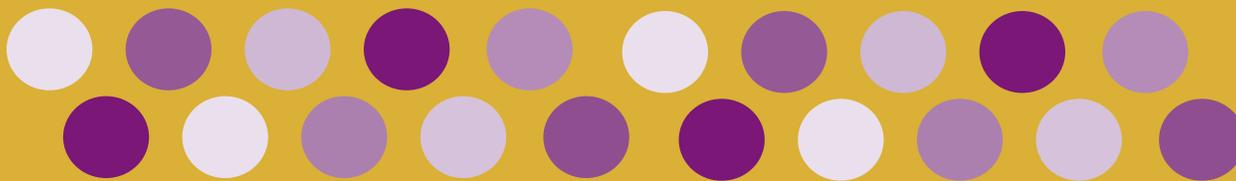


Train-In-30!



Write IT! Hear IT! Revise IT!



What's Inside ● ● ● ●

Validated Professional Development

Write:OutLoud 6 Train-in-30 Tutorial

Skill Assessment

Classroom Implementation Tool

Professional Development Tracker

● ● ● ● Validated Professional Development

Successful training and implementation hinges on one's ability to understand "what and who" the technology is for, and then how to use it.

Building Awareness and Conceptual Understanding

- Summarize corresponding initiatives and provide the rationale behind your organization's desire for participants to learn to use the tool.
- Require that participants view the Write:OutLoud® 6 Product Demo prior to any training. www.donjohnston.com/product_demo
- Preview the Write:OutLoud 6 Classroom Implementation Tool on page 9. This will help participants identify student needs, set goals and think about logistical matters.

Skill Acquisition

- Make sure the product is installed and easily accessible prior to any training. Participants must be able to go back and practice following their new learning.
- Stick to the tutorial by teaching only three new things – providing too much information at once is ineffective and unproductive.

Skill Application

- Set clear expectations and timelines related to putting new knowledge into practice. (examples: sharing with peers, using with students)
- Provide tangible implementation tools that not only promote thought and planning, but also require "answers" or results – homework!
- Set aside time to share successes and failures. Everyone will benefit from shared knowledge and group brainstorming.
- Recognize leaders and those being successful – use them to push the training out to the next level of participants.

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Tech Support: www.donjohnston.com/support



Write IT! Hear IT! Revise IT!

Write:OutLoud 6 is a part of the SOLO[®] Literacy Suite like Microsoft[®] Word is part of Microsoft Office.

1. Take the Write:OutLoud 6 Skill Assessment on page 8.

Write IT!

Launch Write:OutLoud 6.

Windows: Start menu and/or Shortcut on Desktop

Macintosh: Dock and/or Alias on Desktop

WRITE a sentence

1. Write:OutLoud 6 displays a blank, new document screen.
2. Type the sentences below exactly as they are shown. DO NOT make corrections as you type. As you type, each word speaks as it is complete.

Long John Silver is a pirat. He is from the book Treasure lland. I have saw the movie, to.



Instruction

Struggling writers rarely re-read, edit and/or revise their work. Write:OutLoud 6 preferences are set to speak words and sentences as students write. You can set Write:OutLoud 6 to support diverse writers' needs by turning On/Off four levels of speech support provided DURING writing:

- ✓ **Speak letters** – useful during spelling activities and/or for learners with visual impairments who are just learning to touch type and need auditory reinforcement.
- ✓ **Speak words** – alerts struggling spellers to incorrectly-pronounced words, indicating a probable misspelling. (NOTE: Good phonetic spellers will hear incorrectly-spelled words pronounced correctly by text-to-speech. Consider this a step in the right direction, as a word that is well-spelled phonetically is easily identified by Write:OutLoud 6's Franklin spell checker!)
- ✓ **Speak sentences** – when the writer types sentence-ending punctuation, the complete sentence is spoken so the writer can hear a fluent re-reading of the sentence that reinforces their writing efforts and provides an opportunity to review work.
- ✓ **Speak paragraphs** – causes learners to engage in an auditory review of what they have written; an effective editing/revision strategy that struggling writers rarely utilize.

To change speech settings, go to the **Speech** menu and select the option(s) you want. Speech options toggle On or Off each time you select one.

Hear IT!

Tech Tip:

Text-to-Speech (TTS) is the method that the computer uses to translate written text into computer-generated speech. Since TTS translations are based on consistent language pronunciation rules, it has some limitations. As we all know, the words in the English language do NOT always follow hard and fast rules.

EXPLORE Speech

1. Click . Your cursor blinks at the beginning of your text in the upper left corner of your document.
2. Click  to hear the first sentence read aloud.
3. Click  again to hear the next sentence read aloud.
To stop speech at any time, simply click  a second time.
4. Highlight a word to select it. Click  to hear the highlighted word read aloud.
5. Highlight a phrase in your document. Click  to hear the phrase read aloud.
6. Take a minute to explore the speech within the text you have typed so far.

Instruction

Use pronunciations and/or mispronunciations as teachable moments.

- ✓ Many proper nouns (people's names, names of places, etc.) and some abbreviations that have more than one word they represent (e.g., St. can be "street" or "saint") are often mispronounced.
- ✓ Phonetic spellings can frequently **sound** correct but still show up as misspellings in the Spell Checker due to the unique spelling rules in the English language.
- ✓ Some words are spelled the same but sound different depending on HOW they are used in a sentence. (For example, "I will read the book" vs "I have read the book." Or, "I will lead the parade" vs "I have a lead pencil.")



Revise IT!

EDIT/REVISE your writing based on what you heard

1. Recall that, while you were listening to your writing read aloud, you noticed an incorrect verb phrase – “**have saw**” – in the third sentence.
2. Highlight the word “**saw**” and replace it by typing the word “seen” in its place.

CHECK your spelling

1. Click .
2. Click  to the right of the sentence containing the first misspelled word (pirate) to hear the sentence and word spoken aloud.
3. Click  to the right of the suggested word to hear it spoken aloud.
4. Click to replace the misspelled word with the correct one.
5. Take a minute to explore the Spell Checker and correct your spelling.
6. Click to exit the Spell Checker.

Instruction

Struggling writers frequently have difficulty selecting the word they want to use from the list of suggested words in other spell check programs. Write:OutLoud 6’s Franklin Spell Check dictionary:

- ✓ Presents the word in context of the sentence in which it was used to help learners hear where and how the word was used.
- ✓ Suggests words based on phonetic spellings... something other spell checkers often fail to do as successfully!
- ✓ Speaks the suggested words so learners can be sure they are choosing the word they really want.

Write IT..Hear IT!

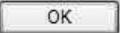
ADD more sentences to your document

1. Click  to move your cursor to the end of your document.
2. Type more sentences exactly as shown below:

They like gold and tresare chests. My brother went to the movies. I had red about Long John Silver bfor I saw the movie.

Revise IT!

CHECK Homonyms

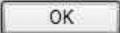
1. Click . Notice that Homonym Checker is very similar to the Spell Checker.
2. Click each word in the **Suggestions** box to select it. Notice that the definition for the selected word appears in the **Definition** box.
3. Click  to the right of the sentence to hear the sentence and word spoken aloud.
4. Click  to the right of the word **Definition** box to hear it spoken aloud.
5. If the homonym used in the sentence is correct, click  .
6. When you get to the word “to” in the third sentence, review and select the correct word form, “too.”
7. Click  to replace the incorrect homonym with the correct one.
8. Take a minute to use the Homonym Checker to review and revise the rest of your document.
9. Click  to exit the Homonym Checker.

Instruction

Write:OutLoud 6’s Homonym Checker provides the repetitive, ongoing instruction and reinforcement of correct word forms that struggling writers are required to learn (memorize) and which words are appropriate for use within a variety of contexts.

DISCOVER the Dictionary

If you need to check the meaning of a word, you can use the Franklin Talking Dictionary.

1. Highlight the word “**pirate**” and click  .
2. Take a minute to explore the Dictionary.
3. Click  to exit the Dictionary.

Instruction

The Franklin Talking Dictionary – designed specifically for students in grades 3 through 12 – displays the definition(s) of a word in easy-to-understand language.

- ✓ Presents the word in context of the sentence in which it was used to help learners hear where and how the word was used. This is especially important when looking up words that have more than one meaning!
- ✓ Offers simple, comprehensible definitions.
- ✓ Speaks the word AND definition(s).



MARK for Deletion

1. Highlight the sentence, “**My brother went to the movies.**”
2. Click . The selected text becomes red with a line through it to indicate you are considering removing this sentence from your document.
3. With the sentence still highlighted, click  a second time to return the text to its original appearance

OR

4. Press the **Delete** key on your keyboard to remove the sentence completely from your document.

Instruction

Good writers often write more than they need and then delete unwanted or inappropriate content during revision. Struggling writers frequently resist deleting text because it took so much effort to get the words written in the first place. **Mark for Deletion** is a safe way for struggling writers to consider removing text from their document without actually getting rid of it permanently.

Hear IT!

LISTEN as a Final Review

1. Click  to place your cursor at the beginning of your document.
2. Click  to read the entire document.

Tech Tip:

Click  to stop speech anytime!

Instruction

Encourage students to ask themselves the following questions as they listen to their written work:

- ✓ Does my document make sense?
- ✓ Are the sentences in my document clear and complete or do I need to add more information to clarify or expand upon my ideas?
- ✓ Did I hear any mistakes that I missed when reviewing my document earlier?
- ✓ Did I use the Spell Checker and Homonym Checker to make sure all of my words are correctly spelled and appropriate for the context of my document?

Emphasize that even professional writers review and revise their work many times before they prepare it for publication.

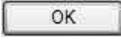
Revise IT!

1. Take a minute to make additional revisions to your document.

ADD a Title

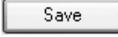
1. Click  to place your cursor at the beginning of your document.
2. Press **Enter** three times to add space between the title and the body of the document.
3. Click  to go back to the beginning.
4. Type “**Long John Silver**”.
5. Click  twice to center the title.
6. Highlight the title.
7. Click  3 or 4 times to increase the font size.

ADD a Picture

1. Click in the space between the title and the body text of your document to place your cursor.
2. Click  .
3. In the **Choose a file** window, click “**Long John and Jim**” to select it.
4. Click  . The picture appears in your document, along with a caption (defaults to the file name of the picture).
5. Double-click the picture. The **Image Caption** window opens.
6. Highlight the caption text and write in your own caption OR press the **Delete** key on your keyboard to eliminate the caption completely.
7. Click  .
8. Click the picture to select it.
9. Click  or  to change the size of the picture.
10. Click  to place the picture in your document.



PRINT and SAVE

1. In the **File** menu, select **Print**.
2. Look at the options for printing text.
3. Click  .
4. In the **File** menu, select **Save As**.
5. Name the document **Pirates 1** and click  . The new document is saved to the last place you saved a file.



Tech Tip:

Click  on the toolbar to automatically print one copy of the document, bypassing the print dialog box.



Tech Tip:

- ✓ Files can be saved in any location on your computer.
- ✓ Write:OutLoud 6 files have a .djs extension.

QUIT Write:OutLoud 6

Windows: In the **File** menu, select **Quit/Exit**.

Macintosh: In the **WOL** menu, select **Quit WOL**.

Complete the Write:OutLoud 6 Post Assessment on page 8.

Write IT! Hear IT! Revise IT!

Pre Assessment

What student outcomes do you expect through the use of Write:OutLoud 6?

Do you know how to:

Write IT!

- Type sentences in Write:OutLoud 6

Hear IT!

- Use Speech to review written text
- Find word meanings in the Franklin talking dictionary
- Use Speech in the Franklin Spell Checker

Revise IT!

- Use the Franklin Spell Checker
- Check for Homonyms
- Mark text to be deleted
- Create a title and insert a picture
- Print and save your document
- Quit Write:OutLoud 6

Post Assessment

How did your thinking shift?

Do you know how to:

Write IT!

- Type sentences in Write:OutLoud 6

Hear IT!

- Use Speech to review written text
- Find word meanings in the Franklin talking dictionary
- Use Speech in the Franklin Spell Checker

Revise IT!

- Use the Franklin Spell Checker
- Check for Homonyms
- Mark text to be deleted
- Create a title and insert a picture
- Print and save your document
- Quit Write:OutLoud 6

Goal Setting Tips:

- Set clear, concise, measurable reading and/or IEP goals for each student.
- Plan when and where students will have access to, and use Write:OutLoud 6 (do students need this at home?).
- Integrate your writing instruction with Write:OutLoud 6 — show students the technology in a writing context.
- Measure changes in attitude — yours and the students'!

Sample:

Learners Who Need Access to Write:OutLoud 6	IEP Goals, 504 Plans or Reading Standards	Frequency and Duration the student needs to use Write:OutLoud 6 to achieve goals	Classroom / Subject / Period	Write:OutLoud 6 Location: Classroom/Lab/Media Center/Resource Room/Rolling Cart	Testing accommodation: Get approval to use for standardized testing
<p><i>Example: Justin Martin</i></p>	<p><i>Student will compose five (5) sentences containing a minimum of five (5) words each during the daily journal activity using a talking word processor.</i></p>	<p><i>15 minutes a day</i></p>	<p><i>Language Arts</i></p>	<p><i>Rolling Cart in Classroom</i></p>	<p><i>For tests requiring a written response, student will use a talking word processor as the student uses this accommodation on an every-day basis in the classroom.</i></p>
<p><i>Example: Madison Cruz</i></p>	<p><i>Student will produce five (5) 1-page papers using at least three (3) paragraphs of three (3) sentences each with 90% accuracy in use of spelling during the grading period ending December 31 using a talking word processor.</i></p>	<p><i>30 minutes each 3 times a week.</i></p>	<p><i>Social Studies Class</i></p>	<p><i>Media Center</i></p>	<p><i>For written responses to Social Studies tests, student should use the alternate response method, a talking word processor, as the teacher has determined that this is the best method to access this student's skill level and progress.</i></p>



Professional Development Tracker

Name: _____ Initial Goals: _____

Outcomes of this Professional Learning: _____

Professional Development Activity		Amount of Time Spent	Date	Outcome of Learning/ Notes from Learning
Awareness				
<i>Example: Participated in training</i>		30 minutes	3/15/09	<i>I summarized information with my team. We developed an action plan.</i>
Conceptual Understanding				
<i>Example: Discussed with Sally Givings the supports this tool provides</i>		30 minutes	3/30/09	<i>Sally responded with excitement and was motivated to learn more.</i>
Skill Acquisition				
<i>Example: Checked the Help files and learned how to change the text color.</i>		60 minutes	4/09/09	<i>Discovered that this capability supports my differently leveled students.</i>
Skill Application				
<i>Example: Repeated training to 5 peers</i>		60 minutes	4/19/09	<i>We worked through equipment challenges to get to the supports this tool will provide students. Plans were created for next steps.</i>

Total Professional Development Time: _____



