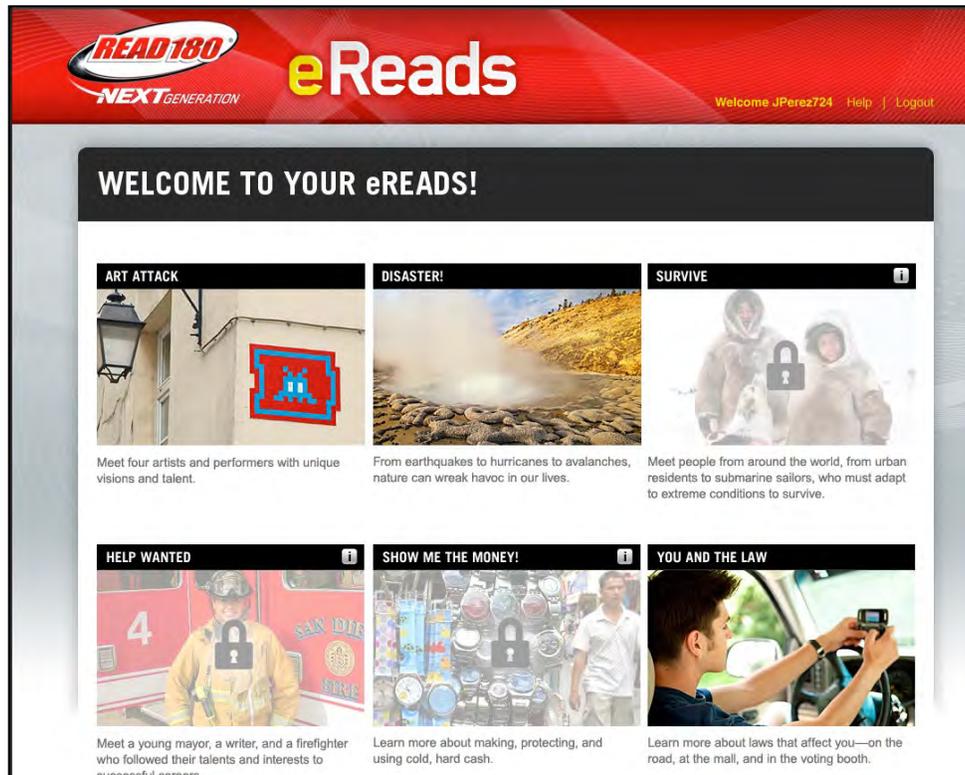


Students go to read180.com/myreading and enter their username and password, then click **Go On** to log in.



Once logged in, students may access their eReads by clicking the appropriate icon. The student's name will appear in the upper right corner.

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 correspond 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 screen 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

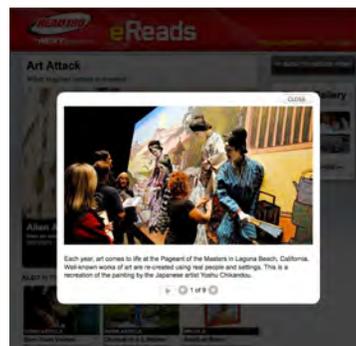
Clicking the Topic image opens the Collection Home screen and enables access to the eReads and activities in that collection. eReads are leveled for Topic Software Levels 1–2 and 3–4. Students move automatically to the level that matches their reading level in the Topic Software, unless the teacher sets their eReads reading level to be independent of the software (see [SAM Settings and Reports for READ 180 Next Generation](#)).

Each Collection includes the following features:

The screenshot shows the 'eReads' interface for 'The Art Attack Collection'. The main header features the 'READ 180 NEXT GENERATION' logo and the 'eReads' title. A navigation bar includes 'Welcome JPerez724', 'Help', and 'Logout'. The main content area is titled 'The Art Attack Collection' with the subtitle 'What inspires artists to create?'. Below this is a large image of a building with a red and blue 'Space Invaders' alien graphic on its wall. A 'PROFILE' button is visible. Below the image is a section titled 'Alien Invaders' with a brief description and a 'Keep reading' link. To the right, there are three interactive widgets: 'Photo Gallery' with a grid of images and an 'OPEN SLIDESHOW' link; 'Think Tank' with a 'Poll' about school programs and a 'Quiz Yourself' section with a question mark icon. At the bottom, an 'ALSO IN THIS COLLECTION' section features three smaller article thumbnails: 'YouTube Dream Come True', 'Artist at Work', and 'Stars in Cartoons', each with a title, brief description, and 'more' link.

- eReads Selections:** Each collection features four eReads articles 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 opened.

- **Photo Gallery:** The Photo Gallery is a slideshow of eight 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.

LIKE THIS? READ MORE

From **READ 180:**

Paperbacks and Audiobooks

The Band
Dina Anastasio

Alison's Trumpet and Other Stories
Nat Hentoff, Jean Davies Okimoto, and others

eReads

Telling True Stories: Tips from Walter Dean Myers

<p>On the Web:</p> <p>Further Reading</p> <p>Academy of Achievement: Wynton Marsalis ▶ Profile, interview, and biography of the celebrated trumpeter Wynton Marsalis; with illustrations, audio, and video. From the Academy of Achievement, an educational nonprofit.</p> <p>5 Years Later, Revisiting Katrina and a New Orleans Musician ▶ Five years after Hurricane Katrina, jazz clarinetist Michael White is back in New Orleans (where his old neighborhood is still mostly empty). Here you can see White perform "Sunday Morning" and watch an extended interview with him. From PBS NewsHour.</p> <p>Aerosol Art / Arts & Culture / Smithsonian Magazine ▶ "Largely dismissed as vandalism, graffiti is migrating from streets and subway cars into major galleries." This article from the Smithsonian magazine (February 2009) includes a photo gallery illustrating work by two graffiti artists.</p>	<p>Career Information</p> <p>ArtsWork - Careers ▶ For primary, middle, and high school students, an introduction to different arts careers and related jobs in the visual and performing arts as well as in literature. From the Web site of the Art Museum at the Arizona State Univ.</p> <p>Fun Works - Art/Design ▶ What do designers, animators, and scientific illustrators do and what should you do to become one? Find out from the FunWorks - a career resource for students funded by the National Science Foundation. Go to "People" to meet real life members of these professions.</p> <p>BLS Career Information -- If you love music and art... ▶ For those who love the arts and music - a look at a possible career as an actor, artist, photographer, disc jockey, musician, or designer. Covers job requirements, salaries, education, and prospects. From the Bureau of Labor Statistics.</p>
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- **Links:** Each collection contains classroom-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.

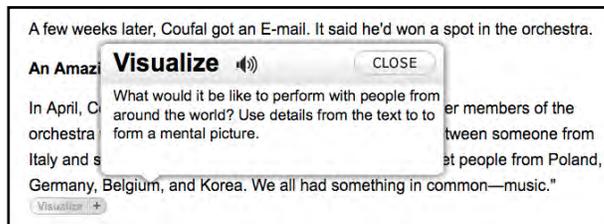
eReads Articles

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

- **eReads Article Screen:** The eReads Article screen shows the article associated with the photograph from the Collection Home screen.
- **Read Aloud Link:** Click the **Read Aloud** link to hear the article read aloud. The **Read Aloud** link opens a window with a **Play** button and volume control. Students click **Play** to hear the article read and use the volume slider to control the volume.
- **About the Article:** The About box shows the article’s word count and Lexile measure.
- **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 article 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. Students may rate each article only once.

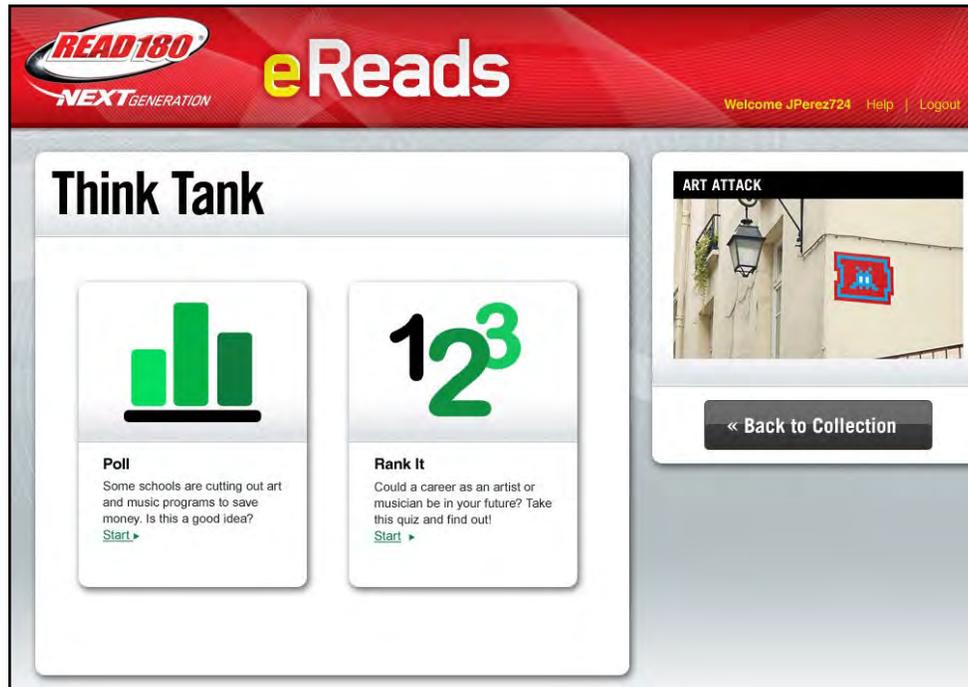
Key

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.

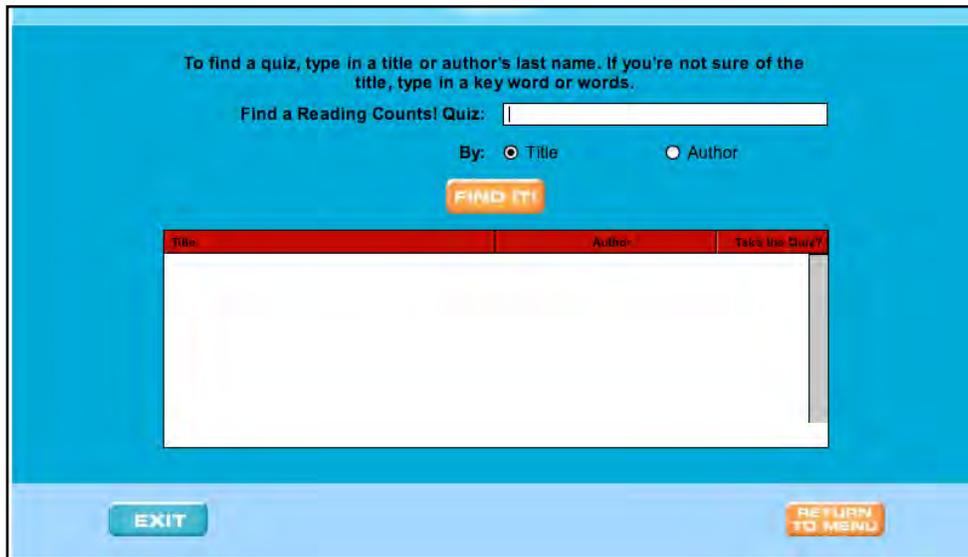
Each Think Tank includes an Opinion Poll, where students respond to an opinion question based on the eReads selection. After students respond to the question, a graph appears showing how other students responded to the same question.

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.

Students may complete these activities once. On return logins, they see their saved activities.

Using eReads With *Reading Counts!* Quizzes



Each eReads article has a related *Reading Counts!* quiz. To take a *Reading Counts!* quiz associated with the eRead, launch *Reading Counts!* and enter the title of the eRead in the *Reading Counts!* 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 *Reading Counts!* may have as many as 10 questions (book-related *Reading Counts!* quizzes have 30 questions). Use the *Reading Counts!* Program Settings in SAM to set the number of questions on eReads quizzes in *Reading Counts!* See [SAM Settings and Reports for Reading Counts!](#) 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).

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

Technical Support

For questions or other support needs, visit the [READ 180 Product Support](http://hnhco.com/read180ng/productsupport) website at hnhco.com/read180ng/productsupport.

AVAILABLE SOON!
After decades of extensive, ongoing research and development, we're proud to introduce *READ 180 Universal* – the NEW comprehensive blended learning solution for Grades 4 and up. *READ 180 Universal* merges brain science, growth mindset, ongoing assessment, professional development, and knowledge to raise reading achievement. [Learn More >>](#)

NEED HELP?
Can't find what you're looking for?
[Contact Us >>](#)

Title	Date	Version	Size	Pages	
READ 180 Next Generation v2.4 Installation Guide					
Whole Book	01-01-16	v2.4	1.7mb	49	Download Now >>
READ 180 Next Generation v2.4 Software Manual					
Whole Book	01-01-16	v2.4	4.6mb	78	Download Now >>
SAM Settings and Reports for READ 180 Next Generation v2.4					
Whole Book	01-01-16	v2.4	2.2mb	60	Download Now >>

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.