



Getting Started

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OVERVIEW

Success Across the Curriculum

SOLO® is one completely integrated solution for differentiating instruction and assisting in the learning process. SOLO helps teachers present grade-level curriculum to learners of differing abilities with guided support for reading comprehension and structured models for writing.

Oversee learners' entire reading and writing development

With SOLO, teachers have one central location to direct reading and writing development across the curriculum—Teacher Central. It is so easy to meet the needs of a diverse classroom by creating customized assignments, setting individual preferences and monitoring progress through quantitative and qualitative data.

Seamlessly move between reading comprehension and written expression

Reading and writing is a recursive process that learners will feel confident participating in as they move between acquiring new knowledge and written expression. All the tools needed are in this one powerful solution—a text reader, a writing and graphical organizer, a word prediction and vocabulary development assistant and a talking word processor.

Experience literacy support for content-area learning

Struggling readers and writers will have the confidence to learn new information in any subject area because they have a supportive, considerate learning environment to give them the needed support.

About Getting Started

The Getting Started guide has been designed to assist trainers, educators and first-time users of SOLO 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 provides all the essentials needed to use SOLO 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.

SOLO Tutorial 1 Meets Standards

Reading Standards:

- Learners preview text (e.g., skim material)
- Learners make, confirm and revise simple predictions about what will be found in a text (e.g., use prior knowledge and ideas presented in text, titles, topic sentences)
- 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)
- Learners represent concrete information (e.g., persons, places, things, events) as explicit mental pictures
- Learners use word reference material (e.g., dictionary) to determine the meaning, pronunciation and derivations of unknown words
- Learners understand the main idea and supporting details of simple expository text
- Learners use reading skills and strategies to understand a variety of informational text (e.g., directions)

Writing Standards:

- Learners use prewriting strategies to plan written work (e.g., use story maps and webs; make outlines, group related ideas; take notes; use graphic organizers; organize information according to type and purpose of writing)
- Learners use strategies to draft and revise written work (e.g., reread; add descriptive words and details; delete extraneous information; elaborate a central idea; use paragraphs to develop separate ideas; produce a draft)
- Learners use strategies to edit and publish written work (e.g., edit for grammar, punctuation, capitalization and spelling at a developmentally appropriate level; use reference materials; consider page format [paragraphs, titles]; incorporate photos; use available technology to compose and publish work)

Writing Standards (continued):

- Learners use strategies to compile information into written reports or summaries (e.g., incorporate notes into a finished product; include simple facts, details, explanations and examples)
- Learners use appropriate methods to cite and document reference sources (e.g., bibliography)
- Learners use paragraph form in writing (e.g., recognize a paragraph as a group of sentences about one main idea; use topic sentences; use supporting and follow-up sentences; establish coherence within and among paragraphs; use introductory and concluding paragraphs and write several related paragraphs)

Listening and Speaking Standards:

- Learners listen and respond to media

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 edit, copy, move, save and print text with some formatting (e.g., center lines, use tabs, form paragraphs)
- Learners use advanced features and utilities of word processors (e.g., graphics, spell checker, grammar checker, thesaurus, outliner)

Learning Checklist for These Tutorials:

- Launch SOLO
- Sign in as a learner
- Preview an Assignment Template in Student Central
- Open an Assignment Template in Student Central
- Read Locked Text with auditory supports
- Read eText using SOLO's text reader (Read:OutLoud)
- Use the Dictionary
- Highlight eText to add to the outline
- Add notes to the outline
- Send the outline from Read:OutLoud to Draft:Builder
- Modify an outline
- Create notes
- Add text to notes
- Add a reference using the Bibliographer
- Move notes from the Notes side to Draft side
- Read the draft with auditory supports
- Move text in the draft
- Add text in Write:OutLoud
- Use Check Spelling
- Use Identify Homonyms
- Revise text
- Change text alignment
- Change the text size
- Change the text color
- Add a picture
- Print assignment
- Change line spacing

Learning Checklist for These Tutorials:

- Copy definitions from the dictionary
- Save assignment
- Sign in as a teacher
- Create Locked Text
- Collect data on learner assignments
- Track learner progress through graphing
- Modify an Assignment Template to create a new Assignment Template
- Save an Assignment Template
- Assign work to learners
- Create a Co:Writer New Writer File
- Use Word Window in Co:Writer
- Expand the Co:Writer Palette
- Select a Topic Dictionary
- Change Co:Writer Settings
- Use Sentence Window in Co:Writer
- Create a Topic Dictionary

**Note to Teacher****Step to Be Followed****Tutorial 1: Use SOLO to Read, Research and Organize Information to Write an Expository Essay**

*NOTE TO TEACHER: In this tutorial, you are playing the role of a **learner 1**. You will walk through this exercise as if you are a learner using SOLO for the first time. Notes to the teacher are in italics. Please allow yourself about 1 hour to complete this tutorial. Each part may take you 20-25 minutes, if you need to break it up into manageable segments.*

After completing this tutorial, you will be able to assist a learner on the first day with reading and comprehending text, adding to the outline and notes, organizing the topics and notes into an outline, turning the outline into a rough draft and revising the rough draft into a finished writing product.

Part I. Use SOLO's Text Reader - Read:OutLoud


After completing this section of the tutorial, you will be able to assist a learner on the first day with reading and comprehending text, adding to the outline and notes, organizing the outline and sending it to Draft:Builder to be revised for writing. The learner will do the following:

- *Read the Locked Text instructions*
- *Add to existing notes*
- *Create a note using the toolbar button and place the note in the outline*
- *Use the Dictionary*
- *Listen to the eText being read aloud using a variety of speech options*
- *Use eHighlighters™ to identify main ideas and supporting details to build an outline*
- *Send the outline to Draft:Builder*

Part I is grouped into the following four sections:

- *Launch, Sign In, Open an Assignment Template*
- *Read Locked Text, Take Notes, Increase Vocabulary*
- *Read eText and Add Subtopics to Capture Information*
- *Send outline to Draft:Builder*

1. Launch, Sign In, Open an Assignment Template

-  In this section of the tutorial, you will launch SOLO, sign in as **Learner1** and open an Assignment Template called **Ancient Egypt Pyramids.asn**.

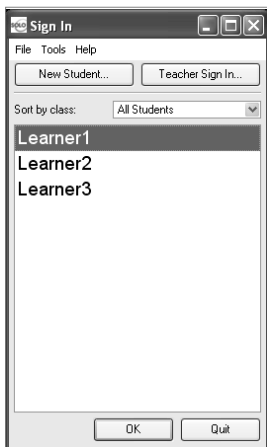
A. Launch

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

B. Sign In



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

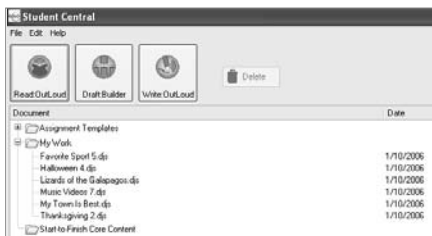
-  Select **Learner1** in the list.



-  Click  .



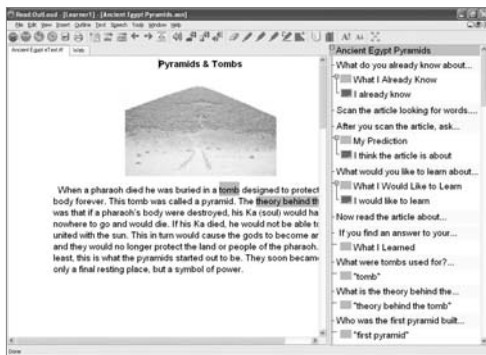
-  Type the default password **123456**.
-  Click to verify your name. **Student Central** appears.



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.



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



2. Read Locked Text, Take Notes, Increase Vocabulary


A. Read Locked Text

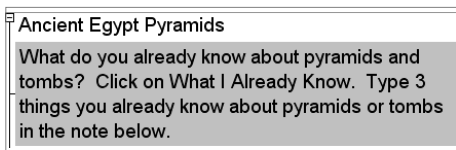







Locked Text is a feature that allows the teacher to write instructions to the learners. Only the teacher can create Locked Text, change it or remove it. The first step learners need to do is read the Locked Text or have it read for any instructions or support provided by the teacher.

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.

-  Locked Text appears in yellow. To read the Locked Text instruction, place your cursor on the Locked Text **What do you already know about pyramids and ...** and click. The Locked Text becomes highlighted in a different color.

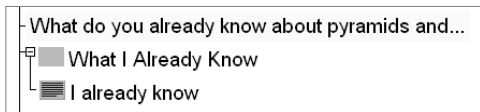



-  To support reading the Locked Text instructions, the learner may choose to have the instructions read aloud.
-  Click **Speak**  on the toolbar to hear the Locked Text read aloud.
-  Continue to click **Speak**  as you select each piece of Locked Text.

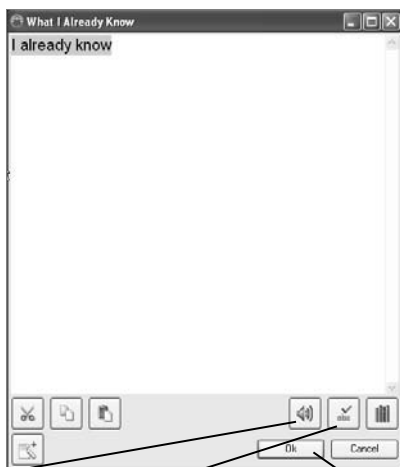
B. Take Notes

-  The first three questions in the outline are designed to help the learner make text-to-self connections.

When you want to type in your outline, you need to use Notes. Your teacher has already started some Notes for you.




-  Double-click **I already know** and the note opens.

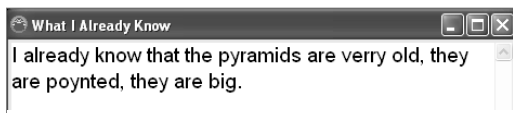


Select the **Speak** button to hear text read back.

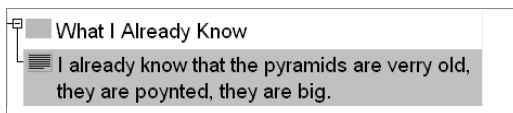
Select the **Spell** button to have the spelling in your note checked.


Select the **OK** button to accept your changes and place the note in the outline.

-  Click after **know** and type **that the pyramids are verry old, they are poynted, they are big.**




-  Click .

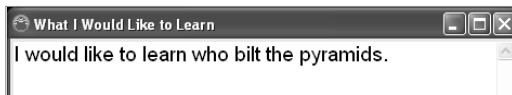


-  *Misspellings are intentional.*

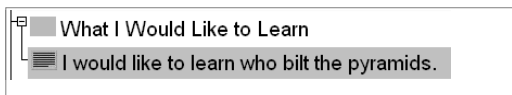
-  Double-click the note **I would like to learn**.




-  Click after **learn** and type **who bilt the pyramids**.




-  Click .



-  *The learners decide they want to add another note to state what they would like to learn. As learners type their note, the text is read aloud.*


-  Click **What I Would Like to Learn**.

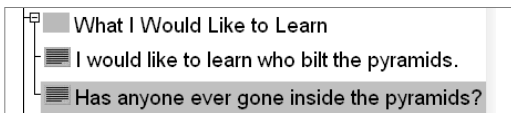
- From the toolbar, select **New Note** . The Note dialog appears.



- Type **Has anyone ever gone inside the pyramids?**




-  Click to close the note. The note appears after the first note under **What I Would Like to Learn**.




What I Would Like to Learn

- I would like to learn who built the pyramids.
- Has anyone ever gone inside the pyramids?


C. Increase Vocabulary

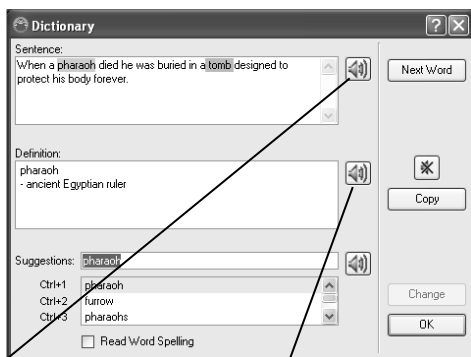
-  Click the Locked Text **Scan the article looking for words** to see the full text and read the instructions.

Scan the article looking for words. Look for words you do not know. Highlight the word and click the Dictionary button in the toolbar to learn its meaning.

-  In the first sentence of the eText, 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 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.

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



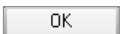
Click to hear the word read in the context of the sentence.

Click to hear the definition read aloud.

- Click .

You are told that the selection has been verified.



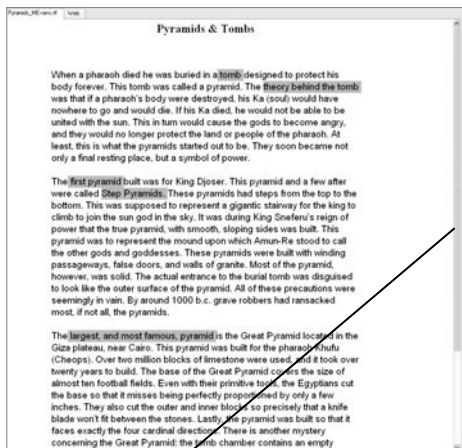
- Click  to return to the eText.
- Click anywhere in the text to deselect the word.

3. Read eText and Add Subtopics to Capture Information

A. Read eText




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



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 learners 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, while the text is being read, you want to stop hearing the text read aloud, click the **Stop** button  on the toolbar.

 **Tip** 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.


B. Add Subtopics to Capture Information


 *In this Assignment Template, the teacher has created several questions about the eText in the outline. 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 eHighlighters. The words then appear within the outline.*

*The question asks **What were tombs used for?***

 Click the question **What were tombs used for?** to see the full text and read the instructions.

What were tombs used for? Double-click "tomb" below. Use the yellow marker to highlight the answer and put it in your outline under "tomb".


 *Highlighted eText acts as a bookmark and, when clicked, can point a learner to a specific spot in the outline.*

 Double-click the green subtopic **tomb**. The cursor goes to the word **tomb** in the eText to help you find the answer.

Look for the green highlighted **tomb** in the first paragraph of the eText.

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.

Read the sentence containing **tomb** to find the answer to the question.

-  Click and drag the cursor over the words **to protect his body forever**.

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**



-  Click the yellow highlighter  on the toolbar.

The highlighted eText becomes a yellow subtopic under the question. The text is enclosed in quotation marks to show it is a direct quote from the eText.

What were tombs used for? Double-click "tomb" ...

- "tomb"
- "to protect his body forever."

Continue to answer the rest of the questions.

-  Double-click **theory behind the tomb**.
-  Click and drag the highlighter over the words **if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die**.


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

-  Click the yellow highlighter  on the toolbar.

The highlighted eText becomes a yellow subtopic under the question.

What is the theory behind the tomb?...

- "theory behind the tomb"
- "if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die."

 Continue to answer the questions.

When you have finished answering the questions, your Outline should look like this:



The user needs to complete all the steps for the tutorial to make sense.

The learners can now try to answer a question on their own.




Click **Try to find an answer on your own** to see the full Locked Text and read the instructions.



Try to find an answer on your own. Click "How the Great Pyramid Was Built". Reread the last paragraph in your article.




Click **How the Great Pyramid Was Built**.

-  Click the first word in the last paragraph.

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.


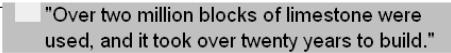
-  From the toolbar, select **Read Paragraph** . Listen for the eText that answers the question **How the Great Pyramid Was Built**.

-  In the eText on the left, highlight the words **Over two million blocks of limestone were used, and it took over twenty years to build**.

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

-  Click the yellow highlighter  on the toolbar.

The highlighted words appear as a yellow subtopic under **How the Great Pyramid Was Built**.

 **How the Great Pyramid Was Built**
 "Over two million blocks of limestone were used, and it took over twenty years to build."

4. Send Outline to Draft:Builder

You are now going to send your outline to Draft:Builder where you can use your topics and notes to create an outline and turn it into the first draft of your written assignment.

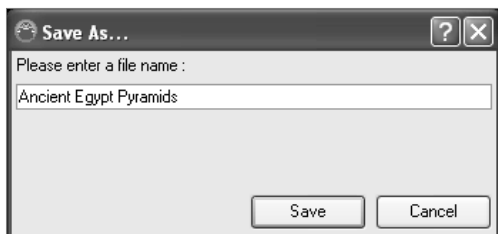
Click **Send to Draft:Builder**  on the toolbar.



Save As appears.

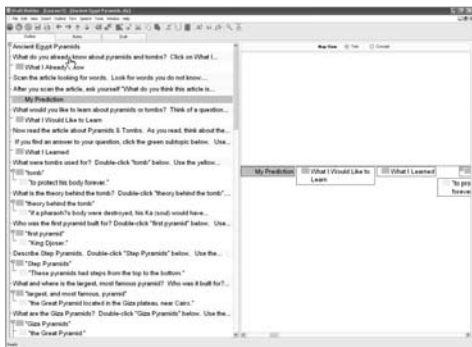


Enter **Ancient Egypt Pyramids** as your file name.




Click .

Your outline and notes open in Draft:Builder.



In Windows, close Read:OutLoud on the Taskbar at the bottom of the assignment.

Part II: Use SOLO's Writing and Graphical Organizer - Draft:Builder

-  After completing this section of the tutorial, you will be able to assist a learner on the first day with adding, changing and moving information in all three views of Draft:Builder (Outline, Notes, and Draft) to build a rough draft. The learners will do the following:

In Outline

- Add, change, delete and move subtopics/text as they brainstorm, modify and organize their ideas

In Notes

- Create a new note and add text to the new note
- Add a reference using the Bibliographer
- From Notes, move to Draft

In Draft

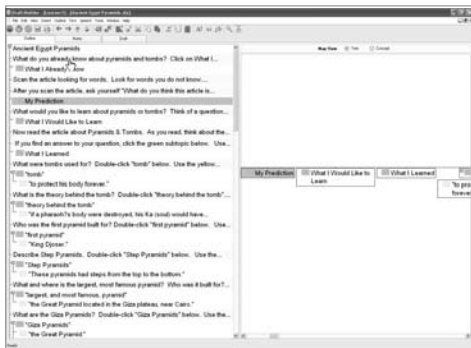
- Move notes from the Notes side to the Draft side of the screen, reading Locked Text instructions to guide placement
- Use speech to hear the draft read aloud
- Move text in the Draft view to modify the organization of ideas
- Save the work and export it to Write:OutLoud to start the editing and revision process


Part II is grouped into the following five sections:

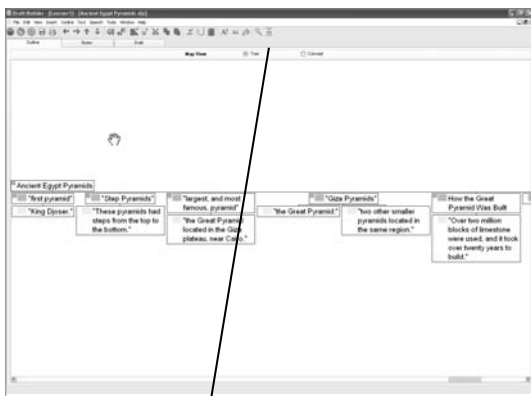
- Organize Reading Outline
- Create a Writing Outline
- Take Notes and Create a Reference
- Summarize Notes into a Rough Draft
- Send Draft to Write:OutLoud

Your work from Read:OutLoud opens in Draft:Builder in Outline view. Creating an outline is the first step in writing a draft. You have a good start on your outline from working in Read:OutLoud.

By showing both views, you can quickly see how your assignment is organized. You can re-order the subtopics in either the Outline or Map view and the change also takes place in the other view.



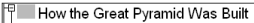



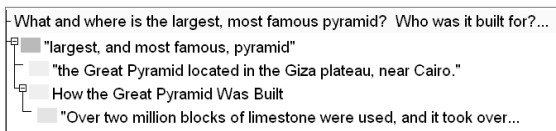
You can make the Map view larger by clicking the **Slide Bar** button  on the toolbar.




Slide Bar Button



1. Organize Reading Outline

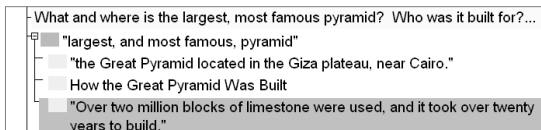
-  *The learners decide they want to organize their information about the Great Pyramid.*
-  Click the subtopic  near the bottom of the Outline and drag it to under subtopic  above it. When you see a yellow line under **the Great Pyramid located in the Giza...**, stop dragging. The subtopic **How the Great Pyramid Was Built** and its subtopic **Over two million blocks of limestone were...** are now under the subtopic **the Great Pyramid located in the Giza....**



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

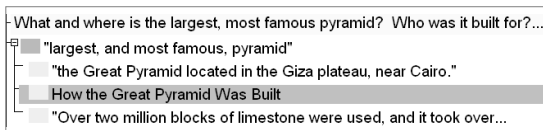
You decide that you do not need **How the Great Pyramid Was Built** so you are going to delete it. However, when you delete **How the Great Pyramid Was Built**, you also delete **Over two million blocks of limestone were....** To prevent this from happening, you need to change the level of **Over two million blocks of limestone were....**

-  Click the red icon next to **Over two million blocks of limestone were....** and click **Outdent**  to change the subtopic to a yellow subtopic.

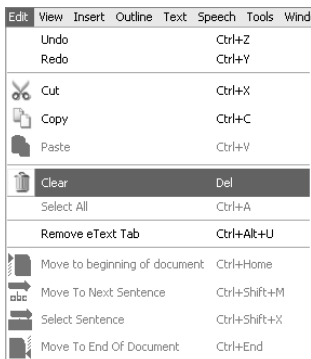




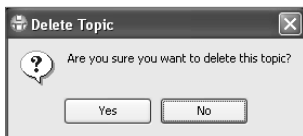
Click the yellow icon next to **How the Great Pyramid Was Built**.




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




Delete Topic appears.





 Click . The subtopic is removed.

-What and where is the largest, most famous pyramid? Who was it built for? ...

- "largest, and most famous, pyramid"
 - "the Great Pyramid located in the Giza plateau, near Cairo."
 - "Over two million blocks of limestone were used, and it took over..."

 *The learners decide that **Over two million blocks of limestone...** should be a subtopic of the **Great Pyramid located in the Giza...***

 Click the yellow subtopic

and click **Indent**  to change the subtopic to a red subtopic.

-What and where is the largest, most famous...

- "largest, and most famous, pyramid"
 - "the Great Pyramid located in the Giza..."
 - "Over two million blocks of limestone were used, and it took over twenty years to build."

2. Create a Writing Outline

Look at the Outline to see what you have already written. Think about what else you might add to the Outline.

 Click **What I Learned**.

 Click **New Subtopic**  on the toolbar.

■ What I Learned

■ Subtopic


-What were tombs used for? Double-click "tomb" below. Use the yellow...

Tip Use Co:Writer to help you with your writing.

Click the **Wake Up Co:Writer** button  on the toolbar.



Wake Up Co:Writer

 The first time writers use Co:Writer, the **Wizard** appears to help you create a **New Writer** file. The **Wizard** guides you through the process of setting up Co:Writer according to your preferences. You are prompted to select a template and the type of window in which you want to work (Word, Sentence, or Paragraph). For this tutorial, choose the default template (Standard/Intermediate) and **Word Window**.

The Co:Writer **Palette** appears to the right of the text application within SOLO. The **Word Window** opens at the bottom of your screen. The first time you open the Windows version of Co:Writer, the most frequently-used commands, or buttons, are visible at the top of the Co:Writer **Palette** for easy use. Other sections of the Co:Writer **Palette** - **More Commands**, **Topic Dictionaries** and **eWord Bank** - are collapsed, or hidden, until they are needed by the writer.



If you are using Co:Writer for Windows click  to the left of **Topic Dictionaries** on your Co:Writer **Palette** to expand it.

Co:Writer's **Topic Dictionaries** give writers quick access to the topic- and genre-specific vocabulary they need, just when they need it. Choose a **Topic Dictionary** that includes vocabulary needed to write about Egypt.

Co:Writer's linguistic word prediction provides struggling writers with the help they need to compose grammatically correct sentences using the vocabulary most appropriate to their individual needs. When you begin to type in your Subtopic, the **Word Window** moves up near the Subtopic. As you begin to type, predicted words, or guesses, appear in a list in the **Word Window**.

When you see the word you want, click the word or select the number next to it to place it into your Subtopic. Now, type the rest of the words in your Subtopic.

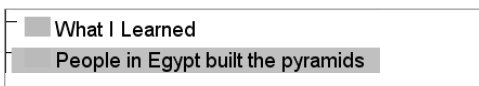
Refer to Co:Writer Getting Started for more help in using Co:Writer.

 Close Co:Writer by clicking one of the Close buttons .

 Click  to confirm that you want to quit Co:Writer.



Be sure the subtopic is highlighted in blue in order for you to type.

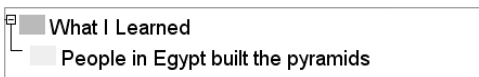
 Type **People in Egypt built the pyramids**




 Press **Enter**.

You want this to be a yellow subtopic of **What I Learned**.

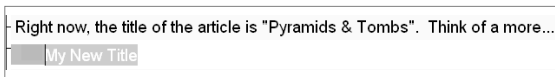
 Click **Indent**  to change the subtopic to a yellow subtopic.




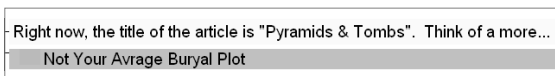
 Scroll down and click **Right now, the title of the article is "Pyramids & Tombs."** to see the full Locked Text and read the instructions.

Right now, the title of the article is "Pyramids & Tombs". Think of a more exciting title. Type your new title in the note below.

 Double-click **My New Title**.



 Type **Not Your Average Buryal Plot**.



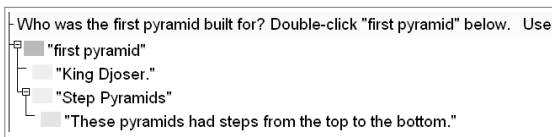
Advise learners to look at their outline and think about connections between topics and subtopics to better organize their outline.

Are there any topics that might fit under two subtopics in the outline? Are there any topics that would fit better under a different subtopic?

You remember that the Step Pyramids were the first type of pyramids.



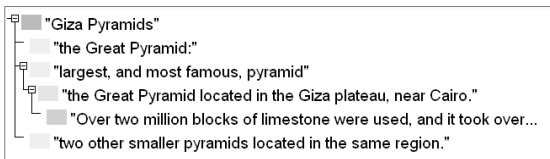
Click the green icon next to the subtopic **Step Pyramids** and drag it until the yellow line is under the yellow subtopic **King Djoser**. When the yellow line is under **King Djoser**, stop dragging.



You see that you have information about the Great Pyramid in two places. You decide to better organize your outline by combining this information.



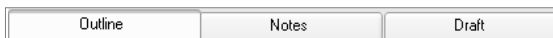
Click the green icon next to **largest, and most famous pyramid** and drag it until the yellow line is under the yellow subtopic **the Great Pyramid**. When the yellow line is under **the Great Pyramid**, stop dragging.



3. Take Notes and Create a Reference

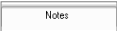
A. Take Notes

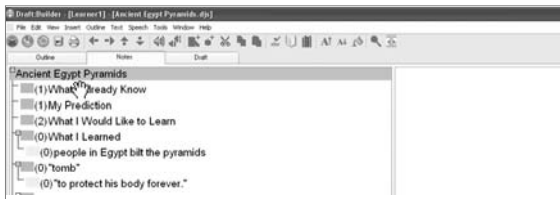
In Draft:Builder, there are two other views available besides **Outline**. They are **Notes** and **Draft**.



Now you are ready to change to **Notes** view to read the notes you have and add some more notes.




Click the tab  to move from **Outline** to **Notes** view.




Notice how some of the subtopics have a number other than zero before them. The number shows that there are notes already written for these subtopics and how many notes there are. Notes may have prompts from your teacher to help you write more.



Click **What I Already Know**. Click the attached note to read the note you have already written on this topic. You may click **Speak**  on the toolbar to hear the note read aloud.

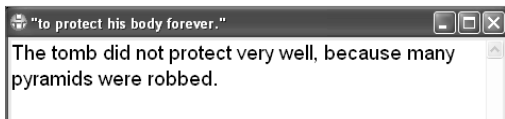


You decide to add another note.

- Click to **protect his body forever** in the Outline view.
- Click **New Note**  on the toolbar. An empty note opens.



- In the note, type **The tomb did not protect very well, because many pyramids were robbed.**



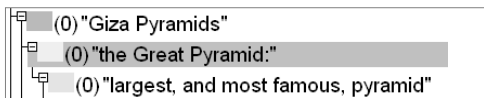
- Click .



Tip Keep in mind you may not type more than 300 characters in a note.

B. Create a Reference


To learn more about pyramids, you did some research using an Internet site from the local library. You learned that the Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World.

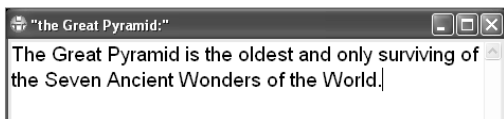
-  Click the yellow subtopic **the Great Pyramid**.



-  Click **New Note**  on the toolbar. An empty note opens.

You write the following note from information you learned from your local library's website.

-  Type **The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World.**



When you do research, you need to create a bibliography that lists all the sources from which you got information.

-  Click on **Bibliographer**  to enter a reference that can be linked to this note.

Bibliographer opens. The **Bibliographer** is designed to help you write a bibliography and check your work as you go. Examples are given for the basic types of resources.



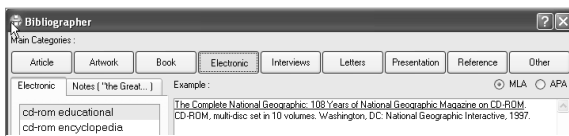
The reference you want to enter in your bibliography was found on the World Wide Web, an electronic resource.



Click **Electronic** from Main Categories.

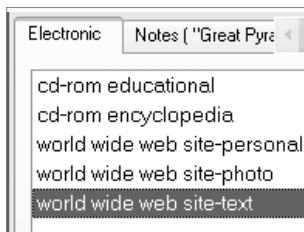


A new view opens showing an example of a reference for an educational cd-rom.



Your reference came from the World Wide Web and is in text form.

Click **world wide web site-text**.



You see an example of a bibliography entry for text from the World Wide Web.

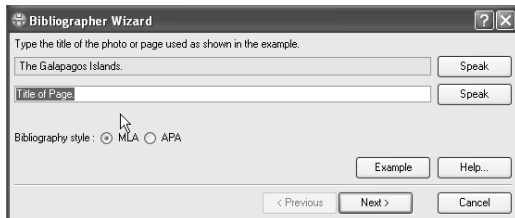


Both *MLA* and *APA* styles are available. In this tutorial, we are using *MLA*.

The **Bibliographer** provides a wizard that will walk you through writing your bibliography step-by-step. The **Wizard** puts the information you enter into the correct format.

Click **Use wizard...**.

The **Bibliographer Wizard** appears with the entry for the title of the page. This is the first entry you need to make for this type of reference.



Click **Example** for additional help.

Bibliographer Wizard

Type the title of the photo or page used as shown in the example.

The Galapagos Islands. **Speak**

Title of Page **Speak**

Bibliography style: MLA APA

The Galapagos Islands. Ecuador. Interknowledge Corp., 1998. 29 May 2004.
<http://www.geographia.com/ecuador/galIslands.htm>

Example **Help...**

< Previous **Next >** **Cancel**

For **Title of Page**, type **The Great Pyramid of Giza**.

Bibliographer Wizard

Type the title of the photo or page used as shown in the example.

The Galapagos Islands. **Speak**

The Great Pyramid of Giza **Speak**

Bibliography style: MLA APA

"The Galapagos Islands." Ecuador. Interknowledge Corp., 1998. 29 May 2004.
<http://www.geographia.com/ecuador/galIslands.htm>

Example **Help...**

< Previous **Next >** **Cancel**

Click **Next >**. You are asked for the name of the site or page.

Bibliographer Wizard

Type the site or page name, using standard capitalization as shown in the example.

Ecuador **Speak**


Title **Speak**

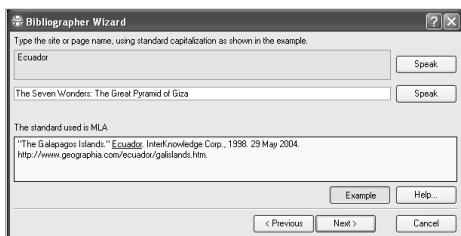
The standard used is MLA


The Galapagos Islands. Ecuador. Interknowledge Corp., 1998. 29 May 2004.
<http://www.geographia.com/ecuador/galIslands.htm>

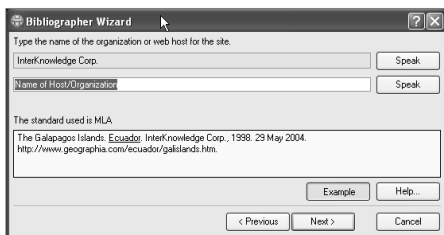
Example **Help...**


< Previous **Next >** **Cancel**

 Type **The Seven Wonders: The Great Pyramid of Giza**



 Click **Next >**. You are asked for the name of the host or organization that sponsors the website.



 For **Name of Host/Organization**, type **Evanston Public Library**.

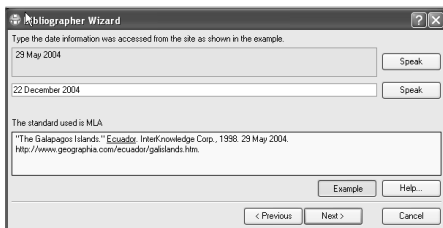



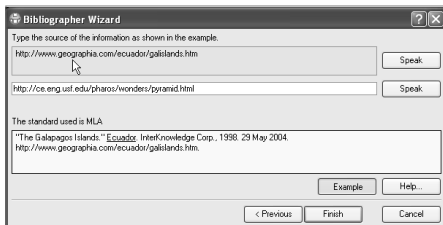

Click **Next >**. You are asked for the year of the work.

Type **2004**

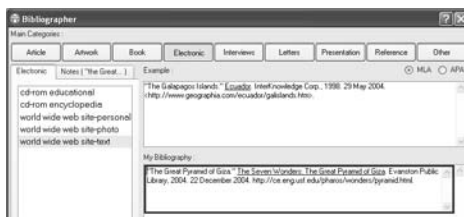
Click **Next >**. You are asked for the date that you looked up the information on the website.

 Type 22 December 2004


 Click **Next >**. You are asked for the address or URL of the website from which you obtained the information.


 Type **http://ce.eng.usf.edu/pharos/wonders/pyramid.html**

 Click **Finish** to return to the **Bibliographer**.

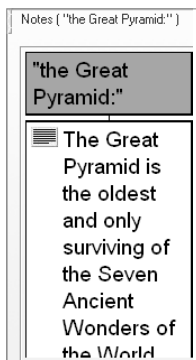
The **Wizard** has taken all your entries and put them in the correct format. Now you need to link the reference to the note it goes with.



Click the **Notes** ("the Great") tab.



The Note you just created appears in the window.



Click **Link**.


The **Link** cursor  appears.

- ☞ Place the **Link** cursor over the note, **The Great Pyramid is the oldest...** that you want to attach to a reference. Click to select the note.
- ☞ Place the **Link** cursor over the reference. Click to select the reference.

The **Link** cursor appears in the note and in the reference to show that they are linked.



- ☞ Click to return to the note.
- ☞ Click again to return to **Notes** view. The note that has been linked will have the **Link** symbol over the **Note** icon to show that this note has been linked to a reference.

 The Great Pyramid is the oldest and only surviving of the Seven Ancient...

4. Summarize Notes into a Rough Draft

You are now going to move from **Notes** view to **Draft** view to organize your notes into a rough draft that you can use to write and publish your final paper.



Click .



In **Draft**, read the instructions in Locked Text.

Drag your title to the space below.

What I Learned from Reading
 Drag your question to the space below.
 I wanted to know

Drag the answer to your question to the space below.
 I found out


Drag your notes about tombs, the first pyramid and Step Pyramids to the space below.


Drag your notes about the Great Pyramid and Giza Pyramids to the space below.

Look over your draft. Add words if you need to so your sentences sound complete. Click the Speak icon on the toolbar to have your draft read to you. Make changes if you need to so your sentences make sense.



In the Outline, click the green subtopic **Not Your Average Buryal Plot**.

 "two other smaller pyramids located in the same region."

 Not Your Average Buryal Plot



Click and drag the subtopic to the **Draft** window under the Locked Text **Drag your title to the space below**. The cursor indicates where your text will be placed. You are beginning to organize your notes into paragraphs in draft form.

Drag your title to the space below.
 Not Your Average Buryal Plot |



Click and drag the Note **I would like to learn who built the pyramids** to the **Draft** window under the Locked Text **I wanted to know**.

Drag your question to the space below.
I wanted to know
I would like to learn who built the pyramids.



Now click and drag the second Note **Has anyone ever gone inside the pyramids?** to the **Draft** window next to the Locked Text **I would like to learn who built the pyramids**.

Drag your question to the space below.
I wanted to know
I would like to learn who built the pyramids. Has anyone ever gone inside the pyramids?



Move all your notes to the **Draft** window and place them under the appropriate heading. Your **Draft** should look like this:

Drag your title to the space below.
Not Your Average Buryal Plot

What I Learned from Reading
Drag your question to the space below.
I wanted to know
I would like to learn who built the pyramids. Has anyone ever gone inside the pyramids?
Drag the answer to your question to the space below.
I found out
People in Egypt built the pyramids
Drag your notes about tombs, the first pyramid and Step Pyramids to the space below.
"to protect his body forever."
The tomb did not protect very well, because many pyramids were robbed.
"theory behind the tomb"
"if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die."
"King Djoser."
"Step Pyramids."
"These pyramids had steps from the top to the bottom."
Drag your notes about the Great Pyramid and Giza Pyramids to the space below.
The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World.
"largest and most famous pyramid"
"the Great Pyramid located in the Giza plateau, near Cairo."
"Over two million blocks of limestone were used, and it took over twenty years to build."
"two other smaller pyramids located in the same region." |
Look over your draft. Add words if you need to so your sentences sound complete. Click the Speak icon on the toolbar to have your draft read to you. Make changes if you need to so your sentences make sense.

Next, send this file to Write:OutLoud.

Click **Save**  to save your work.

Tip It is always a good idea to save often to avoid losing all your hard work.

5. Send Draft to Write:OutLoud

You are now going to send your draft to SOLO's talking word processor, Write:OutLoud, where you can revise and edit your draft and prepare it for publishing.

Click **Send to Write:OutLoud**  on the toolbar.



Send to Write:OutLoud

Your **Draft** opens in SOLO's talking word processor, Write:OutLoud.



In Windows, close Draft:Builder on the Taskbar at the bottom of the assignment.

Part III: Use SOLO's Talking Word Processor - Write:OutLoud



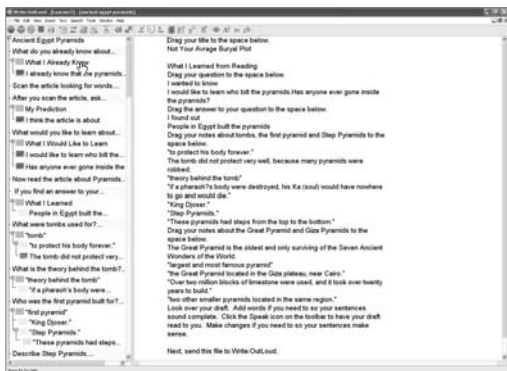
After completing this section of the tutorial, you will be able to assist a learner on the first day with writing, revising, editing and publishing an assignment in Write:OutLoud. The learners will do the following:

- *Hide Locked Text*
- *Add text*
- *Check spelling*
- *Identify homonyms*
- *Revise and edit*
- *Move around an assignment*
- *Double space*
- *Print for off-computer revising and editing*
- *Format*
- *Add a picture*

Part III is grouped into the following five sections:

- *Hide Locked Text*
- *Add Text*
- *Edit Your Work - Check Spelling and Identify Homonyms*
- *Revise and Edit*
- *Prepare for Publishing*

Your assignment is now open in Write:OutLoud.



The left side contains your outline. The right side contains your draft. You can drag or copy and paste text from the outline into the draft. You cannot edit the text in the outline.

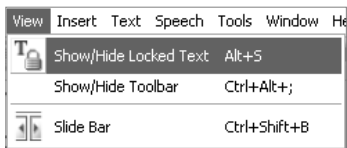


You have the option of showing or hiding Locked Text. The Locked Text instructions in this assignment do not pertain to Write:OutLoud, so it would be best to have the learner hide them.

You are going to hide the Locked Text instructions that carried over from Read:OutLoud and Draft:Builder.



From the **View** menu, select **Show/Hide Locked Text**.



The Locked Text instructions are now hidden.

Not Your Average Buryal Plot

What I Learned from Reading

I wanted to know
I would like to learn who built the pyramids. Has anyone ever gone inside the pyramids?

I found out
People in Egypt built the pyramids

"to protect his body forever."
The tomb did not protect very well, because many pyramids were robbed.

"theory behind the tomb"
"if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die."
"King Djoser."
"Step Pyramids."
"These pyramids had steps from the top to the bottom."

The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World.
"largest and most famous pyramid"
"the Great Pyramid located in the Giza plateau, near Cairo."
"Over two million blocks of limestone were used, and it took over twenty years to build."
"two other smaller pyramids located in the same region."

1. Add Text

Read and listen to your draft to see if it makes sense.



To have all the text read aloud, first highlight all the text by clicking and dragging the cursor across all the text or by opening the **Edit** menu and choosing **Select All**.

Edit	View	Insert	Text	Speech	Tools	Window	Help
Undo							Ctrl+Z
Redo							Ctrl+Y
Cut							Ctrl+X
Copy							Ctrl+C
Paste							Ctrl+V
Clear							Del
Select All							Ctrl+A
Find							Ctrl+F
Move To Beginning Of Document							Ctrl+Home
Move To Next Sentence							Ctrl+Shift+M
Select Sentence							Ctrl+Shift+X
Move To End Of Document							Ctrl+End



Click Speak



Stop the speech by clicking **Stop**  when you hear something you want to change in your draft. Make changes to help each sentence in the assignment make sense.

I wanted to learn who built the pyramids. I wanted to learn if anyone ever went inside the pyramids?

I learned that people in Egypt built the pyramids.

They were built to protect his body forever. The tomb did not protect very well, because many pyramids were robbed. The theory behind the tomb was if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die."

The first pyramid was built for King Djoser. They were Step Pyramids with steps from the top to the bottom."

The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World. It is the largest and most famous pyramid. It is located in the Giza plateau, near Cairo. Over two million blocks of limestone were used, and it took over twenty years to build. There are two other smaller pyramids located in the same region.

Read what you have already written. Think about what text you could add.



Place the cursor after **Wonders of the World** in the last paragraph.

The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World. It is the largest, and most famous, pyramid. It is



Click **Write More**  on the toolbar.

You hear a ripping sound and a blank line is added in which you can type more text.

The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World.

It is the largest, and most famous, pyramid. It is located in the Giza plateau, near Cairo. Over two million blocks of limestone were used, and it took over twenty years to build. There are two other smaller pyramids located in the same region.



Move the cursor back to after **Wonders of the World**.

Tip Use Co:Writer to help you with your writing.

Click the **Wake Up Co:Writer** button  on the toolbar.



Since you have already created a **Writer File** and used Co:Writer, the Co:Writer **Palette** appears on the right with sections collapsed if you previously collapsed them. The **Word Window** opens near the cursor as you previously selected that setting.

Go to **More Commands, Settings** on the Co:Writer **Palette** and select **Sentence Window**. Click . The **Sentence Window** appears at the bottom of the screen.

Co:Writer's **Topic Dictionaries** give writers quick access to the topic- and genre-specific vocabulary they need, just when they need it. Choose a **Topic Dictionary** that includes vocabulary needed to write about Egypt.

Co:Writer's linguistic word prediction provides struggling writers with the help they need to compose grammatically correct sentences using the vocabulary most appropriate to their individual writing needs. Writers can click anywhere in a sentence to receive help.

Click anywhere inside of the Co:Writer **Sentence Window** to make it active. Begin to type the sentence **It is not a Step Pyramid**.

Type the letter "i" (Co:Writer knows to capitalize the first word in a sentence). Text appears in the **Sentence Window** as you type. Predicted words, or guesses, appear in a list below your text.

Move and pause your cursor over the guesses to hear them spoken aloud. Notice that some of the words in the list of guesses do not begin with the letters you have typed.

Flexible Spelling is an option that is turned ON in the **Intermediate Template** that **Writer I** is using, so Co:Writer is offering guesses that are based on phonetic spelling patterns.

When you see the word you want, click the word or select the number next to it to place it into your sentence. Now, type the rest of the words in the sentence.

Notice how Co:Writer predicts words that are grammatically appropriate within the sentence as you type. When you type the punctuation mark at the end of your sentence, Co:Writer sends the sentence to the connected text document in your text application.

Refer to *Co:Writer Getting Started* for more help in using Co:Writer.

Close Co:Writer by clicking the Close button .




Type the sentence **It is not a Step Pyramid.**

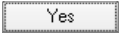
The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World. It is not a Step Pyramid. |

Notice how each word is read aloud after it is typed. A sentence is re-read after an ending punctuation mark. It is moved from Co:Writer to Write:OutLoud and placed next to the cursor.



Close Co:Writer by clicking one of the Close buttons .



Click  to confirm that you want to quit Co:Writer.


2. Edit Your Work - Check Spelling, Identify Homonyms

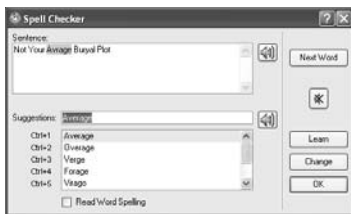
A. Check Spelling








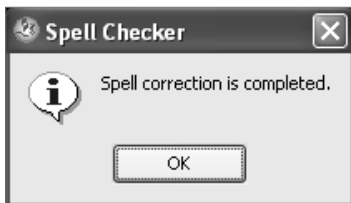
The **Spell Checker** looks for any misspelled words in your assignment. If a word is misspelled, the **Spell Checker** dialog appears with the word highlighted in the sentence from your assignment. If you just want to check a particular word or selection, highlight just that word or selection.



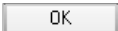


Click **Check Spelling**  on the toolbar to check for any misspelled words. You have misspelled a word in your title. In the box below, you see other choices.




-  Click a word in the list below the **Suggestions** field and click **Speak**  to hear each word choice read aloud. When you see or hear the correct word, click . The word you typed is replaced by the new word you have selected.
-  Click  to return to your assignment. You see a message that **Spell correction is complete**.




-  The **Spell Checker** would continue to find all misspelled words, but we are deliberately closing it for this tutorial.
-  Click .

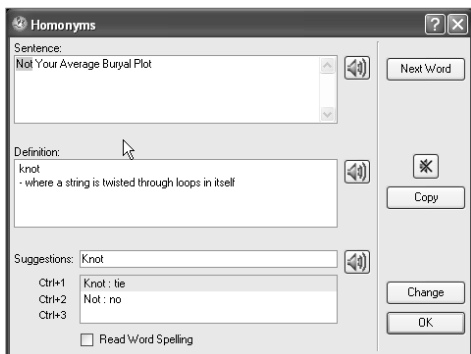
B. Identify Homonyms

-  Another challenge to struggling learners is the use of homonyms. Because the word is spelled correctly and **Spell Checker** does not identify it, learners do not realize that they have chosen a word that does not have the correct meaning in the context of their sentence. The **Identify Homonyms** support helps learners with this problem.


Identify Homonyms helps you review the homonyms you have used to decide if you used the correct spelling.

Identify Homonyms can check your whole document, a selection or one word.


- From the toolbar, select **Identify Homonyms** . The **Homonyms** dialog appears and you see a homonym in the context of the sentence from your assignment.



- Click the first **Speak** button  to hear the sentence read aloud.

- Look at the word in the box labeled **Suggestions**. Above this word, you see the definition of this word. You can click **Speak**  to hear the definition read aloud or the word read aloud.

If you do not think the first choice is correct, check the next option. Listen to each option until you find the one that makes sense in your sentence.

- If you think you have used the wrong form of the word, click . The word you typed is replaced by the new word you have selected.

- When you are finished, click  to return to the assignment with your changes.


You see a message that **All words have been verified**.

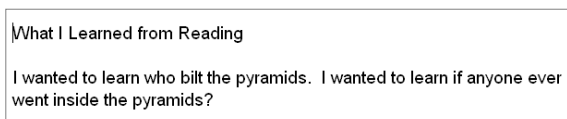


 Click .

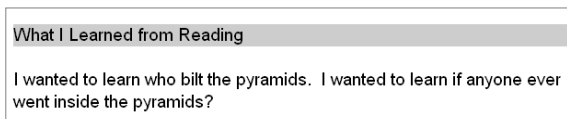
Tip Use Co:Writer to help you with your writing.



3. Revise and Edit

 Place the cursor at the beginning of the body of your document.




 Click **Select Sentence**  to highlight the sentence.

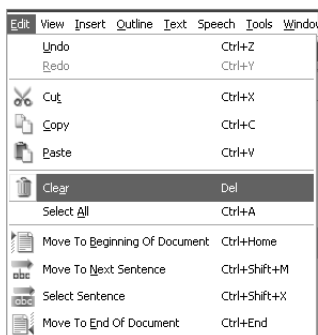


 Click **Speak**  to hear the sentence read aloud. Listen and think about the following:

- Is it a complete sentence?
- Does the sentence make sense?
- Does the sentence have the correct punctuation?


The first line **What I Learned from Reading** is not a sentence, so you can delete it.

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




You realize that in the sentence “if a pharaoh?s body were destroyed...” the ? in pharaoh?s does not belong.

“if a pharaoh?s body were destroyed, his Ka (soul) would have nowhere to go and would die.”

-  Change the question mark to an apostrophe (’).


“if a pharaoh’s body were destroyed, his Ka (soul) would have nowhere to go and would die.”


-  Continue listening until you are satisfied with your work.

You can find a complete **Editor's Checklist** in SOLO Help. Print it to use with your learners.

4. Prepare for Publishing



A. Format the Assignment

-  After learners have finished their final revising, proofing and editing, they are ready to publish their work for their final audience. To prepare their work for publishing, they may choose to make some or all the following formatting changes.

-  Click at the beginning of the title **Not Your Average Buryal Plot** and highlight it.

Not Your Average Buryal Plot

Use the toolbar to make a variety of formatting changes.

-  Click **Align**  twice to place your title in the center of the page.


Not Your Average Buryal Plot

I wanted to learn who bilt the pyramids. I wanted to learn if anyone ever went inside the pyramids.

-  Select your title and click **Grow Selection**  to increase the font size.

I Not Your Average Buryal Plot

I wanted to learn who bilt the pyramids. I wanted to learn if anyone ever went inside the pyramids.

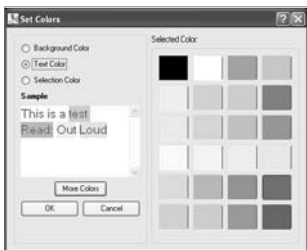
Click **Set Colors**  to change the color of your title.




Select **Text Color** and pick a color from the palette.


Click to select  **Text Color**.


Click to select the color red in the palette. A preview of the color change appears in the **Sample** window.

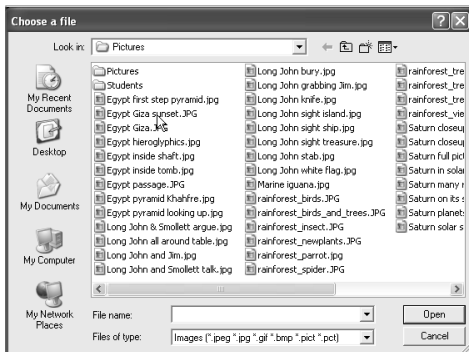


Click .


 *Learners may insert pictures into their assignment by using the Add Picture feature.*

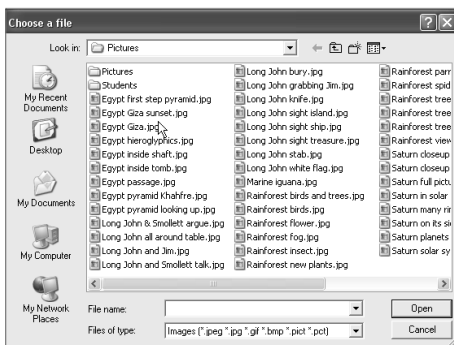
Click  to add a picture to your assignment. Place the cursor on the line below your title **Not Your Average Buryal Plot**.


On the toolbar, click **Add Picture** .





 SOLO includes sample pictures. You may also add your own pictures directly into the Pictures folder.

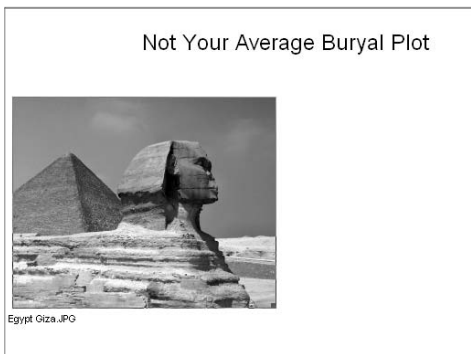
 The pictures are in alphabetical order. Scroll down until you find **Egypt Giza.jpg** and double-click to select it.




 The picture is inserted at the point of the cursor.



 To make your picture smaller, click the picture. Click **Shrink Selection**  on the toolbar until the picture is the size you want it to be or it will not shrink any more.




 To change the caption, double-click the caption **Egypt Giza.JPG**. This opens the **Image Caption** dialog.





 Type **Pyramids**.




 Click .

 Click the picture.

 Click **Align**  until the picture is in the center of the page.



 Click .

 **Tip** Before printing, it is always a good idea to save your work.

B. Print for Off-Computer Revising and Editing.



Encourage learners to proofread and revise their work off-computer. Before they print their assignment, have them add a space between each line to give them more room to write their ideas and corrections on the assignment.



Highlight the body of the document.

I wanted to learn who built the pyramids. I wanted to learn if anyone ever went inside the pyramids.

I learned that people in Egypt built the pyramids.

They were built to protect his body forever. The tomb did not protect very well, because many pyramids were robbed. The theory behind the tomb was if a pharaoh's body were destroyed, his Ka (soul) would have nowhere to go and would die.

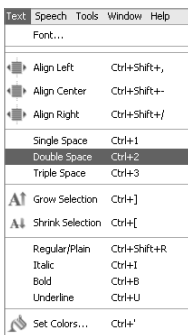
The first pyramid was built for King Djoser. They were Step Pyramids with steps from the top to the bottom.

The Great Pyramid is the oldest and only surviving of the Seven Ancient Wonders of the World. It is not a Step Pyramid.

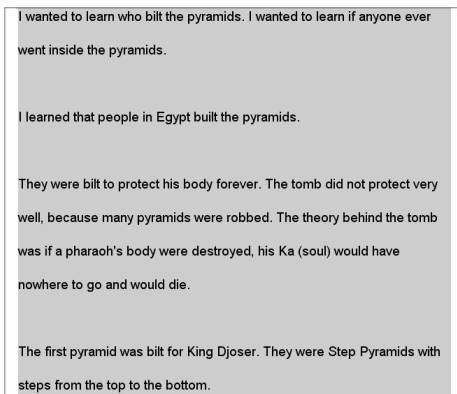
It is the largest and most famous pyramid. It is located in the Giza plateau, near Cairo. Over two million blocks of limestone were used, and it took over twenty years to build. There are two other smaller pyramids located in the same region.



From the **Text** menu, Select **Double Space**.



The text is now double-spaced.



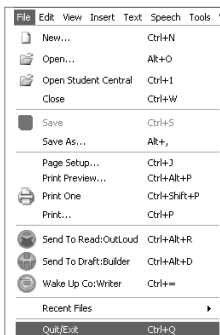
On the toolbar, click **Print One** . One copy of your assignment will print.



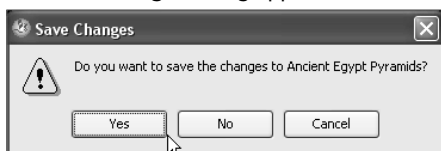
You might assign the learners the task of highlighting verbs in their assignments, printing and working with a peer to come up with new verbs. Then have them return to the computer to change the verbs.



From the **File** menu, select **Quit/Exit**.

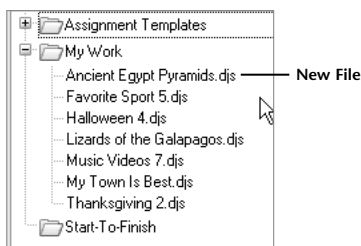



The **Save Changes** dialog appears.

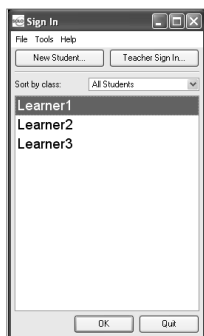


Click .

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.***

**Note to Teacher****Step to Be Followed**

Tutorial 2: Use Teacher Central to Modify an Assignment Template and Analyze Learner Progress



This tutorial is written for a **teacher**. After completing this tutorial, a teacher can use *Teacher Central*, *Read:OutLoud*, *Draft:Builder*, and *Write:OutLoud* to modify an existing Assignment Template in order to create a new Assignment Template. Please allow 30-40 minutes to complete this tutorial.

- Launch, Sign In to Teacher Central, Open an Assignment Template
- Modify an Assignment Template
- Assign to Learners
- Analyze Learner Progress

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

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

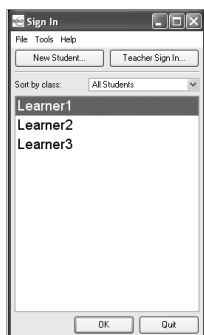
A. Launch



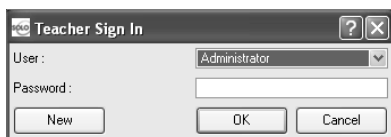
Double-click the SOLO icon  on your Windows desktop or Macintosh dock to launch the program.

B. Sign In to Teacher Central

Sign In appears.



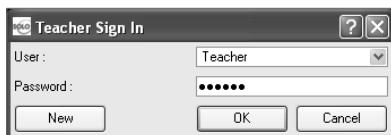
Click . **Teacher Sign In** appears.



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

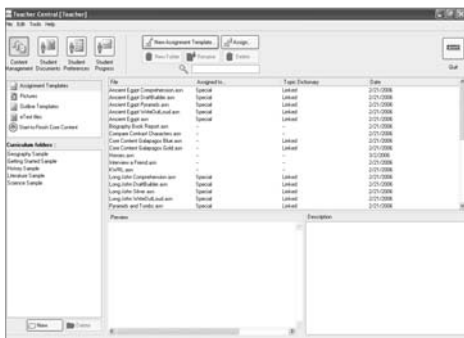


Type in your Password **school**



Click .

Teacher Central appears. **Teacher Central** lets a teacher perform administrative tasks needed to create Assignment Templates and manage learners' work.



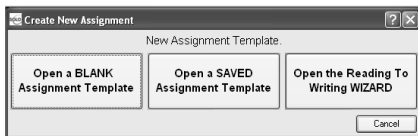
C. Open an Assignment Template




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.

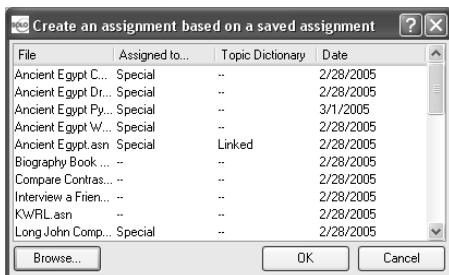



Click **New Assignment Template...** **Create New Assignment** appears.

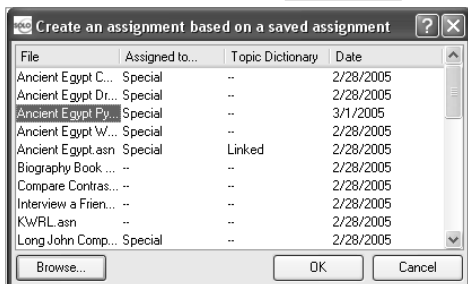





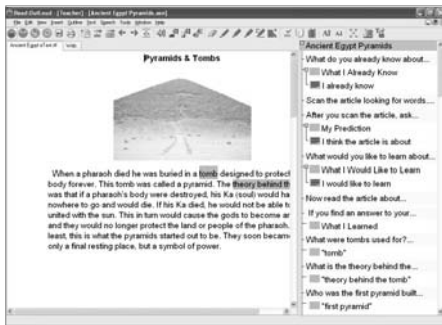
Click . **Create an assignment based on a saved assignment appears.**




Find **Ancient Egypt Py...** in the list of Assignment Templates. Select it and click .



-  The Assignment Template **Ancient Egypt Pyramids.asn** opens in SOLO's text reader, Read:OutLoud.



2. Modify an Assignment Template

-  You have a current Assignment Template on pyramids that you want to modify for learners who do not need as much support. You are going to change the Assignment Template by making it a KWL Assignment Template. You will need to change Locked Text instructions, delete information and add information to modify the Assignment Template.

-  Click in the Locked Text


-What were tombs used for? Double-click "tomb"...

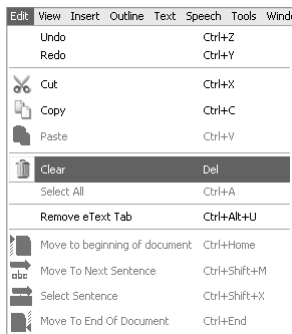
The Locked Text is shown in Edit Mode.

What were tombs used for? Double-click "tomb" below. Use the yellow marker to highlight the answer and put it in your outline under "tomb".

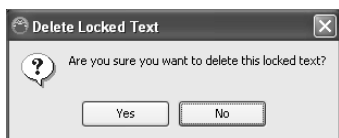
-  Press **Enter**. All of the Locked Text is highlighted.

What were tombs used for? Double-click "tomb" below. Use the yellow marker to highlight the answer and put it in your outline under "tomb".


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

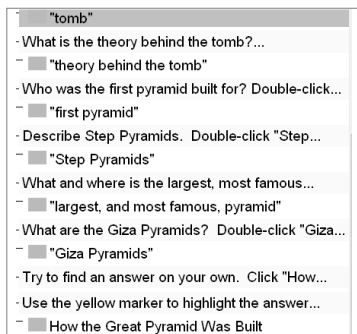


-  **Delete Locked Text** appears.



-  Click . The Locked Text is removed.

-  Continue to delete the Locked Text and green subtopics down through **How the Great Pyramid Was Built**. Remember to double-click the Locked Text if it is not a subtopic and press **Enter**. Then select **Delete**.



Your Assignment Template now looks like this:

Ancient Egypt Pyramids

What do you already know about pyramids and...

What I Already Know

I already know

Scan the article looking for words. Look for words...

After you scan the article, ask yourself "What do...

My Prediction

I think the article is about

What would you like to learn about pyramids or...

What I Would Like to Learn

I would like to learn

Now read the article about Pyramids & Tombs. As...

If you find an answer to your question, click the...

What I Learned

"tomb"

Right now, the title of the article is "Pyramids & Tombs". Think of a more exciting title. Type your new title in the note below.

My New Title

Send this file to Draft:Builder. Go to the Draft View...

Unassigned Notes

You now want to add an opening statement in Locked Text to summarize what the learners will be doing with this Assignment Template.

Click .

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

Ancient Egypt Pyramids

Type **Follow the instructions below and answer the questions to take you from what you know about pyramids to what you learned from your reading.**

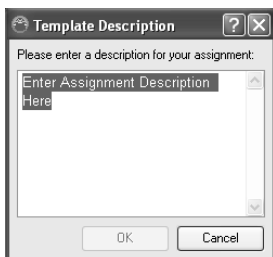
Press **Enter**. The text is locked.


Follow the instructions below and answer the questions to take you from what you know about pyramids to what you learned from your reading.

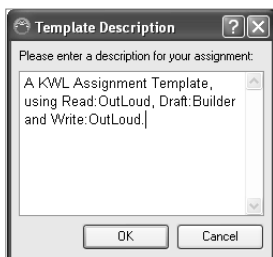
You are now going to send the Assignment Template to Draft:Builder to continue modifying it.

-  Click **Send to Draft:Builder**  on the toolbar.

You are prompted to enter a description of your Assignment Template.

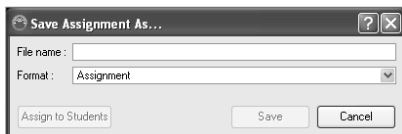


-  Type **A KWL Assignment Template, using Read:OutLoud, Draft:Builder and Write:OutLoud.**

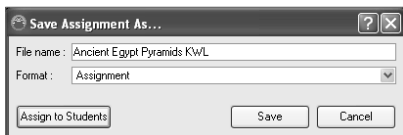


-  Click  .

You are prompted to save your Assignment Template and give it a name.

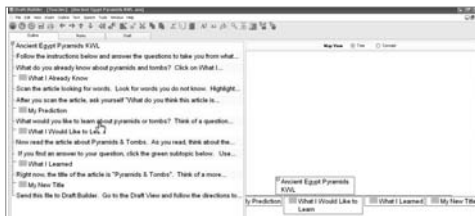



 Type **Ancient Egypt Pyramids KWL**



 Click **Save** .

Your Assignment Template opens in Draft:Builder in the **Outline** view.



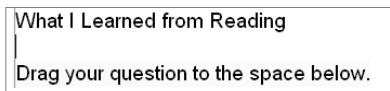
 In Windows, close Read:OutLoud on the Taskbar at the bottom of the assignment.

The instructions you want to modify are in the **Draft** view.

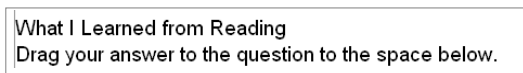
- Click the tab Draft to move from **Outline** to **Draft** view.




- Place your cursor at the end of **What I Learned from Reading** on the **Draft** side and press **Enter**.



- Type **Drag your answer to the question to the space below.**



- Highlight **Drag your answer to the question to the space below.** and click **Lock/Unlock Text** . The text is now locked.

Drag your answer to the question to the space below.


- Be sure to leave blank spaces that are not locked after questions in Locked Text. Otherwise, the student will not be able to insert an answer.

- Place your cursor at the end of the text you just typed and press **Enter**.

- Type **I already knew.**


 Press **Enter** twice.

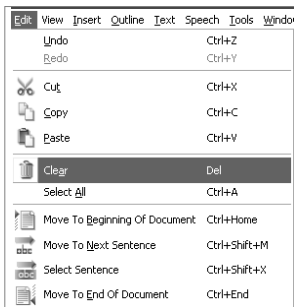
What I Learned from Reading
 Drag your answer to the question to the space below.
 I already knew
 |
 Drag your question to the space below.

 Highlight **Drag your notes about tombs....**

Drag your notes about tombs, the first pyramid and Step Pyramids to the space below.

Drag your notes about the Great Pyramid and Giza Pyramids to the space below.

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



The Locked Text is removed.

Drag the answer to your question to the space below.
 I found out
 |
 Drag your notes about the Great Pyramid and Giza Pyramids to the space below.



Delete the next instruction **Drag your notes about the Great Pyramid**

Your Assignment Template now looks like this:

Drag your title to the space below.

What I Learned from Reading
 Drag your answer to the question to the space below.
 I already knew

Drag your question to the space below.
 I wanted to know

Drag the answer to your question to the space below.
 I found out

Look over your draft. Add words if you need to so your sentences sound complete. Click the Speak icon on the toolbar to have your draft read to you. Make changes if you need to so your sentences make sense.

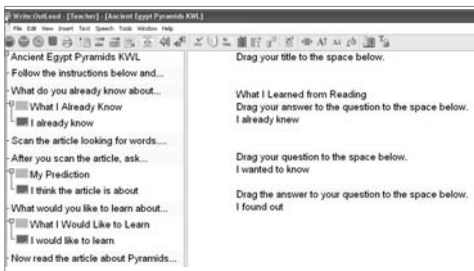
Next, send this file to Write:OutLoud.

You are now going to send the Assignment Template to Write:OutLoud to continue modifying it.



Click **Send to Write:OutLoud**  on the toolbar.

Your Assignment Template opens in Write:OutLoud.



Write:OutLoud - [Teacher] - [Ancient Egypt Pyramids KWL]

File Edit View Smart Text Speech Tools Window Help

Ancient Egypt Pyramids KWL

- Follow the instructions below and...

- What do you already know about...

What I Already Know

I already know

- Scan the article looking for words....

- After you scan the article, ask...

My Prediction

I think the article is about

- What would you like to learn about...

What I Would Like to Learn

I would like to learn

- Now read the article about Pyramids...

Drag your title to the space below.

What I Learned from Reading
 Drag your answer to the question to the space below.
 I already knew

Drag your question to the space below.
 I wanted to know

Drag the answer to your question to the space below.
 I found out



In Windows, close Draft:Builder on the Taskbar at the bottom of the assignment.

You decide you would like to add a short vocabulary exercise for extra credit. **Do not lock these instructions.**



Place your cursor at the bottom of your Assignment Template at the end of **Next, send this file to Write:OutLoud.**

Look over your draft. Add words if you need to so your sentences sound complete. Click the Speak icon on the toolbar to have your draft read to you. Make changes if you need to so your sentences make sense.

Next, send this file to Write:OutLoud.



Select **Lock/Unlock Text** .



Press **Enter** twice.



Type **For extra credit, match the following words with their definitions. Type the correct word from the list in the space after each definition.**

Next, send this file to Write:OutLoud.

For extra credit, match the following words with their definitions. Type the correct word from the list in the space after each definition.



Press **Enter** twice and type **pyramid, pharaoh, and tomb.**

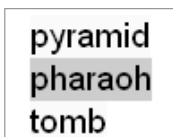
For extra credit, match the following words with their definitions. Type the correct word from the list in the space after each definition.

pyramid
pharaoh
tomb|

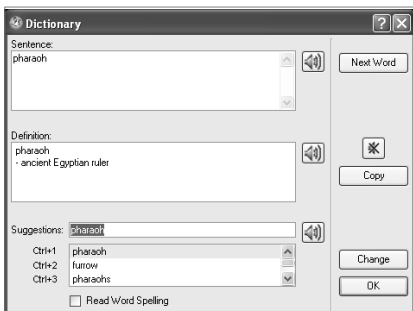
You are now going to look up the definitions of each word in the **Dictionary** in scrambled order and copy and paste the definitions below the words.

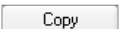


Highlight **pharaoh**.



Click **Dictionary**  on the toolbar.



Click  to capture the definition.

Click  to close the **Dictionary**.

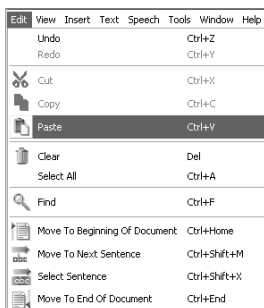
You are told that the selection has been verified.



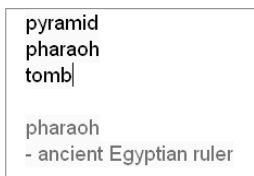
Click  .



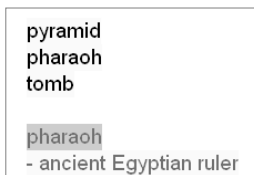
Place your cursor on the line after **tomb** and press **Enter**.
From the **Edit** menu, select **Paste**.



The word and its definition are pasted into the document.

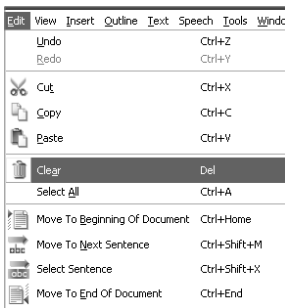


Highlight **pharaoh** in the definition.





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



pyramid
pharaoh
tomb

- ancient Egyptian ruler



Repeat this process (highlight word, look up word in **Dictionary**, **Copy** definition, **Paste** definition, **Delete** word) for **pyramid** and **tomb**.

6. For extra credit, match the following words with their definitions. Type the correct word from the list in the space after each definition.

pyramid
pharaoh
tomb

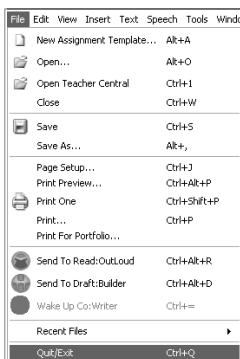
- ancient Egyptian ruler

- three-dimensional triangle

- grave



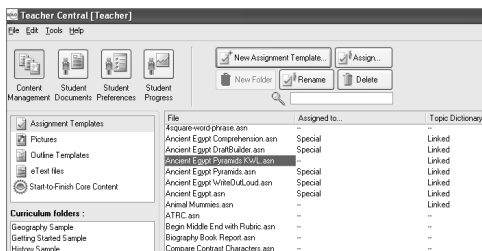
Close Write:OutLoud. In the File Menu, click **Quit/Exit**.



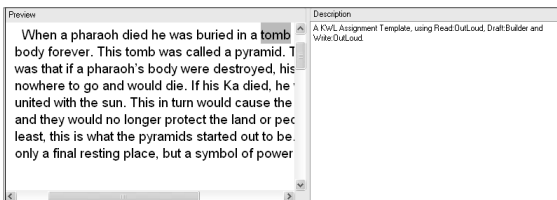
When you create an Assignment Template, close it from the application in which you want the student to open it. For example, with this Assignment Template you modified in Read:OutLoud, Draft:Builder, and Write:OutLoud, you would want to send the Template back to Read:OutLoud and close from there.

3. Modify an Assignment Template Description

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

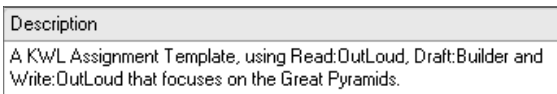


- Select the name of the file **Ancient Egypt Pyramids KWL.asn** to see a preview and read the description of the Assignment Template in **Teacher Central**.




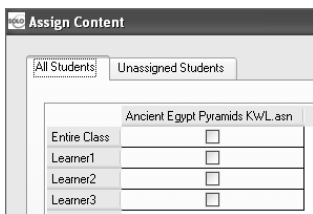
After reading the description of **Ancient Egypt Pyramids KWL.asn**, you decide that the description is not complete enough. You want others to be able to determine if this template is what they are looking for based on the description.

- In the **Description** field, place your cursor at the end of the description, after **Write:OutLoud**.
- Press **Backspace** to delete the period, press the spacebar, and type **that focuses on the Great Pyramids**.




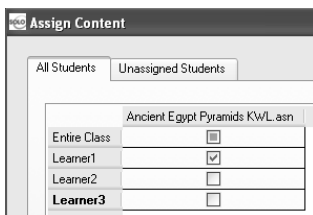
4. Assign to Learners

- Click  **Assign**.
- You see **Assign Content** with the all the learners' names.




Assign Content	
All Students Unassigned Students	
Ancient Egypt Pyramids KWL.asn	
Entire Class	<input type="checkbox"/>
Learner1	<input type="checkbox"/>
Learner2	<input type="checkbox"/>
Learner3	<input type="checkbox"/>

 To select only Learner1, place a check in the check box next to **Learner 1**.





Assign Content	
All Students Unassigned Students	
Ancient Egypt Pyramids KWL.asn	
Entire Class	<input type="checkbox"/>
Learner1	<input checked="" type="checkbox"/>
Learner2	<input type="checkbox"/>
Learner3	<input type="checkbox"/>


 Click .

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.

5. Analyze Learner Progress

Student Progress in **Teacher Central** enables you to collect data from the learners' published work in Write:OutLoud and track their progress graphically. This information is only available if the learners have worked on their assignments in Write:OutLoud.

 From **Teacher Central** click **Student Progress**  .
Learner 1 is the default learner.

 Check the box next to **Ancient Egypt Pyramids.djs**. An analysis report of the assignment appears in the **Preview** below. Scroll up and down in the window to see the categories analyzed.

Ancient Egypt Pyramids.djs	

Productivity	

Word Count	166

Average Word Length (in characters)	4


Sentence Count	26

Average sentence length (in words)	6


Word Usage	


Sequential Word Count	1

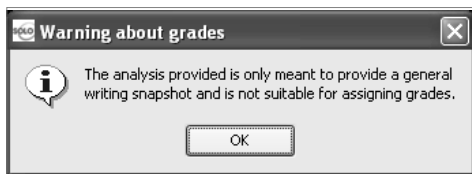
Low Frequency Word Count	52


 Click to select the other assignments and have them included in the analysis.

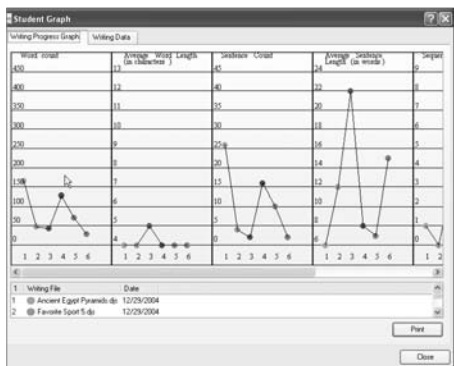
Write:OutLoud Document	
<input checked="" type="checkbox"/>	Favorite Sport 5.djs
<input checked="" type="checkbox"/>	Halloween 4.djs
<input checked="" type="checkbox"/>	Lizards of the Galapagos.djs
<input checked="" type="checkbox"/>	Music Videos 7.djs
<input checked="" type="checkbox"/>	My Town Is Best.djs
<input checked="" type="checkbox"/>	Thanksgiving 2.djs
<input checked="" type="checkbox"/>	Ancient Egypt Pyramids.djs

 Click Analyze Selected Documents .

-  A **Warning about grades** appears. Read the warning and click .



-  The **Writing Progress Graph** appears with data for all six assignments displayed. Scroll back and forth and up and down to see all the data.





Click **Writing Data**. The following Table appears. Use the scroll bar at the bottom of the Table to view all the data in the Table.


Writing Progress Graph		Writing Data	
		Ancient Egypt Pyramids.djs	Favori
		12/29/2004	12/29/
Productivity			
Word Count	166		49
Average Word Length (in characters)	4		4
Sentence Count	26		4
Average sentence length (in words)	6		12
Word Usage			
Sequential Word Count	1		0
Low Frequency Word Count	52		16



Think about what this information is telling you about the learner's writing. How has it developed? Is there more or less? Is the learner using more or less non-high frequency words? You would have to know more about each of the assignments to use this information accurately. If each assignment were similar, it would help the comparison.



Close the **Student Graph** by selecting the **Close** button **Close**. You return to **Student Progress** in **Teacher Central**.

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



Click  to exit the program.

APPENDIX 1: Supporting Files

Assignment Templates and Outline Templates

Assignment Templates and Outline Templates Included with the SOLO Edition products

Included with your SOLO Edition products 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) and/or the writing process in Draft:Builder.

- _A Blank Document.opt
- A 3 Paragraph Essay.opt
- A 5 Paragraph Essay.opt
- Beginning Middle End.opt
- Biography DraftBuilder.opt
- Book Report Fiction.opt
- Compare Charac DraftBuilder.opt
- Compare Contrast General.opt
- Descriptive Paragraph.opt
- KWRL DraftBuilder.opt
- Persuasive Essay 1.opt
- Persuasive Essay 2.opt
- Plan a Story.opt
- SQ3R DraftBuilder.opt
- Story Map DraftBuilder.opt
- Vocabulary 1 DraftBuilder.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
- Interview a Friend.asn
- KWRL.asn
- Story Map.asn
- Supported Reading SQ3R.asn

Sample Assignment Templates for use with Write:OutLoud

These Sample Assignment Templates demonstrate ideas in Write:OutLoud.

- Biography Book Report.asn
- Science Planet Facts.asn
- Social Studies Continents.asn
- Vocabulary Egypt.asn
- Writing Narrative.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.

- _A Blank Document.rtf
- Long John StartToFinish eTxt.rtf
- Long John eText. rtf
- Saturn eText. 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

Sample Curriculum Folders and Sample Assignment Templates

There are four sample Curriculum Folders and Sample Assignment Templates. In each Curriculum Folder, you will find:

- 1 comprehensive assignment that uses Read:OutLoud, Draft:Builder and Write:OutLoud
- 1 comprehensive assignment using Write:OutLoud
- 1 assignment to organize and draft ideas using Draft:Builder
- 1 writing assignment using Write:OutLoud that involves writing, revising or editing work

Listed here are the file names.

Sample Assignment Templates	Sample Curriculum Folder
Long John Silver.asn Long John Comprehension.asn Long John DraftBuilder.asn Long John WriteOutLoud.asn	Literature
Saturn.asn Saturn Comprehension.asn Saturn DraftBuilder.asn Saturn WriteOutLoud.asn	Science
Ancient Egypt.asn Ancient Egypt Comprehension.asn Ancient Egypt DraftBuilder.asn Ancient Egypt WriteOutLoud.asn Ancient Egypt Pyramids.asn	History
Rainforest.asn Rainforest Comprehension.asn Rainforest DraftBuilder.asn Rainforest WriteOutLoud.asn	Geography
Ancient Egypt Pyramids.asn Pyramids and Tombs.asn Treasure Island Character.asn	Getting Started Sample

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