

# S.A.R.A.W. RESOURCE MANUAL



LEARNING STRATEGIES  
FOR INCLUSION  
OF PEOPLE  
WITH DISABILITIES



SOCIETY FOR  
MANITOBANS WITH  
DISABILITIES

**The S.A.R.A.W. Program was developed by the [Neil Squire Foundation](#), North Vancouver, British Columbia in conjunction with [Capilano College](#).**

**Designed and written by Don Bentley and Pat Hodgson.**

**This manual was written by Terrie Moar**

**In collaboration with:**

**Staff and Learners of L.I.F.E. Learning Center  
[Society for Manitobans with Disabilities](#)**

**Contact: L.I.F.E. Learning Center**

**Society for Manitobans with Disabilities**

**825 Sherbrook Street**

**Winnipeg, Manitoba R3A 1M5**

**(204) 786-5601 phone (204) 783-2919 fax**

**Made possible through funding from  
[THE NATIONAL LITERACY SECRETARIAT](#)  
1996-1997**

## Table of Contents

<b>Acknowledgments</b>	-----	<b>3</b>
<b>Introduction</b>	-----	<b>4</b>
<b>Chapter 1</b>	<b>Overview</b> -----	<b>5</b>
	<b>I. Application form</b> -----	<b>7</b>
	<b>II. Interview Sheet</b> -----	<b>11</b>
	<b>III. Individual Learning Plan</b> -----	<b>15</b>
	<b>IV. Lesson Plan</b> -----	<b>27</b>
<b>Chapter 2</b>	<b>S.A.R.A.W. the Program</b> -----	<b>29</b>
<b>Chapter 3</b>	<b>Read</b> -----	<b>34</b>
<b>Chapter 4</b>	<b>Activities</b> -----	<b>40</b>
<b>Chapter 5</b>	<b>Write</b> -----	<b>66</b>
<b>Chapter 6</b>	<b>Print</b> -----	<b>95</b>
<b>Chapter 7</b>	<b>Options</b> -----	<b>99</b>
<b>Appendices</b>	-----	<b>109</b>

## Acknowledgments

We extend heartfelt thanks to **The Neil Squire Foundation, Capilano College, Digital Equipment of Canada** and the **J.W. McConnell Family Foundation** for the creation and distribution of this amazing learning tool.

**The National Literacy Secretariat** provided the funding for the development of this manual. We thank them for giving us the opportunity to assist learners and literacy practitioners.

A special thanks to **The Thomas Sill Foundation Inc.** whose generous support allowed us an opportunity to continue our important work.

We recognize the contribution of Marg Rose and staff of **Literacy Partners of Manitoba** for providing an atmosphere of sharing in our literacy community.

Thank you to the Adult Literacy and Continuing Education Dept. of **Manitoba Education and Training** who developed the Certificate in Literacy and Learning program. Special thanks to Terry Lumb, Judy Baker and Robin Millar for their support and leadership.

Many thanks to our volunteers, including our Literacy Working Group, who gave of their time, efforts and skills to promote an energetic learning atmosphere at L.I.F.E. Thanks to Doug Rodstrom for his assistance with recruiting and maintaining volunteers.

Thank you to the **Society for Manitobans with Disabilities** for their support and encouragement.

A special thanks to EPC and Administration for their guidance and assistance.

The writer would like to thank the many educators who have journeyed along this path and provided knowledge and support; Jim, Sheila, Carla, Wendy, Cheryl, Orin, Gayle, Darlene, Shirley, Laura, Bev, Nigel and Bill.

## INTRODUCTION

**The S.A.R.A.W. Resource Manual—Learning Strategies for Inclusion of People with Disabilities was developed in response to an expressed need for teaching resources for literacy programs using the S.A.R.A.W. equipment. It is our goal to describe effective methodologies; including practical examples and applications of the S.A.R.A.W. technology. We hope to clarify issues that are an integral part of teaching learners with a disability. This has been a participatory process involving instructors, tutors, learners, coordinators, administration and various Manitoba literacy programs.**

**The manual is organized into seven sections: Overview, Read, Activities, Write, Print and Options. The last five sections refer to the five major components of the S.A.R.A.W. program.**

**The S.A.R.A.W. software is based on Whole Language educational philosophy. This manual attempts to follow this sound philosophy and is, therefore, a resource for literacy programs that are not using the S.A.R.A.W. system as well as for those who are. We hope this manual will be used as a resource in community programs wanting to address the literacy needs of all the members of our communities..**

## CHAPTER 1

### OVERVIEW

#### "What is S.A.R.A.W.?"

S.A.R.A.W. stands for Speech Assisted Reading and Writing. S.A.R.A.W. is a talking computer program designed to help teach basic reading and writing skills to adults."<sup>1</sup>

At the L.I.F.E. (Learning Is For Everyone) Learning Center, we found S.A.R.A.W. to be an effective tool for use by a variety of adult learners. Although the S.A.R.A.W. program was designed for adults reading and writing in the range of grades 2 - 6, we found that all of our learners benefited from using this program. Knowledge of the alphabet and the ability to spell some words was helpful for learners, however, the Sounding Board could be used with learners at a very beginning level. The Write and Read programs could be used by the beginning level learner as well.

Effective use of S.A.R.A.W. was not so much an issue of the learner levels as it was a matter of designing a program that fit the needs and interests of each learner. S.A.R.A.W. was only as effective as the lesson plan was learner-based. This required a solid assessment stage and development of a comprehensive individualized learning plan. Ongoing staff and volunteer training and supervision were a necessary part of the program.

“We believe that literacy instructors need to be skilled teachers first. All of the good teaching practices that work for non-disabled learners will be good for people with disabilities as well. Knowledge of good teaching strategies is about 90% of what literacy instructors need to help someone with a disability learn to read and write.”<sup>2</sup>

---

<sup>1</sup> P.1. SARAW Speech Assisted Reading and Writing Teacher/Tutor Manual, designed and written by Don Bentley and Pat Hodgson.

<sup>2</sup> P.9 The Literacy Book...Options for Teaching Literacy to People with Disabilities...Consumer Wisdom & Advice, CILT 205 Richmond Street West, Suite 605 Canada M5V 1V3 ISBN 1-895676-05-3

At the L.I.F.E. Learning Center, we utilized a number of tools to investigate the needs, goals, interests, learning styles and perceptions of our learners. We will include a number of these tools in this manual. To make effective use of the S.A.R.A.W. technology, a comprehensive learning plan must be established for each learner. Many of these ideas and forms were adapted from those already in literacy programs in Manitoba. It is important to find and to use information tools that work best for you and your specific learner. Our goal was to gain an understanding of how the learner perceived him/herself. We strived to use this information as the foundation for creating opportunities for each learner to better understand how she/he learns and to use that knowledge to accomplish his/her goals.

Each information tool we used had positive features as well as some drawbacks. We found it necessary to make minor adjustments to forms as well as to most strategies as we worked with individuals and matched strategies to each learner's goals and uniqueness. We used S.A.R.A.W. whenever appropriate to facilitate the use of each tool.

The following documents are included in this section. Incorporating the use of SARAW is noted, as well as a rationale as to why and how we used each tool:

- I. Application Form
- II. Interview Sheet
- III. Individual Learning Plan
- IV. Lesson Plan

## **I. Application Form**

We used the application form to determine how our program might fit the needs of the potential learner. The application form gave us preliminary information on the following:

- the applicant's past learning experiences
- the applicant's expectations about the program
- the applicant's perceptions about his/her learning
- possible learning goals
- physical needs of the applicant
- applicant's ability to commit to the timeframe
- possible challenges.

If necessary, we provided the opportunity for applicants to fill out the application on site or in their homes. The application form could be typed onto the "WRITE" program on S.A.R.A.W.

(This form refers to specifics that pertain to the L.I.F.E. Learning Center.)

## L.I.F.E. Learning Center Application Form

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_

**1. How did you hear about the L.I.F.E. Learning Center?**

\_\_\_\_\_

**2. Why are you interested in the L.I.F.E. Learning Center?**

\_\_\_\_\_

\_\_\_\_\_

**3. What other learning or recreational programs are you currently involved in?**

\_\_\_\_\_

\_\_\_\_\_

**4. Do you have a contact person at SMD? \_\_\_\_\_**

His or her name is \_\_\_\_\_

**5. What did you like best about school?**

\_\_\_\_\_

\_\_\_\_\_

**6. Have you been in other literacy programs? If yes, which ones?**

---

**Tell me about that experience.**

---



---



---

**7. One of the things we use in our program is a computer known as S.A.R.A.W. SARAW stands for Speech Assisted Reading and Writing. SARAW is a user-friendly, talking computer system designed to help adults with physical disabilities to improve their reading and writing skills. Many people find this computer helpful, including people who are non-verbal or have difficulties with speech. The S.A.R.A.W. system will read what you type. It will give you suggestions for topics to write about. It has spelling programs too.**

**8. a) Do you think this program would help you?**

---



---

**b) What do you hope to do in this program?**

---



---



---

**c) Do you have any specific needs in attending this program?**

equipment\_\_\_\_\_ on-site attendant\_\_\_\_\_

transportation\_\_\_\_\_ time restrictions\_\_\_\_\_

assistance with activities of daily living (please explain below)

**We will work in small groups for part of the day. We will work in pairs or independently for part of the day. Most people will be teamed up with a volunteer tutor.**

**This program will run from October to June. You would be expected to attend 3-hour classes (morning or afternoon) three times per week.**

**8. Are you able to commit to this time frame? \_\_\_\_\_**

**9. What kinds of things do you think might make it hard for you to come to class and study?**

---



---



---

**10. We are considering a one-on-one tutoring situation for some learners. Would this be of interest to you? Why?**

---



---

**11. Do you have someone who is willing to come to class on a regular basis to assist you? \_\_\_\_\_**

**Thank you for your interest.  
All information will be kept confidential.**

You will be contacted by the coordinator when she gets this application. She will contact you to set up an interview.

When is the best time to reach you?

---

Day

Time

**PLEASE RETURN THIS FORM TO THE FOLLOWING ADDRESS**

## **II. Interview Sheet**

The interview sheet was meant to be filled in by the interviewer. If the interview was done on site, we used the S.A.R.A.W. “WRITE” program. The applicant could write down his/her responses to the questions on S.A.R.A.W. An applicant might use the “WRITE” program to type the first couple of letters to a word they are having difficulty communicating or to type a one word response.

The interview process gave us the opportunity to clarify information from the application form and to learn more about the learners’ needs. It is essential that the interviewer review the original application form and fill out necessary information before interviewing the applicant.

The interview sheet is used to do the following:

- clarify any questions raised in the application form
- clarify and expand upon course expectations and reasons for wanting to attend a literacy course
- determine specific needs for adaptive equipment, transportation and assistant issues
- provide more information regarding class setup and times
- determine applicant’s interests and activities that may help in the designing of the individual learning plan
- provide information on specific reading and writing needs.

## INTERVIEW PROCESS FOR L.I.F.E. LEARNING CENTER

**Date:** \_\_\_\_\_

**Applicant's Name:** \_\_\_\_\_

**Applicant's Address:** \_\_\_\_\_

**Applicant's phone number:** \_\_\_\_\_

**Alternate contact person:** \_\_\_\_\_

**Contact person at SMD (if applicable):** \_\_\_\_\_

**Interviewer:** \_\_\_\_\_

**People present at the interview:** \_\_\_\_\_

### **REVIEW OF THE APPLICATION FORM**

- 1. Review application form with the applicant, clarifying any questions that indicate a particular concern or need. Ask the applicant if you may make notes to help you remember things that will help you design a program to fit him or her.**

---



---



---

- 2. Applicant's response to questions on the application form concerning course expectations.**

---



---



---



---

**Clarify the applicant's reasons for wanting to attend a literacy course at this time.**

**3. Clarify any specific needs as indicated on application form (equipment, transportation, on-site attendant, time restrictions or assistance with activities of daily living).**

---

---

**4. Applicant's response to questions on the application form which outlines hours of classes etc.**

---

---

**How do you feel about these times? What time of the day is better for you?**

---

---

**5. Are you on any medications that may affect your learning?**

---

---

**INTERESTS AND SKILLS**

**6. What do you do for fun?**

---

---

**7. What kinds of things do you like to read?**

---

---

---



### **III. Individual Learning Plan**

The Individualized Learning Plan is an information and goal planning tool. Notes have been added to the document to clarify its use or the process. These notes are indicated by the following parentheses: [...].

#### **INDIVIDUAL LEARNING PLAN**

**Learner's name:** \_\_\_\_\_

**Learner's address:** \_\_\_\_\_

**Learner's phone number:** \_\_\_\_\_

**Contact person:** \_\_\_\_\_

**Literacy Partner [tutor]:** \_\_\_\_\_

**phone:** \_\_\_\_\_

---

*Rationale: We want information about how to help you learn. We have tried to cover all the various areas by designing quick and easy activities.*

#### **INVENTORIES COMPLETED:**

**1. Interest Inventory ---Date** \_\_\_\_\_

(Type this on S.A.R.A.W.'s "WRITE" program for each learner to complete.)

1. My idea of a good time is
2. I feel good when
3. I feel bad when
4. I'm really interested in learning about
5. What I really enjoy on TV is
6. My favourite kind of music is

**Comments:**

---



---

**2. Literacy and Learning**

**(Use the Adult Literacy Resource Pack to determine level.<sup>3</sup>)**

**[See Appendix A: Resource List.]**

**Date \_\_\_\_\_ Initial placement: Level 1**

**Level 2**

**Level 3**

**Comments:**

---



---



---



---

**3. Pre-Attitudes**

**[The following form is used to determine the learner’s attitudes towards learning and success. S.A.R.A.W. can be used as a communication tool to clarify ideas.]**

**Verbal directions:**

**This information will help us to understand what you think about learning, so that we can help you develop your learning plan. We’ll read each question. Answer the question by putting a mark in the box under “good”, “I don’t know” or “not good”.**

<sup>3</sup> For more information on Adult Literacy Resource Pack refer to Page 109

**PRE-ATTITUDES**



What do you think?

	good 	I don't know 	not good 
<b>What are your chances of being successful in this program?</b>			
<b>How do you feel about taking a literacy course?</b>			
<b>How do you feel about coming to class?</b>			
<b>How do your family and friends feel about you being in the SARAW program?</b>			
<b>How do you usually feel about yourself? What kind of person are you?</b>			
<b>What are your chances of being a good reader?</b>			
<b>What are your chances of coming to each and every class?</b>			

#### 4. Learning styles

[The following form can be used to get an idea of the learner's learning style. The form can be put on S.A.R.A.W.'s "WRITE" program.]

Please complete the questionnaire on Learning Styles. This will help us figure out how you learn best.



### LEARNING STYLES

1. Do you like to work by yourself or with other people?

2. How do you like your mistakes to be corrected?

- ž figure it out myself
- ž have the tutor correct all my mistakes
- ž have the tutor correct only my big mistakes
- ž have other learners correct me

3. How do you like to learn something new?

- ž memorizing
- ž repeating out loud
- ž practicing over and over
- ž learn by rules
- ž watch others doing it
- ž ask or get help from someone
- ž refer back to a manual or something in writing

4. How do you keep up with the local news?

- ž read the newspaper
- ž listen to the radio
- ž watch TV

5. When you have spare time, would you rather:

- ž watch TV or go to a movie
- ž listen to records or the radio
- ž do something physical

## LEARNING STYLES

Three learning styles are visual, auditory and kinaesthetic.

The visual learner needs to see, observe, record and write.

When assembling a shelving unit, the visual learner might prefer to read the instructions.

The auditory learner needs to talk and listen.

When assembling a shelving unit, the auditory learner might prefer to want to discuss it with someone and “talk it through”.

The kinaesthetic (motor) learner needs to do, to touch ,do hands-on.

When assembling a shelving unit, the kinaesthetic learner might prefer to handle the parts and try putting it together in different ways.

What learning style do you think best describes you?

---

Now that we have an idea of your learning style, we can help you develop your learning plan so that you can start to realize your goals.

### 5. Goal Setting

Use a goal setting tool that works best for you and your learner. The following is a six step process looking at the learner’s immediate and long term goals. It combines a number of goal setting processes that our learners found effective.<sup>4</sup> Use the text as the facilitator’s guide. You can eliminate the text in the document that you work on with your learner.

When working through the plan, use S.A.R.A.W. as a communication device for learners whose speech is difficult to understand. The interviewer does all the writing and uses pictures to illustrate events, ideas and feelings.

We review this plan at mid-term and then again at the end of the year.

---

<sup>4</sup> Goal setting information is available from Adult Literacy and Continuing Education, Manitoba Dept. of Education and Training. Literacy Partners of Manitoba and the Manitoba Association for Community Living.

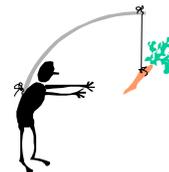
**STEP 1:**  
**BEING THE BEST I CAN BE**



If you could read anything, do anything...what would you do? Why?  
What would you read? Why? What would you write? Why?  
Where would you live? Why?  
What would you do there? Why does that interest you? What kind of  
work would you do? Why? What would you do for fun?

## **STEP 2: THIS YEAR'S GOAL**

**Pretend that today is the last day of classes.  
Tell me what you have accomplished since classes  
began.**



**What are some of the ways you've been  
able to reach "being the best you could be"? What have you read?  
What have you written? What kind of work have you done?  
What people have you made contact with and influenced?  
How do you feel?**

### **STEP 3: TODAY**

**TODAY IS** \_\_\_\_\_

**Let's move back to the present. It's today. This (referring back to Step 2: This Year's Goal) is what you want. As of today, looking around at the present situation, how would you describe where you are now?**

**What are you reading? What are you writing?**

**What kind of work are you doing?**

**How independent are you?**

**What people are you in contact with?**

**How do you feel?**

## STEP 4: What do I need?

**Who can help you do what you want to do? Who can help you read what you want to read? Who can help you write what you want to write? Are there people that might help you reach your goals?**



**Think about the things that you need in order to do what you want to do.**

**What do you need to know?**



**What skills do you need to develop?**

**What equipment, tools, adaptive devices do I need?**

## **STEP 5: In 3 Months**

**In 3 months the date will be \_\_\_\_\_.**

**Review the goals for this year.**

**Think about these next 3 months.**

**What are the most important things to do in class in the next 3 months?**

**Be sure that you keep your goals in mind.**

**STEP 6:****NEXT CLASS**

**Next time you come to class, what should we do? What would you want to accomplish next class in order to meet your goals? Let's go through a few goals and see what we can fit into our time slot.**



## **IV. Lesson Plan**

The following is an example of a lesson plan based on two learners' (Pat and May) Individual Learning Plans.

Both Pat and May's goals included writing a book. They were both interested in travel.

---

### **Lesson Plan for Pat and May**

Date: \_\_\_\_\_

#### **WHAT WILL THE LEARNER BE ABLE TO DO AT THE END OF THE LESSON?**

1. Understand how to begin to read an unfamiliar written passage.
2. Understand how some words are spelled.
3. Identify the beginning, middle and end of a story.
4. Write a short story with a beginning, middle and end.

#### **WHAT WILL THE LEARNERS DO?**

1. Read and discuss the memo on class schedules for February.
2. Do 10 sentence clue exercises on S.A.R.A.W.
3. Listen to 2 short stories and identify (orally) the beginning/middle/end.
4. Write a short story on S.A.R.A.W.

#### **WHAT WILL THE TUTOR DO?**

1. Give Pat and May copies of the memo about February class schedules.  
Ask them, "What words do you know on this page?" If you do not understand all of May's fingerspelling, then use S.A.R.A.W. WRITE program. May can type the words you do not understand. Highlight the words on the memo that the learners know. Use context clues to figure out some of the unknown words. Use phonics to decode other words. Ask the learners to give you their ideas of what the memo says. Ask one of the learners to go into S.A.R.A.W. READ program. Click on "memo". Ask the learners to choose "sentence" or "all". As S.A.R.A.W. reads the memo, ask the learners to clue into any words they may have missed. Ask, "Did you get the idea of the memo?". "What words did you miss?" Make note of words that the learners knew and those that they did not know. Note any patterns.
2. Sentence Clue on S.A.R.A.W.  
Ask the learners to go into S.A.R.A.W. ACTIVITIES, Mystery Word, Sentence Clue, Beginner. Ask the learners to work together to solve the mystery word. Using the record sheet, write down each word, noting the order.[See ACTIVITIES section in this manual.] Keep track of score out of 10.
3. Identify beginning, middle and end of a story.

Ask the learners to go into S.A.R.A.W. READ. Click on “REMEMBER” for the story, “I Remember Winter Time”<sup>5</sup>.

Ask the learners to listen to the story. Explain that you will be asking them to tell you the beginning, the middle and the end of this story. Click on “ALL”. After the story is read, brainstorm for the beginning, middle and end. You jot down the answers. If you feel the learners have a good grasp of this concept, they could read the next story along with S.A.R.A.W. or on their own.

The second story is under “GOLD” for “Going For The Gold”<sup>6</sup>

4. Write a short story.

May is interested in writing about the Philippines. Pat is interested in writing about her childhood. Encourage the learners to discuss their ideas with each other. Map out the beginning, middle and end of the stories. Give the learners time to write their first drafts on S.A.R.A.W. WRITE. Eventually, they can rewrite their edited story on Windows or Print Shop and add graphics if desired.

### HOW DID IT GO?

There is a lot of work here. It will probably take more than one session.

Ask the learners:

Were you comfortable with the lesson?

Did I listen well?

What part of the lesson did you like best?

What worked for you in that part of the lesson?

What part of the lesson didn't you like?

What would you like to do in the next lesson?

---

<sup>5</sup> p.1 Book 3 NEW WORDS NEW WORLDS Stories and Poems by and for New Readers Illustrated by Glennys Hardie Edited by Elma Gerwin. Winnipeg Volunteer Reading Aides 201-290 Vaughan Street Winnipeg Manitoba R3B 2N8 (204) 947-0961

<sup>6</sup> p. 1 Book 1 NEW WORDS NEW WORLDS Stories and Poems, Stories and Poems by and for New Readers Illustrated by Glennys Hardie Edited by Elma Gerwin. Winnipeg Volunteer Reading Aides 201-290 Vaughan Street Winnipeg Manitoba R3B 2N8 (204) 947-0961

## CHAPTER 2

### S.A.R.A.W. THE PROGRAM

The S.A.R.A.W. program offers assistance to users through the Help commands throughout the menus. One way to introduce S.A.R.A.W. to new learners is to click on “**Options**” in the main menu. The Options menu includes the following topics:

- \* Computer voice
- \* Screen colors
- \* Location for my stories
- \* Set my password
- \* About S.A.R.A.W.

Click on “**About S.A.R.A.W.**” and the following topics appear:

- ◆ Help (describes the contents of the titles in this “About S.A.R.A.W.” section. )
- ◆ Description (provides general information about S.A.R.A.W.; the program and the target audience.)
- ◆ Authors (talks about who wrote S.A.R.A.W. and who wrote the selections in “Other people’s stories”.)
- ◆ Funding (details about contributions to the S.A.R.A.W. project).
- ◆ Contacts (of use to instructors and coordinators, who to contact for further information).
- ◆ Exit

S.A.R.A.W. will read the selections written in each topic. This is an effective way of giving learners background information about S.A.R.A.W. After reading these topics, the learner could go back to the options menu and choose the voice and screen color.. The voice speed and screen color may need to be changed later as indicated by the learner. We found that our learners used a voice speed of 5 to 9. This speed allowed for a more natural flow of language.

We found the following menu tree useful for learners and tutors. It gives a brief overview of the activities in each section.<sup>7</sup>

### **S.A.R.A.W. MENU TREES:**

#### **READ... MY STORY**

LIST OF YOUR STORIES

#### **OTHER PEOPLE'S STORIES...**

THEMES: FAMILY AND FRIENDS  
 PEOPLE'S EXPERIENCES  
 WORK  
 GOOD TIMES  
 THE WORLD AROUND US  
 OPINIONS  
 CHALLENGES

*\*HARD COPY OF STORIES CAN BE OBTAINED BY "PRINT SCREEN"*

#### **ACTIVITIES...**

##### **SOUNDING BOARD...**

USE SOUNDING BOARD...  
 PHONICS

##### **WORD PATTERNS...**

SEE AND LISTEN...  
 GUESS A WORD GIVEN ITS ENDING WHILE SEEING AND  
 HEARING THE WORD IN A SENTENCE  
 IE SEE: \_\_VE COMES AFTER FOUR  
 HEAR: FIVE COMES AFTER FOUR

##### LISTEN...

GUESS A WORD GIVEN ITS ENDING WHILE SEEING AND  
 HEARING THE WORD IN A SENTENCE  
 IE SEE: SIT AT THE \_EAR OF THE BUS  
 HEAR: SIT AT THE REAR OF THE BUS

##### THINK...

GUESS A WORD GIVEN ITS ENDING AND ITS CONTEXT IN A  
 SENTENCE BUT NOT HEARING THE WORD SOUGHT.  
 IE THE JOGGER WAS \_\_\_ING.

##### MAKE...

---

<sup>7</sup> Compiled by Stephen Polson, former instructor with LIFE Learning Center.

GUESS NUMEROUS WORD POSSIBILITIES GIVE A WORD  
ENDING AND VARIOUS LETTERS OR LETTER COMBINATIONS  
IE FIND 6 POSSIBILITIES FOR WORDS ENDING IN **\_EAT**  
USING THE FOLLOWING: **Q, TR, N, B, H, S, CH, W, L, SH**  
(ANSWERS ARE IN BOLD TYPE)

### **MYSTERY WORD...**

LISTEN TO THE WORD...

BEGINNER...

THE AUDIO ASKS THE LEARNER TO SPELL A WORD  
IE "SPELL THE WORD TOO." THE LEARNER IS ALLOWED  
6 MISTAKES AND IS REMINDED OF THE LETTERS THAT  
HE HAS ALREADY USED.

ADVANCED...

THE AUDIO ASKS THE LEARNER TO SPELL A WORD  
IE "SPELL THE WORD FALSE." THE LEARNER IS  
ALLOWED 3 MISTAKES AND IS REMINDED OF THE  
LETTERS THAT HE HAS ALREADY USED.

SENTENCE CLUE...

BEGINNER...

THE AUDIO ASKS THE LEARNER TO DISCOVER AND  
SPELL A WORD MISSING IN A GIVEN SENTENCE. THE  
LEARNER IS ALLOWED 8 MISTAKES AND IS REMINDED  
OF THE LETTERS THAT HE HAS ALREADY USED. IE HE  
HIT THE NAIL \_\_\_\_ THE HAMMER. (ANSWER: "WITH")

ADVANCED...

THE AUDIO ASKS THE LEARNER TO DISCOVER AND  
SPELL A WORD MISSING IN A GIVEN SENTENCE. THE  
LEARNER IS ALLOWED 4 MISTAKES AND IS REMINDED  
OF THE LETTERS THAT HE HAS ALREADY USED. IE THE  
VOTER \_\_\_\_ HER BALLOT. (ANSWER: "CAST")

NO CLUE...

BEGINNER...

THE LEARNER IS ASKED TO SOLVE FOR A WORD BEING GIVEN THE NUMBER OF LETTERS THAT A WORD HAS – LIKE THE HANGMAN. HE IS ALLOWED 10 MISTAKES AND IS REMINDED OF LETTERS THAT HE HAS ALREADY USED.

IE \_ \_ \_ \_ \_ (ANSWER: “LEAVE”)

ADVANCED...

THE LEARNER IS ASKED TO SOLVE FOR A WORD BEING GIVEN THE NUMBER OF LETTERS THAT A WORD HAS – LIKE THE HANGMAN. HE IS ALLOWED 7 MISTAKES AND IS REMINDED OF LETTERS THAT HE HAS ALREADY USED.

IE \_ \_ \_ \_ \_ \_ \_ \_ \_ \_ (ANSWER: “ENVIRONMENT”)

## **WRITE:**

**START A NEW STORY...**

HELP...

IDEAS...

FAMILY AND FRIENDS  
 MY EXPERIENCES  
 WORK  
 GOOD TIMES  
 OPINIONS  
 CHALLENGES  
 MY JOURNAL

WRITE...

PUTS YOU INTO THE WORDPROCESSOR MODE TO START WRITING

OPTIONS...

HELP  
 PRINT  
 READ  
 SPEAK  
 WORD PREDICT

EXIT...  
SAVE  
DON'T SAVE  
USE PASSWORD TO SAVE  
LOCATION (A, B, OR C DRIVE)  
CONTINUE WRITING

**CONTINUE WITH A STORY...**  
BRINGS UP A LIST OF SAVED STORIES

**PRINT...**

**MY STORIES...**  
LIST OF MY STORIES

**OTHER PEOPLE'S STORIES...**  
LIST OF THEMES...  
LIST OF PEOPLE WHO WROTE THE STORIES

**OPTIONS...**

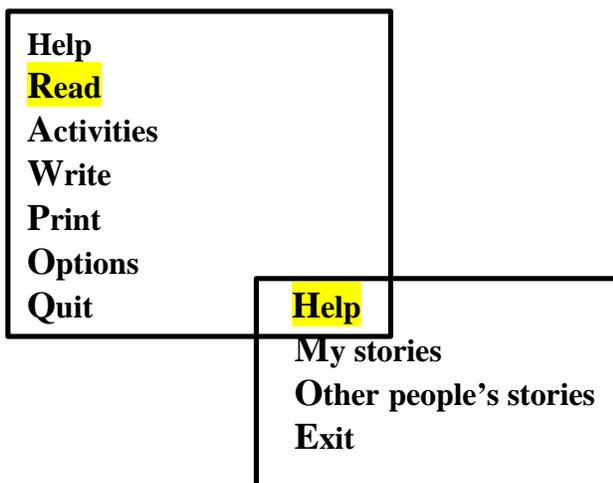
**COMPUTER VOICE...**  
CHOOSE VOICE  
**SCREEN COLORS...**  
**LOCATION FOR MY STORIES**  
**SET MY PASSWORD**  
**ABOUT SARAW**

**\*\* HOT KEYS:\*\***

F1 = MORE INFO OR HINTS  
F2 = REPEAT  
F3 = HELP  
F4 = SPEAK THE MENU HELP LINE  
F10 = QUICK MESSAGE SCREEN (FOR NON-VERBAL STUDENTS)

**CHAPTER 3**READ

MENUS:



The “Read” menu consists of: **Help**, **My stories**, **Other people’s stories** and **Exit**. Using the **Help** section is a good way to introduce learners to S.A.R.A.W.

**Help**

**You can read stories that you have written, or you can read stories other people have written.**

**If you choose one of your stories that has a ♣ symbol beside its name, you will need to enter your password before you can read this story.**

**Most of the “Other people’s stories” were written by other students.**

This **Help** section clarifies how to use the “**Read**” program. We found it helpful for learners to read along with S.A.R.A.W. as it read the **Help** passage in its entirety first (All), then sentence by sentence. Keeping a flow to the language is essential for some learners who have not had the opportunity to develop a storehouse of language. Helen Arnold, in her book entitled

“Listening to Children Reading”<sup>8</sup> in the chapter entitled “What Happens When We Read” says that in order for the reader to show real mastery of reading, he “...must be able to transfer the written word into speech, used with natural intonation. Reading aloud is necessary when learning in order to show the transition from word-by-word attack to this natural flow which indicates understanding.”

Two of the features in this program that we found most useful were:

- “Hit any key” for the computer to stop talking. This feature is very useful if you have chosen the “All” command. The learner is able to pause the voice if he does not understand the message, wants to discuss what he has just heard or needs to take a break.
- “Repeat” command. The computer will reread the last sentence or the last word depending on the command you originally chose. If you chose “All”, it will reread from the beginning of the selection. Rereading is excellent when the learner needs to clarify what he is reading.

Some of the strategies we used with the READ program were:

- Entering reading selections under a learner’s name.

The tutor enters a passage in the Write program. The learner accesses the passage through the READ program. Not only does this allow the learner to “read” selections that he may not have been able to do alone, but it provides the tutor with an opportunity to practice prediction skills. The learner who doesn’t use prediction needs to develop a storehouse of language on which to base predictions. She/he also must have the opportunity to practice the skill. “What do you think it might say?”, DRTA and using close exercises are some strategies that can be used. Predicting will help in reading (including close captions), writing and speechreading situations.

---

<sup>8</sup> Listening to Children Reading by Arnold, Helen. Hodder Stoughton 388 Euston rd. London NW13BH. Distributed by Musson Books 30 Lesmill Rd. Don Mills Ontario, Canada. M3B2T6

The selection may address the learner's interests.

We chose articles from magazines, newspapers, books and learner-written pieces that related to a particular learner's interests as indicated in her Individual Learning Plan. They were typed as written or edited to reflect clearer language if necessary.

We felt that this activity was important in fostering comprehension and word recognition. The learner cannot make sense of what is heard or read if she does not have adequate schema or chunks of knowledge about the subject. "In holistic approaches, reading, writing and oral language are integrated with learning topics of interest. Purposes and materials for reading emerge from students' experiences, needs, goals and interests. Whole texts (stories, articles, signs, lists, poems, forms, and so on) are the starting point for learning. Skills and strategies for reading are taught in relation to those texts.)"<sup>9</sup>

We used this program with a learner who was hard of hearing as well. There are many programs in S.A.R.A.W. that do not require the sound component.

The selection may address an issue related to a class theme or event.

We chose articles from newspapers and memos concerning accessible transit. Transportation issues were of concern to many of our learners. Some of our learners would have had difficulty reading a newspaper article without the help of S.A.R.A.W.

The selection may address particular spelling, vocabulary or grammar needs.

We chose articles from books and magazines that contained certain vocabulary, spelling or grammatical pattern. It is easier to write your own selection when you want to illustrate a particular spelling pattern.

---

<sup>9</sup> Learning Disabilities: Students with Learning Disabilities: a resource book for adult basic education instructors. 1993 Educational Planning and Design Associates Ltd. P.39

The selection may be communication between one learner and another or between tutor and learner.

This was particularly useful when a learner or tutor wanted to send a quick message to the other.

## **Methodology**

- Modified DRTA (Directed Reading-Thinking Activity)<sup>10</sup>

We wrote a one-page newsletter to announce our open house. The newsletter was put on the READ program on SARAW. It may be convenient to enroll a student name such as “class” in the setup program. Any learner can then access the selection for activities such as modified DRTA. The learners were given a paper copy of the newsletter to look at. Put the date on the copy to use for assessment purposes.

Tutor: “What do you think this newsletter might be about?”

(Record responses.)

Tutor: “What makes you think it is a ‘letter’ about...?”

Tutor: “What words on this page do you already know?”

(Encourage the learner to scan the selection and say the words he knows. Highlight words as correctly recognized, if learner miscalls a word that affects the meaning of the passage, respond with a positive such as “That word does look like ‘uncle’, but it is ‘under’.) Review all the highlighted words in the passage. Encourage the learner to use context clues to unlock other words. Keep referring to the general meaning of the passage so that the learner sees this activity as getting meaning from the print. When you have gone as far as you can with unlocking words, go to the READ program on SARAW and read along with SARAW.

---

<sup>10</sup> for more information on DRTA, refer to Learning Disabilities: Students with Learning Disabilities: a resource book for adult basic education instructors. 1993 Educational Planning and Design Associates Ltd. P.65

You can:

- a) Use “All” on the menu to keep the flow of the language and facilitate comprehension.
- b) Use “All” on the menu pressing any key to stop the reading at an appropriate time to continue making predictions about what might come next. Use the F2 key to repeat from the beginning.
- c) Use “Sentence” on the menu and continue the prediction and verifying prediction process associated with DRTA on a sentence by sentence basis. Pressing the F2 will repeat the previous sentence.

If the learner needs more support, reread with S.A.R.A.W. Give the learner the opportunity to read the selection on his own from S.A.R.A.W. or the printed copy.

Provide the learner with a new dated copy of the selection in a couple of days time (period of time may range from one day to a week, depending on the learner’s reading level). Highlight the words the learner already knows. This procedure can be repeated as appropriate. The dated, highlighted copies can be used for evaluating word recognition and comprehension.

- Rebuilding text

This activity should be done with a selection that the learner is familiar with. Using the one-page newsletter as an example:

- a) Do a read-along with the learner and S.A.R.A.W. The learner should have a printed copy of the selection. The selection should have been entered on S.A.R.A.W. WRITE ahead of time. Use the “All” key. Adjust the voice speed in the setup program ahead of time if necessary.
- b) Ask the learner to reread the first chunk of information from the selection. Cut the printed copy at this point. Go through the entire selection in this manner. Try not to make more than 6 cuts. The learner now has a “puzzle” of the selection.

- c) Without using S.A.R.A.W. or a printed copy of the selection, ask the learner to rebuild the selection using the “puzzle pieces”.
  
- d) The learner can check his/her work by listening to S.A.R.A.W. read the selection and following the puzzle to see if it fits. The learner can hit any key to stop S.A.R.A.W.’s reading and then adjust the puzzle pieces.
  
- e) Reread the entire selection with S.A.R.A.W.

## CHAPTER 4

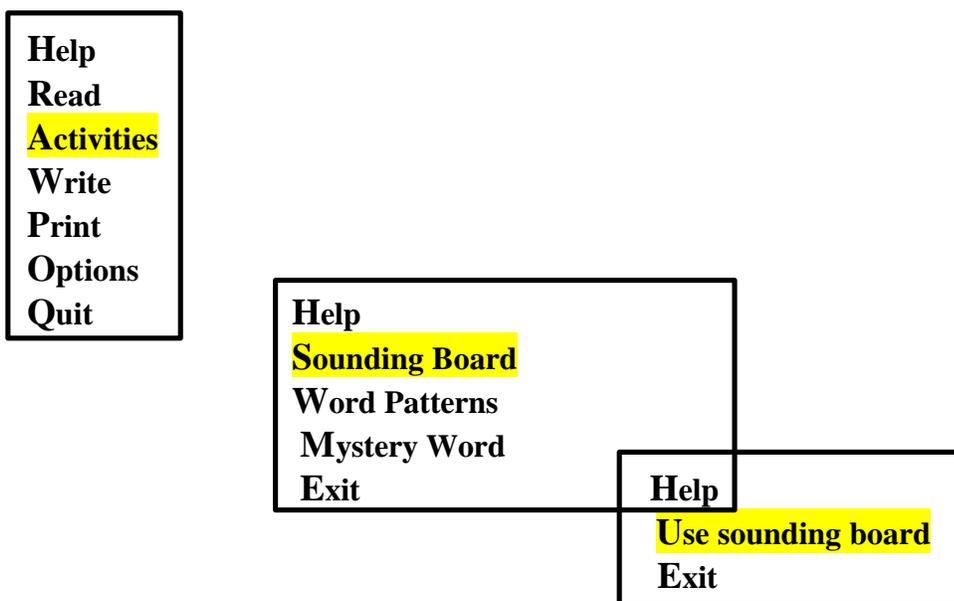
### ACTIVITIES

The ACTIVITIES program on SARAW has three main activities:

- **Sounding Board**
- **Word Patterns**
- **Mystery Word**

#### Sounding Board

MENUS:



When the learner highlights “Use sounding board” and presses the **Enter** key, the screen will display “**One moment...**” and then the sounding board will come up.

The sounding board is a series of boxes containing letters and letter groups with pictures to match the sounds. The sounding board uses the following: all the consonants, long and short vowels, ch, sh, th, ar, er, or, air, aw, oi, oo, and ou. Use the arrow keys to move to the sound that you want to work on. Then press **Enter**. S.A.R.A.W. will say the sound and name the picture. The screen will change to show a larger picture and letters.

**Example:**

(The picture is not exactly as shown.)



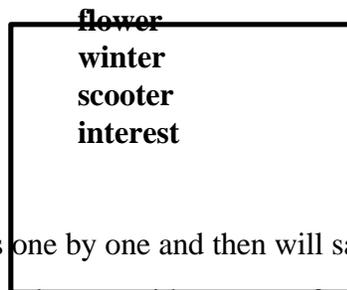
**er**

The S.A.R.A.W. dialogue will be: “er, flower”.

“This is the sound ‘er’.

Listen for the sound *er* in these words.”

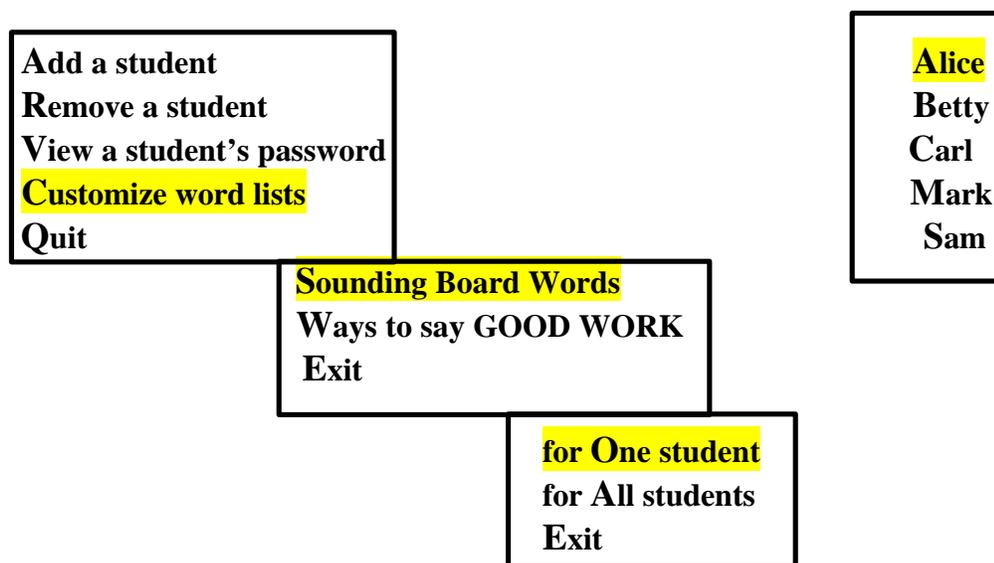
**er**



S.A.R.A.W. will read the words one by one and then will say, “Now you say these words after me.” The words are repeated one by one with a pause after each word. The main sounding board will then appear and S.A.R.A.W. will repeat the sound and picture name.

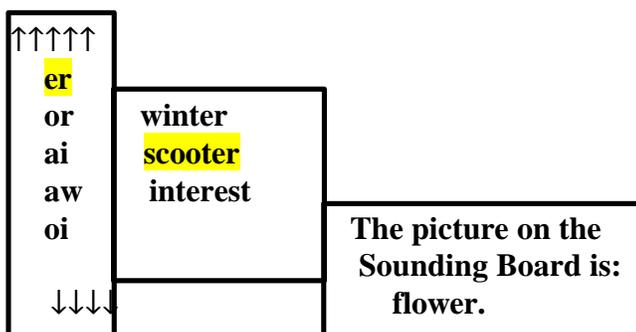
The list of words can be customized to suit individual learners. This is done through the S.A.R.A.W. Setup Program at the main menu or from your drive A if you have opted not to install the setup program on your hard drive.

### S.A.R.A.W. Setup Program Menus:



When you have scrolled to the learner's name and pressed enter, the screen will display a menu of the sounds. Highlight the letter(s) that you wish to edit.

### Example:



When you highlight the word you want to change, a sentence appears at the very top of the screen: **“For example: afternoon, computer, dinner.”** You are not obligated to use the words in the example. You may choose any word that fits the sound pattern and the interests or needs of your learner. If your learner is currently writing about the seasons, you might want to add *summer* to the word list instead of scooter. Highlight the word scooter and a message is displayed near the top of the screen:

**Change this word: scooter\_**

Backspace to delete the word and type in the new word.

NOTE: you cannot change the pictured word.

Being able to change the word lists allows the tutor to use the sounding board to introduce and reinforce vocabulary and spelling. The tutor can change the word lists to include words that the learner is using in his/her reading, writing and spelling activities.

It is essential that all the programs in S.A.R.A.W. be used as part of a comprehensive literacy program and that the learner's use of S.A.R.A.W. be monitored. Tutor intervention is fundamental to maximizing the benefits of the S.A.R.A.W. program.

The Sounding Board Program can be used to reinforce the skills that are learned or introduced in other programs in S.A.R.A.W.:

- to familiarize learners with some of the sounds in words. The tutor may assess that the learner is having difficulty with certain sounds when in the READ, WRITE or MYSTERY WORD programs.
- to reintroduce sounds.
- to practice verbalizing and hearing specific sounds. When the tutor identifies the learner's difficulty with particular sounds, the learner could use the Sounding Board to practice these sounds. By evaluating entries in the WRITE Program we were able to check for spelling patterns. We could then use the sounding board to practice the specific sound or sound groups when applicable.
- to reinforce vocabulary from WRITE, READ, or MYSTERY WORD programs.

The Sounding Board program can be used to introduce and reinforce vocabulary as well as sounds.

- Use vocabulary from other SARAW programs by entering the SARAW Setup Program Menu (see previous page).
- Create a Word Book. A detailed description of how to create a word book is found in the MYSTERY WORD section of this manual (page 62 - 65).

## Word Patterns

MENUS:

**Help**  
**Read**  
**Activities**  
**Write**  
**Print**  
**Options**  
**Quit**

**Help**  
**Sounding Board**  
**Word Patterns**  
**Mystery Word**  
**Exit**

**Help**  
**See and listen**  
**Listen**  
**Think**  
**Make**  
**Exit**

Word Patterns consists of four activities:

- ◇ See and Listen
- ◇ Listen
- ◇ Think
- ◇ Make

There seems to be a progression in difficulty with each version of Word Patterns. See and Listen gives visual and auditory clues for the incomplete word. Listen gives only auditory clues to the incomplete word. Think gives neither the completed word as a visual clue nor does it speak the word.

◇ **See and listen**

Example:

The dialog begins with “Guess words that end with the letters...f t ” as the screen displays a particular pattern.

\_\_ft

**She got a gift for her birthday.**

Then the sentence will be displayed and S.A.R.A.W. will say, “She got a gift for her birthday.”

The next screen will display:

**She got a \_\_ \_\_ ft for her birthday.**

If the learner puts in the incorrect letters, the letters will appear in the spaces and S.A.R.A.W. will read the new sentence.

**She got a foft for her birthday.**

“She got a foft for her birthday.”

“No, try again.”

The correct sentence will appear on the screen.

**She got a gift for her birthday.**

“She got a gift for her birthday.”

**She got a \_\_ \_\_ ft for her birthday.**

If the learner makes another incorrect guess, S.A.R.A.W. will enter the letters the learner chose and read the incorrect sentence. Then it will display the correct sentence and read it.

The “See and Listen” version of Word Patterns helps the learner by:

- Providing the learner with words in context. We found this important for learners with cultural diversity. It reinforces grammar and comprehension.
- Reinforcing spelling patterns. These exercises are useful when used as part of a reading and writing program for a learner who has spelling difficulties.
- Providing auditory feedback. This is especially valuable for an auditory learner.

The “See and Listen” version of Word Patterns can be used in the following ways:

- As an independent activity. If spelling is one of the literacy goals for the learner, this activity can be part of the spelling program. We found it useful to limit time and/or number of questions.
- As a vocabulary builder. The recorded words and sentences could be added to the learner’s personal dictionary.
- As a paired activity. Two learners work together to solve the word puzzle. This exercise could be cooperative or a friendly competition if appropriate. Each learner could have a recording sheet and keep track of their scores.
- As a tutor-directed activity. The tutor could help the learner work through the word puzzle. The tutor could brainstorm with the learner for other words with the same pattern and list them.
- As an assessment tool. The tutor records the learner’s responses on the recording sheet and develops lesson plans based on word patterns that require practice.

- As an independent activity with record keeping. The following recording sheet could be used by the learner to record the sounds she worked on.

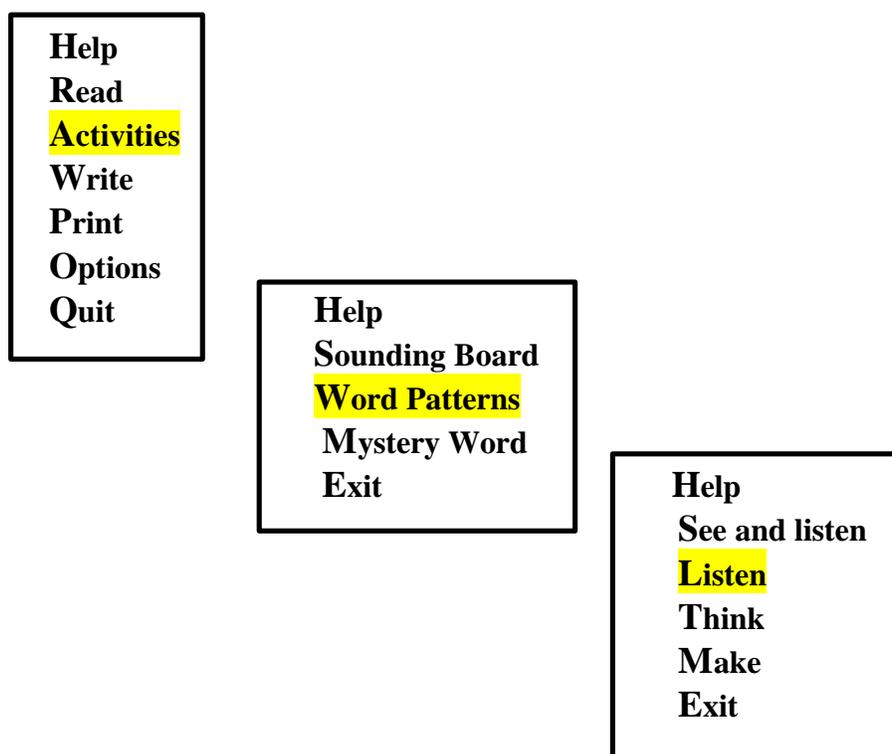
<b>RECORDING SHEET FOR WORD PATTERNS</b>			
<b>Name:</b>		<b>Date:</b>	
<b>#</b>	<b>word</b>	<b>sentence</b>	<b># of tries</b>
1			
2			
3			
4			
5			
6			
7			
8			

◇ **Listen**

The “Listen” version of Word Patterns is very similar to the “See and listen” version.

The program progresses in the same way except that it does not show or say the completed sentence until the end of each exercise.

**MENUS:**



The strategies outlined in the “See and listen” section would apply here. However, this version does not supply as many of the visual clues.

Additional strategies:

- The tutor brainstorms for words with the same pattern and concentrates on verbalizing the list rather than writing it down.
- Words with the same pattern are taped, allowing time for the learner to repeat the words.

◇ **Think****MENUS:**

**Help**  
**Read**  
**Activities**  
**Write**  
**Print**  
**Options**  
**Quit**

**Help**  
**Sounding Board**  
**Word Patterns**  
**Mystery Word**  
**Exit**

**Help**  
**See and listen**  
**Listen**  
**Think**  
**Make**  
**Exit**

In this version of “Word Patterns”, S.A.R.A.W. does not say the incomplete word.

Example:

**He hit the \_\_ail with the hammer.**

S.A.R.A.W. says, “He hit the (pause) with the hammer.

The learner will receive auditory feedback when he has entered a guess at the incomplete word. This is a benefit to the learner for self-correction and for increasing comprehension.

For example:

The learner guesses “m” and forms the word ‘mail’. This is a correct word but does not fit into the sentence. The learner hears, “He hit the mail with the hammer.”

The strategies outlined in the “See and listen” section would apply here. However, this version does not supply as much of the visual nor the aural clues.

Additional strategies:

- Create puzzles to reinforce word patterns that the learner is having difficulty with. These puzzles could be made from index cards and consist of beginning letters and sounds and the word pattern. This will help prepare the learner for the last version of Word Patterns which is “Make”.

Example:

<b>c</b>	
<b>fr</b>	
<b>m</b>	
<b>p</b>	<b>ail</b>
<b>sh</b>	
<b>tr</b>	
<b>d</b>	

The learner records the words he has made. Activities with these words could include the following:

- look up the words in the dictionary to verify that they are true words
- alphabetize the words
- make sentences with three of the words
- make a short rhyme with as many of the words as you can
- time yourself and see how many words you can make in 1 minute.

◇ Make

MENUS:

Help  
Read  
Activities  
Write  
Print  
Options  
Quit

Help  
Sounding Board  
Word Patterns  
Mystery Word  
Exit

Help  
See and listen  
Listen  
Think  
Make  
Exit

The screen for “Make” includes beginning sounds that may or may not match the word pattern.

Example (not exactly as shown):

		<b>FOUND</b>
s		0
sh		
r		
	__eat	
n		
tr		
q		<b>TOTAL</b>
		6

S.A.R.A.W. says, “ Find the 6 correct answers.

The learner cursors down to the letter(s) and presses Enter.

<b>FOUND</b>		<b>0</b>
<b>s</b>		
<b>sh</b>		
<b>r</b>	<b>qeat</b>	
<b>n</b>		
<b>tr</b>		
<b>q</b>		<b>TOTAL</b>
		<b>6</b>

SARAW says, “Qeat is not a word.” The q disappears from the screen.

This process goes on until all the words are found. Each time the learner makes a correct word, S.A.R.A.W. gives verbal acknowledgment.

Basically, the learner cannot loose. This is a low risk activity. The screen at the end of the session will indicate the number of words and guesses:

**6 words, 10 guesses**

S.A.R.A.W. says, “ To make 6 words you needed 10 guesses.”

Refer to page 50 for activities.

## Mystery Word

MENUS:

Help  
Read  
Activities  
Write  
Print  
Options  
Quit

Help  
Sounding Board  
Word Patterns  
Mystery Word  
Exit

Help  
Listen to the word  
Sentence clue  
No clue  
Exit

Help  
Beginner  
Advanced  
Exit

There are three versions of the Mystery Word:

- ◇ Listen to the word
- ◇ Sentence clue
- ◇ No clue

Our learners found the three versions were progressively more difficult.

You may select the beginner or advanced level. Beginner is “the regular game.” Advanced is “a more difficult game.”

At the end of each session, S.A.R.A.W. displays a score board indicating the number of words and number of guesses.

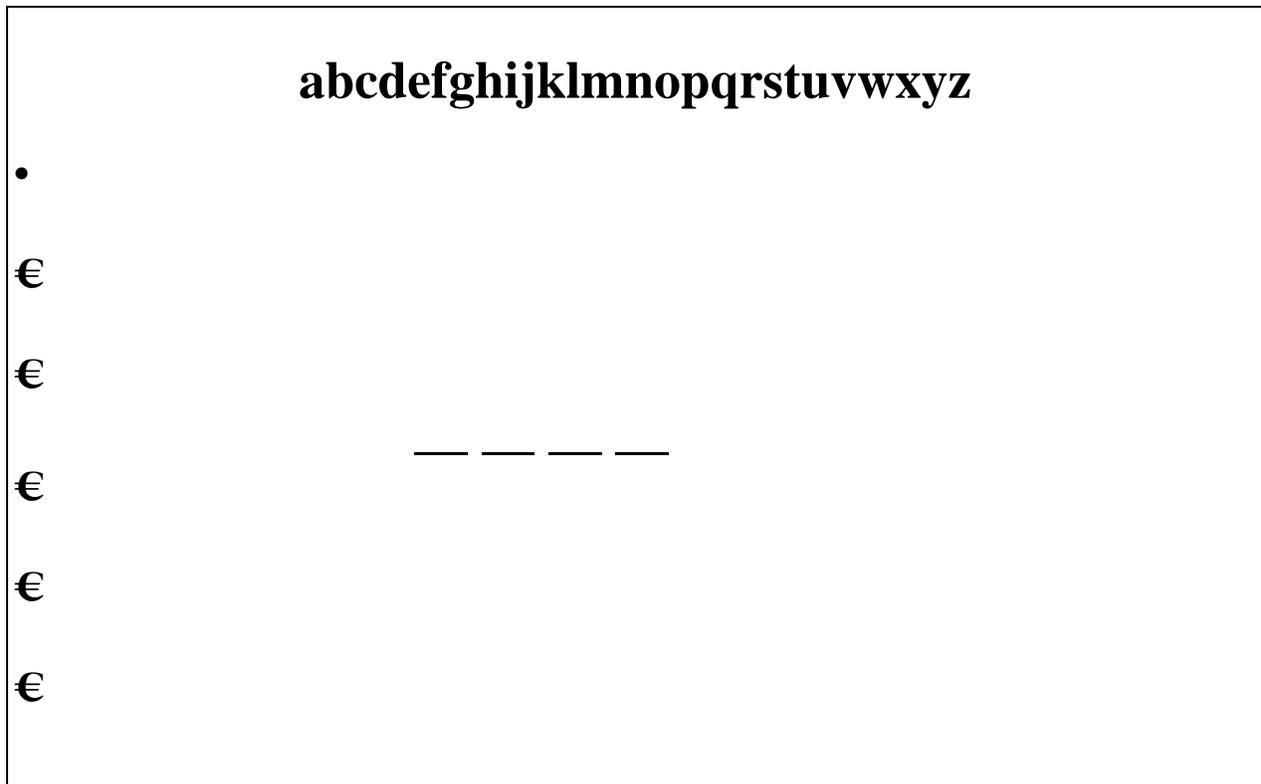
Mystery Word was the favourite game of all of our learners. The learners felt they had accomplished a fun and adult oriented task when they managed to work out the words. We found we had to encourage learners to limit their time on this particular activity so that they would go on to other activities in their lesson plan!

◇ **Listen to the word**

Example:

S.A.R.A.W. says, "Spell the word 'miss'."

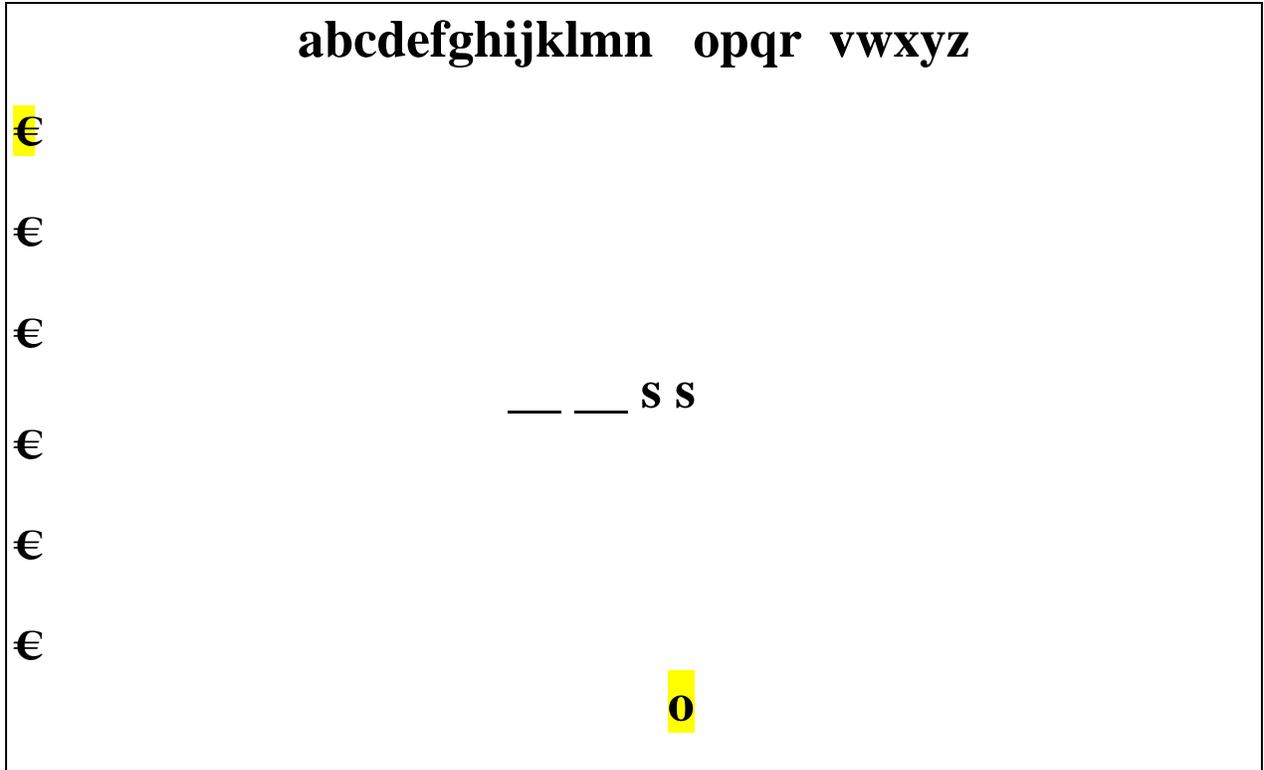
Then the following screen appears:



The learner makes guesses by typing a letter on the keyboard.

If the letter is anywhere in the word, the letter will appear in the correct place.

If the letter is not in the word, S.A.R.A.W. will name the letter, place it at the bottom of the screen and highlight one box.



If you retype a letter you have guessed before, S.A.R.A.W. will say, “ You have already used the letter ‘s’.”

You continue with the game until you have completed the word correctly or until you have used up all your guesses (indicated by all the boxes being highlighted). S.A.R.A.W. shows the mystery word and says, “You have guessed the mystery word ‘miss’”.

◇ Sentence clue

Example:

S.A.R.A.W. says, “The feather pillow was (pause) soft.”

	<b>abcdefghijklmnopqrstuvwxy</b>	
€		
€		
€		
€		
€	<b>The feather pillow was _ _ _ _ soft.</b>	
€		
€		
€		
€		

When you have filled in the missing letters, S.A.R.A.W. says, “Good, you guessed the mystery word ‘very’.

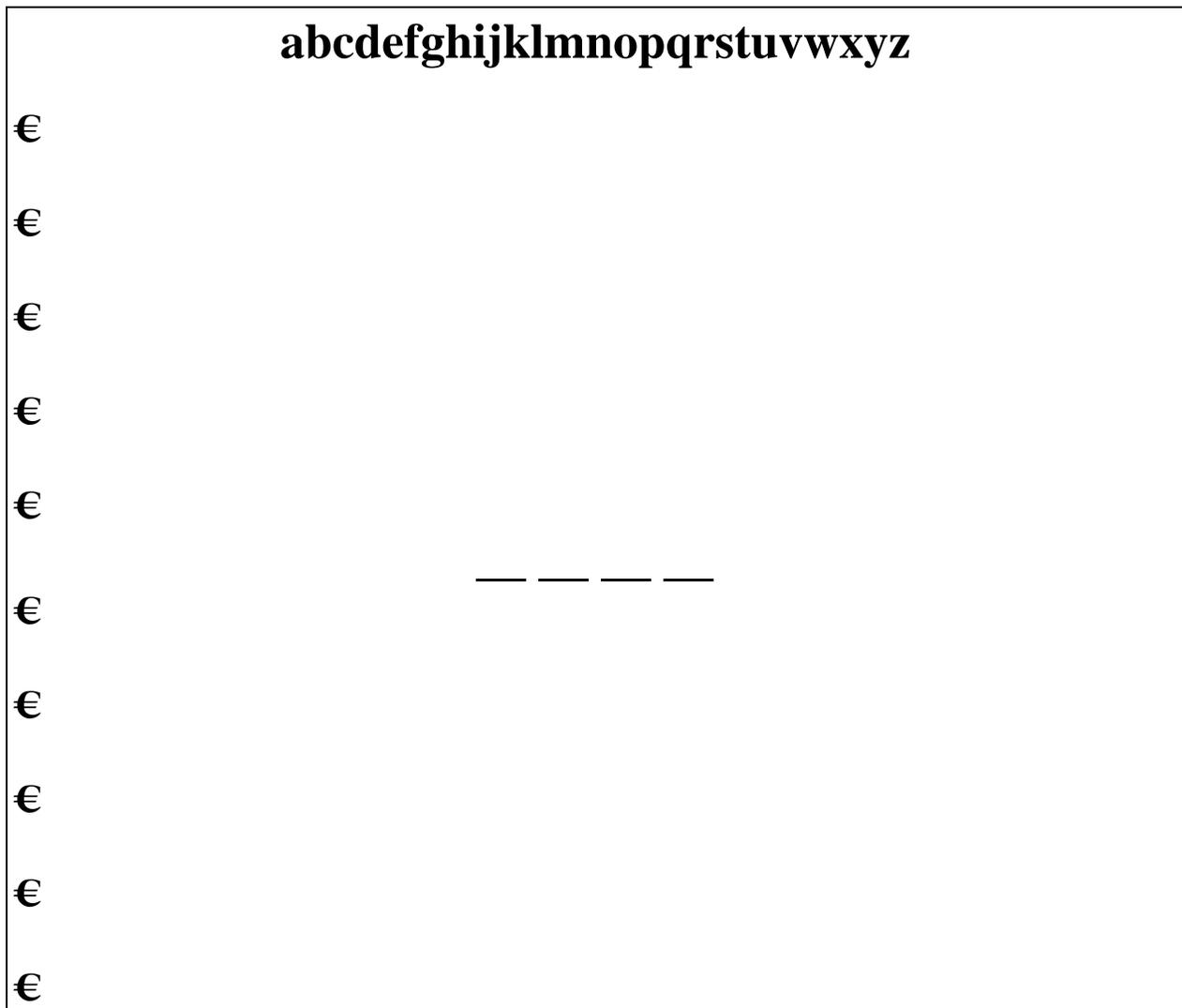
The next screen displays the complete sentence and S.A.R.A.W. reads it, “The feather pillow was very soft.”

◇ **No clue**

This is perhaps the most challenging of the Mystery Word games. S.A.R.A.W. does not give any hints unless you ask for them!

Example:

S.A.R.A.W. does not say anything and the following screen appears.



You get 10 incorrect guesses before S.A.R.A.W. will give you the word.

**Strategies:**

- Some ESL or EAL learners find Mystery Word difficult. Our tutors gave learners hints as to the meaning of the phrases. If that was not enough prompting, they gave the learner a choice of words that might fit in the sentence.
- Use the F2 (repeat) key!
- The F4 key will give you hints. One letter in the mystery word will appear on the screen.
- The F1 key will give you clues as well. For mystery word the clue is, “All words have vowels. The vowels are the letters A,E,I,O,U. The letter Y is sometimes a vowel, usually at the end of the word. Be sure your word has at least one vowel.”
- When appropriate, put words from mystery word into the Sounding Board. (See Sounding Board “S.A.R.A.W. Setup Program Menus on page 42).
- Use the Mystery Word program to assess the learner’s spelling and vocabulary. In order to gain insight into how the learner is spelling, use this simple recording system when using the “Mystery Word” program.

Name \_\_\_\_\_

Date \_\_\_\_\_

**MYSTERY WORD****The word was** \_\_\_\_\_**The guesses were:**\_\_\_\_\_  
1      2      3      4      5      6      7      8**The word was** \_\_\_\_\_**The guesses were:**\_\_\_\_\_  
1      2      3      4      5      6      7      8**The word was** \_\_\_\_\_**The guesses were:**\_\_\_\_\_  
1      2      3      4      5      6      7      8

Look for patterns in the choices. Errors will often indicate a learner's understanding as well as misunderstanding of how words are put together.

For example:

Name _____				Date _____				
<b>MYSTERY WORD</b>								
<b>The word was <u>went</u></b>								
<b>The guesses were:</b>								
<u>a</u> 1	<u>W</u> 2	<u>n</u> 3	<u>t</u> 4	<u>e</u> 5	_____ 6	_____ 7	_____ 8	(enter the letters that were guessed) (indicates the 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> etc. guess)
<b>The word was <u>plan</u></b>								
<b>The guesses were:</b>								
<u>p</u> 1	<u>l</u> 2	<u>e</u> 3	<u>a</u> 4	<u>n</u> 5	_____ 6	_____ 7	_____ 8	
<b>The word was <u>trip</u></b>								
<b>The guesses were:</b>								
<u>d</u> 1	<u>t</u> 2	<u>r</u> 3	<u>e</u> 4	<u>i</u> 5	<u>p</u> 6	_____ 7	_____ 8	

This record sheet seems to indicate that the learner needs practice with short vowels and the sound “tr”. Of course, the tutor will want to gather more work samples. This would include more record sheets from Mystery Word, and writing samples from WRITE.

The tutor could use the other programs on S.A.R.A.W. to practice working with particular patterns.

◆ READ

Enter a short story or several sentences using words with the short vowel sounds. After the learner has read the selection with S.A.R.A.W., print it out. Highlight all the words with the short vowel sounds. Repeat this procedure with “dr” words.

◆ SOUNDING BOARD

Put Sounding Board activities in the learner's lesson plans. Concentrate on the short vowel sounds.

Substitute short vowel words or words beginning with "tr" for words in the Customize word lists of the Setup Program.

◆ WRITE

Brainstorm to other words that begin with "tr". Type these on the WRITE program. Let S.A.R.A.W. read the words to the learner.

Do a "respond to writing" activity.. Create a dialog by "talking" through S.A.R.A.W. (something like writing notes back and forth in grade school). .Try to incorporate words that contain the patterns you are trying to practice.

• Mystery Word Books.

Use the mystery words that are the most intriguing to the learner to develop a personalized book to increase vocabulary and comprehension. You could start with just the word or start with sentence. Use a computer graphics program if applicable.

**Example:**

"Listen to the word"

Choose words that fit criteria based on the learner's reading level and learning goals:

- |                        |  |
|------------------------|--|
| a) high interest words | words that the learner found interesting or related to     |
| b) pattern words       | words that follow a particular spelling or sound pattern   |
| c) theme words         | words that the learner would likely use in his own writing |

**Step 1**...organizing the word book.

A 3 ring binder is a good way to organize the learner's word book.

The first page would be a table of contents. In this example we are creating a pattern word book.

The table of contents would look like this:

<b><u>WORDS THAT END IN "ING"</u></b>	
Page 1	_____
Page 2	_____
Page 3	_____
Page 4	_____
Page 5	_____
Page 6	_____
Page 7	_____
Page 8	_____
Page 9	_____
Page 10	_____

**Step 2**...Entering words into the word book.

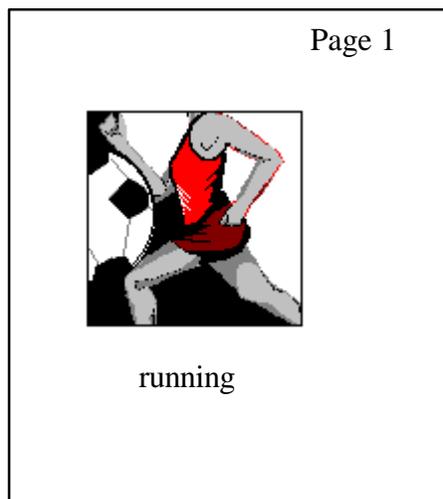
Mystery Words with an “ing” ending are entered on the table of contents page as they are found.

As each entry is made, the learner would create a page in his word book as well.

<b>WORDS THAT END IN “ING”</b>	
Page 1	<i>running</i> _____
Page 2	_____
Page 3	_____
Page 4	_____
Page 5	_____
Page 6	_____
Page 7	_____
Page 8	_____
Page 9	_____
Page 10	_____

<i>Page 1</i>
<i>running</i>

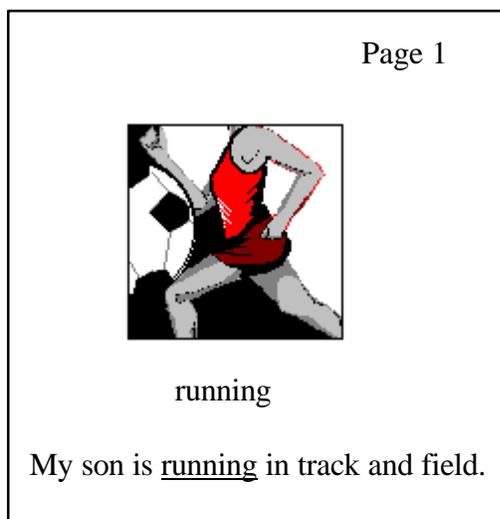
Add graphics to each page as you add a new word. We found very reasonable computer graphics programs. These proved to be very valuable to the program.



Continue adding one word per page until you have all 10 pages with a target word on each page. Review the entire book at each class. Do not enter a new word if the learner has not mastered the words that are in the book already.

**Step 3**...adding a sentence.

Start to add sentences to the pages only after the learner can read the entire book (consisting of just the single words).



Add a sentence at a time to each page. Review the previous pages before adding any new sentences. Underline or circle the target word in the sentence. Some learners may want to add more than one sentence to each page. Eventually you will have a 10-page book with illustration, target word, and sentence on each page.

**Step 4**...eliminating the picture clues.

When the learner has mastered his entire book, take away the picture clues. You can either cut off the picture or photocopy the book without the pictures. Reread each class until mastery.

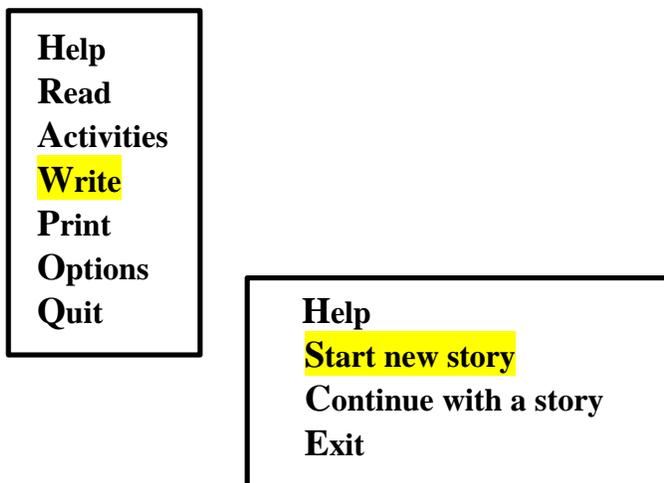
**Step 5**...embellishing the story.

The tutor and learner may decide to embellish this book and turn it into more of a story. They may want to take one page and turn it into a story. They may choose to use as many of the target words as they can to create a new story.

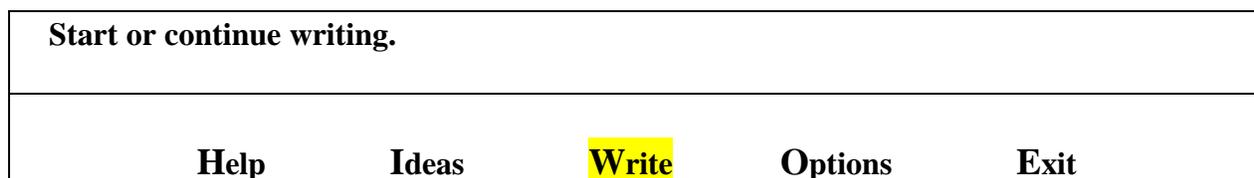
## Chapter 5

### Write

**MENUS:** (hitting the Escape key while in the drop down menus or the Write typing screen will bring you back to the top menu).



When the learner highlights “Start new story” and presses the Enter key, the screen will display the following screen comes up:



‘Write’ is automatically highlighted and S.A.R.A.W. says, “write”.

Hit the Enter key and the cursor will go to the blank part of the screen and the learner can begin to type.

There are several options available to the learner. When the Write screen comes up, the learner may move to other parts of the menu using the left and right arrow keys or by typing the first letter of the menu item. It may be helpful to explore the other parts of this menu before you go to the Write screen.

The following is an explanation of menu items:

\* **Help**

**(More information about your choices.)**

When you choose Help, the following menu comes up:

<b>Help</b>	<b>Word</b>	<b>Sentence</b>	<b>All</b>	<b>Repeat</b>	<b>Exit</b>
-------------	-------------	-----------------	------------	---------------	-------------

Choose All to have the entire Help passage read.

(Hitting any key will cause the voice to stop at the end of the sentence. Press Enter to resume.)

Choose Sentence to have the passage read sentence by sentence.

(You must hit the Enter key to get the computer to read the next sentence.)

Choose Word to have the passage read word by word.

(You must hit the Enter key to hear the next word).

The Help passage is as follows:

<u><b>Help</b></u>
<b>You can write your own stories.</b>
<b>Choose “Ideas” if you want hints to help you write.</b>
<b>Choose “Write” to start, or continue writing a story.</b>
<b>Choose “Options” if you want to “Print your story, “Read” your story, or “Speak” the letters, words, or sentences you are writing.</b>
<b>Choose “Exit” when you want to stop writing.</b>
<b>While you are writing, you can press the F1 key to see a list of special keys that make writing faster and easier.</b>

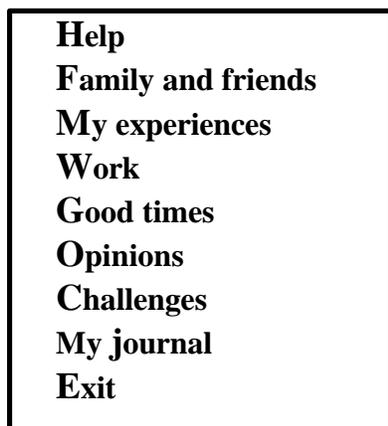
We highly recommend using this Help passage with your learners. It is well-written, plain writing. In itself, it is a good example of a reading for comprehension exercise. It is something to refer to on a regular basis.

\* **Ideas**

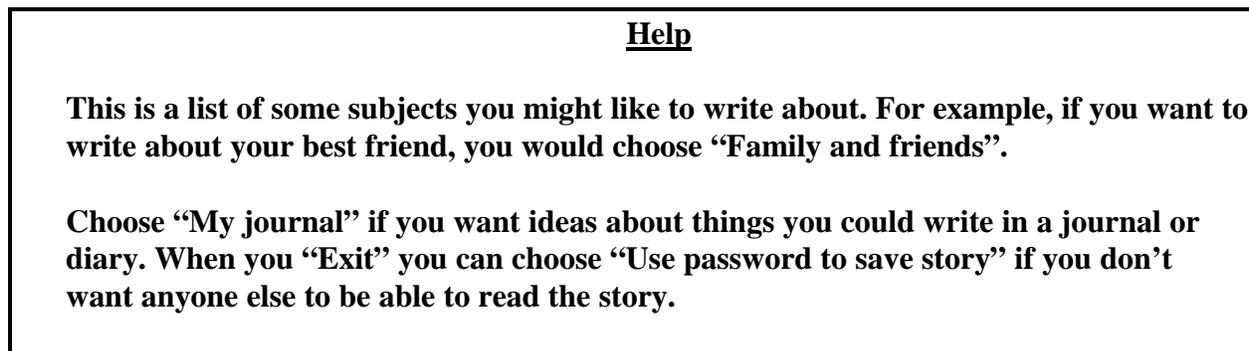
(Ideas and hints to help you write.)



When you choose Ideas the following menu comes up:



Again, the Help passage is very useful. The Help passage reads as follows:



Generally, all the topics follow the same format. We will go through the menu items that a learner may use for the topic “Family and friends.” Here is the screen that comes up when the learner chooses “Family and friends”.

**Help**  
**Family and friends**  
**My experiences**  
**Work**  
**Good times**  
**Opinions**  
**Challenges**  
**My journal**  
**Exit**

**Help**  
**Things you could write about**  
**Questions you could answer**  
**Words to help you**  
**Exit**

The Help passage reads as follows:

**Ideas**

**Here are some things you could write about and some questions you might like to ask yourself before you write. You can answer these questions in your writing or you can write about your own ideas.**

**Often it helps to write down your ideas as you think of them. Then you can organize and change this writing to make it more interesting and to have it make better sense to other people.**

**Don't worry about making your writing perfect at first. Your ideas are more important than being right. Your teacher or tutor can help you to change these stories so they make better sense to other people. Don't be afraid to write down your thoughts and feelings. Students, just like you, wrote the stories you have been reading.**

**You may want to use the “Read” part of this program and “Other people’s stories” to give you ideas for your own writing.**

This Help passage reinforces effective writing strategies. It makes it “okay” to just get your ideas down and not concentrating on sentence structure and spelling. It also sets the stage for editing

original drafts, something that may seem threatening to some learners. It is sometimes helpful to be able to refer back to this passage when a learner needs support.

### **Help**

#### **Family and friends**

**My experiences**

**Work**

**Good times**

**Opinions**

**Challenges**

**My journal**

**Exit**

### **Help**

#### **Things you could write about**

**Questions you could answer**

**Words to help you**

**Exit**

The following screen comes up when you enter “Things you could write about”.

### **Ideas**

- 1. Describe or tell about your family or your friends.**
- 2. Choose one specific person in your life and write about that person.**
- 3. Imagine the perfect family. Write about what makes them right for you.**

These ideas lead naturally to brainstorming. This is a great way for a small group of learners or learner and tutor to share ideas. The tutor can write down the learner's ideas as she says them. Later, these ideas can be categorized to begin adding some basic structure to the writing. This is a way to introduce the idea of paragraphs as well.

**Help**

**Family and friends**

**My experiences**

**Work**

**Good times**

**Opinions**

**Challenges**

**My journal**

**Exit**

**Help**

**Things you could write about**

**Questions you could answer**

**Words to help you**

**Exit**

The following screen appears when you enter “Questions you could answer”.

---

### Ideas

#### **FAMILY**

1. Do you have brothers or sisters?
2. Who is in your family?
3. Who lives in your home?
4. Is there anyone who isn't family but feels like family?
5. Are your parents alive?
6. Do you have or have you had any pets?
7. Do you have grandparents? Aunts? Uncles? Cousins?
8. Who are you close to in your family?
9. Do you know the history of your family?
10. What kind of people are in your family?
11. What does your family like to do together?
12. What is special about your family?

#### **FRIENDS**

1. Who are your friends?
2. Do you have one special friend? What is that person like?
3. What do you look for in a friend?
4. Do you have any friends that live far away?
5. Why do you need friends?
6. What makes a good friend?
7. Are you a good friend? Why? Why not?
8. What do your friends do?
9. What do you talk about with your friends?

Can you think of other questions?

This Idea passage provides the learner with many things to think about. The learner and his tutor can brainstorm for ideas and write them down. The tutor may record the learners thoughts for him, or the learner can write them himself if appropriate.

This can be an oral activity as well. S.A.R.A.W. will read the questions and the learner can answer them orally. This was a good activity for our ESL learner who had some difficulty forming questions and forming answers to questions. The tutor and learner can take turns answering the questions. This not only provides the learner with a good model but also helps the learner and tutor get to know each other.

The questions could be categorized. Copy the questions out and have them ready for the lesson. The learner can read along with S.A.R.A.W. to become familiar with all the questions. Add any additional questions that the learner has thought of. Cut the questions into strips. There should be one question on each strip of paper. Put one strip on the desk. Ask the learner, “Is there another question that goes with this one?” When the learner volunteers an answer, ask him how they go together. Continue in this manner until you have all the questions in categories.

There is no right or wrong way to categorize. The learner may categorize according to the first word; all the questions that begin with “do” in one category, all the questions that begin with “what” in another etc. Or the learner may categorize in themes placing all the questions that have to do with feelings in one category and all the questions to do with activities in another etc. The point is not to have “correct” categories, but rather to give the learner an opportunity to explore how the questions are put together and how he can use them in his writing.<sup>11</sup>

---

<sup>11</sup> People Reading Series Instructor’s Manual #4 People Work At...by Darlene Stevens and Terrie Moar.

**Help**

**Family and friends**

**My experiences**

**Work**

**Good times**

**Opinions**

**Challenges**

**My journal**

**Exit**

**Help**

**Things you could write about**

**Questions you could answer**

**Words to help you**

**Exit**

## Ideas

**old, young,**

**tall, short,**

**fat, thin.**

**hair: color, texture, length, curly, straight.**

**face: shape, expression: happy, sad, grumpy, cheerful, tired, worried.**

**eyes: shape, size, color, glasses.**

**nose: big, small, round, pointed, long, short.**

**mouth: shape, lips, teeth, smile, frown.**

**skin: wrinkled, smooth, hairy, color, pimples, freckles, moles.**

**personality: cheerful, miserable, depressed, eager, happy, sad. quiet, questioning, boring, stubborn, mean, rebellious. creative, bossy, crazy, strange. forceful, strong, mature, confident.**

**Think of words to describe things they do:**

**Hobbies.**

**How they talk.**

**Things they say.**

**How they walk.**

**Clothing they wear.**

**Can you think of other descriptive words?**

The “Words to help you” passage can be used in a variety of ways:

- a) Brainstorm for more descriptive words under each heading. Categorize under specific headings. The tutor chooses the categories and the learner places the descriptive words under the appropriate categories. Include brainstormed words as well.
- b) Make sentences using as many words as you can from a category.
- c) Draw a face using words from the categories.
- d) Draw a word from the categories. Example: *small*.
- e) Using a list of the words, write the opposites or synonyms. This activity could be done on the WRITE program.
- f) Take one category and expand on it. Example: Eyes: shape, size, color, glasses.  
Shape: round, oval, squinted etc.
- g) Collect pictures of people. The learner can match the words to the pictures as appropriate.
- h) Use the passage under “Think of words to describe things they do:”. Use the questions to describe a soap opera character, a politician, a movie star or someone you admire.
- i) Look up the words in the dictionary.

\* **Options**

Menus:

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

<b>Help</b>
<b>Print</b>
<b>Read</b>
<b>Speak</b>
<b>Word predict</b>
<b>Exit</b>

<b><u>Help</u></b>
Choose “Print” if you want to print your story on paper.
Choose “Read” when you want the computer to read what you have written.
Choose “Speak” if you want the computer to say the letters, words, or sentences you are writing.
Choose “Word predict” if you want the computer to try and predict the words you are typing. This may help you to spell words, or to type them in faster.

You can use this Help passage as a comprehension exercise.

Ask the learner to read along with the computer as it reads the Help passage. Hit the Enter key to get back to the menu.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

<b>Help</b>
<b>Print</b>
<b>Read</b>
<b>Speak</b>
<b>Word predict</b>
<b>Exit</b>

Ask the learner questions either orally or written. If done orally, the tutor can model the directions or the learner could demonstrate his understanding by performing the tasks. If done in writing, the learner could answer the questions and then test his answers by performing the tasks.

Some questions might be:

1. How many different things can you do in this menu?
2. When would you select "Print"?
3. What do you think the computer will do when you select "Read"?

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

<b>Help</b>
<b>Print</b>
<b>Read</b>
<b>Speak</b>
<b>Word predict</b>
<b>Exit</b>

### **Print (Print this story on paper.)**

The computer will print the learner's story onto the printer that it is connected to.

The learner can put a hard copy of his story into his portfolio.

The tutor can make a hard copy for assessment purposes to plan the next lesson.

The learner can retype the hard copy on a software program that has graphics.

The tutor can enlarge the print for learners who need larger or bolder print.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

<b>Help</b>
<b>Print</b>
<b>Read</b>
<b>Speak</b>
<b>Word predict</b>
<b>Exit</b>

**Read (Speak all the sentences.)**

<b>Help</b>	<b>Word</b>	<b>Sentence</b>	<b>All</b>	<b>Repeat</b>	<b>Exit</b>
-------------	-------------	-----------------	------------	---------------	-------------

The computer will read the learner's entire entry.

We found this helpful when the learner seemed to lose his/her train of thought or flow of ideas.

The computer gives the aural input and that sometimes sparks the imagination or brings back the train of thought.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

<b>Help</b> <b>Print</b> <b>Read</b> <b>Speak</b>
--

<b>Help</b> >>Letter by Letter >>Word by Word Sentence by Sentence Exit
---

<b>Help</b>	<b>Word</b>	<b>Sentence</b>	<b>All</b>	<b>Repeat</b>	<b>Exit</b>
-------------	-------------	-----------------	------------	---------------	-------------

### Help

Choose "Letter by Letter" if you want the computer to say each letter you type.

Choose "Word by Word" if you want the computer to speak each word you type.

Choose "Sentence by Sentence" if you want the computer to speak each sentence you type.

You can make one or all of these choices. To make a choice, press the ENTER key. This symbol >> appears beside a choice to show that it is selected. If you press the ENTER key again, this symbol >> will appear.

This option sets the speaking pattern for the reading of the learner's passage. We did not have cause to use the "Letter by Letter" feature. This could prove helpful when a learner is concentrating on spelling, or for a beginning reader in learning his alphabet.

The "Word by Word" feature allowed learners to hear each word as it was spoken. Many learners used this as a spelling check. If the word didn't sound right, they went back and fixed it immediately. The "Word by Word" feature was not helpful for learners who needed to keep a flow in their writing. Sometimes, this feature was disruptive. We usually turned it off when the tutor was doing the typing of a learner's experience story. This allowed for a more continuous flow to the language.

The "Sentence by Sentence" feature was the most popular with the learners. It was a good feature in promoting sentence structure. The learner was able to hear one complete thought as the computer spoke the entire sentence. Sometimes a learner would decide that what he heard didn't really makes sense and went back to fix it up.

Most of the time we used the "Word by Word" and "Sentence by Sentence" feature together.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

<b>Help</b>
<b>Print</b>
<b>Read</b>
<b>Speak</b>
<b>Word predict</b>

<b>Help</b>
<b>Off or On</b>
<b>Location</b>
<b>Words to show</b>
<b>My words</b>
<b>Exit</b>

### Help

**This menu allows you to choose your preferences for the “Word Prediction” feature on S.A.R.A.W. If you turn the word prediction feature on, the computer will watch the keys you press and try and predict what word you want to type. If you see the word you want in the word prediction window, then press the number beside this word, and the computer will finish typing the word for you.**

**Choose “Off or On” to turn the word prediction off or on.**

**Choose “Location” to set where the word prediction window will appear on your screen.**

**Choose “Words to show” to set the maximum number of words that will appear in the word prediction window.**

This Help passage can be used to assess comprehension by asking the learner questions about the content, either orally or in writing.

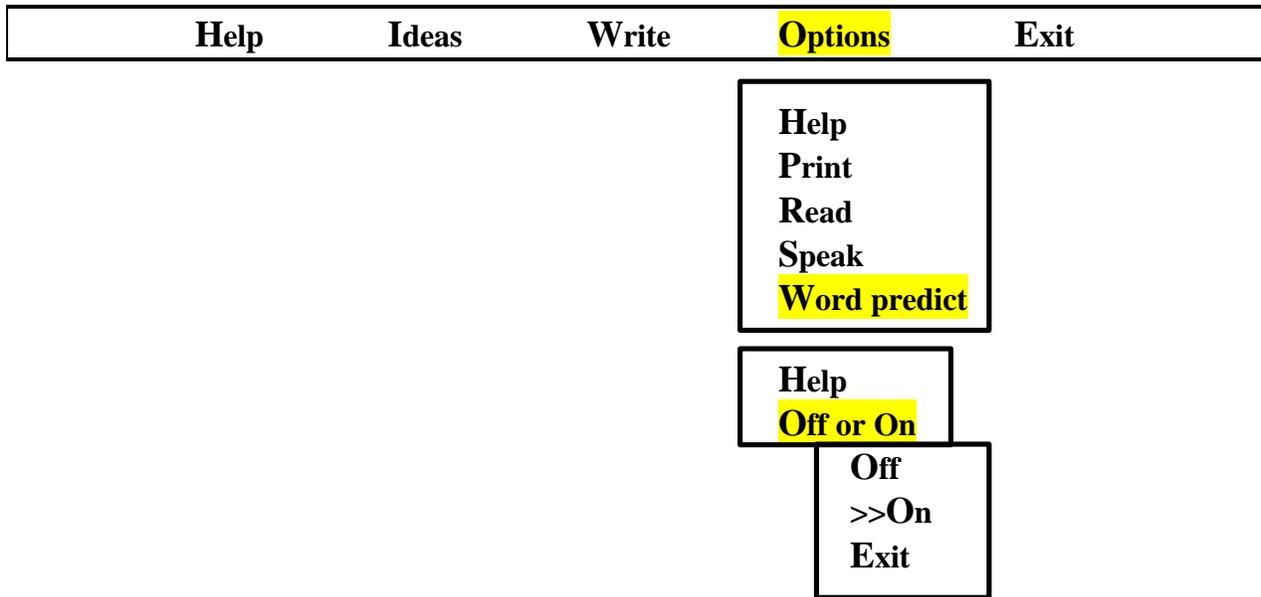
This passage lends itself to a cloze exercise as well. Blanking out the feature names would indicate the learner’s understanding of the passage.

**This menu allows you to choose your preferences for the “Word Prediction” feature. on S.A.R.A.W. If you turn the \_\_\_\_ prediction feature on, the computer will watch the keys you press and try and predict what word you want to type. If you see the word you want in the word prediction window, then press the number beside this word, and the \_\_\_\_\_ will finish typing the word for you.**

**Choose “\_\_\_\_\_” to turn the word prediction off or on.**

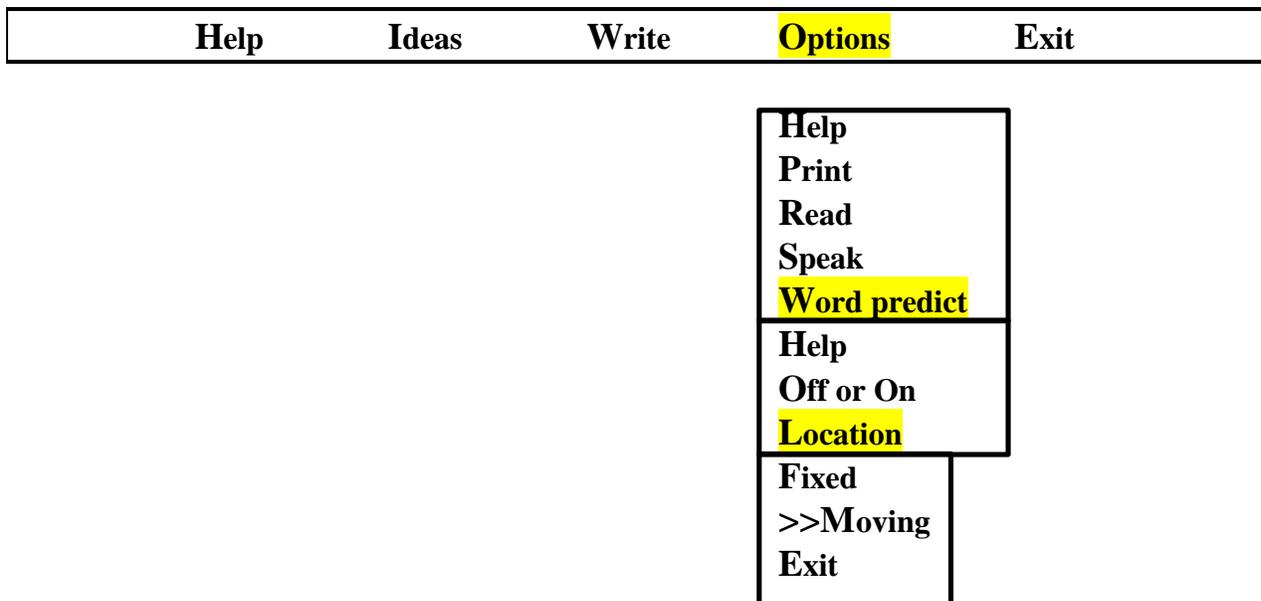
**Choose “\_\_\_\_\_” to set where the word prediction window will appear on your screen.**

**Choose “\_\_\_\_\_” to set the maximum number of words that will appear in the word prediction window.**



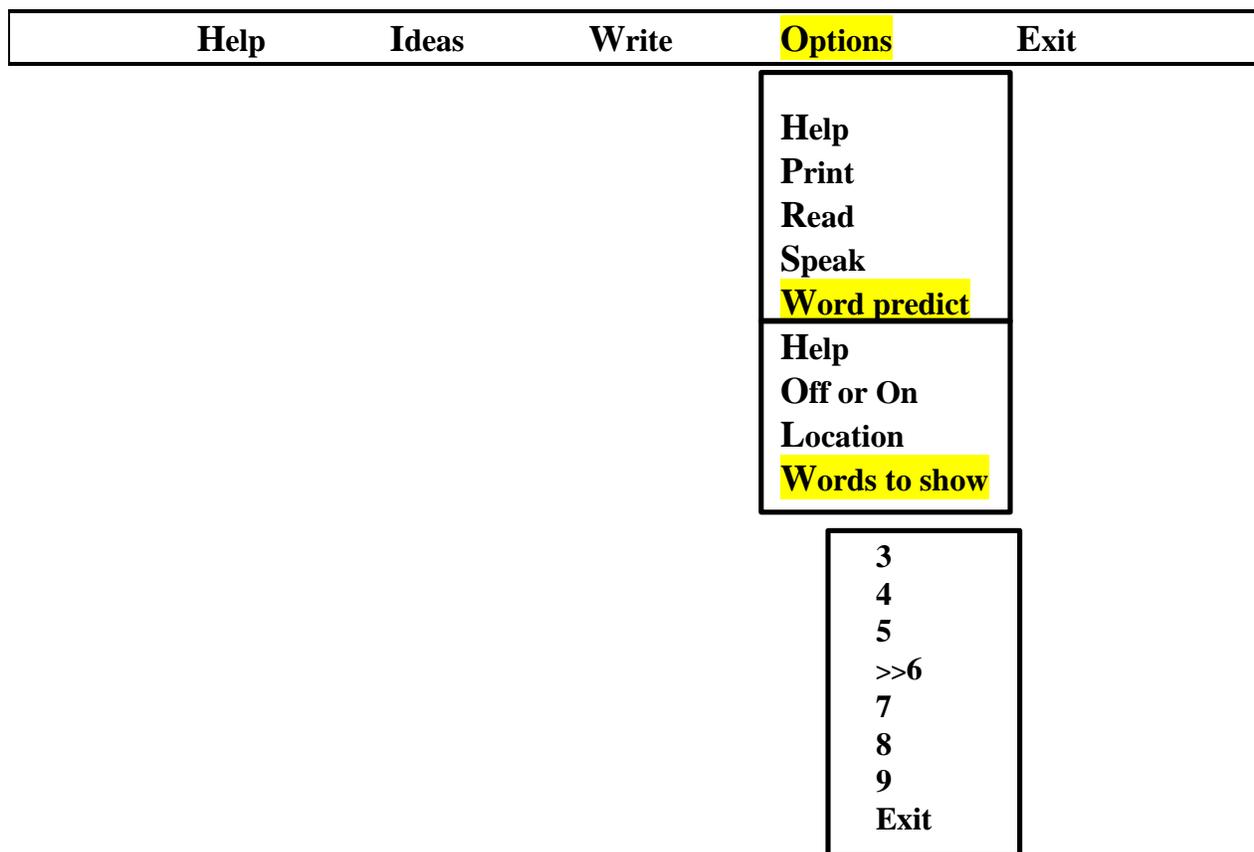
The learners in the program found the word prediction very helpful. It was a useful tool for spelling. Learners who had difficulty typing for long periods of time, took advantage of being able to type in the number beside the word and have the computer finish typing the word.

If a learner finds too much print distracting, the word prediction can be shut off or the number of words shown can be put to a minimum.



When “Fixed” is selected, the word predictions always appear at the top right hand of the screen. Some learners may find this less distracting. Others may find that having to look up and over to the side of the screen makes it more difficult to transfer the information.

When “Moving” is selected, the word predictions appear to the right and slightly below the word that is being typed. Our learners found this feature suited them. The print is close and seemed to be easily transferable.



This feature allows you to choose the maximum number of words that will come up in the word predictions. We found 6 to be about right. This number gave the learner a variety of choice but did not clutter the screen. Some learners may need to start with just 1 prediction.

\* **Write**

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

This is the highlight of the S.A.R.A.W. technology. Learners are able to see and hear their thoughts as they type them.

Some strategies that we found useful were:

- Tutors typing for the learners. The learner communicates his story to the tutor and the tutor types. This works well for learners who are just beginning to read and write. We found it effective to type sentence by sentence rather than word by word for learners who had speech difficulties. The tutor waited for the learner to get the entire sentence spoken and then typed it. The learner was concentrating on getting the words spoken, not on the print.
- The keyguard was helpful for a few of our learners. A learner may want to use a pencil or other pointer with the overlay as well.
- Refer to APPENDIX A (pages 25 to 27) of the S.A.R.A.W. Teacher/Tutor Manual for information on the programs developed by the Neil Squire Foundation as part of S.A.R.A.W..<sup>12</sup>
- Comprehension check: when the learner has written her story, ask her to tell you what she wrote about before she rereads it. This exercise will also help the learner in reading the selection, as it prepares her for the vocabulary she will encounter.
- Use the Write program to play word games. Type 2 or 3 words that are in the same category. Ask the learner to add to the list verbally, using sign or type.

---

<sup>12</sup> SARAW Speech Assisted Reading And Writing Teacher/Tutor Manual, Neil Squire Foundation

- Use the Write program to do first drafts. You have the advantage of the voice and word prediction feedback. The finished selection could be done on another word processor if a certain font or graphic is required.
- For more ideas on writing activities refer to “The Right to Read Tutor’s Handbook for the SCIL Program.”<sup>13</sup>
- For pre-writing and editing ideas refer to “Adult Literacy Handbook for Students and Tutors.”<sup>14</sup>
- Use the F1 key for more information on how to use the keyboard. It is like having a mini computer course at your fingertips. The F1 passage reads as follows:

---

<sup>13</sup> The Right To Read Tutor’s Handbook for the SCIL Program, Written and compiled by Tracy Carpenter, 1996 Frontier College. ISBN 09-921031-00-9

<sup>14</sup> Adult Literacy Handbook for Students and Tutors Fourth Edition, by Anita H. Pomerance Center for Literacy, Inc. 636 South 48<sup>th</sup> Street Philadelphia, PA 19143

**Pressing the Escape key takes you out of the writing screen up to the choices at the top of your screen.**

**The single flashing line that shows you where you are on the writing screen is called the cursor.**

**There are two different keys you can use to correct mistakes.**

**The Backspace key erases the letter on the left side of the cursor. The Delete key erases the letter underneath the cursor.**

**There are many different keys you can use to move around the screen without making any changes.**

**You can use the Up, Down, Left and Right arrow keys to move one space in any direction.**

**The Page Down key moves you down to the next page of your story. The Page Up key moves you to the previous page of your story.**

**The Home key takes you to the beginning of a line. The End key takes you to the end of a line. The Enter key moves you down to the beginning of the next line.**

**Each time you press the Insert key, you change back and forth between Insert and Type Over mode. When you start writing, you will be in Insert mode. This means that when you type letters in the middle of a sentence the other letters and words move over to make room for what you are typing. Type Over mode means that when you type letters in the middle of a sentence, you will type over top of the letters and words that are already there.**

- Ask the learner what she knows about the keyboard. Verify or expand what she knows by using the F1 key information.
- Photocopy the F1 key information. Use it as a comprehension exercise as the learner works through using the different keys.

- Make a small reference book using the F1 passage. Each page of the book would have one hint on it. The print should be enlarged. The pages could be tabbed with the key name on each tab. The book should have an index with key names and page numbers for easy reference. The learners and tutors could create this reference book and make use of it in their lesson plans. The learner would have the opportunity to gain an understanding of how books are put together. Use computer or hand drawn graphics where applicable.
- Make a cloze exercise using the F1 key passage.

**Pressing the \_\_\_\_\_ key takes you out of the writing screen up to the choices at the top of your screen.**

**The single flashing line that shows you where you are on the writing screen is called the \_\_\_\_\_.**

**There are two different keys you can use to correct mistakes.**

**The \_\_\_\_\_ key erases the letter on the left side of the cursor.**

**The \_\_\_\_\_ key erases the letter underneath the cursor.**

- Put the missing words on small cards for some learners. The learner can pick up the card and put it in the proper space. Or the learner can point to the card he chooses to put in the space.
- Use F2 key to repeat the last thing spoken by the computer.
- Use the F3 key when a learner needs phonics help. It will take you directly to the Sounding Board. Hitting the Escape key will bring you back to the writing screen.

- Use the F10 key to get a quick message screen. The screen will take up to 27 characters. Type the message and hit Enter. The computer will read the message. Hit Enter again and the quick message screen will clear so that you can type another short message or reply to the first message. Hit Escape and the quick message screen will disappear and you'll be back to the writing screen. This is very helpful when a non-verbal learner needs to communicate a need.
- Make a list of the special keys and their function. Keep it by the computer for learner and tutor reference.
- Type in reading selections that the learner wants to read. See the READ section in this manual.

\* **Exit**

When the learner is finished writing, he hits Escape and goes to the top menu. He scrolls over to Exit. The following menu appears when the Enter key is pressed.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

**Help**

Save this story  
 Don't save this story  
 Use password to save story  
 Location for my stories  
 Continue writing

**Help**

**Most of the time you will want to choose "Save this story" This will make a copy of your story on a disk, so that you can come back later and make changes.**

**If you have chosen "Start new story" and then choose "Don't save this story", all of this story will be thrown away.**

**If you have chose "Continue with a story" and then choose "Don't save this story", all the changes you made to this story will be thrown away. There will still be a copy of this story on the disk, but without any changes you have just made.**

**Choose "Use password to save story" if you don't want anyone else to be able to read this story.**

**Choose "Continue writing" if you want to go back and make more changes to this story.**

This Help passage can be used to assess comprehension by asking the learner questions about the content, either orally or in writing.

This passage lends itself to a cloze exercise as well. Blanking out the feature names would indicate the learner's understanding of the passage.

When the learner selects “Exit”, the cursor automatically goes to “Save this story” and the following screen appears:

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

<b>Help</b> <b>Save this story</b> <b>Don't save this story</b> <b>Use password to save story</b> <b>Location for my stories</b> <b>Continue writing</b>
<b>Story name: _</b>

When the learner types in the story name and presses enter, the screen goes back to the menu:

<b>Help</b> <b>Read</b> <b>Activities</b> <b>Write</b> <b>Print</b> <b>Options</b> <b>Quit</b>	<b>Help</b> <b>Start new story</b> <b>Continue with a story</b> <b>Exit</b>
--	--

To exit the program press “Exit” then “Quit”.

The learner can enter a title for her story. The title cannot be more than 8 letters long.

\* Some learners may find that naming their story is difficult. At the beginning stages of writing, you may suggest that the learner choose his favorite word from the story for the name.

\* To work on titles that express the main idea of the story you can:

Work with interesting pictures and ask the learner to give 2 or 3 words that describe what is happening in the picture.

Use cartoon strips and ask the learner to describe what is happening in the strip using just two or three words.

Use short passages and decide on the main idea.

Using passages from “READ...Other people’s stories”, cover up the title, ask the learner to give the story a title. Check out the original title and discuss why each one is or isn’t an appropriate title.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

**Help**  
**Save this story**  
**Don't save this story**  
**Use password to save story**  
**Location for my stories**  
**Continue writing**

If the learner chooses this option, the story written during that session will be deleted.

We found this option helpful when we were using S.A.R.A.W. Write to practice spelling or as a communication device.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

**Help**  
**Save this story**  
**Don't save this story**  
**Use password to save story**  
**Location for my stories**  
**Continue writing**

The first time a learner chooses this option, this screen will come up:

**Enter your new password: \_\_\_\_\_**

S.A.R.A.W. will say, "Enter your new password then press the enter key."

The letters do not appear as the learner types. Be certain that the learner types what he means to type so that he will be able to access password entries and to save future stories with the password.

When the learner enters his password and presses the enter key, this screen comes up:

**Retype your password: \_\_\_\_\_**

S.A.R.A.W. says, "Retype your password then press the enter key."

When the learner retypes the password and presses the enter key, the following screen appears and S.A.R.A.W. reads it:

**Your password is now set. Remember your password, you will need it to READ, WRITE, or PRINT stories that you saved with your password.**

BE CERTAIN that the learner chooses a word that he will remember. Once you choose a password, you will need it to access or to save any other password stories!

The password option is useful for journal writing so that the learner is not reluctant to write things of a personal nature.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

**Help**  
**Save this story**  
**Don't save this story**  
**Use password to save story**  
**Location for my stories**  
**Continue writing**

**Help**  
**Drive A:**  
**Drive B:**  
**>>Drive C:**  
**Exit**

You need to set your drive location once, and the computer will remember it. We consistently used Drive C. Drive A would be a major advantage if you have so many learners that you are using too much space on your C drive.

The "Help" passage may assist your learner in understanding how this all works.

**Help**  
**Drive A:**  
**Drive B:**  
**>>Drive C:**  
**Exit**

### Help

**You can choose different disk drive locations to save your stories. If you always use the same computer, you will probably want to choose drive C: as the location for your stories. If you don't use the same computer each time you work on S.A.R.A.W., you will probably want to choose drive A: or B: so you can save your stories on a diskette that you can move from computer to computer.**

Tutors who are working with learners who have not had previous computer experience, can use this help passage to clarify concepts and vocabulary. They can talk about drives, diskettes and the concept of saving a file or story.

<b>Help</b>	<b>Ideas</b>	<b>Write</b>	<b>Options</b>	<b>Exit</b>
-------------	--------------	--------------	----------------	-------------

**Help**  
**Save this story**  
**Don't save this story**  
**Use password to save story**  
**Location for my stories**  
**Continue writing**

This is a convenient feature. If the learner thinks of another idea, he can choose this option and will go right back to the "Write" screen.

**CHAPTER 6**Print**Menus:**

**Help**  
**Read**  
**Activities**  
**Write**  
**Print**  
**Options**  
**Quit**

**Help**  
**My stories**  
**Other people's stories**  
**Exit**

Help

**You can choose stories that you want printed on paper. You can print stories you have written or stories other people have written.**

**If you choose one of your stories that has a ♣ symbol beside its name, you will need to enter your password before you can print this story.**

Some of our learners wanted a hard copy of their stories. This allows learners to share their stories with people at home. Printed copies are also important for learners' portfolios. It's imperative that printed copies be dated and named if this information is not already in the text.

Printed stories can be used to develop cloze exercises (see Page 81 of this manual).

Example:

Dec. 6, 1996

Debbie

I received your \_\_\_\_\_. I was glad to hear from you. I am taking up spelling on the \_\_\_\_\_. I am having fun. I hope you found \_\_\_\_\_ for those difficult people to buy for. It is too bad that you got sick. I hope that you are \_\_\_\_\_ better soon.

You can choose the cloze words:

- randomly
- to reflect a spelling pattern (words that the learner had difficulty spelling when he was writing)
- to reflect a phonetic pattern (all the words that begin with “th”)
- to reflect a category (all the words that have to do with the seasons or words that have to do with feelings)

A modified DRTA activity can be done with the learner’s printed passage.

- Modified DRTA (Directed Reading-Thinking Activity)<sup>15</sup>

I would do this activity the day after the learner completed the story and repeat it at intervals that are appropriate for the learner. This activity can be repeated everyday or every second day for a learner who is at the beginning stages of reading. If a learner is able to read the selection in its entirety with no problem, then I would not do this activity.

Date the printed copy to use for assessment purposes.

Tutor: “Do you remember this story?”

(Record responses.)

If the response is no:

Tutor: “What do you think it is about?”

Tutor: “What words on this page do you already know?”

(Encourage the learner to scan the selection and say the words he knows. Highlight words as correctly recognized, if learner miscalls a word that affects the meaning of the passage, respond with a positive such as “That word does look like ‘uncle’, but it is ‘under’.)

---

<sup>15</sup> for more information on DRTA, refer to Learning Disabilities: Students with Learning Disabilities: a resource book for adult basic education instructors. 1993 Educational Planning and Design Associates Ltd. P.65

Review all the highlighted words in the passage. Encourage the learner to use context clues to unlock other words. Keep referring to the general meaning of the passage so that the learner sees this activity as getting meaning from the print. When you have gone as far as you can with unlocking words, go to the READ program on S.A.R.A.W. and read the learners story along with S.A.R.A.W. The learner can read from the printed copy.

NOTE: If necessary, retype the printed story in bolder or bigger font or enlarge the printed story.

You can:

- a) Use “All” on the menu to keep the flow of the language and facilitate comprehension.
- b) Use “All” on the menu pressing any key to stop the reading at an appropriate time to continue making predictions about what might come next. Use the F2 key to repeat from the beginning.
- c) Use “Sentence” on the menu and continue the prediction and verifying prediction process associated with DRTA on a sentence by sentence basis. Pressing the F2 will repeat the previous sentence.

If the learner needs more support, reread with S.A.R.A.W. Give the learner the opportunity to read the selection on his own from S.A.R.A.W. or the printed copy.

Provide the learner with a new dated copy of the story in a couple of days time (period of time may range from one day to a week, depending on the learner’s level). Highlight the words the learner already knows. This procedure can be repeated as appropriate. The dated, highlighted copies can be used for evaluating word recognition and comprehension.

- Rebuilding text

This activity should be done with the learner is learner's story.

- a) Do a read-along with the learner and S.A.R.A.W. The learner should have a printed copy of the story. Use the "All" key. Adjust the voice speed in the setup program ahead of time if necessary.
- b) Ask the learner to reread the first chunk of information from the story. Cut the printed copy at this point. Go through the entire selection in this manner. Try not to make more than 6 cuts. The learner now has a "puzzle" of the selection.
- c) Without using S.A.R.A.W. or a printed copy of the selection, ask the learner to rebuild the selection using the "puzzle pieces".
- d) The learner can check his/her work by listening to S.A.R.A.W. read the selection and following the puzzle to see if it fits. The learner can hit any key to stop S.A.R.A.W.'s reading and then adjust the puzzle pieces.
- e) Reread the entire selection with S.A.R.A.W.
- f) Be sure to keep a record of this activity for evaluation purposes.

**CHAPTER 7**OPTIONS

## Menus

Help  
Read  
Activities  
Write  
Print  
**Options**  
Quit

**Help**  
Computer's Voice  
Screen Colors  
Location for my stories  
Set my Password  
About S.A.R.A.W.  
Exit

Help

Choose "Computer's voice" to tell the computer you want it to speak in a male voice or you want it to speak using a female voice. You can also tell the computer how quickly or slowly it should speak.

Choose "Screen Colors" to tell the computer what colors you prefer to look at on your computer's screen.

Choose "Set password" to set or change your password. If you use your password to save stories you have written, you will need your password to look at these stories again.

Use your password for stories you don't want anyone else to see.

Choose "About S.A.R.A.W." for information about the type of student the S.A.R.A.W. software is designed for.

- Computer voice

Choose “Computer’s voice” to tell the computer you want it to speak in a male voice or you want it to speak using a female voice. You can also tell the computer how quickly or slowly it should speak.

Help  
Read  
Activities  
Write  
Print  
Options  
Quit

Help  
Computer’s Voice  
Screen Colors  
Location for my stories  
Set my Password  
About S.A.R.A.W.  
Exit

Help  
Choose Voice  
Speed  
Exit

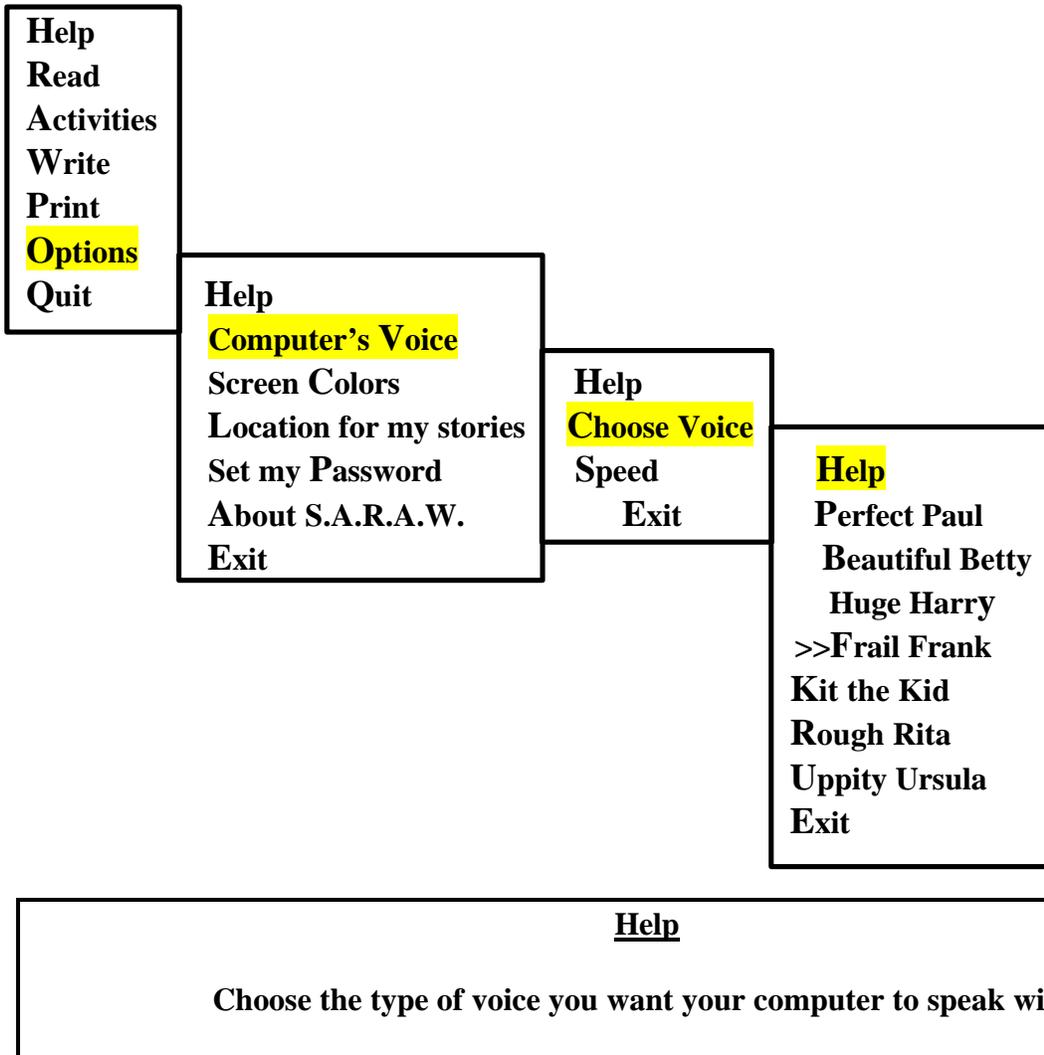
Help

Most voice equipment has a number of different voices they can speak with.

The “Choose voice” item allows you to select the one you like.

When you choose “Speed”, you can control the speed at which the computer speaks.

Taking your learner through this options program will give her control over the choices to be made. Reading through the passages with the learner who is just starting to work with S.A.R.A.W., will give the learner an opportunity to hear the voice, to begin to understand how the computer works and to gain more confidence in working with this computer.



This Help is for the DECTalk voices.

Voices to choose from:

Perfect Paul (a standard male voice)

Beautiful Betty (a standard female voice)

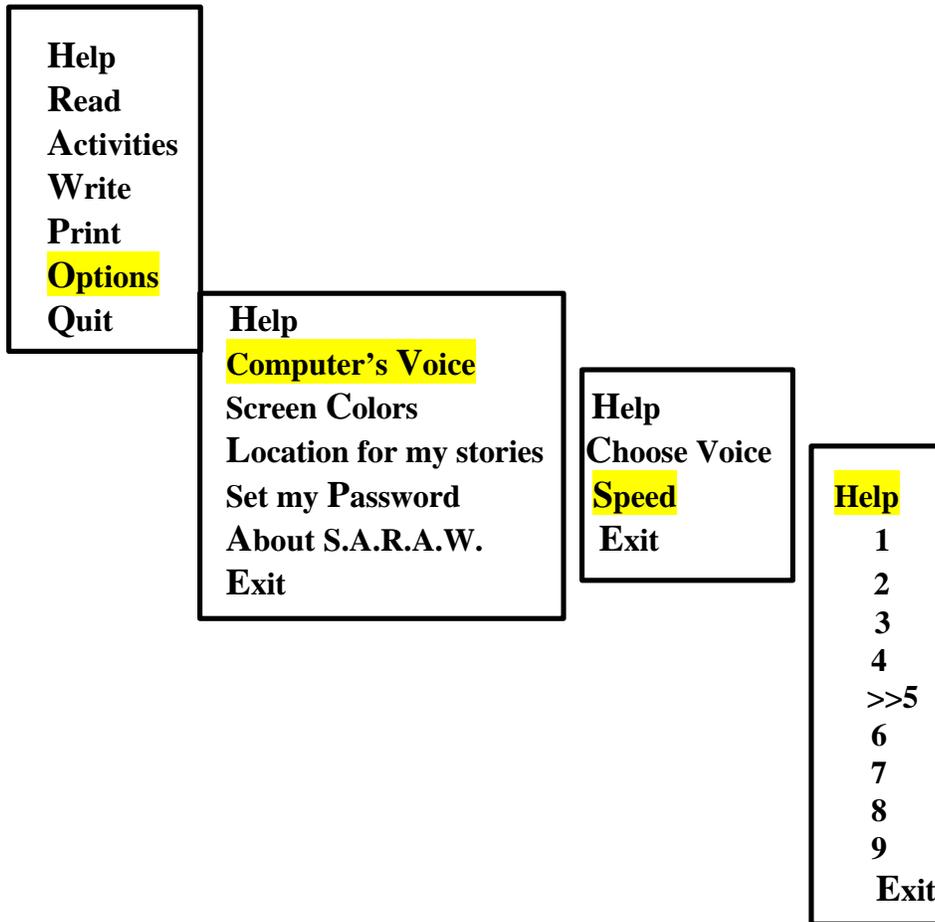
Huge Harry (a deep male voice)

Frail Frank (an older male voice)

Kit the Kid (a child's voice)

Rough Rita (a deep female voice)

Uppity Ursala (a light female voice)



**Help**

**Have the computer speak slower or faster when it reads to you, 1 is the slowest speed, 5 is an average speed, and 9 is the fastest speed. The number with the >> symbol beside it is your current speed.**

We found speed levels 5 and 6 to be the most popular. However, like all the other options, it seems wise to check back to speed levels periodically so that the learner can choose a faster or slower speed.

Hint: We have entered a DEMO “student”. We use this for demonstrations or explorations of the program for ourselves. The speed for this “student” is 9, this makes going through the programs faster.

- Screen colors

**Help**  
**Read**  
**Activities**  
**Write**  
**Print**  
**Options**  
**Quit**

**Help**  
**Computer's Voice**  
**Screen Colors**  
**Location for my stories**  
**Set my Password**  
**About SARAW**  
**Exit**

**Help**  
 >>Dark blue  
**Powder blue**  
**Grey**  
**Black**  
**Monochrome**  
**LCD**  
**Reverse**  
**Exit**

**Help**

**You can choose different colors for the screen. Choose the colors you find easiest to look at.**

It may be advantageous for learners to try different screens to decide which color suits them best.

- Location for my stories

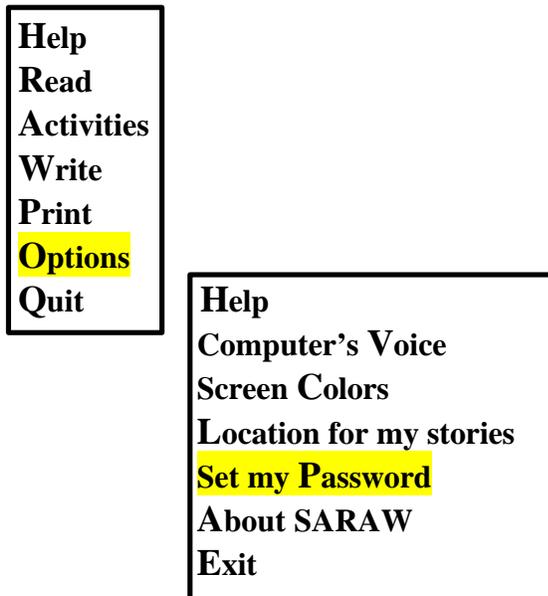
<b>Help</b> <b>Read</b> <b>Activities</b> <b>Write</b> <b>Print</b> <b>Options</b> <b>Quit</b>	<b>Help</b> <b>Computer's Voice</b> <b>Screen Colors</b> <b>Location for my stories</b> <b>Set my Password</b> <b>About S.A.R.A.W.</b> <b>Exit</b>	<b>Help</b> <b>Drive A:</b> <b>Drive B:</b> <b>Drive C:</b> <b>Exit</b>
--	--	---

**Help**

**You can choose different disk drive locations to save your stories. If you always use the same computer, you will probably want to choose drive C: as the location for your stories. If you don't use the same computer each time you work on S.A.R.A.W., you will probably want to choose drive A: or B: so you can save your stories on a diskette that you can move from computer to computer.**

Tutors who are working with learners who have not had previous computer experience, can use this help passage to clarify concepts and vocabulary. They can talk about drives, diskettes and the concept of saving a file or story.

- Set my password



The first time a learner chooses this option, this screen will come up:

**Enter your new password:** \_\_\_\_\_

S.A.R.A.W. will say, “Enter your new password then press the enter key.”

The letters do not appear as the learner types. Be certain that the learner types what he means to type so that he will be able to access password entries and to save future stories with the password.

When the learner enters his password and presses the enter key, this screen comes up:

**Retype your password:** \_\_\_\_\_

S.A.R.A.W. says, “Retype your password then press the enter key.”

When the learner retypes the password and presses the enter key, the following screen appears and S.A.R.A.W. reads it:

**Your password is now set. Remember your password, you will need it to READ, WRITE, or PRINT stories that you saved with your password.**

BE CERTAIN that the learner chooses a word that he will remember. Once you choose a password, you will need it to access or to save any other password stories!

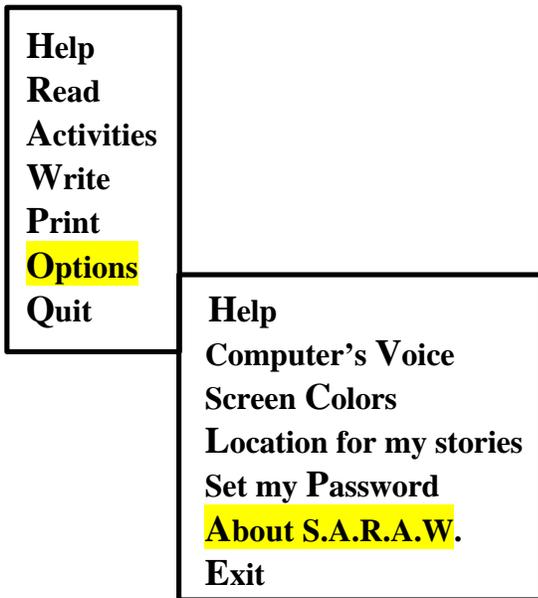
The password option is useful for journal writing so that the learner is not reluctant to write things of a personal nature.

You can change your password in this section as well. If you already have a password, the screen will say:

**Type your old password \_\_\_\_\_.**

You still need to know your old password. Once you've typed in the old password the computer will ask you to type in the new password and then will take you through the whole process.

- **About S.A.R.A.W.**



Click on “About S.A.R.A.W.” and the following topics appear:

- ◆ Help (describes the contents of the titles in this “About S.A.R.A.W.” section. )
- ◆ Description (provides general information about S.A.R.A.W.; the program and the target audience.)
- ◆ Authors (talks about who wrote S.A.R.A.W. and who wrote the selections in “Other people’s stories”.)
- ◆ Funding (details about contributions to the S.A.R.A.W. project).
- ◆ Contacts (of use to instructors and coordinators, who to contact for further information).
- ◆ Exit

S.A.R.A.W. will read the selections written in each topic. This is an effective way of giving learners background information about S.A.R.A.W.

Strategies such as the cloze technique and DRTA could be effectively used with these passages.

**Help**  
**Read**  
**Activities**  
**Write**  
**Print**  
**Options**  
**Quit**

**Goodbye for now**  
**Continue using S.A.R.A.W.**

The learner exits from the program by choosing “Quit” and then “Goodbye for now”.

Exiting the program after each use is a good habit to get into. It makes accessing the computer easier for the next learner.

**Goodbye for now.**

We hope that this manual will prove useful for you and your learners. There is still so much more for us to discover with this wonderful program!!

## Appendices

### Appendix A Resource List

**Adult Literacy and Continuing Education Dept.  
Manitoba Education and Training  
410-185 Carlton Street  
Winnipeg, Manitoba  
R3C 3J1**

**Adult Literacy Handbook for Students and Tutors: Fourth Edition by Anita H. Pomerance.  
Center for Literacy Inc.  
636 South 48<sup>th</sup> Street  
Philadelphia, PA 19143**

**Adult Reading Resources with Assigned Stages by Junita Kirby 1996,  
Pembina Valley Learning Centre  
#2-571 Main St.  
Winkler, Manitoba R6W 1G3  
Tel: (204) 325-4997  
Fax: (204) 325-5945  
E-Mail: pemvalla@mts.net  
Home Page: <http://www.mts.met/~pemvalla/home7.html>**

**Basic Literacy Tutor Handbook Supplement: More Ideas and Strategies  
Center for Literacy Inc.  
636 South 48<sup>th</sup> Street  
Philadelphia, PA 19143**

**Demystifying Adult Literacy for Volunteer Tutors: A Reference Handbook and Resource  
Guide by Charlene L. Ball.  
Literacy Partners of Manitoba (formerly Literacy Workers Alliance of Manitoba)  
998-167 Lombard Ave.  
Winnipeg, Manitoba  
R3B 0V3  
Phone: (204) 947-5757**

**Job Seeker's Handbook: A Guide for Literacy and ESL learners  
Produced under the auspices of:  
Employment Projects for Women Inc.  
990-167 Lombard Avenue  
Winnipeg, Manitoba R3B 0V3  
Tel: (204) 949-5300  
Fax: (204) 944-9918**

**Journeyworkers: Approaches to literacy education with adults. Tutor's Handbook by Mary Norton.**

**ACCESS NETWORK**

**Media Resource**

**295 Midpark Way, S.E.**

**Calgary Alberta**

**T2X 2A8**

**Learning Differently: Students with Learning Disabilities**

**Frances Ennis and Helen Woodrow Editors**

**Educational Planning and Design Associates**

**18 Leslie St.**

**St. John's, Newfoundland**

**A1E 2V6**

**Tel: (709) 753-8815**

**Fax: (709) 753-8856**

**L.I.F.E. Learning Center**

**Society for Manitobans with Disabilities**

**825 Sherbrook Street**

**Winnipeg, Manitoba**

**R3A 1M5**

**Phone: (204) 7786-5601**

**Fax: (204) 783-2919**

**TTY: (204) 774-2861**

**Literacy and Life Skills Handbook**

**Designed for Rural Programs by Barbara St. Goddard and Susy Komishin 1996**

**Contact Literacy Partners of Manitoba for ordering information.**

**Literacy Partners of Manitoba (formerly Literacy Workers Alliance of Manitoba)**

**998-167 Lombard Ave.**

**Winnipeg, Manitoba**

**R3B 0V3**

**New Words, New Worlds: Stories and Poems by and for New Readers published by**

**Winnipeg Volunteer Reading Aides**

**230-500 Portage Avenue**

**Winnipeg, Manitoba**

**R3C 3X1**

**Tel: (204) 786-1212**

**People Reading Series by Darlene Stevens and Terrie Moar**  
**Continuing Education Department of the Lord Selkirk School Division**  
**221 Mercy Street**  
**Selkirk, Manitoba**  
**R1A 2CB**  
**Tel: (204) 482-6926**

**SARAW: Speech Assisted Reading and Writing Teacher/Tutor Manual**  
**Written by Don Bentley and Pat Hodgson.**  
**Developed by the Neil Squire Foundation**

**Suggested Resources For Literacy Programs**  
**First Edition 1992 Compiled by Marion Terry**  
**Second Edition 1994 Revised and Expanded by Janet Regehr.**  
**A National Literacy Secretariat project in cooperation with Stevenson-Britannia Literacy Program, the Literacy Workers Alliance of Manitoba and the Literacy and Continuing Education Branch of Manitoba Education and Training.**

**The Right to Read: Tutor's Handbook for the SCIL [Student Centred Individualized Learning] Program, by Tracey Carpenter**  
**Frontier College, 35 Jackes Avenue**  
**Toronto, Ontario**  
**M4T 1E2**

**The Tutor's Toolbox by Bill Graham**  
**College of New Caledonia, Burns Lake B.C.**  
**For further information:**  
**Provincial Literacy Coordinator**  
**Ministry of Education, Skills and Training**  
**Parliament Buildings**  
**Victoria, British Columbia**  
**V8V 1X4**  
**Tel: (604) 387-6174**  
**Fax: (604) 356-8851**

**Tutor Handbook: A guide to the Certificate in Literacy and Learning**  
**Let's Get Started: An initial assessment pack for adult literacy programs**  
**Adult Literacy and Continuing Education Dept.**  
**417-185 Carlton Street**  
**Winnipeg, Manitoba**  
**R3C 3J1**