

ASSISTIVE TECHNOLOGY

LAP TOP/SOLO SUITE



“Creating Powerful Learning Environments”

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Laptop with Solo Suite

Subject: Social Studies

Grade: Any

Initial set-up (front loading): Teachers need to know what etext (electronic text) or websites they want the students to access. They can be preloaded onto the students' assignment.

Task(s): Write a research essay.

Activity:

1. In Draft Builder create a list of topics or questions to be answered in either web or linear format. The questions can be levelled according to topic and subtopics.
2. Move to Read:Outloud. Notice our questions are on the right side of the screen. Open etext and/or web pages and have it read to you using the speech tool. Highlight notes (colour based on level of question). These can be dragged over to the corresponding question – if so it will be in quotations.
3. Move to Write:Outloud and also open Co:Writer if needed. Notice that draft and answers are on the left hand side of screen. These can be dragged over to the written portion if needed. Start filling in the gaps and listen to what you have written.
4. Don't forget to use the Bibliography Wizard

Other Thoughts/ideas:

Website: www.donjohnston.com

How do I save etext?

The trick to downloading etext is to make sure that you save it as a "text" file. This will allow you to bring it into any word processor that you are working with. Saving the file on your computers hard drive will ensure that you can access it again for using in other applications or for a different purpose.

Here's how....

1. Make sure that the etext that you want to work with is open on the screen.
2. Select the **File** menu and select **Save As**.
3. Name your file in the **File Name** box. Most Internet files will have long, odd names! Give it a name that you will recognize later on.
4. Change the file type in the **File Type** box. Click the drop down arrow beside the file type box and choose "txt" file. If you don't change the file type, it will simply be saved as a web-page and when you go to open the file it will open on the internet.
5. Make sure that you know where you are saving the file; you want to be able to find it later on. You might want save it in a folder in you're **My Documents** folder called **My ebooks**.

How do I bring etext into my word processor?

Cutting and pasting is the most universal method of bringing text into a word processor. The steps for doing so are...

1. Open the saved "text" file.
2. Select the **Edit** menu and then **Select All**. Your text will become highlighted.
3. Select the **Edit** menu and then **Copy**.
4. You can now close the text file and open the word processor that you want to paste into.
5. With the word processor that you want to work with open, select the **Edit** menu and then select **Paste**.

Note: Text retrieved from the Internet is often formatted by placing forced enters at the end of each line. You might need to fix the formatting and delete any web garbage (a.k.a. advertising that came over with the text).

SOLO

SOLO Literacy Suite combines the power of innovative technologies and a teacher-friendly management system. SOLO will support any size student population for differentiated writing approaches across the curriculum.

Co:Writer—intelligent word prediction

Write:OutLoud—talking word processor

Draft:Builder—graphic organizer

Read:OutLoud—Text reader (supports electronic files including NIMAS)

Teacher Central—an intuitive management system used to create student data reports and assign individual student preferences.

CO:WRITER

Co:Writer is a powerful word-prediction program created for struggling writers to help expand their vocabulary and improve written expression. With Co:Writer students are able to produce grammatically-correct and topic-specific sentences within any word processor.

The secret to Co:Writer's success is **Linguistic Word Prediction™**. No other program uses this intelligence to accurately predict phonetically spelled words while offering support to produce longer sentences with independence and confidence.

READ:OUTLOUD

Support ALL Electronic Content

- Text-to-speech reads electronic content
- Built-in browser supports internet research
- eHighlighter and Note tools cultivate text-to-self connections
- Templates prompt application of comprehension strategies
- Franklin Dictionary helps build vocabulary

WRITE:OUTLOUD

Write:OutLoud is an award-winning talking word processor and writing software program built specifically for students in grades 3-12.

With Write:Out:Loud your students will write more effectively, more often and have more enthusiasm to share creative thoughts on paper.

DRAFT:BUILDER

Using Draft:Builder, a writing software technology that breaks down the writing process, your students will enjoy the pre-writing process and ultimately write effective essays and papers as they:

- build better visual maps to prepare their plans and goals
- construct visual outlines to organize their ideas
- take better notes to emphasize and process important facts

Read:OutLoud™ SOLO Edition

Getting Started Learning Checklist

See how much you know and have learned about Read:OutLoud using this skills checklist.

Tutorial 1

- Launch Read:OutLoud
- Sign In as a Learner
- Preview an Assignment Template
- Open an Assignment Template
- Read text using auditory supports
 - Speak Locked Text
 - Stop speaking
 - Highlight text for speaking
 - Speak text
 - Read All text
 - Speak Paragraph
- Use the Dictionary
- Use the eHighlighters to highlight eText to add Subtopics
- Add Notes to the Supported Reading Guide
- Move Subtopics in the Supported Reading Guide
- Indent Subtopics in the Supported Reading Guide
- Delete Notes and Subtopics in the Supported Reading Guide
- Save/Save As
- Print the Supported Reading Guide as a study guide

Tutorial 2

- Launch Read:OutLoud
- Sign In as a Teacher
- Preview an assignment
- Open an Assignment Template
- Modify an Assignment Template
 - Delete Locked Text
 - Add Locked Text
 - Edit Locked Text
- Save an Assignment Template
- Assign an Assignment Template to Learners

Ready for More

- Navigate in the eText
 - Move to Beginning/End of Document
 - Move to Next Sentence
 - Select Sentence
- Resize the views with the Slide Bar
- Speak text
 - Repeat last text spoken
- Cut/Paste text
- Copy/Paste text
- Use Re-Highlight
- Use the Bibliographer
- Add eText
 - Use Add eText
 - Connect to the Web
 - Capture Web Page
- Move among eText pages using Next Tab
- Resize eText
 - Grow Selection
 - Shrink Selection
- Remove eText Tab
- Use Map View
- Add Picture(s)
 - Add Picture(s) provided within Read:OutLoud
 - Add *your own* pictures or illustrations to a Read:OutLoud document
- Outdent Subtopics in the Supported Reading Guide
- Add Outline Template
- Format eText
 - Change Font Style and Size
 - Change Alignment
 - Change Line Spacing
- Set Colors in the Supported Reading Guide
- Set text-to-speech options from the Speech Menu
 - Turn Speech On/Off
 - Turn Speak Toolbar and Dialog Boxes on
 - Highlight Word-by-Word

-
- Set Voice Settings
 - Voice
 - Rate (speed)
 - Pitch
 - Volume
 - Adjust speech feedback as you type
 - Use the **Pronunciation** option from the **Speech** menu
 - Use **Check Spelling** in eText
 - Cue Misspelling**
 - Show/Hide Locked Text**
 - Show/Hide Toolbar**
 - Modify Print Settings**
 - Change default assignment settings using **Student Preferences** in **Teacher Central**

Additional Read:OutLoud Resources

- Help Menu
- Read:OutLoud Getting Started
- User Guide
- Sample Assignment Templates
- Sample eText
- Sample images
- Don Johnston Learning Resources on the Web
www.donjohnston.com/djlearning/readoutloudfrm.htm
 - Getting Started Tutorial
 - Product Story
 - Standards Sheet
 - Learning Checklist
 - Research

Draft:Builder® SOLO Edition

Getting Started Learning Checklist

See how much you know and have learned about Draft:Builder using this skills checklist.

Tutorial 1

- Launch Draft:Builder
- Sign In as a Learner
- Preview an assignment
- Open an existing assignment
- Read text using auditory supports
 - Speak Locked Text
 - Speak text
- Modify an Outline
 - Add Subtopics
 - Delete Subtopics
- Organize an Outline
 - Indent Subtopics
 - Cut and Paste Subtopics
 - Move Subtopics by dragging
- Navigate among views
 - Move from Outline to Notes
 - Move from Notes to Draft
- Add a New Note
- Add text to Notes
- Create a Reference using the Bibliographer
- Link a Note to a Reference
- Organize Notes into a Rough Draft
- Highlight text
- Select All
- Save/Save As
- Copy and Paste text into a word processing program

Tutorial 2

- Launch Draft:Builder
- Sign In** as a Teacher
- Preview** an assignment
- Open an **Assignment Template**
- Modify an **Assignment Template**
 - Insert **Locked Text**
 - Add **Subtopics**
 - Indent Subtopics**
 - Delete Subtopics**
- Save an Assignment Template**
- Assign an **Assignment Template** to Learners

Ready for More

- Navigate
 - Move to Beginning/End of Document
 - Move to Next Sentence
 - Select Sentence
- Show/Hide Locked Text
- Show/Hide Toolbar
- Zoom in on text
- Resize the views with the Slide Bar
- Use **Map View**
 - Toggle between Concept and Tree Views
- Outdent Subtopics**
- Resize text
 - Grow Selection**
 - Shrink Selection**
- Set Colors
- Speak text
 - Repeat** last text spoken
 - Stop** speaking
- Set text-to-speech options from the **Speech Menu**
 - Turn Speech On/Off**
 - Turn **Speak Toolbar** and **Dialog Boxes** on
 - Highlight Word-by-Word**

-
- Set Voice Settings**
 - Voice**
 - Rate (speed)**
 - Pitch**
 - Volume**
 - Adjust speech feedback as you type**
 - Use the Pronunciation option from the Speech menu**
 - Add Outline Template**
 - Use Check Spelling**
 - Cue Misspelling**
 - Use the Dictionary**
 - Change Font Style and Size**
 - Print assignment**
 - From Print One button**
 - Modify Print Settings**
 - Change default assignment settings using Student Preferences in Teacher Central**

Additional Draft:Builder Resources

- Help Menu**
- Draft:Builder Getting Started**
- User Guide**
- Sample Assignment Templates**
- Sample Outline Templates**
- Don Johnston Learning Resources on the Web**
www.donjohnston.com/djlearning/draftbuilderfrm.htm
 - Getting Started Tutorial**
 - Product Story**
 - Standards Sheet**
 - Learning Checklist**
 - Research**

Co:Writer® SOLO Edition

Getting Started Learning Checklist

See how much you know and have learned about Co:Writer using this skills checklist.

Tutorial 1

- Launch Co:Writer
- Create a **New Writer** file
- Choose a template
- Connect Co:Writer to a word processing program
- Work in **Sentence Window**
- Expand the **Palette**
- Type a sentence using linguistic word prediction
- Add more sentences to a document
- Use the **Palette**
 - Select a **Topic Dictionary**
 - Use the **eWord Bank**
 - Hide Co:Writer**
 - Use **More Guesses**
 - Use **Erase Word**
- Quit** Co:Writer

Tutorial 2

- Launch Co:Writer
- Create a **New Writer** file
- Change Writer file settings using the **Settings** dialog
 - Change **Window** type
 - Change **Number of Guesses**
 - Change **Text** and **Background Color**
 - Change **Flexible Spelling** setting
 - Change **Speech Settings** (Windows only)
- Connect Co:Writer to a word processing program

Tutorial 3

- Launch Co:Writer
- Sign in as a Teacher
- View and access Co:Writer **Teacher Options**

Ready for More

- Work in **Word Window**
- Work in **Paragraph Window**
- Erase Sentence**
- Speak Word**
- Speak Sentence**
- Turn **Speech On/Off**
- Scan Guesses**
- Chop Word**
- Send Text** to the connected application
- Use **Flex-Word**
- Use **True Keys**
- Capture Words** and save in the **Collected Word Dictionary**
- Work in **Talk Mode**
- Work with **Prefixes**
- Work with **Suffixes**
- Work with **Vocabulary**
 - Activate different dictionaries
 - Print lists from a dictionary
 - Create a **Topic Dictionary**
 - Organize **Topic Dictionaries**
 - Edit a **Topic Dictionary**







Additional Co:Writer Resources

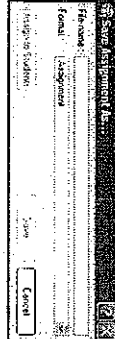
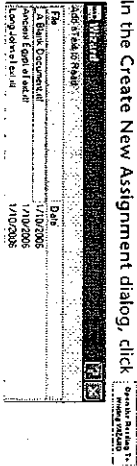
- Help Menu
- Co:Writer Getting Started
- User Guide
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 - www.donjohnston.com/djlearning/cowfrm.htm
 - Getting Started Tutorial
 - Product Story
 - Standards Sheet
 - Learning Checklist
 - Research
 - Topic Dictionaries at <http://donjohnston.com/downloads/downloads.htm>







Quick Reference Card

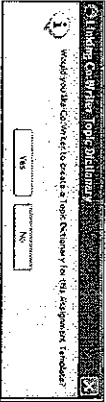
How To's

How to Create an Assignment Template Using the Reading to Writing Wizard

1. In the Create New Assignment dialog, click .
2. Select the eText you want to use OR click  to locate eText on your computer that is outside of the eText directory of SOLO.
3. Click .
4. Select your Outline Template.
5. Click .
6. On the toolbar, click Save .
7. Enter a brief description for your template.
8. Click .



9. Enter a name for the Assignment Template.
10. Click .
11. Assign your new template to students. To assign your template to all learners, click . To select specific learners only, place a check in the checkbox next to the learner name(s) to assign the template.
12. Click .
13. Click  to return to your program.
14. If you have Co-Writer, you are asked if you want to create and link a Topic Dictionary.
15. Click .
16. To return to Teacher Central, click .



How Teachers Set Learner Preferences

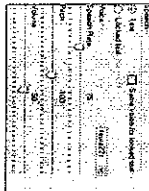
Set Preferences to Highlight Text When Speaking



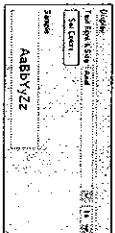
Set Preferences to Speak When Writing



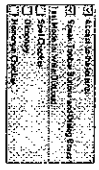
Set Speech Preferences



Set Display Preferences



Set Internet Preferences (Windows only), Preferences to Speak Toolbar Buttons and Dialog Boxes and Text Mode Preferences in Write-Outloud



Quick Reference Card




DRAFT Builder
2010

How To's

How to Add Topics/Subtopics

In the Outline tab, select the topic above where you want to add a new subtopic.

1. On the toolbar, click  OR in the Insert menu, select New Subtopic. A new subtopic appears.
2. Type the text for your new subtopic.


How to Move Topics/Subtopics


1. Click the Outline tab OR in the View menu, select Outline.
2. Select a subtopic by pressing and holding the mouse over the colored box.
3. Drag the subtopic to the place you want it. A colored line appears in your Outline, showing you the topic level and location where the topic will be placed when you drop it.
4. When the line is at the level to which you want to move the subtopic, release the mouse button. Your topic is placed in the new location and topic level.

NOTE: Any subtopics and/or notes attached to the subtopic you move will be moved with that subtopic.

How to Create Notes

In the Notes view:

1. Click the Notes tab OR in the View menu, select Notes.
2. In the Outline panel of the Notes view, select the topic level for the note you want to create.
3. Click  in the toolbar.

4. Type your Note OR copy and paste text from another document on your computer.
5. Click  to save your Note. You can see the new note in the Notes panel on the right.

How to Move Notes

You can move Notes either by copying and pasting:

1. In Notes view, select the Note you want to move to a different subtopic.
 2. In the Edit menu, select Cut.
 3. In the Outline panel, select the subtopic you want to move your Note to.
 4. In the Edit menu, select Paste. The number next to the subtopic increases by one.
- OR by dragging and dropping:
1. In Notes view, click and hold the mouse button down on the Note you want to move. The Note is highlighted to show you that it is selected.
 2. Drag the Note to the subtopic you want to move it to.
 3. Let go of the mouse button. The number next to the topic level increases by one.

How to Drag Notes to the Draft Panel in Draft View






You can copy your Notes directly into Draft view using your mouse to drag the text from your Outline or Note to the draft.

1. Click the Draft tab. You see your Outline and Notes in the left panel of the window.
2. Click and hold the mouse button down on the Note you want to copy to your draft.

3. Drag your Note into the Draft to where you want to place the Note.
4. Let go of the mouse button to place your Note.

How to Use the Bibliographer Wizard

The Bibliographer Wizard gives you step-by-step directions for creating a new bibliography reference.

1. On the toolbar, click  OR in the Tools menu, select Bibliographer.
2. Choose a Main Category and a subcategory for your reference.
3. On the bottom right above the Bibliographer toolbar, click .
4. Select the button next to MLA or APA to select your bibliography style.
5. Read the directions at the top of the dialog. Look at the example shown below the directions.
6. In the box below the example, type the part of your reference that is described.
7. Click  to show the next direction.
8. Follow the directions at the top of the Bibliographer Wizard window for each part of your reference. When you have entered all the information required for your reference,  is replaced with  to show that you are done.

Quick Reference Card













Toolbar

Available for SOLO® users

Send to Read:OutLOUD	Send to Write:OutLOUD	Save Print One Sentence	Move to Next Document	Move to End of Document	Speak	Check Spelling	Identify Homonyms	Write More	Add Picture	Grow Selection	Set Colors	Link Co-Writer Topic Dictionary
Send to Draft:Builder	Wake Up Co-Writer	Move to Beginning of Document	Select Sentence	Slide Bar	Repeat	Dictionary	Bibliographer	Mark for Deletion	Alignment	Shrink Selection	Lock/Unlock Text	

Hints

-  If you want to see more of a panel but don't want to use the Slide Bar, use the scroll bars at the bottom and right side of the panel to move the view up, down, left or right without changing the size of the panel itself.
-  A questioned word might be spelled phonetically (the way it sounds) and, when spoken, sound correct. Use Check Spelling to hear the difference between the word you typed and the correct spelling.
-  Your Assignment Template may contain a word that is not in the dictionary but it is spelled correctly. You can add this word to the dictionary by clicking . By doing this, the Spell Checker will not find the word incorrect the next time you use the Spell Checker.
-  If you want the definition of a specific word, highlight the word and click Dictionary.
-  If you do not select a word by highlighting it, the Dictionary starts checking at the beginning of the document.
-  Write:OutLOUD includes a library of sample pictures and supports adding any pictures that are in .bmp, .pct, .gif or .jpg formats. Pictures are organized by categories and kept in folders to make finding the right picture quick and easy. To make finding new pictures (not included with Write:OutLOUD) easier, add your own pictures directly into Write:OutLOUD's pictures directory. Place pictures into existing category folders or add new category folders to fit your specific needs.
-  Text is increased to the next available font size, and pictures are increased in size each time this command is selected.
-  Text is decreased to the next available font size, and pictures are decreased in size each time this command is selected.
-  If you don't see the color you want to use, click to see additional colors.
-  To make your text easy to read, choose colors that have good contrast between text, background and highlight colors.



Quick Reference Card

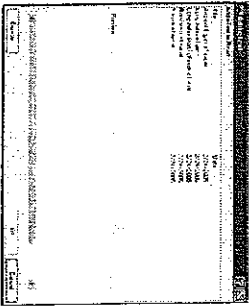


READ{OutLOUD}TM
SOLO

How To's

How to Add eText

1. In the Insert menu, select Add eText.
2. In the Add eText dialog, select the eText you want.



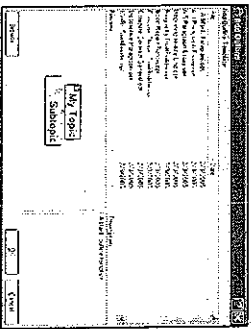
3. Click .
You can add up to nine eText documents.

How to Create a Note

1. Select the subtopic for the Note. If you are not sure where to put your Note, select Unassigned Notes.
2. In the Insert menu, select New Note.
3. Type your Note OR copy text from one of your eText documents and paste it into your note.
4. Click .

How to Add an Outline


1. Click to place your cursor anywhere in the Supported Reading Guide. (The outline will be added to the end of the Guide.)
2. In the Outline menu, select Add Outline.
3. Click to select an Outline Template from which you want to add subtopics.



4. Click .

How to Use eHighlighters

Use the Green Highlighter to create a Level 1 subtopic for your Supported Reading Guide; the Yellow Highlighter to create a Level 2 subtopic and the Red Highlighter to create a Level 3 subtopic. In your Supported Reading Guide, click the subtopic below where you want to place the new subtopic.

1. On the toolbar, click .
2. In your eText document, highlight the text you want to use to create a subtopic.

NOTE: When you double-click on a subtopic in the Supported Reading Guide, the cursor moves to that eText in the Text view.

How to Increase the Text Size

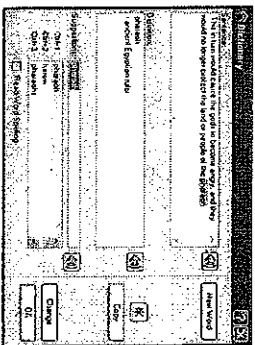
You can increase the size of the text to make it easier to read.

1. Highlight the text or picture you want to make larger.
2. On the toolbar, click .

How to Use the Dictionary

Check word meanings in the eText with the Franklin Dictionary.

1. Highlight a word in your eText.
2. On the toolbar, click .
3. In the Dictionary dialog, check definitions and change the word to a different word if needed. (Learners may check definitions, but only teachers can change a word in eText using the Dictionary.)



4. Click to return to your assignment with your changes.

Quick Reference Card



Palette

Hide Co:Writer
 Speak Sentence in Co:Writer Window
 Undo Last Action
 Send Text to Document
 Add Prefix to Root Word
 Select Topic Dictionary
 eWord Bank Word Type

Hide
 More Commands
 Sentence
 Undo
 2-AB
 Filter
 Topic Dictionaries
 Ancient Egypt 1
 Ancient Egypt 2
 Select
 eWord Bank
 Create
 eWord Bank List

Expand
 Collapse
 Turn Speech On/Off
 QUIT
 Send Text to Document
 True Keys
 Add Suffix to Root Word
 See/Change Settings
 Active Topic Dictionaries List
 Create New Topic Dictionary
 eWord Bank List

Expand sections of your Co:Writer Palette to see and use more Co:Writer tools.

Hints

To collapse a section of your Co:Writer Palette, click .

Hide the Co:Writer Window and Palette, leaving only the wakeup button. Useful if you want your full screen available for editing or formatting.

To bring Co:Writer back, click .

As you are writing a word, click More Guesses to show additional word guesses for the letters you have typed.

If Flexible Spelling is turned ON, word guesses will include phonetically-spelled word guesses.

Use Speak Sentence to hear the part of the sentence you've written in the Co:Writer Window. In the Sentence and Paragraph windows, this can be useful for long sentences where part of the sentence is not visible in the Co:Writer window.

When speech is turned ON, Co:Writer can do one or more of the following: speak guesses, speak letters, words and/or the entire sentence as you write it, and/or speak descriptions of Co:Writer Palette buttons as you place your cursor over them.

True Keys lets you type numbers or extra punctuation into other purposes. When ready to go back to regular Co:Writer, press this key again.

Use Send Text to send your words or sentence to anywhere in the connected application without adding punctuation or pressing Enter or Return.

Seeing and Selecting Guessed Words

Finding and choosing the word you want works the same way whether you are using Co:Writer's Sentence, Paragraph or Word Window.

1. Type the first letter(s) of the word you want. Predicted words, or guesses, appear in the Guesses List.
2. Move and pause your cursor over the guesses to hear them spoken aloud (if the speech option is turned ON in your Settings).
3. To select the word you want, click the guess with the mouse OR

Type the number in front of the guess (if numbers are showing) OR

Use the Down Arrow to step through the guesses. Press the Spacebar to select the word.





Quick Reference Card

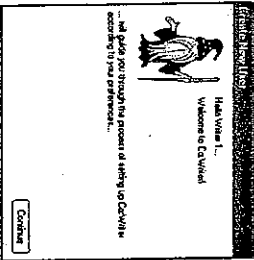


How To's

Getting Started with Co:Writer SE

Co:Writer is a writing assistant designed to be used together with another application. The first time you use Co:Writer, follow these simple steps:


1. Double-click  on your Windows desktop or click  on your Macintosh dock.
2. Click **New Writer...** and type your name into the **Enter Name** dialog. Then, click **OK**.
3. Follow the directions in the Co:Writer Wizard to create a New Writer file that meets YOUR individual needs.
4. When you have set up your New Writer file using the Wizard, click **Finish**.
5. Find and launch your favorite word processing program as you would normally, when using it without Co:Writer.

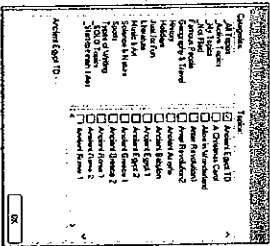


6. Click . The Co:Writer Palette Window and Guesses Window appear.
7. Begin typing in your Co:Writer Guesses Window.

Selecting a Topic Dictionary

Use one or more of Co:Writer's Topic Dictionaries to get quick access to the topic- and genre-specific vocabulary you need.

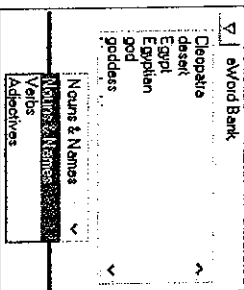
1. On the Co:Writer Palette, click . The **Select Topic Dictionaries** dialog appears.
2. In the **Categories** panel, select a category.
3. In the **Topics** panel, select one or more **Topic Dictionaries**.
4. If you want to select **Topic Dictionaries** from additional categories, repeat steps 2 and 3.
5. Click **OK** to close the dialog and begin using the words in your selected **Topic Dictionaries** as you write.

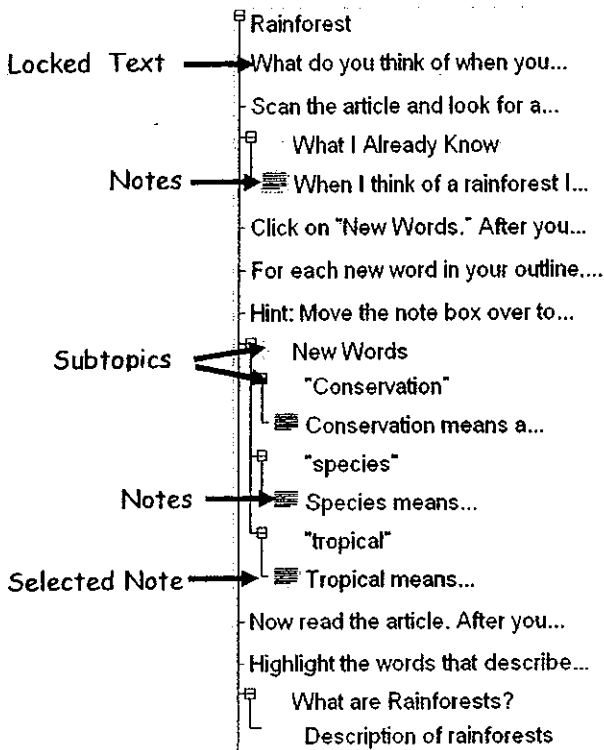


Using the eWord Bank


When you have one or more Co:Writer Topic Dictionaries selected, a list of key words from those dictionaries appears in the eWord Bank. You can choose to show **Names & Nouns**, **Verbs** or **Adjectives** listed in your eWord Bank at any one time.

1. Click **Show & Names** at the bottom of the Co:Writer Palette Window.
2. From the drop down list, select the type of words you want to view.
3. Use the scroll bar at the right of the eWord Bank to view all the words.







- Subtopics and Locked Text are created in Teacher mode can't be modified in Student mode.
- Locked text can be hidden using the view menu but not deleted.
- Subtopics can be deleted but doing so will delete all information under the subtopic.
- Add new subtopics using the highlighter pens. Select the topic that it will go with before highlighting otherwise the information will go to the end of the outline.
- Use notes to type new information and use highlighter pens to get information from your document into the outline.
- You can also add new notes, in chronological order by using the *Insert Note* button within an open note.
- You can copy and paste information from the document into notes.
- If it looks like a sentence is cut off, click on the box to expand it.
- The speech buttons can be used anywhere in the outline.
- Double-click on notes to type new information.
- Start a new outline using *Add Outline* from the *Outline menu* or *Control + Shift + O*.

 Add text to the outline using highlighter pens. Each colour reflects a different level in the outline (green - level 1; yellow - level 2; pink - level 3). You can't type over text added with highlighters. To change the text use the re-highlight button. The text will have quotation marks to show that it comes from an existing document.

Green (Alt + G) Red (Alt + R) Pink (Alt + D) Re-Highlight (Alt + H)

 Use the New Note button to add new notes in the outline. You must be on a topic level (not a note) to add a new note.
Control + Return

 Use the arrow buttons to move the topics to a different level (green, yellow, pink) in the outline. (Control + Alt + Left) (Control + Alt + Right). Move topics to a different place in the outline by clicking and dragging, using (Control + Shift + Up) (Control + Shift + Down) or the Outline menu controls. A coloured bar will show it's placement in the outline. All subtopics and notes will move with topics.

Insert Outline Text Speech Tools Wt
 Show/Hide Locked Text Alt+S
 Show/Hide Toolbar Ctrl+Alt+; Hide or show locked text with Show/Hide Locked text or Alt + 5

Highlighting while Reading in SOLO™

The use of highlighters is a strategy that encourages students to read more actively by working with the material that they are reading. Highlighters can also be used to help student's organize their reading. For example, they can use highlighters to mark all of the main and supporting ideas in a document before reading for detail.



In SOLO™ each colour highlighter reflects a different level in the outline.

Green - level 1

Yellow - level 2

Pink - level 3

Each additional level will be assigned a different colour.



You can't type over text added with highlighters. To change the text, use the re-highlight button. The text will have quotation marks to show that it comes from an existing document.

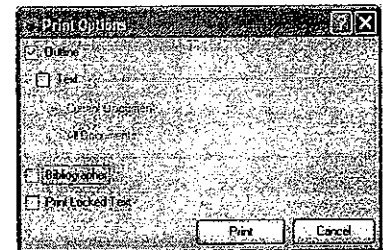
Each highlighter has a keyboard equivalent.

Green (Alt + G) Red (Alt + R) Pink (Alt + D) Re-Highlight (Alt + H)

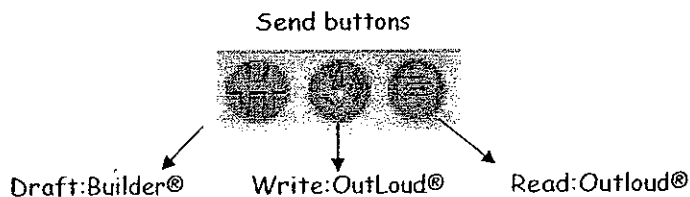
1. Sign-in as Learner 1.
2. Open material to read in Read:Outloud®.
3. Notice the blank outline on the right hand-side.
4. There are 3 highlighters in the toolbar at the top. Think about the reading material and the task. Decide how you want to use the highlighters for that task.
5. Now try using the highlighters.
6. An *outline* will be made on the right-hand side of the screen from your highlights. You can work with the information in this outline (delete points and move items to different levels or places in the outline).

Refer to the handout *Tips for using SOLO™ outlines* for help with using the features of the outline.

Save your work and/or print. When printing you have the option of printing the outline only, the outline with the text, locked text and the bibliographer.



You can also take the outline created from your highlights into Draft:Builder® to build a 1st draft of a writing assignment or directly into Write:Outloud® to create a finished project. Do this using the *Send* buttons in the toolbar.



Creating SOLO™ Assignments Using The Reading to Writing Wizard

This tutorial will teach you how to use the *Reading to Writing Wizard* to quickly create an assignment for a student. The assignment will begin in Read:Outloud® using outlines for learning supports and then move to Write:Outloud® for the writing component of the assignment. A Co:Writer® topic dictionary will be linked to the assignment.

Our topic for this tutorial will be ocean life, specifically the giant pacific octopus. Students will use information from the National Zoo to learn about ocean life. They will use the KWRL outline to promote strategic comprehension. Before reading, they will complete the "What I know" and "What I want to Know" sections of the outline. They will use content provided by the teacher to research the topic and complete "What I learned". They will summarize, revise and publish in Write:Outloud® using a Co:Writer® topic dictionary with topic specific vocabulary.

The website reference is <http://nationalzoo.si.edu/>

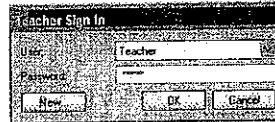
Section 1: Creating a Co:Writer Topic Dictionary

We will begin by creating a Co:Writer® topic dictionary; signed-in as a teacher. This dictionary will be created from an eText file containing vocabulary from the website the student will use for research.

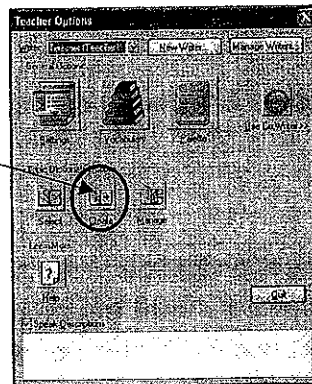
1. Launch Co:Writer® from the desktop.



2. Sign In as a teacher; password "School".

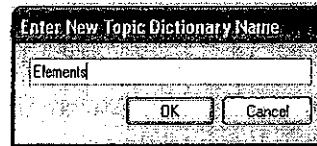


3. You will see the Co:Writer® teacher palette.
4. Choose *Create* from the Topic Dictionaries area.



Creating SOLO™ Assignments Using The Reading to Writing Wizard

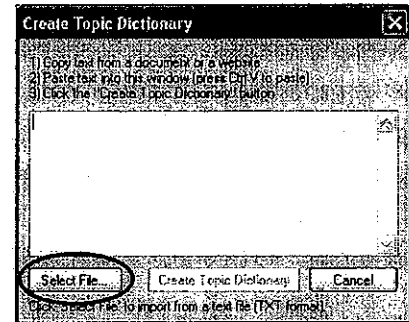
5. Name the topic dictionary "*giant pacific octopus*".



6. Choose *Select File...*

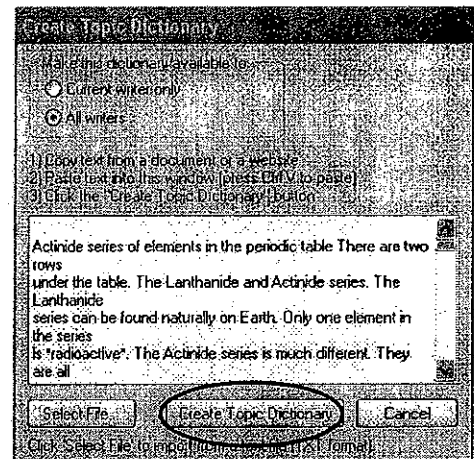
7. Navigate to the desktop; workshop files folder; eText files and choose the file "*giant pacific octopus text*".

The text from the file will be inserted into the window.

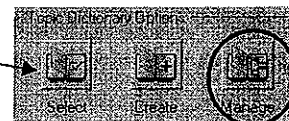


8. Choose *Create Topic Dictionary*.

9. You will see the words from the file being imported in the Co:Writer® window.



10. Select *Manage* from the Teacher Options palette.



11. Select the *Organize* tab. Your new topic dictionary will be under the *Not Filed* category. Click and drag to move it into the *Science and Nature* folder.

12. Select the *View/Edit* tab to see the words in the dictionary.

13. Choose *Edit Dictionary* to make changes to the dictionary.

14. When finished select *OK* and then *Quit* to leave Co:Writer®.

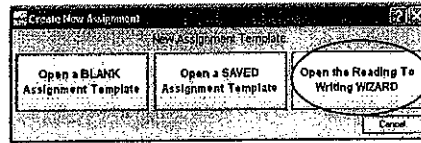
Creating SOLO™ Assignments Using The Reading to Writing Wizard

B. Start New Assignment with Reading to Writing Wizard

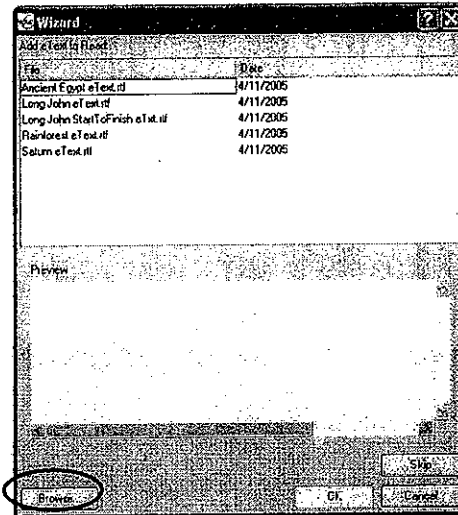
1. Select *New Assignment Template*.



2. Choose *Open Reading to Writing Wizard*.

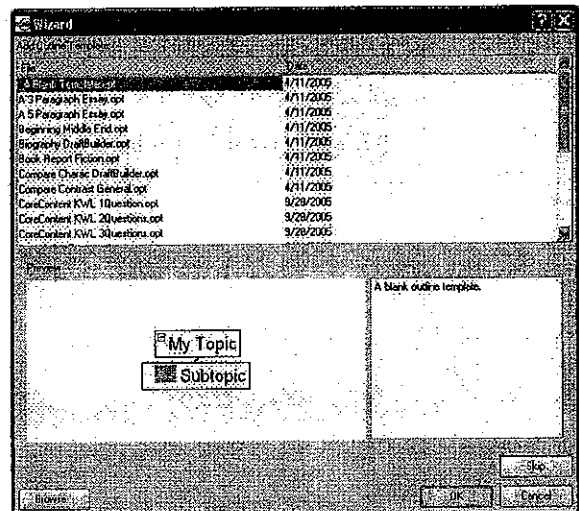


3. You will be prompted to add eText. Select *Browse*.



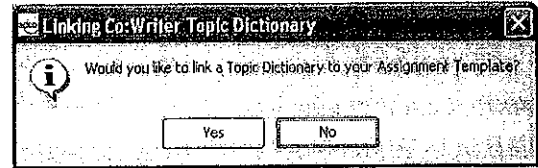
4. Choose the file *Giant Pacific Octopus (word version)*.

5. You will be prompted to add an Outline Template. Choose *KWRL Draft:Builder.opt Template* and select *OK*.

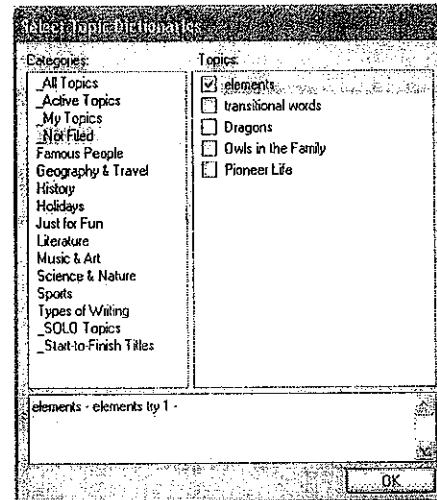


Creating SOLO™ Assignments Using The Reading to Writing Wizard

- You will be asked to link to a Co:Writer® topic dictionary.
Select **Yes**.




- Choose the *giant pacific octopus* topic dictionary.



Read:Outloud® will launch with the KWRL outline on the left.

C. Adding Content Pages in Read:Outloud

We will now add content from the Internet for the student to use for their research.

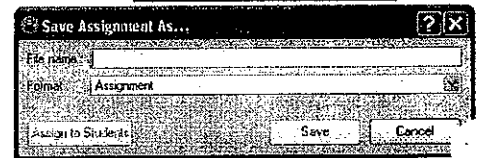
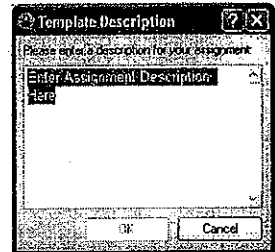
- Select the *Read:Outloud®* **wakeup** button from the toolbar.
- 
- Read:Outloud®* will open with the KWRL outline on the right-hand side and the octopus file on the left.
 - Select the **Web tab**.
 - Type in the web address <http://nationalzoo.si.edu/> and select **Go**. Choose *animals etc.*, choose *animal cams* and choose *octopus cam*.
 - Return to the eText tab so that it is the main page.
 - Save!**


Creating SOLO™ Assignments Using The Reading to Writing Wizard

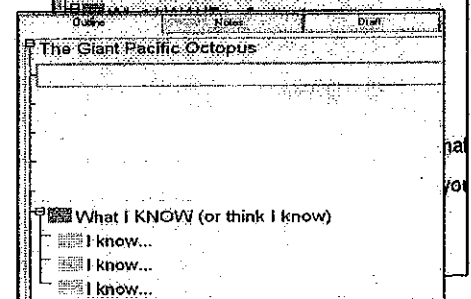
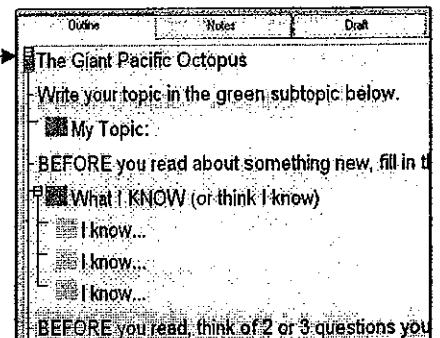
D. Modifying the Draft:Builder® KWRL Outline

You are now ready to modify the KWRL template. You will modify the instructions and format of the outline to suit the needs of students who require a simplified outline with more direction. Although the student is only using Read:Outloud® and Write:Outloud® for this activity, we will modify the reading outline in Draft:Builder®. This is because there is more flexibility for working with outlines in Draft:Builder®.

1. Click on the *send to Draft:Builder button*. You will be asked to save the assignment before proceeding.
2. You will be prompted to enter an assignment description. Write a description of your assignment. Include a statement about the type of activity.
3. Name the assignment *"the giant pacific octopus"*.
4. Click the *Assign to Students* button. Make sure that it is assigned to *Learner 1*.
5. Select *Save*.



6. Click on the *My Topic* line. Rename this *"The Giant Pacific Octopus"*.
7. Delete the following instruction boxes and topics:
 - a. *"Write your topic in the green subtopic below"*
 - b. *My Topic:*
 - c. *"Before you read about something new, fill in the..."*
8. Click on the green topic *"What I know (or think I know)"* and insert **5 new instruction boxes** using the *Insert Locked Text* button.  The instruction boxes will be inserted *above* the topic.

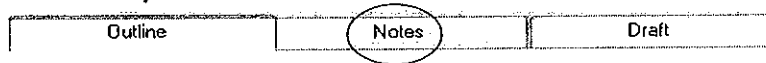



Creating SOLO™ Assignments Using The Reading to Writing Wizard

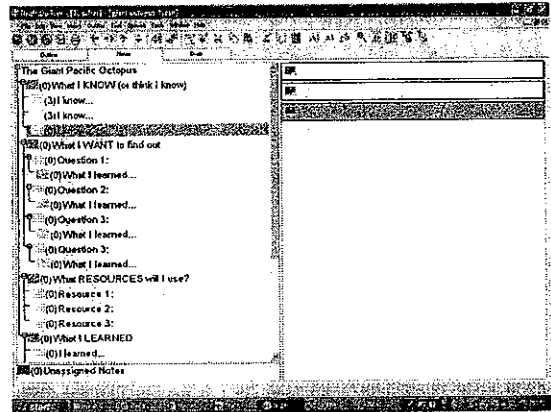
9. Write the following instructions into each of those boxes.
 - a. Learn about the Giant Pacific Octopus.
 - b. Begin by writing what you already know about the octopus. Click on the yellow "I know" boxes to write.
 - c. Write 3 questions that you want to answer. Click on the yellow "Question" boxes to write.
 - d. List your resources. One of those resources must be <http://nationalzoo.si.edu/>
 - e. Go to Read:Outloud® to research your questions.

10. Click on the first yellow *I know subtopic*.


11. Select the *Notes tab*.



12. Click the *Notes button*  3 times. Add notes for the remaining "I know" subtopics. This will give the student a place to type what they know in Read:Outloud.

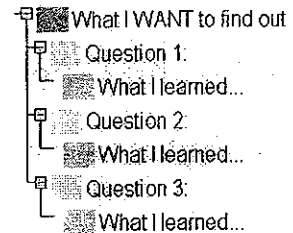


Note: The "notes" only show in note view in Draft:Builder®, however, once the outline is viewed in Read:Outloud® the notes will appear directly underneath the subtopics.

13. Click *Question 1* and select the *New Subtopic button*  from the toolbar.

14. Select the *Indent button* to make it pink. Type "What I learned...".

15. Do this under each of the 3 Questions.



If your student requires extra support you could add the questions for


them. 1) Where does the giant pacific octopus live? 2) What does the giant pacific octopus eat? 3) How does it protect itself?

16. Scroll down to the bottom of the outline. Click on "*Now read about your topic*" delete this text and replace it with *New Vocabulary*.

17. Delete everything after this.


Creating SOLO™ Assignments Using The Reading to Writing Wizard


E. Add Writing Guides in Write:Outloud®

1. Select the *Write:Outloud®* wakeup button. 
2. Write:Outloud® will open with the KWRL outline on the right-hand side.
3. Type the following instruction into Write:Outloud®.
 - 1) Give your topic a title.
 - 2) Write an Introductory Sentence.
 - 3) Write 1 paragraph summarizing what you learned about the giant pacific octopus.
 - 4) Use the following transition words to tie your summary together.

in addition to furthermore however therefore to conclude during

Save and try it out!

1. Go to the *File menu* and select *Save*.
2. Close all files using *File > Close* or the red "X" to return to *Teacher Central*. 

3. *Quit* out of Teacher Central. 

4. Sign In as *Learner 1*.
5. Find the assignment that you just created.

6. Select the *Co:Writer* wakeup button. 

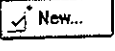
7. Try out the assignment

Using K-W-R-L Charts in SOLO™

- K: What I Know
- W: What I Want to Know
- R: What Resources/Research will I use
- L: What I Learned

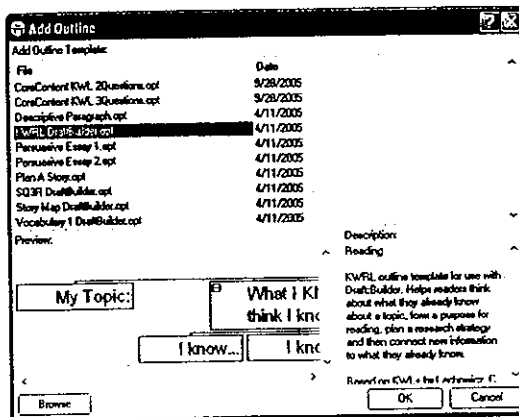
A learning strategy developed by Karen Ogle (1986) to help students prepare for reading, to read more actively and to communicate their learning. KWRL charts can be used prior to reading activities or whole units of study. They can be implemented with a group of students or by individual students. The KWRL chart helps students to set and monitor their learning goals.

1. Sign-in as *Learner 1*.

2. Select *New*.  Choose *Draft:Builder®*.



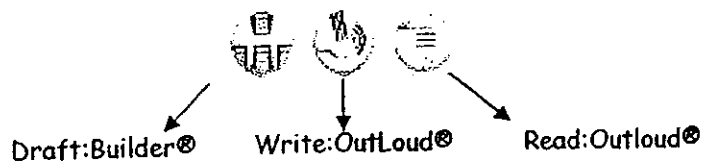
3. Select *KWRL.opt* and then select *OK*.



4. Decide on a topic that you would like to research. Enter your topic title into the title line.
5. Read the 1st two locked text boxes and then complete the sections
 - a. *What I KNOW (or think I know)*
 - b. *What I WANT to find out, and*
 - c. *What RESOURCES I will use.*



If you need help working with the outline, refer to the handout *Tips for using SOLO™ outlines*.

6. Send to *Read:Outloud®* using the send buttons in your toolbar.



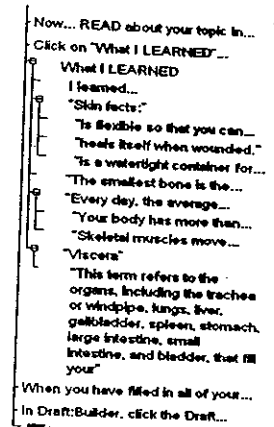
7. Open the content that you will use for your research. Refer to the *Managing Content* handout if necessary.

Using K-W-R-L Charts in SOLO™

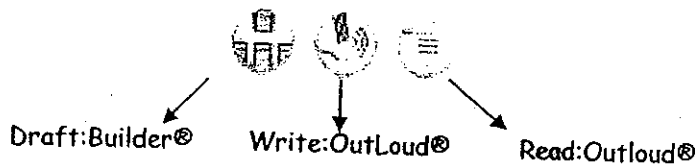
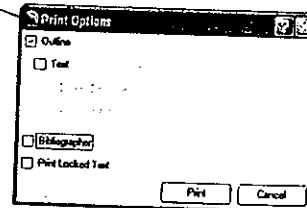
8. Click on the green point, *What I*  What I LEARNED  I learned... *ARNED.*
9. Use the yellow highlighter to select new things that you learned from the document. These will be added under *I learned...* in the outline.

Some tips about highlighting:

- Select the text that you want to highlight first by clicking and dragging over it.
- Select the highlighter from the toolbar in the colour that you want. It will be added to the blank outline.
- Select the more text and choose a highlight colour.
- Everything you highlight after this will be added underneath the last highlight.
- Delete a highlight by clicking on the note in the outline (it will turn grey) and select the delete button.
- New highlights are added *underneath* selected notes in the outline.
- Move notes in the up or down in the outline by clicking and dragging or change their level (colour) in the outline using the left/right arrow keys in the keyboard.



10. Once finished you can:
 - a. *Save* and/or *Print* (print the outline and text or just the outline).
 - b. Go to *Write:Outloud®* to write more, revise and publish your research.



Using the KWRL Strategy in Read:Outloud®

What is Read:Outloud®?

Read:Outloud® is a text reader that supports students with modeling, scaffolding and research-based reading strategies. Read:Outloud® has Supported Reading Guides to model effective reading strategies for different genres of reading. Students use these guides to help connect reading and writing. eHighlighters are available as a tool for identifying main ideas, supporting details in the text as well as implementing other proven active reading strategies. Teachers can create assignments with pre-selected Reading Guides, modified presentation of content and specific reading preferences to meet individual student's needs.

What is KWRL?

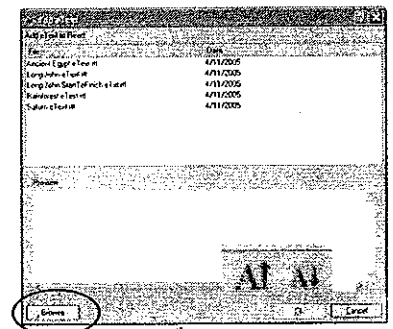
- K: What I Know
- W: What I Want to Know
- R: What Resources/Research will I use
- L: What I Learned

A learning strategy developed by Karen Ogle (1986) to help students prepare for reading, to read more actively and to communicate their learning. KWRL charts can be used prior to reading activities or whole units of study. They can be implemented with a group of students or by individual students. The KWRL chart helps students to set and monitor their learning goals.

This tutorial will lead you through using the KWRL chart in Read:Outloud®.



A. Opening a Saved E-Text file

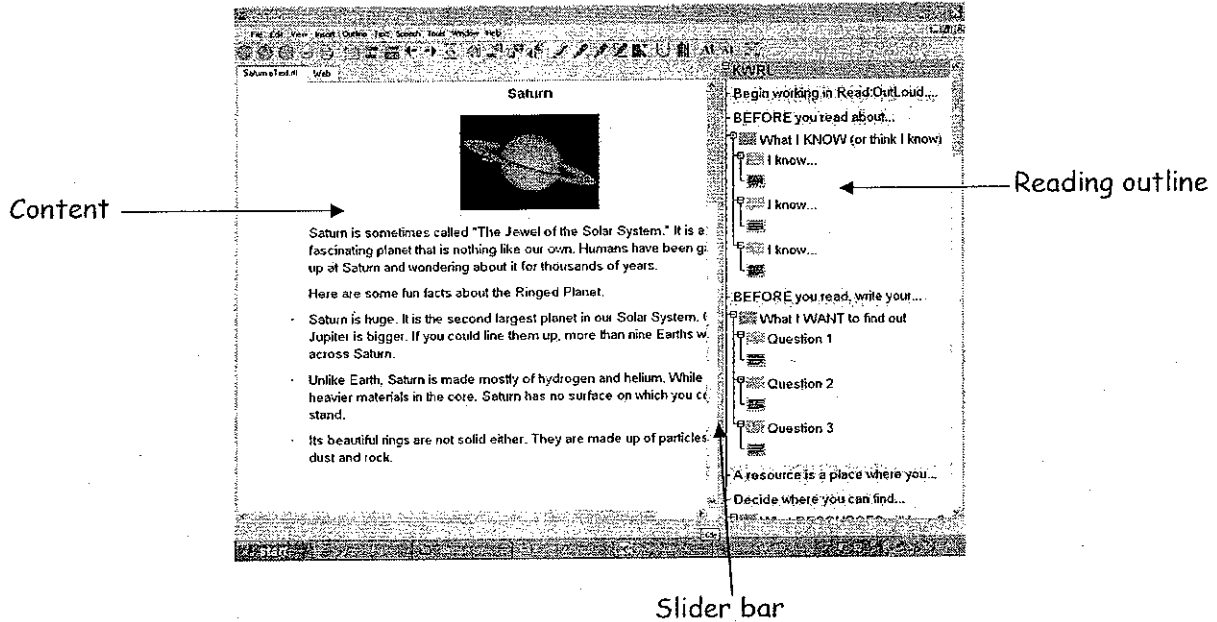
1. Sign-in as a *Student (Learner 1)*.
2. Select *New* and select *Read:Outloud®* or if you are working in another application such as Draft:Builder®, select the *Send to Read:Outloud* button in the toolbar.
3. The Add eText box will appear. Select *Browse* from the *Add eText* dialogue box.
4. Find the *eText file* that you are working with. Click on it and select *Open*. It will open into *Read:Outloud®*.



Using the KWRL Strategy in Read:Outloud®

B. Using the Formatting Tools




1. The student can increase or decrease the size of the text using the *Grow Selection or Shrink Selection* buttons  in the toolbar. They can't perform any other editing functions.
2. The student can also use the *slider bar* between the content area and the outline to view more or less of the content or the outline. There is a *slider button*  in the toolbar that performs the same function.





3. The *Text menu* applies to the outline *not* to the e-text document. You can change the font style, size and colour for text in the outline.

C. Reading Tools

Using the Reading Buttons

1. Choose the *Read* button  from the toolbar or use *Ctrl + T*. Read the title and a few sentences. What did you notice about the reading? How did it sound? How did you make it read from sentence to sentence?
2. Try the *Read Paragraph* button  or *Alt + R*.
3. You can also choose *Read All* . (This will read the whole document).




Using the KWRL Strategy in Read:Outloud®

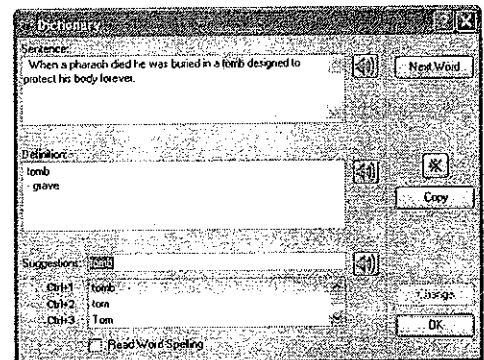
- Notice that once you select the Read, Read Paragraph or Read All button they turn into a **Stop Reading button** , use this or **Alt + R** at any time to stop reading.
- Try the **Repeat** button  or **Ctrl + R**. Can you repeat as many times as you like? How does it repeat the information?

Reading Options

- The following reading options are found under the **"Speech Menu"** in the menu bar. Take a minute to explore these and think about how they would apply to the reading needs of different students.
 - Turn Speech On/Off (toggle).
 - Speak Toolbar and Dialogue boxes.
 - Highlight word by word.
- Select the **Speech menu** and choose **Voice Settings**. Here you can choose a new voice and set rate, pitch and volume for that voice. To try a new voice click on the voice and select OK. Explore 2 new voices at different reading speeds.
 - Why would you choose different voices?
 - Why would you choose different reading speeds?

Dictionary Tool

- Double-click on a word to select it.
- Choose the **Dictionary** button from the toolbar. 
- The Dictionary dialogue box will open. Click on the **speaker button**  to hear the word in a sentence.
- Click the **speaker beside Definition** to hear the definition of the word.
- Choose a **suggested change** and select the **speaker button** to hear it. This function would be useful in show homonyms for words.
- At any time, you can click the **stop speech button**. 



- Select **OK** when you are finished. Look up some more words from the document.

D. Working with the Outline and Highlighters

We created a KWRL outline in Draft:Builder® and have sent it to Read:Outloud®. Let's take a minute and explore the outline in Read:Outloud®.

Using the KWRL Strategy in Read:Outloud®

Working with the Outline

1. Take a look at the information that you added in *Draft:Builder®* (what I know, what I want to know). Click on some of these points and use the speaker button to read them.
2. Click on the locked text instruction "*now read about your topic*". Use the read button to read this instruction.
3. Read the next 2 instructions.
4. Now, we have read our instructions and are ready to do our work. If the student prefers to work without the instructions in view they can turn off the instructions. Select the *view menu* and select *show/hide locked text (alt + S)*. The locked text will be hidden and can be brought back when needed.
5. The student can add information about what they learned in 2 places:
 - a. Under *What I learned* or;
 - b. Directly under the questions that they have written.

Working with the Highlighters

The use of highlighters is a strategy that encourages students to read more actively by interacting with the material that they are reading. It is also a way that students can take notes from material that they are reading.

The highlighters in SOLO work in a very structured way. You are given 3 colours to work with (green, yellow and pink). Below is a quick description of how they are structured.



In SOLO™ each colour highlighter reflects a different topic levels in the outline. Once a green highlighter is used or clicked on, the yellow highlighter will be available for the next level of information. Once the yellow highlighter is used or clicked on in the outline, the pink highlighter will be available. This helps student to create an organized outline.



Green - level 1



Yellow - level 2



Pink - level 3



You can't type over text added with highlighters. To change the text, use the re-highlight button. Each highlighter has a keyboard equivalent.

Green (Alt + G) Red (Alt + R) Pink (Alt + D) Re-Highlight (Alt + H)


1. Click on the first Question that is written under "*What I want to learn*". This is *yellow* so only the *pink* highlighter will be available to add more information.

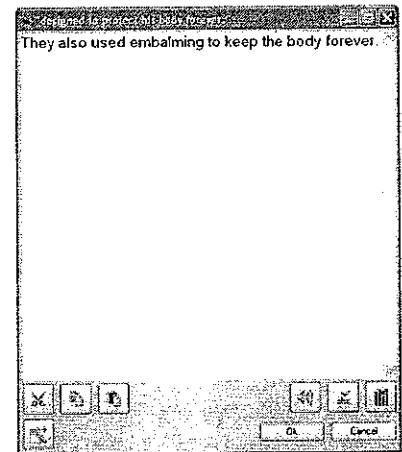
Using the KWRL Strategy in Read:Outloud®

2. Find an answer to the first question. Click and drag to select the answer and then click the *pink* highlighter pen in the toolbar. The information will be added to the outline. You can add more information for this question or continue on with the remaining questions.
3. Highlighting in the document and the outline is directly related. To delete highlighting in the document you delete that point in the outline. Delete points in the outline by clicking on them once and selecting the delete button on the keyboard.
4. You can also double-click on a point in the outline and it will take you to that highlighted point in the document.

Adding Notes

The student might need to type their own notes into the outline. Why? Maybe there isn't a clearly stated main idea in the paragraph and they need to write their own; maybe they want to synthesize the main idea into a more clearly stated phrase, or maybe they want to leave themselves a note for brainstorming an idea for a paper. Let's use it to add a definition of a new word to the outline.

1. Select a *word* in the document by *double-clicking* on it. (Make sure your highlighter is turned off first).
2. Select the *Definition button* in the toolbar.
3. Select the *Copy button* to copy the definition.
4. Select *unassigned notes* in the outline.
5. Choose the *New Note* button  from the toolbar. A blank note will be inserted under the selected item and a note window will open.
6. Select the *Paste* button.
7. Select *OK* when finished.



The note with definition will be added to the outline!

E. Using the Internet for Research

Read:Outloud® allows students to launch a web browser to do online research and reading. Students are able to use the read tools, definition buttons, and highlighters while reading online. Highlighting while reading does not work while reading online. The student can "capture" a webpage which converts it to a text file. A captured webpage does have highlighting while reading.

The student can get to a webpage in a number of different ways:

1. The student can type the website address into the address bar of the web tab.
2. The teacher can work with the student to add a website address to the outline (under what resources will I use) and then the student can click and drag the address from the outline into the address bar of the web tab.
3. The teacher can add web addresses to the e-text document that the student is working with and the student does a control + click to access the website information.

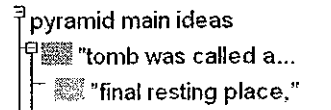
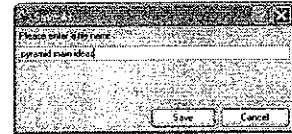
Using the KWRL Strategy in Read:Outloud®

For this tutorial we have created hyper-links to WebPages that the student will use for research. Using hyperlinks embedded in the e-text saves the student from having to copy in lengthy website addresses and also saves them from having to follow complicated links.

1. Scroll to the bottom of the e-text file. There will be list of hyper-links.
2. Control + click on the first hyper-link. It will take you to a website. You can now use the reading tools and highlighters to add more information to your outline.
3. Return to the original document using the first tab.
4. Control + click on the next hyper-link on the list. It will take you to a different website. You can continue to do your research. All tabs will remain open. The student can continue opening tabs and doing research.

Saving

1. Go to the *File* menu and select *Save*. You will be asked to give the file a name. Select *Save*.
2. The name of your file will change in the title bar and in the title of the outline.
3. The file will be saved to *Learner 1 > My Work*.



Print

You have the option to print the text only, the text with the outline or the outline only. Go to *Print* under the *File menu* and explore these options. Select *Cancel* - rather than print for this activity.

KWRL using Draft:Builder®

The KWRL Strategy

- K: What I Know
- W: What I Want to Know
- R: What Resources/Research will I use
- L: What I Learned

A learning strategy developed by Karen Ogle (1986) to help students prepare for reading, to read more actively and to communicate their learning. KWRL charts can be used prior to reading activities or whole units of study. They can be implemented with a group of students or by individual students. The KWRL chart helps students to set and monitor their learning goals.

A bit about Draft:Builder®

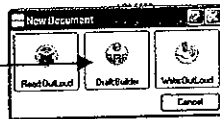
Draft:Builder® is an organizational tool that provides students with tools for writing outlines, making notes and writing their 1st draft. The drafts can be viewed in a map, tree or linear view. They can be printed in the different views or exported into Write:OutLoud® for final publishing or into Read:Outloud® as study or reading outlines. Draft:Builder® comes with a variety of templates for different genres of writing.

Opening the KWRL Template

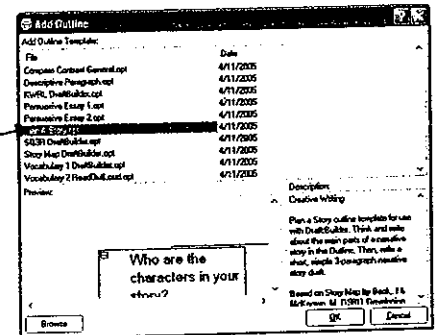
1. Launch SOLO
2. Select *Learner 1* from the Sign-In window. You will enter into *Student Central*.

3. Select *New*. 

4. Select *Draft:Builder®*.





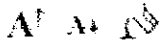
5. Choose the "KWRL.draftbuilder" template from the *Add an Outline* box.



6. An untitled Draft:Builder® template will open.
Notice the description of the template in the lower right-hand corner.

Viewing the Template


1. Try the different methods of viewing the template.
 - a. *Outline view* with a *tree* is the default setting. You can also choose to view the *outline* with the *concept map* by clicking on the concept radio button.  Map View Tree Concept
 - b. The *slide bar* (add picture) or *button* (add picture)  will allow you to change the size of the outline view in comparison to the concept map or tree.
 - c. The *Increase or Decrease font* buttons change the font size of the outline and the map.
 - d. The *Set Colours* button changes the background, text and selection colour.

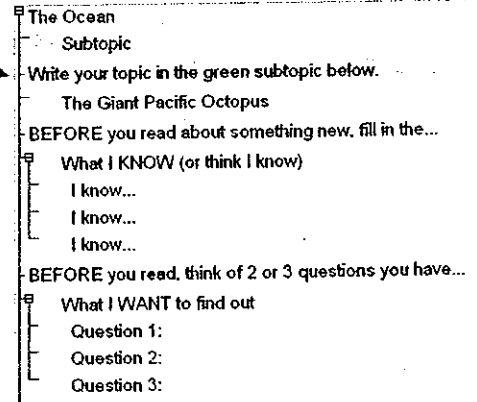


Reading Locked Text and Topics

Locked text is text that the student can't modify or delete. It has a light yellow box over it. Locked text boxes will only show one line of text at time to keep the outline from getting too busy. If there is more than one line of locked text the text box will expand when it is selected. Locked Text is in existing outline templates or can be added by teachers into new or existing outline templates.

Topics and Subtopics are points in the outline. They are colour coded (green, yellow, pink, blue, orange...) to reflect different levels in the outline. Topics are always green; subtopics fall underneath topics. Topics and subtopics can be read, written into, moved, added and deleted.

1. Click the first locked text box. (*Write your topic in the green subtopic below).
2. Select the *Speak* button  to read it.
2. Select the *View menu* and select *Show/Hide Locked Text*. Once the student is finished with the instructions they can hide them for a cleaner view of the outline.
3. Click on the topics and subtopics and use the speaker button to read them.
4. Click on the *Notes* tab. This is where the student will add notes to each point in the outline.



The Ocean
 Subtopic
 Write your topic in the green subtopic below.
 The Giant Pacific Octopus
 BEFORE you read about something new, fill in the...
 What I KNOW (or think I know)
 I know...
 I know...
 I know...
 BEFORE you read, think of 2 or 3 questions you have...
 What I WANT to find out
 Question 1:
 Question 2:
 Question 3:

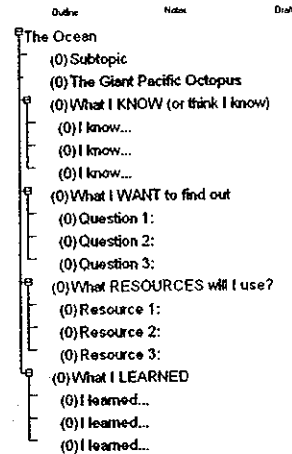
5.

Outline

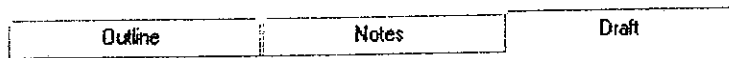
Notes

Draft

Notice that the points in the outline have "O" notes attached.



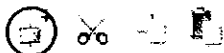
6. Click on the *Draft* tab. This is where the student will compose their final draft.



Using the KWRL Template

1. Return to the *Outline* view. We will begin by adding a topic name and information into the "what I know and what I want to know sections".

- Click on the top "my topic". Type "ocean life".
- Click on the first green *Subtopic* button. Use the *delete* key on the keyboard to delete it.
- Click on the second green "my topic" button and type "the giant pacific octopus".
- Click on the yellow sub-topic "I know". Write "an octopus lives in the ocean". Write 3 more things that you know about the octopus.
- Use the enter key or the *new subtopic* button to add another question to the list.



- Click on the yellow sub-topic "Question 1". Type "where does it live"
- Click on the 2nd yellow sub-topic "Question 2" type "how big is it?"
- Click on the 3rd question and type "What does it eat?"
- Add 2 more subtopics and write 2 more questions.

2. Tips for working with Topics and Subtopics

- Delete or type text in a subtopic by clicking on the subtopic so a cursor appears. Place the cursor at the end of the text and use your backspace key or click on the text so that cursor appears and then select delete (if the topic line is grey you will delete your whole topic line).



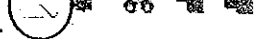
KWRL using Draft:Builder®


b. Move topics up or down/left or right in the outline by clicking and dragging them up and down or by using the arrows in the toolbar. A coloured line will indicate the topic's level in the outline.

3. Add the *thenationalzoo.com* and *library* under resources that I will use.

4. Select the **Notes** tab. Outline Notes Draft

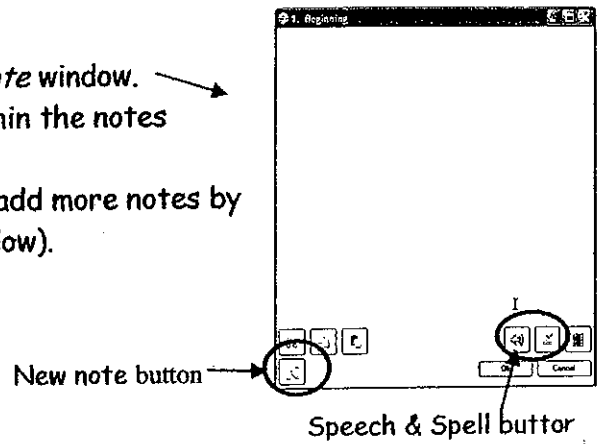
a. Click on one of the *What I Know* subtopics.

b. Add a note to the subtopic by clicking on the *New Note* button. 

c. Write a sentence about the subtopic into the *Note* window. 

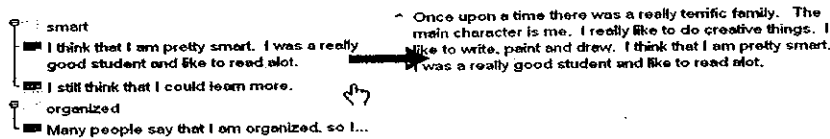
d. Try using the *speech* and *spell check* options within the notes window.

e. Add notes for more of the outline. (Tip, you can add more notes by clicking on the *New Note* button in the note window).




5. Select the **Draft** tab. You will see the outline with notes underneath each point in the outline.


a. Click on the notes and drag them over to the writing window. Organize your notes, add to them or reorganize them in the writing window.

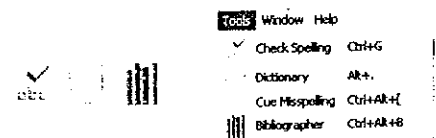


b. Try using some of the writing supports such as:

- Speak button  to listen to the draft for editing.
- Spell checker
- Dictionary
- Cue misspelling (auditory cue for misspelled words).

These can be found in the *Tools* menu or the toolbar (cue misspelling is not in the toolbar).

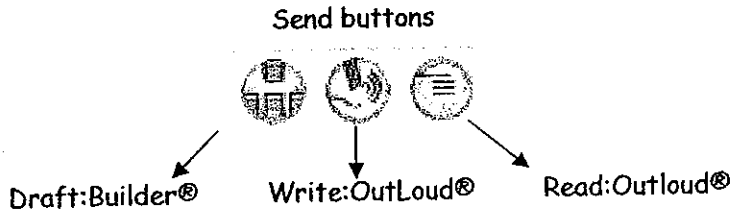
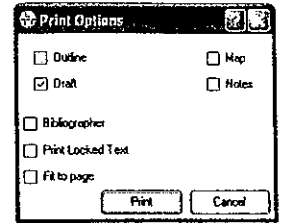
- Co:Writer® word prediction. Open this by clicking on the Co:Writer® button in the toolbar 



KWRL using Draft:Builder®

6. Explore the *Print Options*. You are able to print the outline, draft, map or notes or any combination of these.

You can also send the outline that you created directly into Write:OutLoud® or Read:Outloud® using the *Send* buttons in the toolbar.



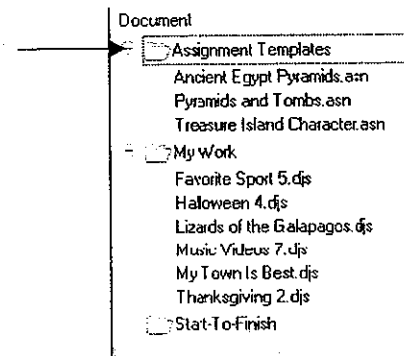
Different ways to get content into SOLO™:

- ▶ SOLO™ assignment templates
- ▶ SOLO™ sample E-text
- ▶ Your own E-Text or saved webpages brought into SOLO™ (retains graphics, no links)
- ▶ Web-sites - read on-line through SOLO™ (no highlighting as you read, retains graphics and links)
- ▶ Web-sites - capture websites to read off-line (highlights as you read and allows for formatting text, might not capture all pictures but you can insert pictures.)
- ▶ Scan material into OCR software (Omni-page), save as RTF and bring into SOLO™ as E-text.

SOLO™ Assignment Templates

Learner 1 - open Assignment Template - Check previews - Open template - Try it - Close

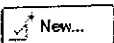


1. Sign in as *Learner 1* to enter Student Central.
2. Click to open the *Assignment Templates* folder to view the sample SOLO™ assignments.
3. Click on different assignments to see previews in the side box.
4. Choose an assignment (double click). Try it out.
5. Close it by using *File > Close* or the *red close button* in the top right corner. You will return to Student Central.

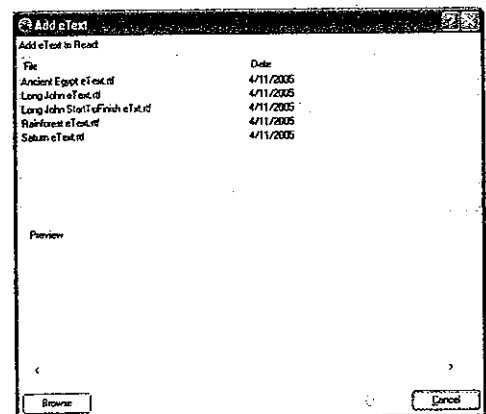


Note: Assignments include a variety of materials depending on the task and requirements. An assignment might include locked reading material, supported reading guides, pre-reading questions, pictures, or diagrams. An assignment can open in Read:Outloud®, Write:Outloud or Draft:Builder depending on the purpose of the assignment. Teachers create assignments for students in *Teacher Central* and save them into *Assignment Templates* for students to use. When students finish assignments they are saved into *My Work*.

SOLO™ Sample E-Text

New - Read:Outloud® - Select eText - Read - Close

1. Click on *New*.  
2. Choose *Read:Outloud®*. 
3. You will see a list of sample e-text provided by DonJohnston. *Any e-text that you add will also appear here.*
4. Choose one to read by clicking on it and selecting *OK*.
5. Close it when you are finished.




SOLO™: Managing Content

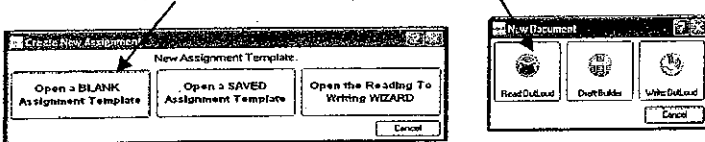
Importing your own E-Text

Website - Save eText - teacher sign-in - browse - open - edit - save - assign!

Students can open eText to read but can't modify or format it. *Teachers* can open eText, format it for different learning needs, and assign it to students to read.

1. Go to a web-site with text that you want to use.
2. Select File > Save As. Give the e-text a **File name**. You can change the file type to **Text** if you want only the text and no graphics or save it as a **web page** if you want to retain the graphics. Save it to a location that you will remember (e.g. a folder labeled my etext).
3. Exit out of the internet.
4. Sign on as a **Teacher (password - school)**.
5. Choose **New Assignment Template**. 

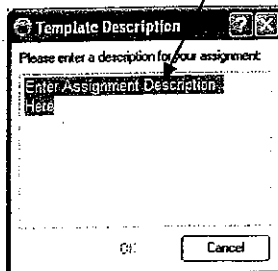
6. Choose **Open Blank** and choose **Read:Outloud®**.



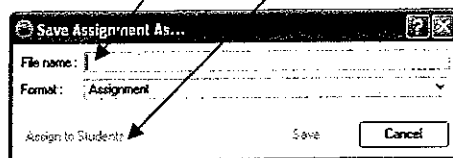
If you are already in SOLO go to Insert - add eText to bring in your own etext.

7. Select **Browse** from the **Add eText** dialogue box.
8. Find the **eText file** that you just saved. Click on it and select **Open**. It will open into Read:Outloud®.
9. Format the text to for the student.
10. Select **File > Save**. You will be prompted to write a description of your template, give it a name and assign it to a student or learner. Select the **Save** button once you are finished with these steps.

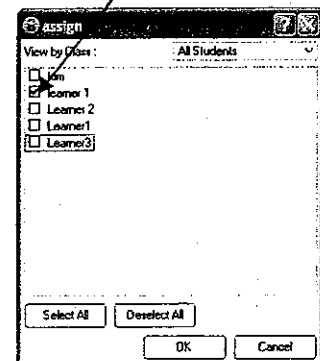
Write description



Name and assign



Choose students



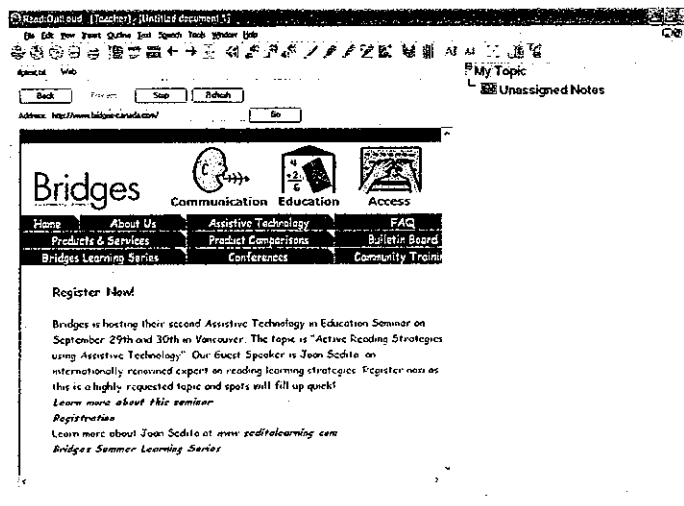
SOLO™: Managing Content

Reading the Internet: Online

Student Log-in -New - Read:Outloud® - Cancel - Type internet address - Use read buttons

1. Log-in as a *student (Learner 1)*
2. Select *New*.
3. Select *Read:Outloud®*.
4. The *Add eText* box will appear. Select *cancel*.
5. Type in the address of the webpage.
6. Use the *Read buttons* in the toolbar to read the page from top to bottom or select text and then use the read buttons.

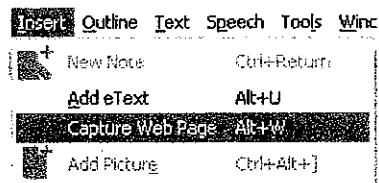
Note: in this mode the student can't format the material that is being read.



Reading the Internet - off-line

Student Log-in -New - Read:Outloud® - Cancel - Type internet address - Insert - Capture Web Page

1. Follow steps 1-4 above.
2. Go to *Insert* (in the menu bar) and select *Capture Webpage*.
3. You will now be reading off line.



This material can be saved if necessary. It will be saved as an html file that can't be edited.



When logged on as a student, text can't be edited that is captured from a webpage. If you log on as a teacher, select New in Read:Outloud®, and capture a webpage you will be able to edit the webpage (e.g. format text, add spacing, colour text) and assign it to a student to read.

Bridges

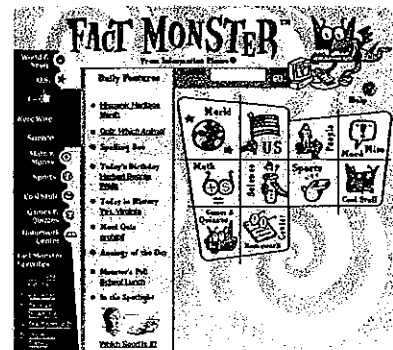
Bridges Assistive Technology in Education Seminar Active Reading Strategies using Assistive Technology Curriculum Websites Reference Page

Some tips:

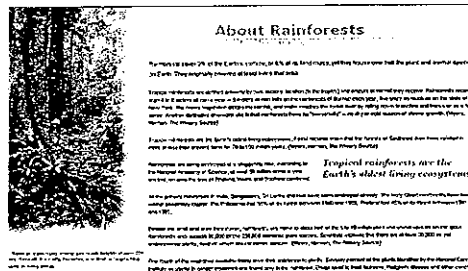
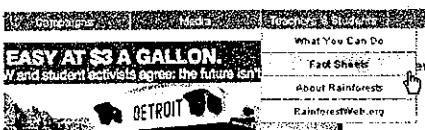
- Always choose web pages that have clear graphics and text.
- Choose webpages that have graphics that clearly illustrate the text.
- Choose webpages that have limited advertising or links to advertising
- Turn on your internet security to limit access to advertising popups (Tools, Internet Options, Privacy tab, move the slider bar to *block all cookies*).
- Many websites offer "print versions" of their webpage. These tend to be less cluttered.

Some of these are complete websites and some are WebPages suggested for use with the Active Reading Strategies seminar. www.kidsclick.org A reference site developed by librarians. Provides lists of well-designed web pages in a variety of curriculum areas also provides grade level and reading level for each web page referenced.

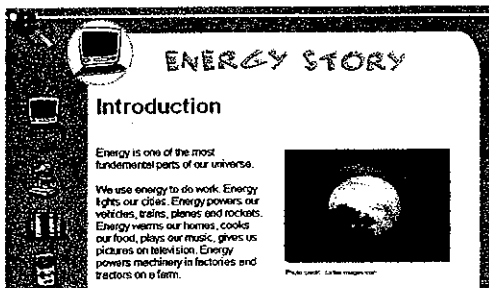
www.factmonster.com Provides search capabilities for different topics (math, science, sports, world news). Developed by Pearson Publishing. Has printable versions of each page.



<http://www.ran.org/> Information about the rainforest. Choose *Teachers and Students* tab and *Fact Sheets*



<http://www.energyquest.ca.gov/story/index.html> Developed by the Canadian Government. Presents like a text-book, has a wonderful overview of energy.



The Energy Story - Table of Contents

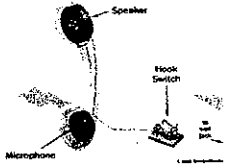
- Introduction
- Chapter 1: Energy - What is it?
- Chapter 2: Electricity
- Chapter 3: Static Electricity & Resistance
- Chapter 4: Electrical Circuits
- Chapter 5: Stored Energy & Batteries
- Chapter 6: Generators, Turbines and Power Plants
- Chapter 7: Electricity Transmission System
- Chapter 8: Fossil Fuels - Coal, Oil and Natural Gas
- Chapter 9: Natural Gas Distribution System
- Chapter 10: Biomass Energy
- Chapter 11: Geothermal Energy
- Chapter 12: Hydro Power
- Chapter 13: Nuclear Energy - Fission and Fusion
- Chapter 14: Ocean Energy
- Chapter 15: Solar Energy
- Chapter 16: Wind Energy
- Chapter 17: Renewable vs. Nonrenewable - Environment & Air Quality
- Chapter 18: Energy for Transportation
- Chapter 19: Saving Energy and Energy Efficiency
- Chapter 20: Hydrogen and Energy in Our Future
- Conclusion

<http://www.thecanadianencyclopedia.com> An excerpt from the Canadian Encyclopedia about native people of Canada.

www.howstuffworks.com A website that describes how science, computer, money, travel, health, etc things work. Has excellent diagrams and pictures and the option for a printable version.

4 Step to Telephones
Surprisingly, a telephone is one of the simplest devices you have in your house. It is so simple because the telephone connection to your house has not changed in nearly a century. If you have an analog phone from the 1930s, you could connect it to the wall jack in your house and it would work fine!

The very simplest working telephone would look like this:



As you can see, it only contains three parts and they are all simple:

- A switch to connect and disconnect the phone from the network. This switch is generally called the hook switch, it connects when you lift the handset.
- A speaker - This is generally a 8Ω 50-watt, 8-ohm speaker of some sort.
- A microphone - In the past, telephone microphones were built as simple as

Native People
The first people were the original inhabitants of Canada. They are often called the "first" people. The other settlers who arrived in the first century were called "settlers" or "immigrants." The word "settler" is used to describe people who came to Canada to live and work. The word "immigrant" is used to describe people who came to Canada to live and work. The word "settler" is used to describe people who came to Canada to live and work. The word "immigrant" is used to describe people who came to Canada to live and work.

<http://www.seaworld.org/infobooks/Gorilla/home.html> A nice webpage about Gorillas from Busch Gardens. Has clear text and graphics and the content is organized into chapters. Visit the Busch Gardens/Seaworld website for more fantastic info sheets and books on animals, ecosystems and habitats. www.buschgardens.com Choose the Tampa Bay location, choose park information and then Education Resources.

<http://www.biology.arizona.edu/> The Biology Project is an interactive online resource for learning biology developed at The University of Arizona. It has educational illustrations and has been tested on 1000s of students. It has been designed for biology students at the college level, but is useful for high school students, medical students, physicians, science writers, and all types of interested people. Has printable formats.

THE BIOLOGY PROJECT - BIOCHEMISTRY
Chemistry Tutorial
Basic Chemistry for Understanding Biology

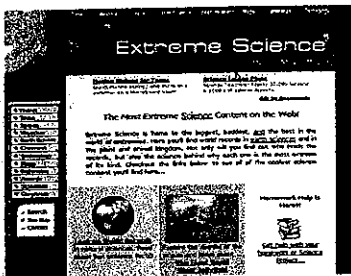
An example of biochemistry:
Biology and Medicine have enjoyed numerous benefits from a fundamental approach to life. One exciting example comes from the fact that spinning magnetic resonance can be regarded as simple magnets, and interact with an external magnetic field in a way that depends on their environment. To the right is an MRI scan of the head of a human using technology based on these principles. The technology produced high quality images of soft tissue.

A review of the basic chemistry of small molecules:
The atoms of the elements are abbreviated. Carbon (C for Carbon) and hydrogen (H for Hydrogen). There is an abundance of elements, no matter how small, and is important, but only 4 elements make up 99% of living organisms. These elements are Hydrogen (H), oxygen (O), nitrogen (N), and carbon (C), and they are special in that they are 1) available and 2) stable.

What is Life?
Essential
Atoms
matter composed of atoms that all have the same atomic number (protons).
Atoms

<http://www.em.gov.bc.ca/Mining/GeolSurv/Surficial/quake/default.htm>
British Columbia Ministry of Energy and Mines website - information on earthquakes in British Columbia.

<http://www.extremescience.com/> A reference site about extreme science, great for reluctant readers. Very interesting, great graphics. The World Records section is great.



www.historica.ca Resources on Canadian History. Good text information as well as links to other websites.

HISTORICAL
Your Place in History

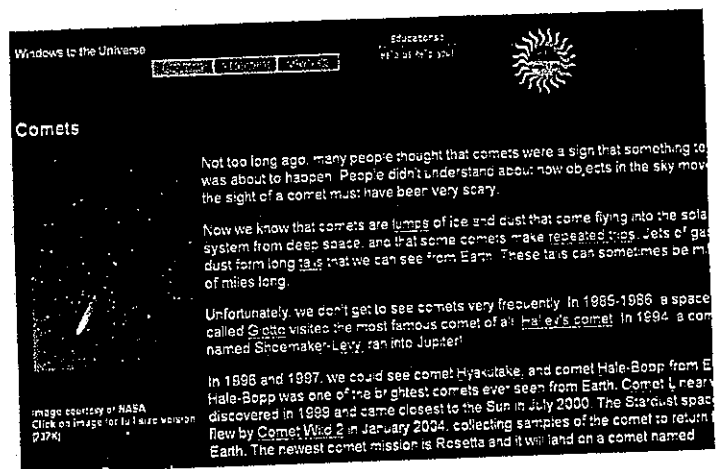
Discover the Richness of Canada's History

www.bookrags.com Has a collection of ebooks, booknotes (summaries of popular books), and study guides. It provides print versions. For summaries of popular books such as Harry Potter, choose Free Book Notes from under the English section.



<http://www.nationalgeographic.com/kids/> Has a large selection of animal fact files "creature features" which include text, pictures, sound files and videos of animals.

<http://www.windows.ucar.edu/> Windows to the Universe. A website developed by the University of California. Has tiered reading material (beginner, intermediate, and advanced).





PhotoDisc/Getty Images

Digital Formats of Authorized English Language Arts Novels for Grades 4-12

November 2007

Digital Formats of Authorized English Language Arts Novels for Grades 4–12

A number of the novels authorized to support the Grades 4 to 12 English Language Arts program of studies are available in digital formats, including;

- e-texts
- considerate texts
- digital versions of synopses and study guides

These digital formats can be read from a computer or, in some cases, a portable digital assistant (PDA). The digital format allows users to change the visual display (font, background, etc.) and use other tools such as Read & Write Gold software so the text is read aloud for the student. The advantage of these types of e-books is that students can have access to both the visual and auditory version of the text at the same time. These digital formats can be used to meet the diverse learning needs of students, including students who have difficulty with print.

Free electronic books

These novels are available to be read online or downloaded for no cost. They are copyright-free and/or in the public domain. They tend to be novels written seventy-five years ago or more.

Electronic books for purchase

There are a number of electronic books available for purchase. Generally, they can be used with text to speech software but there are some exceptions. Please check a specific text's compatibility with accessibility software before making the purchase.

Considerate texts

The term “considerate texts” (sometimes called “reader-friendly texts”) describes the redesign of an original text into an easy-to-read format that considers students’ reading abilities, interests, motivation and prior knowledge. These high interest/low vocabulary versions of texts are for readers who may experience difficulty with the vocabulary or readability level of the original text. They can be available in both print and digital formats. Samples of available digital formats are included in this list. These resources have not been reviewed by Alberta Education and are included on this list for information purposes only. School jurisdictions and classroom teachers are responsible for previewing these materials before using them with students.