



***READ! OutLoud***<sup>™</sup>  
**SOLO**

Getting Started

# Read:OutLoud SOLO Edition

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<b>TABLE OF CONTENTS</b>	3
Overview	4
Meeting Standards	5
Learning Checklist	6
<b>TUTORIAL 1: Use Read:OutLoud to Read eText and Take Notes</b>	7
1. Launch, Sign In, Open an Assignment Template	8
A. Launch	8
B. Sign In	8
C. Open an Assignment Template	10
2. Read Locked Text and eText	11
A. Read Locked Text	11
B. Read eText	12
3. Create Outline and Take Notes	15
A. Create Outline	15
B. Take Notes	23
4. Organize Outline	24
5. Print as Study Guide	26
<b>TUTORIAL 2: Use Teacher Central to Modify an Assignment Template</b>	31
1. Launch, Sign In to Teacher Central, Open an Assignment Template	31
A. Launch	31
B. Sign In to Teacher Central	32
C. Open an Assignment Template	34
2. Modify an Assignment Template	35
3. Save as New Assignment Template	39
4. Assign to Learners	41
<b>APPENDIX 1: Supporting Files</b>	45

## OVERVIEW

### **Achieve Grade-Level Comprehension Across the Curriculum**

Read:OutLoud™ SOLO Edition is the only text reader that supports learners with modeling, scaffolding and practice of research-based reading strategies so they can comprehend any text across the curriculum. In addition to participating in their grade-level curriculum, learners have all the resources they need to build good reading habits.

#### **Develop Good Reading Comprehension Habits**

Struggling readers have a guided experience with any content that is presented to them because easy-to-use tools help them use research-based reading strategies and hierarchical structures that help focus their attention.

#### **Confidently Attack Any Reading Assignment Across the Curriculum**

Read:OutLoud's reading environment has a wealth of considerate learning interventions that readers use independently to practice and build reading strategies explicitly taught in class. Any eText can be paired with a reading strategy outline with the level of support needed.

#### **Differentiate Instruction in a Diverse Classroom**

Read:OutLoud allows teachers to adjust the presentation of the information, rather than have the reader adjust or adapt to the curriculum, and structure the reading process for any struggling reader.

### **About Getting Started**

The Getting Started guide has been designed to assist trainers, educators and first-time users of Read:OutLoud™ as if it were being used in an actual educational setting. The literacy activity uses curriculum-based content and research-based strategies to demonstrate how the product functions in a meaningful context—first you participate as a learner, then as a teacher. Further, the step-by-step directions model a good sequence for learning how to use the product effectively and provide best practice and intervention tips.

This Getting Started Activity does not address every function in the product, but it does provide all the essentials needed to use Read:OutLoud in the classroom after completing the activity. In addition to your Getting Started literacy activity, you may utilize SOLO® Help, an interactive help utility that provides the just-in-time support you need as you increase your knowledge and proficiency of SOLO.

## **Read:OutLoud SOLO Edition Tutorial 1 Meets Standards**

### **Reading Standards:**

- Learners establish a purpose for reading (e.g., for information)
- Learners use specific strategies to clear up confusing parts of a text (e.g., reread text, ask for help)
- Learners represent concrete information (e.g., persons, places, things, events) as explicit mental pictures
- Learners use word reference material (e.g., glossary, dictionary, thesaurus) to determine the meaning, pronunciation and derivations of unknown words
- Learners understand the main idea and supporting details of simple expository text

### **Writing Standards:**

- Learners use a variety of prewriting strategies (e.g., make outlines, group related ideas, use published pieces as writing models)

### **Listening and Speaking Standards:**

- Learners listen and respond to media
- Learners contribute to class discussions

### **Technology Standards:**


- Learners know that technology facilitates better communication by providing storage and retrieval of large amounts of data, an easy means of processing and displaying data and faster communication among individuals
- Learners use a word processor to copy, move, save and print text

## Learning Checklist for These Tutorials:

- Launch Read:OutLoud
- Sign in as a learner
- Preview an Assignment Template
- Open an Assignment Template
- Read Locked Text with auditory supports
- Read eText
- Use the Dictionary
- Highlight eText to create an Outline
- Add notes to the Outline
- Move subtopics in Outline
- Delete notes and subtopics
- Print an Outline as a study guide
- Save an Assignment Template
- Sign in as a teacher
- Delete Locked Text
- Insert Locked Text
- Modify an Assignment Template to create a new one
- Save an Assignment Template
- Assign to learners



## Tutorial 1: Use Read:OutLoud to Read eText and Take Notes

 *NOTE TO TEACHER:* In this tutorial, you are playing the role of **Learner 1**. You will walk through this exercise as if you are a learner using Read:OutLoud for the first time. Notes to the teacher are in italics. Please allow yourself about 40-45 minutes to complete this tutorial. After completing this tutorial, you will be able to assist a learner on the first day with opening an Assignment Template that contains eText, a simple Outline and some instructions. The learner will do the following:

- Listen to the eText being read aloud using a variety of speech options
- Read the Locked Text instructions
- Use eHighlighters™ to add main ideas and supporting details to the Outline
- Create a note using the toolbar button and place the note in the Outline
- Delete a subtopic in the Outline
- Organize the Outline through the toolbar buttons
- Print the Outline and notes to use as a study guide

**The tutorial is grouped into the following five sections:**

- Launch, Sign In, Open an Assignment Template
- Read Locked Text and eText
- Create Outline and Take Notes
- Organize Outline
- Print as Study Guide

# Read:OutLoud SOLO Edition

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## 1. Launch, Sign In, Open an Assignment Template

- ✓ In this section of the tutorial, you will launch Read:OutLoud, sign in as **Learner1** and open an Assignment Template called *Pyramids and Tombs.asn*.

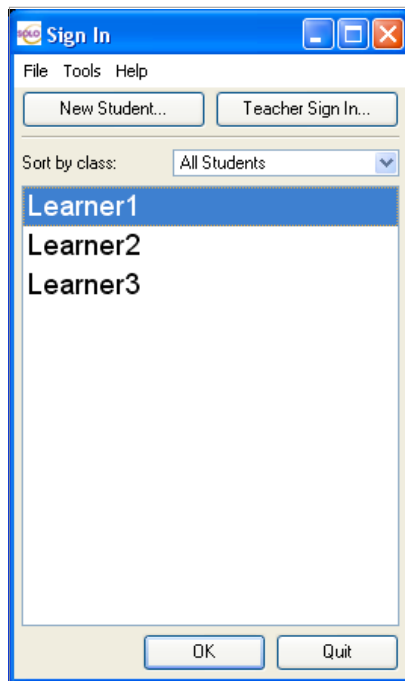
### A. Launch

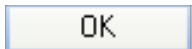
- 🖱 Double-click the SOLO icon  on your Windows desktop or Macintosh dock to launch the program.

### B. Sign In

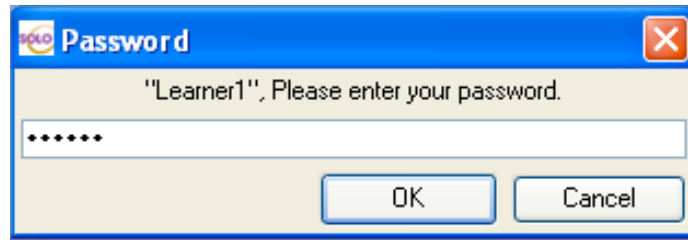
As soon as you start Read:OutLoud, you need to tell Read:OutLoud who you are. **Sign In** appears.


- 🖱 Select **Learner1** in the list.





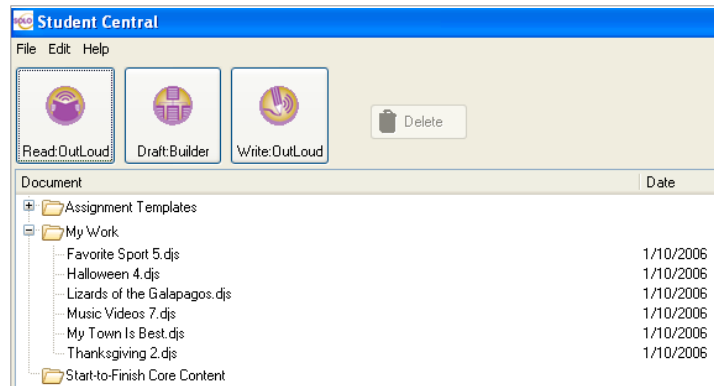
- 🖱 Click .

# Read:OutLoud SOLO Edition



 Type the default password, **123456**.

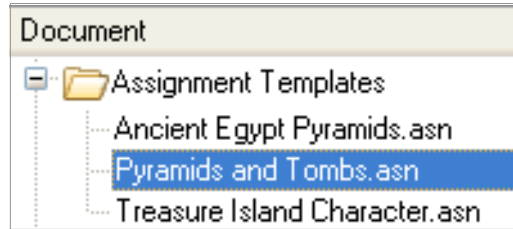
 Click . **Student Central** appears.



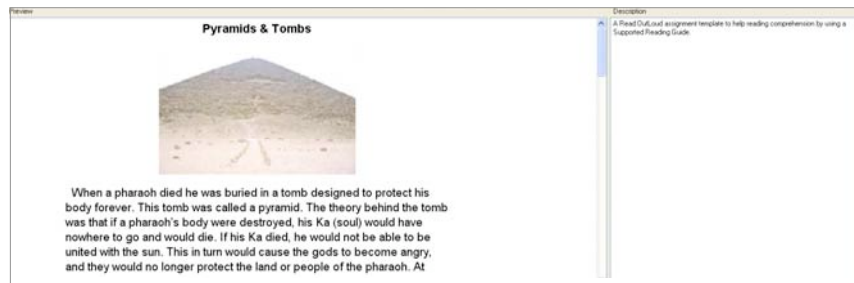
**Student Central** lets you see all of your documents and Assignment Templates. In **Student Central**, you can create a new document, open an Assignment Template created by a teacher or work on an existing assignment.

## C. Open an Assignment Template

- Click the plus sign (Windows) or arrow (Macintosh) in front of **Assignment Templates** to expand the folder. The **Assignment Templates** folder contains all of the Assignment Templates created by your teacher for you. Find the Assignment Template named **Pyramids and Tombs.asn**.

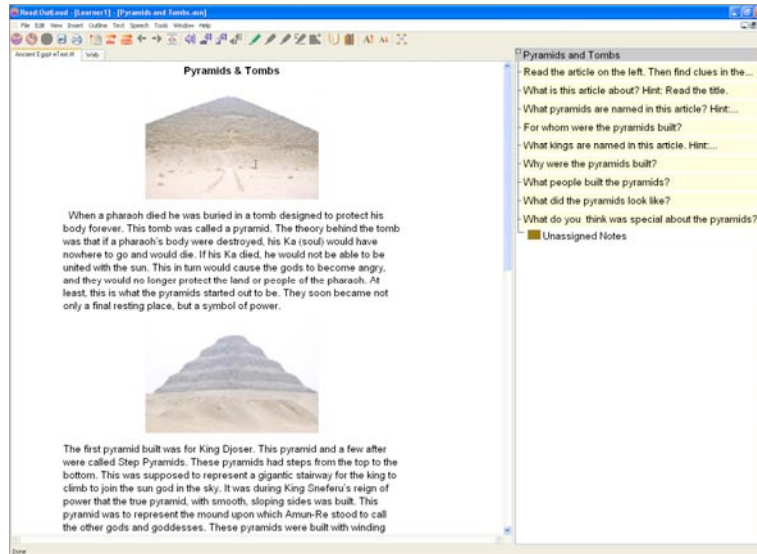


- Click **Pyramids and Tombs.asn** to select it. A small snapshot of the Assignment Template appears in **Preview** with a brief description of the template. Look at the **Preview** to confirm you have the correct Assignment Template.





Double-click **Pyramids and Tombs.asn** in Assignment Templates to open the Assignment Template in Read:OutLoud.



## 2. Read Locked Text and eText

### A. Read Locked Text




*Locked Text is a feature that allows the teacher to write instructions to the learners. Only the teacher can create Locked Text, change it or remove it. The first step the learners need to do is read the Locked Text or have it read for any instructions or support provided by the teacher.*


*In this Assignment Template there are several Locked Text instructions in the outline on the right side of the assignment.*



**Read all of the instructions to get an overview of the Assignment Template before beginning any one step.**

# Read:OutLoud SOLO Edition

 Locked Text appears in yellow. To read the Locked Text instruction, place your cursor on the Locked Text **Read the article on the left.** and click. The Locked Text box expands to show the entire instruction highlighted in a different color.


Read the article on the left. Then find clues in the text to answer each of the questions. This will help you understand what you have read.

 To support reading the Locked Text instructions, the learner may choose to have the instructions read aloud.

 Click **Speak**  on the toolbar to hear the Locked Text read aloud.

 Continue to click **Speak**  as you select each piece of Locked Text.

## B. Read eText


 Now read the eText. Use the scroll bar to scroll through the eText as needed.

Pyramids & Tombs

When a pharaoh died he was buried in a tomb designed to protect his body forever. This tomb was called a pyramid. The theory behind the tomb was that if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die. If his Ka died, he would not be able to be united with the sun. This in turn would cause the gods to become angry, and they would no longer protect the land or people of the pharaoh. At least, this is what the pyramids started out to be. They soon became not only a final resting place, but a symbol of power.

The first pyramid built was for King Djoser. This pyramid and a few after were called Step Pyramids. These pyramids had steps from the top to the bottom. This was supposed to represent a gigantic stairway for the king to climb to join the sun god in the sky. It was during King Spheser's reign of power that the true pyramid, with smooth, sloping sides was built. This pyramid was to represent the mound upon which Amun-Re stood to call the other gods and goddesses. These pyramids were built with winding passageways, false doors, and walls of granite. Most of the pyramid, however, was solid. The actual entrance to the burial tomb was disguised to look like the outer surface of the pyramid. All of these precautions were seemingly in vain. By around 1000 b.c. grave robbers had ransacked most, if not all, the pyramids.


The largest, and most famous, pyramid is the Great Pyramid located in the Giza plateau, near Cairo. This pyramid was built for the pharaoh Khufu (Cheops). Over two million blocks of limestone were used, and it took over twenty years to build. The base of the Great Pyramid covers the size of almost ten football fields. Even with their primitive tools, the Egyptians cut the base so that it misses being perfectly proportioned by only a few inches. They also cut the outer and inner blocks so precisely that a knife blade won't fit between the stones. Lastly, the pyramid was built so that it faces exactly the four cardinal directions. There is another mystery concerning the Great Pyramid: the tomb chamber contains an empty coffin. No one knows if King Khufu was actually ever buried there, or if the pyramid served a different purpose all together. There are two other smaller pyramids located in the same region. The three pyramids together are known as the Giza Pyramids. The Giza pyramids were the first of the seven wonders of the Ancient World.





This picture is the Step Pyramid of Zoser, Saqqara, near Cairo. It is the oldest standing structure in the world.

**Scroll Bar**



- ✓ The learners are reading the eText to answer questions about pyramids. As they read, they can use the options of listening to a sentence, a paragraph, or the entire eText using auditory support. Different options support different learners' reading needs.

For example, learners can use **Read All**  to have the whole document read aloud without stopping. This helps support learners to gain an overview as they first read the entire eText. Some learners fail to get an overview of a text because the challenge of reading the text overwhelms them.

- 🖱️ Click anywhere in the eText.
- 🖱️ From the toolbar, select **Read All**  to hear the entire eText read aloud.
- 🖱️ If at any time, you want to stop hearing the text read aloud, click the **Stop** button  on the toolbar.

- ✓ After the learners have read the entire eText one time as an overview, they often need to go back and read the eText again, looking for specific facts or statements to help them answer questions.


For example: To answer the question **Why were the pyramids built?** learners re-read the first paragraph of the eText, using **Read Paragraph**  for additional support.

- 🖱️ Click in the first paragraph of the eText. From the toolbar, click **Read Paragraph**  to hear the paragraph read aloud.
- ✓ If additional support is needed for a word or phrase such as **When a pharaoh died he was buried in a tomb,** learners can highlight just the phrase and click **Speak**  on the toolbar.



- ✓ If learners need more help with the word **pharaoh**, they can use the **Dictionary** for help with the definition of the word.

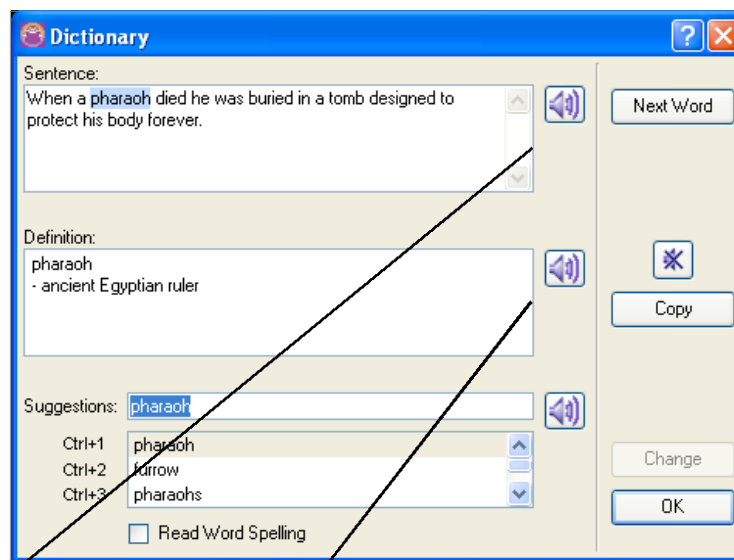
# Read:OutLoud SOLO Edition

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 Highlight the word **pharaoh**.


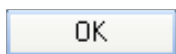
When a **pharaoh** died he was buried in a tomb designed to protect his body forever. This tomb was called a pyramid. The theory behind the tomb was that if a pharaoh's body were destroyed, his Ka (soul) would have

 Click **Dictionary**  on the toolbar. The **Dictionary** dialog opens showing the word in the context of a sentence and the definition of the word.

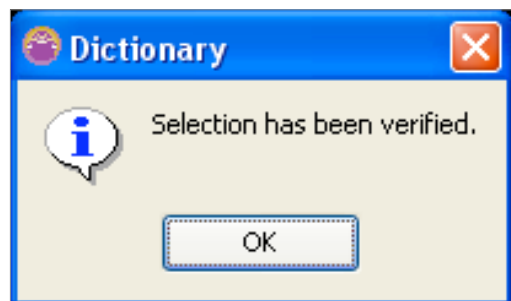



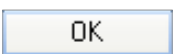
Click to hear the word read in the context of the sentence.


Click to hear the definition read aloud.


 Click .

You are told that the selection has been verified.




 Click  to return to the eText.

 Click anywhere in the text to deselect the word.



 To familiarize yourself with the toolbar, place your cursor over each icon on the toolbar to see the name of each button and hear it read aloud.


## 3. Create Outline and Take Notes

### A. Create Outline

 In this Assignment Template, the teacher has created several questions about the eText in the Outline view. The learner can find the answers to the questions in the eText. To answer a question, the learner finds the words and highlights them with the Read:OutLoud tools. The words then appear within the Outline.

The first question asks **What is this article about?** and the learner is given a hint to **Read the title.**

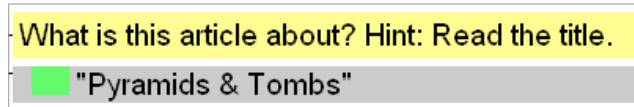
 Click  in the Outline view.


 Click and drag the cursor over the words **Pyramids & Tombs** in the title.




 Click the green highlighter  on the toolbar.



The highlighted eText becomes a green subtopic under the question.




 As the learners re-read the first paragraph, they begin to get some ideas about words to add to their Outline.


-  Click the first word in the first paragraph.

When a pharaoh died he was buried in a tomb designed to protect his body forever. This tomb was called a pyramid. The theory behind the tomb was that if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die. If his Ka died, he would not be able to be united with the sun. This in turn would cause the gods to become angry, and they would no longer protect the land or people of the pharaoh. At least, this is what the pyramids started out to be. They soon became not only a final resting place, but a symbol of power.

-  From the toolbar, select **Read Paragraph** . Listen for the eText that answers the question **Why were the pyramids built?**

-  After listening to the paragraph, select the question **Why were the pyramids built?** in the Outline.

Why were the pyramids built?

-  In the eText on the left, highlight the words **a tomb designed to protect his body forever**.


When a pharaoh died he was buried in a tomb designed to protect his body forever. This tomb was

-  Click the green highlighter  on the toolbar.

The highlighted words appear as a green subtopic under **Why were the pyramids built?**

Why were the pyramids built?

"a tomb designed to protect his body forever."

-  Find another detail from the eText, **a symbol of power**, and highlight these words.


this is what the pyramids started out to be. They soon became not only a final resting place, but a symbol of power.

 Click the green highlighter  on the toolbar.


These words appear under **Why were the pyramids built** as another green subtopic.

Why were the pyramids built?

- "a tomb designed to protect his body forever."
- "a symbol of power."

 Continue to answer the questions in the Outline.  
Click the question

What pyramids are named in this article? Hint:  
Names begin with a capital letter.

 Read through the eText on the left, looking for names beginning with capital letters. Make sure they are pyramid names. In the second paragraph, highlight **Step Pyramids**.


The first pyramid built was for King Djoser. This pyramid and a few after were called **Step Pyramids**.

 Click the green highlighter  on the toolbar.

**Step Pyramids** becomes a green subtopic in the Outline.

What pyramids are named in this article? Hint:...

- "Step Pyramids."

 Near the end of the last paragraph, highlight **Giza Pyramids**.


known as the **Giza Pyramids**. The Giza pyramids were the first of the seven wonders of the Ancient World.


 Click the green highlighter  on the toolbar.


**Giza Pyramids** appears as a green subtopic.

What pyramids are named in this article? Hint:...



- "Step Pyramids."
- "Giza Pyramids."

 The learners realize that two other pyramid names actually belong to the groups they have already selected and should be subtopics of them.

 Click the green subtopic **Giza Pyramids**.


 At the beginning of the third paragraph, highlight **Great Pyramid**.

The largest, and most famous, pyramid is the **Great Pyramid** located in the Giza plateau, near Cairo. This pyramid was built for the pharaoh Khufu


 Click the yellow highlighter  on the toolbar to make **Great Pyramid** a subtopic of **Giza Pyramids**.



The highlighted eText appears as a yellow subtopic.

- "Giza Pyramids."
  - "Great Pyramid"

 Click the next question


For whom were the pyramids built?

 The learners recall reading that the pyramids were built as tombs for the pharaohs in the first paragraph.


 Highlight a **pharaoh** in the first paragraph and click the green highlighter  on the toolbar.



For whom were the pyramids built?

"a pharaoh"

 Click on the next question

What kings are named in this article? Hint: Remember names begin with a capital letter.

 Read through the eText on the left, looking for names beginning with capital letters. Make sure they are king names.

 Highlight each name one at a time and click the green highlighter  on the toolbar.

What kings are named in this article....

"King Djoser."

"King Sneferu's"






"King Khufu"

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Answer the question in the Outline

What people built the pyramids? .

-  Select **What people built the pyramids?** in the Outline.
-  Look for the answer in the last paragraph. Use **Read Paragraph**  to hear the paragraph read aloud until you find an answer.
-  Click **Stop**  when you hear **the Egyptians cut the base**.

The largest, and most famous, pyramid is the **Great Pyramid** located in the Giza plateau, near Cairo. This pyramid was built for the pharaoh Khufu (Cheops). Over two million blocks of limestone were used, and it took over twenty years to build. The base of the Great Pyramid covers the size of almost ten football fields. Even with their primitive tools, the Egyptians cut the base so that it misses being perfectly proportioned by only a few


-  Highlight **Egyptians** in the eText.


The largest, and most famous, pyramid is the **Great Pyramid** located in the Giza plateau, near Cairo. This pyramid was built for the pharaoh Khufu (Cheops). Over two million blocks of limestone were used, and it took over twenty years to build. The base of the Great Pyramid covers the size of almost ten football fields. Even with their primitive tools, the **Egyptians** cut the base so that it misses being perfectly proportioned by only a few


-  Click the green highlighter .

**Egyptians** appears as a green subtopic under the question.



What people built the pyramids?  
"Egyptians"

-  To answer the next question **What did the pyramids look like?**, have the learners scroll through the eText to look for supporting information. For additional support, encourage the learners to use speech supports.

-  To answer the next question in the Outline **What did the pyramids look like?** click the question to select it.

 Click the beginning of the second paragraph in the eText.

The first pyramid built was for King Djoser. This pyramid and a few after were called Step Pyramids. These pyramids had steps from the top to the bottom. This was supposed to represent a gigantic stairway for the king to climb to join the sun god in the sky. It was during King Sneferu's reign of power that the true pyramid, with smooth, sloping sides was built. This pyramid was to represent the mound upon which Amun-Re stood to call the other gods and goddesses. These pyramids were built with winding passageways, false doors, and walls of granite. Most of the pyramid, however, was solid. The actual entrance to the burial tomb was disguised to look like the outer surface of the pyramid. All of these precautions were seemingly in vain. By around 1000 b.c. grave robbers had ransacked most, if not all, the pyramids.

 Click **Read Paragraph**  on the toolbar to hear the eText read sentence by sentence.

 When you hear **steps from the top to the bottom**, hit Stop .


 Highlight the phrase **steps from the top to the bottom**.

The first pyramid built was for King Djoser. This pyramid and a few after were called Step Pyramids. These pyramids had steps from the top to the bottom. This was supposed to represent a gigantic stairway for the king to

 Click the green highlighter .

The supporting information is added as a subtopic for this question.

What did the pyramids look like?  
"steps from the top to the bottom."

 Continue to find the following supporting information:


- smooth, sloping sides
- winding passageways, false doors, and walls of granite
- entrance to the burial tomb was disguised to look like the outer surface of the pyramid

by using **Read Paragraph**  to hear the paragraph read aloud and highlighting the information.


What did the pyramids look like?

- "steps from the top to the bottom."
- "smooth, sloping sides"
- "winding passageways, false doors, and walls..."
- "entrance to the burial tomb was disguised to look like the outer surface of the pyramid."

You have answered almost all the questions in your Outline.

 Click the last question

What do you think was special about the pyramids? .

 Look at the third paragraph and highlight **the pyramid was built so that it faces exactly the four cardinal directions**.

inches. They also cut the outer and inner blocks so precisely that a knife blade won't fit between the stones. Lastly, the pyramid was built so that it faces exactly the four cardinal directions. There is another mystery concerning the Great Pyramid: the tomb chamber contains an empty coffin.


 Click the green highlighter .


The phrase **the pyramid was built so that it faces exactly the four cardinal directions** appears as a green subtopic.



What do you think was special about the pyramids?

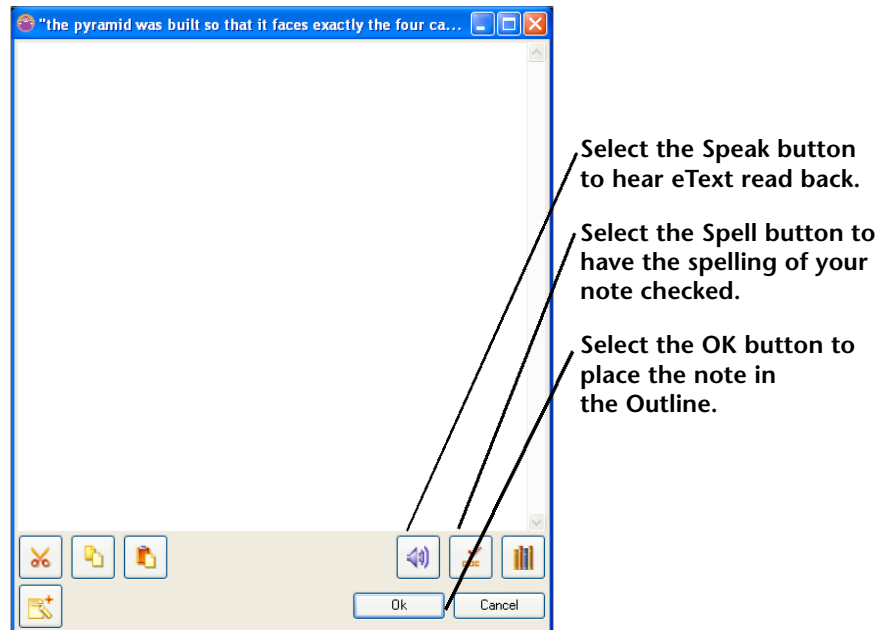
- "the pyramid was built so that it faces exactly the four cardinal directions."

## B. Take Notes


 The last question asks what you think. In order to say what you think, you need to take notes so you can write in your own words.

 Click the subtopic you just entered **the pyramid was built so that it faces exactly the four cardinal directions**.

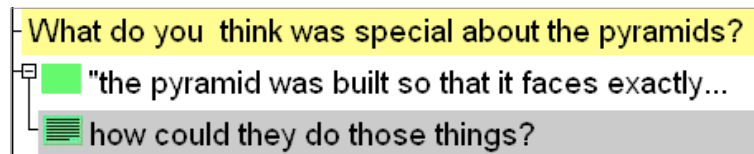
 From the toolbar, select **New Note** . The Note dialog appears and it reads your subtopic aloud.




 Type **how could they do those things?**



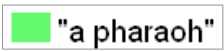
 Click  to close the note.

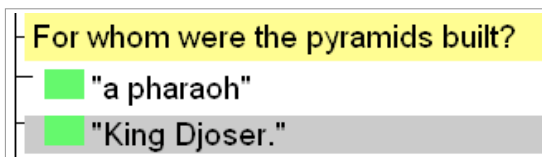
The note appears after the green subtopic you had entered earlier.


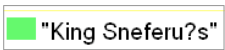



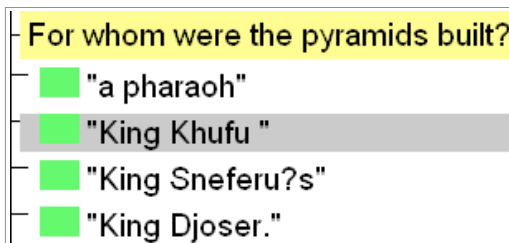
## 4. Organize Outline




-  While reading through the eText, the learners see that Khufu is referred to as both a king and a pharaoh. They decide to combine the answers to **For whom were the pyramids built?** and **What kings are named in this article?**


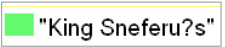

-  Click the subtopic  and drag it to under subtopic . When you see a green line under a **pharaoh**, stop dragging. The subtopic **King Djoser** is now under the subtopic a **pharaoh**.






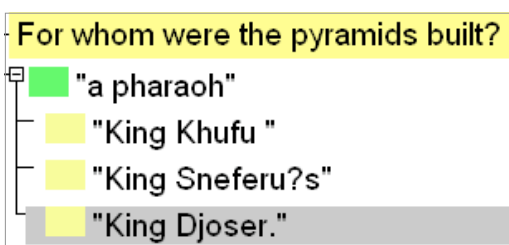
-  Repeat these steps to move  and  under a **pharaoh**.




-  Click the green subtopic  and click **Indent**  to change the subtopic to a yellow subtopic.


-  Click  and click **Indent** .

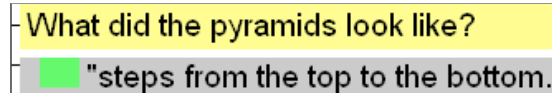
-  Click  and click **Indent** . All three subtopics are now indented as yellow subtopics under the green subtopic a **pharaoh**.




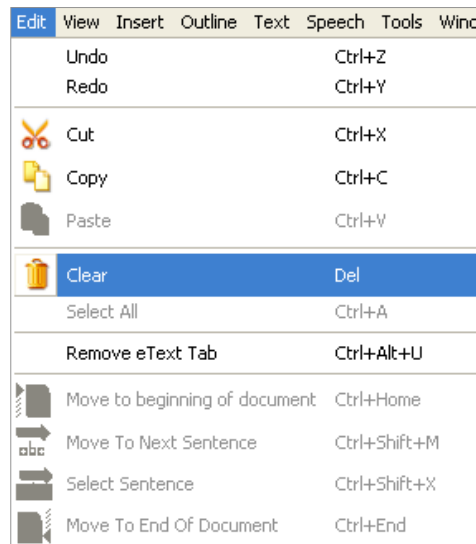
-  *The learners see that some of their subtopics could be better organized.*

You decide that you do not want so much information under the question **What did the pyramids look like?** so you are going to delete one of the subtopics.

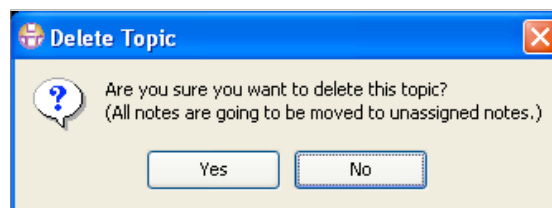
-  Click the green icon next to **steps from the top to the bottom.**




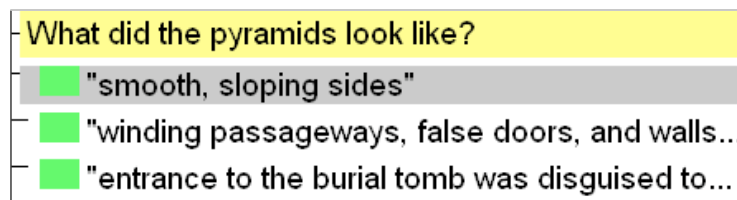
-  On your keyboard, select the **Delete** key, or from the **Edit** menu, select **Clear**.




-  **Delete Topic** appears.




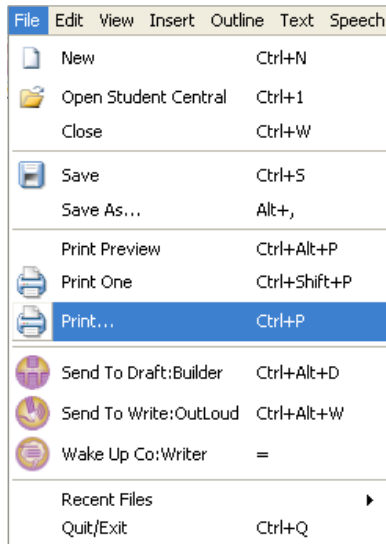
-  Click  . The subtopic is removed.




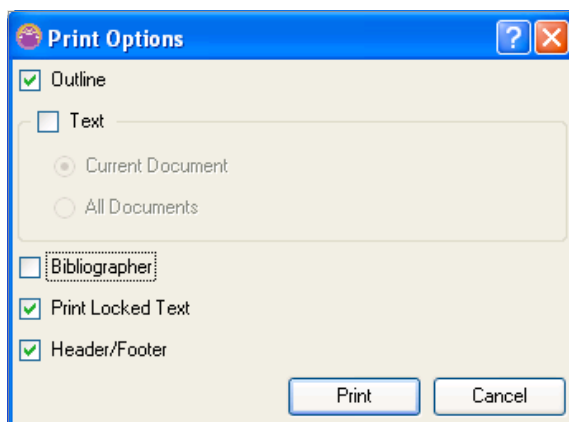
## 5. Print as Study Guide


 *The learners are going to join a class discussion on pyramids. They want to print their Outlines and notes to bring to the discussion.*

 From the **File** menu, select **Print**.




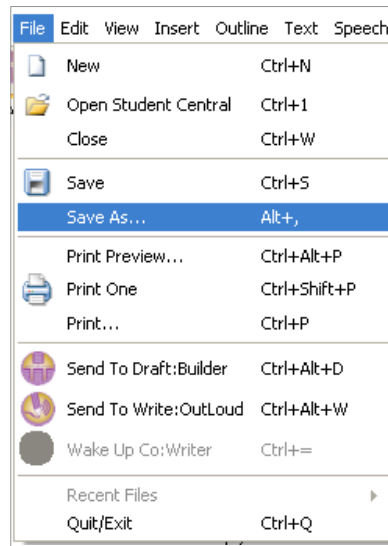
 **Print Options** appears. Select **Outline** and **Print Locked Text**. This specifies that you only want the Outline along with any Locked Text printed.



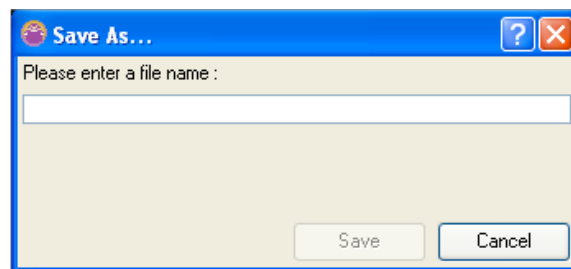
 Click  .

The System Print Dialog for your computer appears.

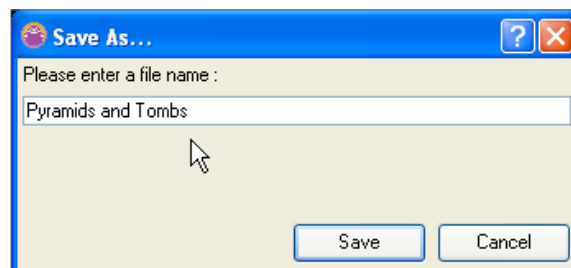
 From the **File** menu, select **Save As...**




**Save As** appears.




 Enter **Pyramids and Tombs** as your file name.

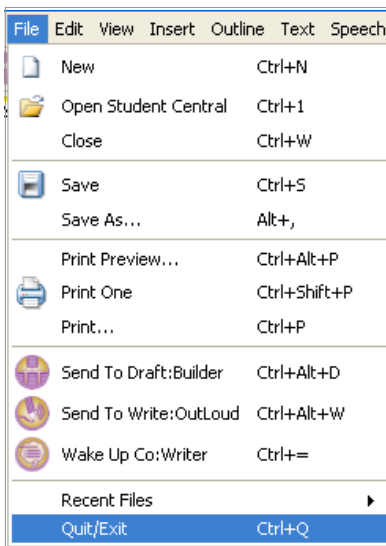


 Click **Save** .

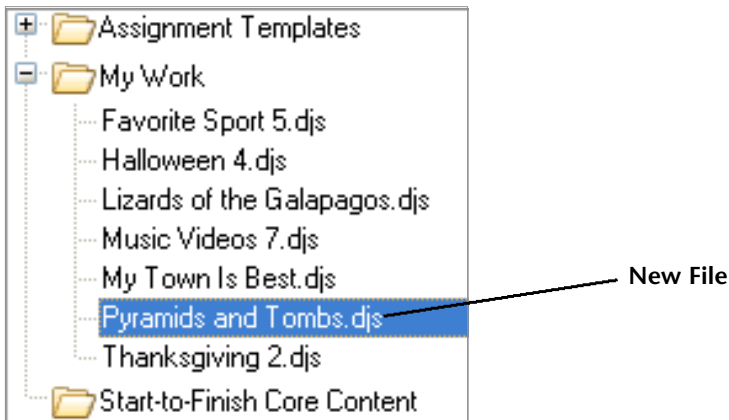
# Read:OutLoud SOLO Edition



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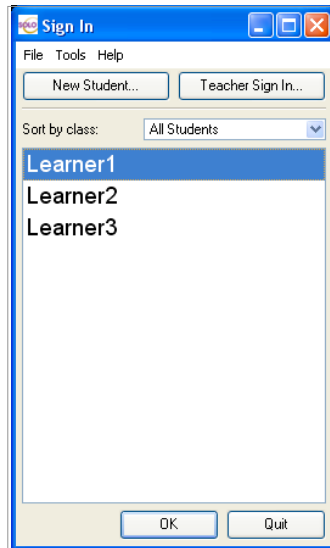
 Close Read:OutLoud. From the **File** Menu, click **Quit/Exit**.



You return to **Student Central** where the saved document appears under **My Work**.



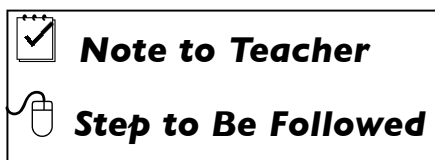
 Close **Student Central** by clicking the **Quit** button  in the upper right-hand corner. **Sign In** appears.




 Click  to exit the program.

***Congratulations! You have just completed an assignment.  
When you are ready, try Tutorial 2.***






## Tutorial 2: Use Teacher Central to Modify an Assignment Template

 This tutorial is written for a **teacher**. After completing this tutorial, a teacher can use Teacher Central and Read:OutLoud to modify an existing Assignment Template in order to create a new Assignment Template. A teacher can use the product supports of Create an Assignment (from an existing Assignment Template), Insert Locked Text, Delete Locked Text, Change Locked Text, Save the New Assignment Template and Assign It. Please allow 25-30 minutes to complete this tutorial.

- Launch, Sign In to Teacher Central, Open an Assignment Template
- Modify an Assignment Template
- Save as a New Assignment Template
- Assign to Learners

### 1. Launch, Sign In to Teacher Central, Open an Assignment Template

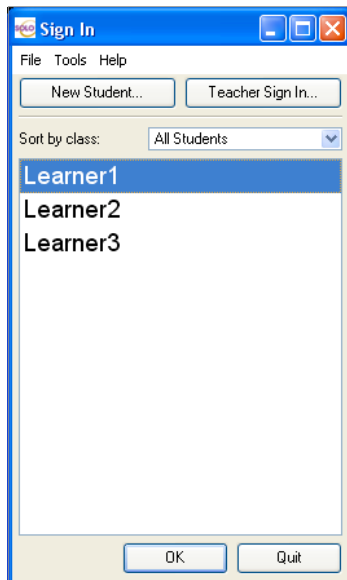
 In this section of the tutorial, you will launch Read:OutLoud, sign in as **Teacher** and open an Assignment Template called **Pyramids and Tombs.asn**. You have a current Assignment Template on pyramids that you want to modify for learners who need more structure.

#### A. Launch

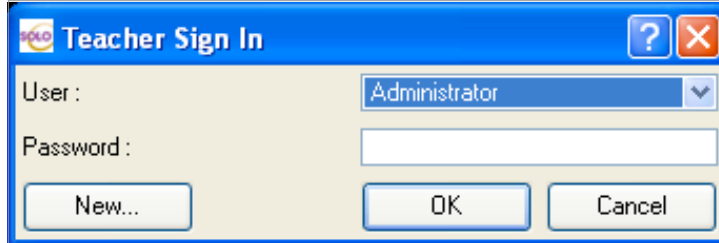
 Double-click the SOLO icon  on your Windows desktop or Macintosh dock to launch the program.

## B. Sign In to Teacher Central

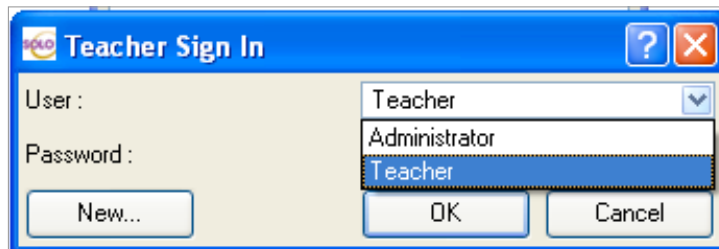
Sign In appears.



Click . **Teacher Sign In** appears.



Click the pull down menu and select **Teacher**.

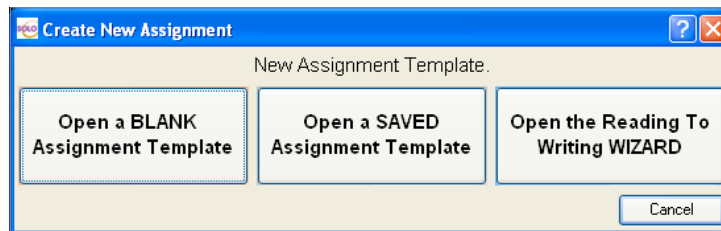





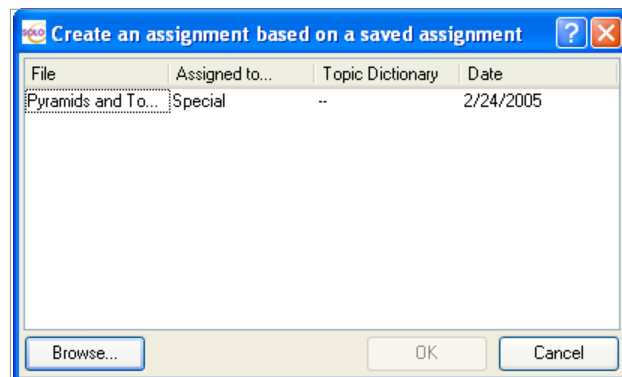
## C. Open an Assignment Template

- ✓ An *Assignment Template* is an assignment created by a teacher. Only a teacher can create or modify an *Assignment Template*. Once created, a teacher may assign the template to one or more learners. In this tutorial, you are going to create a new *Assignment Template* by modifying an existing one.

Click . **Create New Assignment** appears.

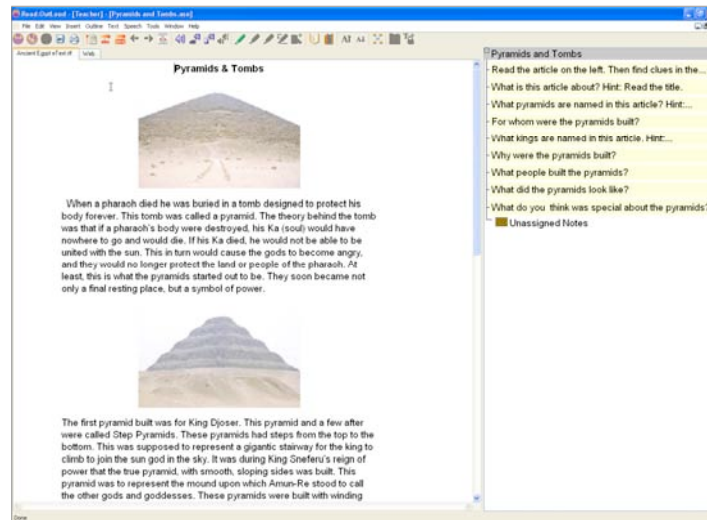


Click . **Create an assignment based on a saved assignment** appears.



Select **Pyramids and To...** and click .

The Assignment Template **Pyramids and Tombs.asn** opens in Read:OutLoud.



## 2. Modify an Assignment Template

- ✓ You have a current Assignment Template on pyramids that you want to modify. You have decided to make the Assignment Template less complex. You will need to change Locked Text instructions, delete information and add information to modify the Assignment Template.

Read the Assignment Template before you modify it.

- ☞ Click in each Locked Text to display all the words in the instructions.
- ✓ You have decided that you are going to simplify the Assignment Template by asking the learners to find out why the pharaohs needed special tombs called pyramids. You are going to change the purpose of the Assignment Template from gathering a lot of information about pyramids to learning why they were built.
- ☞ Click in the Locked Text **What pyramids are named in this article? Hint:...**.

The Locked Text is shown in Edit Mode.


What pyramids are named in this article? Hint:  
Names begin with a capital letter.

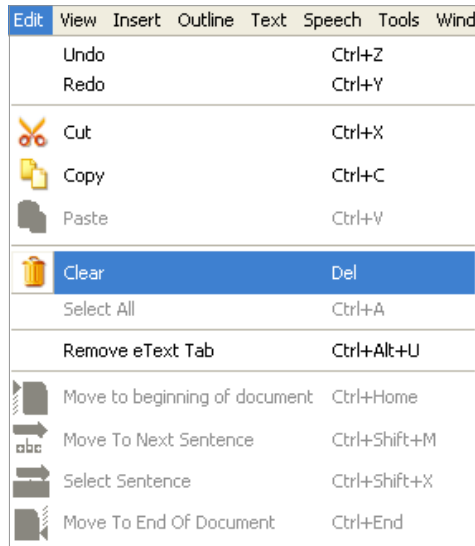
# Read:OutLoud SOLO Edition

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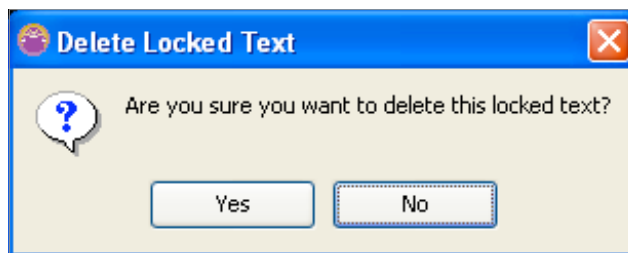
 Press **Enter**. All of the Locked Text is highlighted.

What pyramids are named in this article? Hint:  
Names begin with a capital letter.


 On your keyboard, select the **Delete** key, or from the **Edit** menu, select **Clear**.



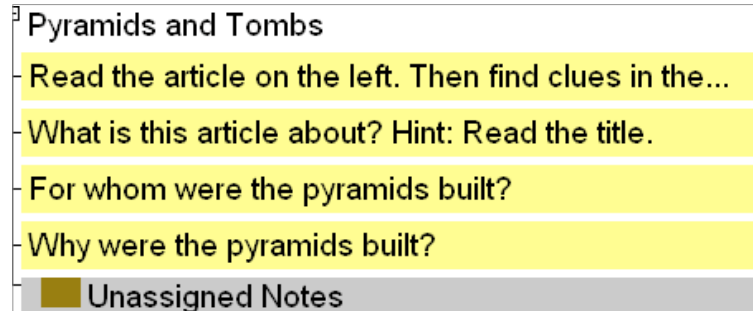
**Delete Locked Text** appears.



 Click . The Locked Text is removed.

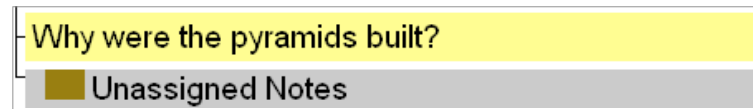
 Continue to delete the questions in Locked Text that you do not want for this Assignment Template:

- **What kings are named in this article? Hint...**
- **What people built the pyramids?**
- **What did the pyramids look like?**
- **What do you think was special about the pyramids?**



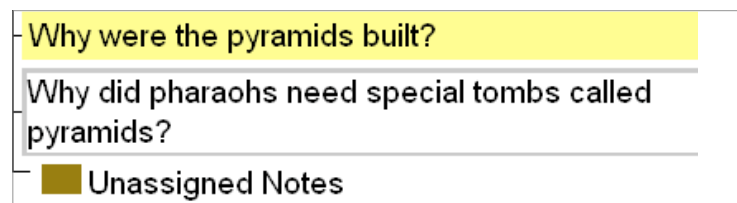
You now want to add the main question to summarize **Why did pharaohs need special tombs called pyramids?**

 Click **Unassigned Notes**.




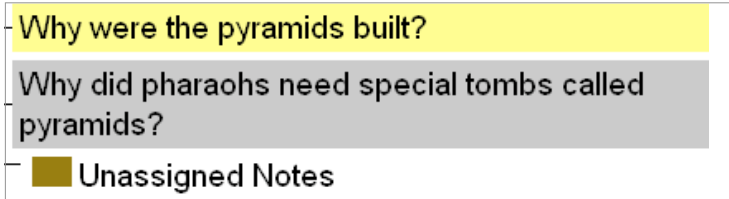
 Click the **Insert Locked Text** button  on the toolbar.

 Type **Why did pharaohs need special tombs called pyramids?**


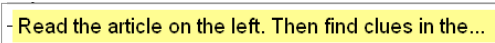


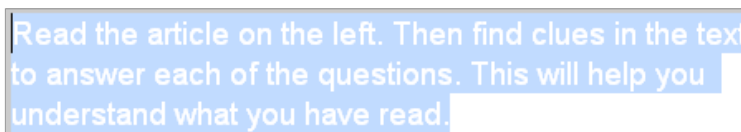
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 Press **Enter**. The text is locked.

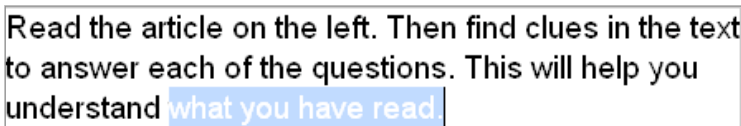


Now you want to modify the first instructions to go along with the new Assignment Template.

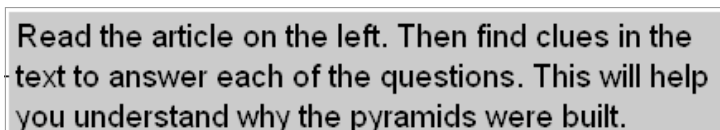
 Click the Locked Text 



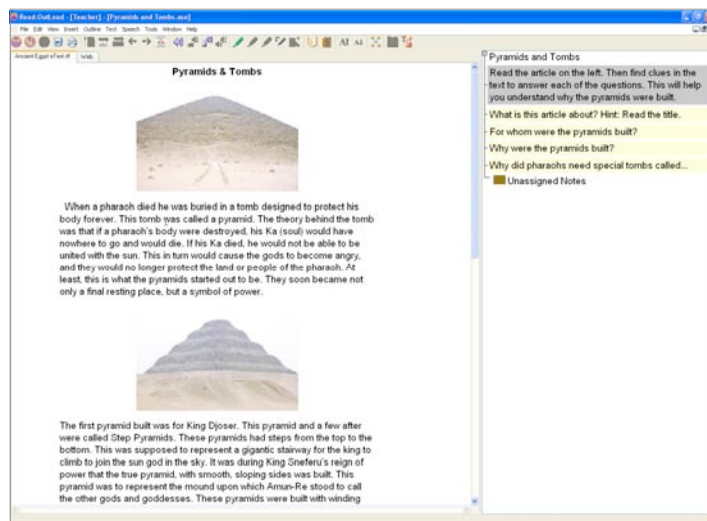
 Place the cursor by **what** and highlight to the end of the sentence.



 Type **why the pyramids were built**. Press Enter.



You now have a new Assignment Template that you created by modifying an existing one.

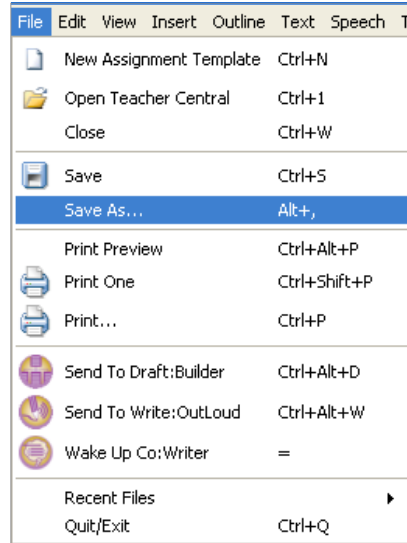


## 3. Save as New Assignment Template

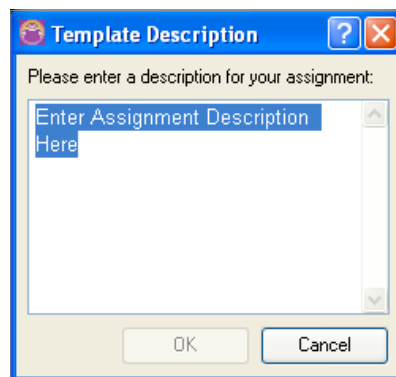
You have finished modifying this template and are ready to save it with a new name.



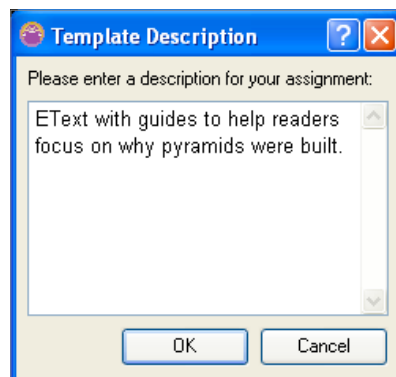
From **File** menu, select **Save as...**



Template Description appears.



Type in a description of the Assignment Template.

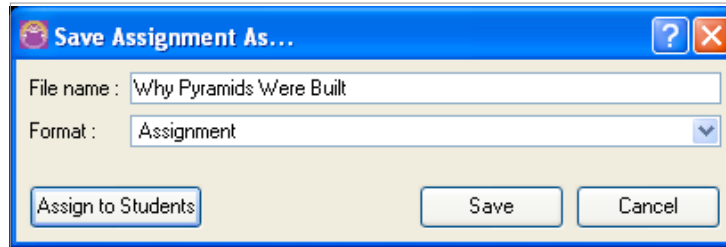


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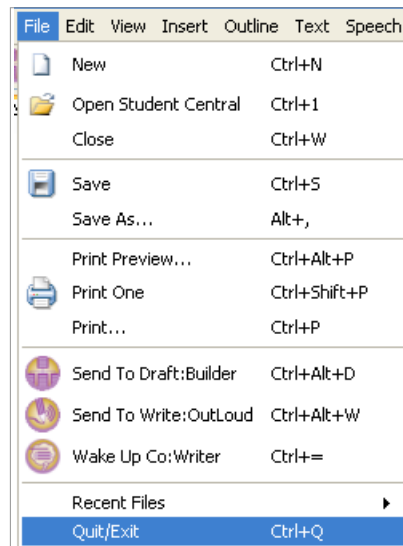
Click  .

In **Save Assignment As...**, after **File name**, type in a name for the Assignment Template. Use the default **Format Assignment**.




Click  .


Close Read:OutLoud. In the **File Menu**, click **Quit/Exit**.

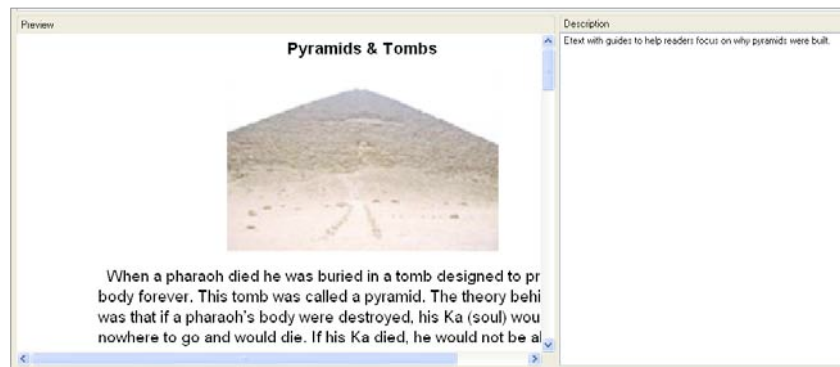


## 4. Assign to Learners

-  You are returned to **Teacher Central**. See the name of the new Assignment Template you just created listed in the Assignment Templates window.



-  Select the name of the file **Why Pyramids Were Built.asn** to see a preview of the Assignment Template in the **Preview in Teacher Central**.

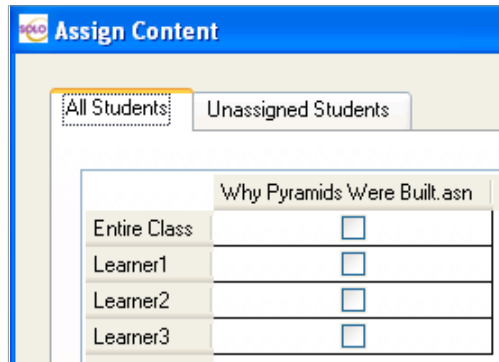



-  Click  on the toolbar.

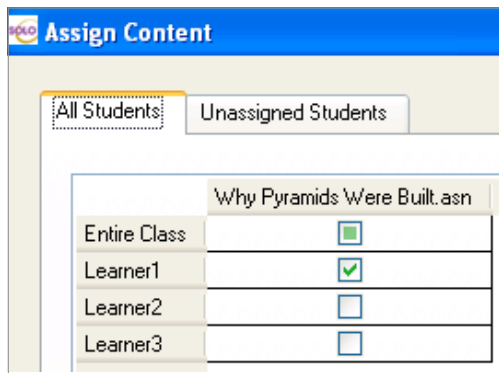
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
Assign Content appears with the all the learners' names.

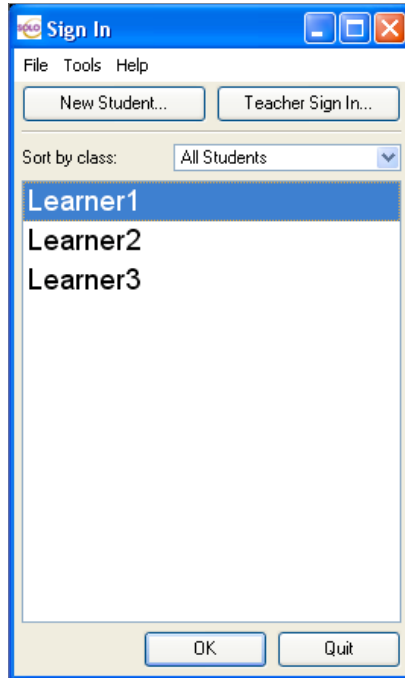


 To select only Learner1, place a check in the checkbox next to **Learner1**.



 Click  .

 Close **Teacher Central** by clicking the **Quit** button  in the upper right-hand corner. **Sign In** appears.



 Click  to exit the program.

***Congratulations! You have just created your first Assignment Template. It would be a good idea to walk through the Assignment Template you have created as a learner in order to make sure that it functions correctly.***



## **APPENDIX 1: Supporting Files**

### **Assignment Templates and Outline Templates Included with Read:OutLoud, SOLO Edition**

Included with your Read:OutLoud, SOLO Edition product are Assignment Templates and Outline Templates.

#### **Outline Templates**

Outline Templates are content-free, research-based templates that can be used “as is” or modified to meet specific learner and/or curriculum needs. Use Outline Templates to guide learners through the reading process in Read:OutLoud (using your own eText).

- A 3 Paragraph Essay.opt
- A 5 Paragraph Essay.opt
- Book Report Fiction.opt
- Compare Contrast General.opt
- Vocabulary 2 ReadOutLoud.opt

#### **Generic Assignment Templates**

Generic Assignment Templates are content-free, research-based assignment templates for use with any eText or modified for your learner and/or area of curriculum.

- Compare Contrast Characters.asn
- KWRL.asn
- Story Map.asn
- Supported Reading SQ3R.asn

#### **eText files**

eText files are located in the eText folder in Teacher Central. These are sample electronic text files that can be used “as is” or modified by adding pictures, captions or headings.

- Long John StartToFinish eTxt.rtf
- Long John eText. rtf
- Saturn eText. rtf
- \_A Blank Document.rtf
- Ancient Egypt eText. rtf
- Rainforest eText.rtf

## **Sample Assignments with Start-to-Finish Core Content™**

These assignments are samples of considerate text in the curriculum areas.

- Core Content Galapagos Gold.asn
- Core Content Galapagos Blue. asn

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*One Completely Integrated Solution*

Combine **Read:OutLoud** with our industry-standard writing interventions to address the entire learning continuum across the curriculum. Complete the SOLO learning environment and increase the considerate supports available:



When used with **SOLO's Writing and Graphical Organizer**, Read:OutLoud becomes the beginning of the writing process. The outline that is built during reading is automatically transferred to a supported writing environment to start the draft-writing process—main ideas, supporting details and notes are all right there!



When used with **SOLO's Word Prediction and Vocabulary Development Assistant**, note-taking in Read:OutLoud gets a vocabulary and sentence construction boost! Topic Dictionaries are automatically created using the assigned eText. When typing notes, topic-specific words help show knowledge of the topic.



When used with **SOLO's Talking Word Processor**, Read:OutLoud's outline provides a foundation for writing when it is transferred to the talking word processor's split window. Use it to recall main ideas and details during revision and editing.

For more information about Don Johnston's revolutionary learning intervention—SOLO™—visit [donjohnston.com](http://donjohnston.com) or contact Customer Success at 800.999.4660