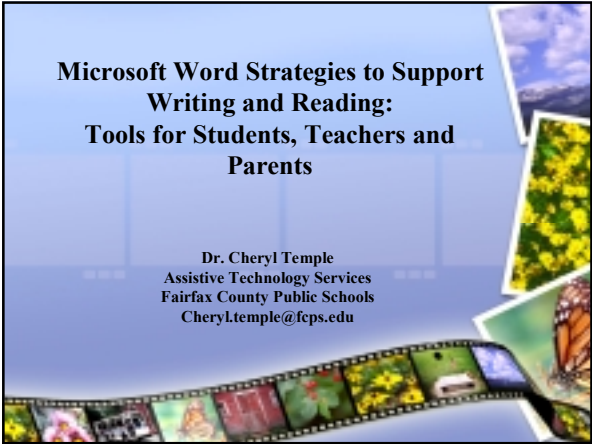


**Microsoft Word Strategies to Support Writing and Reading:
Tools for Students, Teachers and Parents**

Dr. Cheryl Temple
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Fairfax County Public Schools
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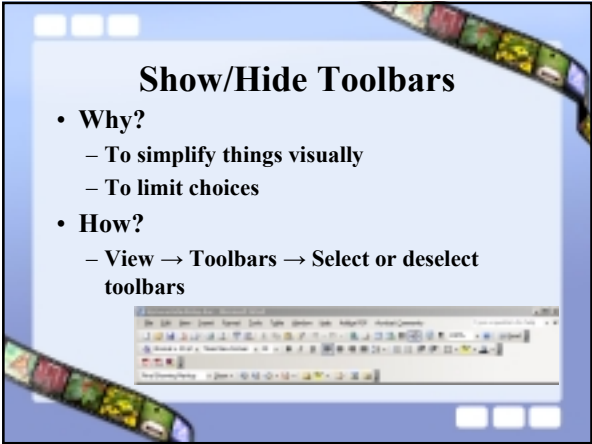
Toolbars

- Show/Hide
- Customizing
- Large Icons



Show/Hide Toolbars

- Why?
 - To simplify things visually
 - To limit choices
- How?
 - View → Toolbars → Select or deselect toolbars



Customizing Toolbars

- **Why?**
 - Contain only the buttons and commands needed
 - Larger icons can help younger students and those with visual impairments

Customizing Toolbars

- **How?**
- View → Toolbars → Customize → Drag On/Drag Off
- View → Toolbars → Customize → Options → Large Icons




Visual Changes

- Reading Layout
- Background
- Zoom
- Character Spacing
- Word Spacing

Reading Layout

- **Why?**
 - Some students find reading text in this layout easier because it's more like a book
- **How?**
 - View → Reading Layout



Visual Changes

- **Why?**
 - Increase visibility and attention to text
- **How?**
 - Format menu → Background

Who would benefit?


- People who have Scotopic Sensitivity Syndrome
- Some people with poor reading showed a marked and immediate improvement by simply overlaying the pages with colored plastic (e.g. acetate sheets).
- It is believed that this condition affects, to varying degrees, approximately 12% of the population and that the condition is somehow caused by the brain and/or eye incorrectly processing/interpreting what the eye is seeing (i.e. it is neurological).
- Contrast problems occur when difference between light and dark is very pronounced, for instance: bold black text on bright white paper. The text or the background may appear to move, sometimes violently.
- More information:
<http://www.hale.ndo.co.uk/scotopic/definition.htm>

Using Colors to Meet Special Needs

- **Attention (ADD)**
 - Red and yellow
- **Confuse similar words**
 - Rose or red background
- **Dyslexia**
 - Dark colors (black text on dark blue background)

Zoom

- **Why?**
 - Easier visibility
- **How?**
 - View → Zoom → Select size




Character Spacing

- **Why?**
 - Improve visibility and visual tracking
- **How?**
 - Format → Font → Character Spacing → select Spacing and choose Expanded → Set distance between characters

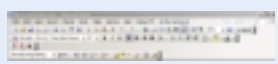
Word Spacing

- **Why?**
 - Improve visibility and visual tracking
- **How?**
 - Edit → Replace. In the first line have Word find all occurrences of a single space. In the second line type how many spaces you want to replace it with. Click on “replace all”.



Margins Increase

- **Why?**
 - Increase the left and right margins to decrease the amount of visual tracking a student must do.
- **How?**
 - 1. File menu → Page Setup.
 - 2. Change the left and right margin to 2” for example
 - 3. Click OK



Research


- AutoSummarize
- Read Please
- Highlighting
- Research Tools
- Spike Text

AutoSummarize

- **Why?**
 - Students who have difficulty reading long passages
 - Pre-reading by students who struggle with comprehension
 - Research by the National Reading Panel found that summarization is an effective strategy to improve memory and identification of main ideas
- **How?**
 - Tools → AutoSummarize

ReadPlease

- **Why?**
 - Students reading below grade level
 - Students who need the auditory component to increase comprehension
- **How?**
 - www.readplease.com



Visual Tools

- **Why?**
 - Find main ideas, key details, or new vocabulary
 - Interacting with text may help students focus better
 - Emerging readers may highlight words they don't understand and return to them later

Visual Tools


- **How?**
 - Make sure Formatting Toolbar is visible
 - Select Highlight tool → Click and Drag to highlight

Highlighting Examples

- Annotating Poetry
- Annotating Poetry 2

Research

- **Why?**
 - Expand use of vocabulary
- **How?**
 - Right click on word → Select LookUp



Spike Text!

- **Why?**
 - Collect text from one or more documents
- **How?**
 - Copy text: Control-F3
 - Paste text: Control-Shift-F3

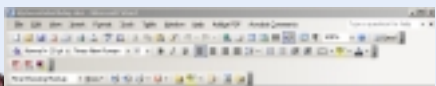
***Note: Preserve original document first!**

Drafting and Editing

- **AutoCorrect**
- **Synonyms/Thesaurus**
- **Comments**
- **Tracking**

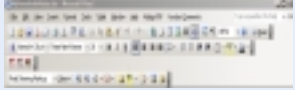
Auto Correct

- **Why?**
 - Use for frequently misspelled words
- **How?**
 - Tools → Auto Correct Options



Synonyms/Thesaurus

- **Why?**
 - Expand use of vocabulary
- **How?**
 - Right click on word → Select Synonyms

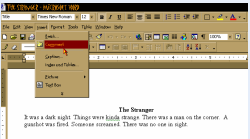


Comments

- **Why?**
 - Comments can provide students with “just in time” guidance and feedback.
 - Comments can build interest and interactivity in the literacy process.


Visual Comments

- **How?**
 - Insert → Comment



Auditory Comment

- **Why?**
 - More motivating
 - Easier for students with weak decoding skills
- **How?**
 - View → Toolbar → Reviewing → Insert Voice



Tracking Changes

- **Why?**
 - Great editing and learning tool
 - Provides opportunities for students to become actively involved in writing.

Tracking

- **How?**
 - Tools → Track Changes



Word Count and Readability Status

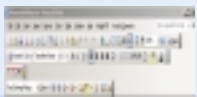
- Why?
 - Track Progress (student and teacher)
- How?
 - Tools → Word Count
- Readability Status
 - Tools → Options → Spelling and Grammar Tab → “Show readability statistics”

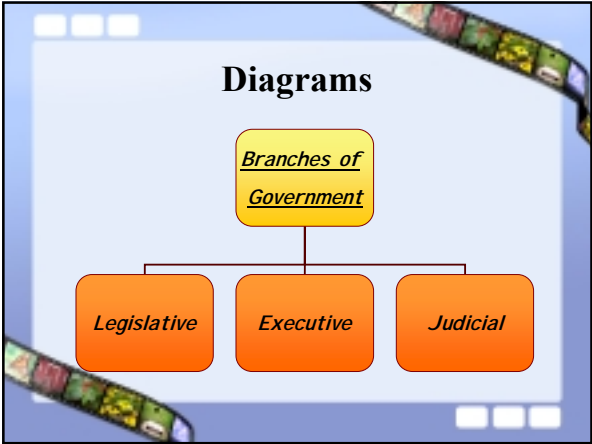
Good to Know!

- Symbols √®©<=>!%Ω♣♠♥
- Forms

Insert Symbol

- Why?
 - Be able to use special symbols in documents
- How?
 - Insert → Symbol → Select the Font and subset that has the symbol you want to use





- ### Forms
- Why?
 - Worksheets
 - Quizzes
 - Study guides
 - Surveys
 - Reading inventories

Forms Toolbar

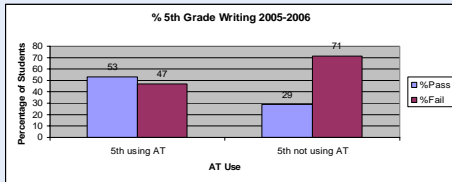
The screenshot shows a toolbar with several icons. Three labels with arrows point to specific icons: "Text form field" points to the first icon, "Drop-down form field box" points to the second icon, and "Form field options box" points to the third icon.

- How?
View → Toolbars → Forms

Forms Examples

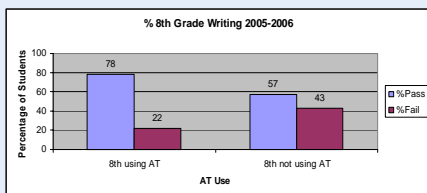
- Organelle Quiz
- Cell Parts
- Function Vocab
- Linear Equations
- Property Practice

2005-2006 5th Graders on Caseload Who Took Writing SOLs




What do you notice? Almost twice as many pass using AT

2005-2006 8th Graders on Caseload Who Took Writing SOLs



What do you notice? Higher percentage pass using AT, twice as many fail not using AT

Average Number of Errors by 4th Grade Students Not Using AT and Using AT



	Avg. Errors No AT/Nov.	Avg. Errors No AT/ Feb.	Avg. Errors With AT/ Nov.	Avg. Errors With AT/ Feb.
Spelling errors	8 ↑	9.5	2.72 ↓	1.6
Punctuation errors	2.08	1.91	1.39 ↓	.5
Capitalization errors	3.83 ↑	5.56	2.22 ↓	.82

Writing Samples from Same Student

10 min. Writing Sample – Feb. using No AT

tigrslliketigrsbecosthecان ranfastand
ljjustliketigrsbecastheyaremyfavaranmaal

10 min. Writing Sample – Feb. using AT (Co:Writer and Write:OutLoud)

My favorite food is pizza. I like pizza because it has cheese on top. Pizza is very very good.

Writing Samples from Same Student

10 min. Writing Sample – Feb. using No AT

My ferit animal is a gorilla beacues they are strug and they are like us in so meany ways they have babeys and they have barther and sisters and they have a mom and dad all so they have a family that's why they are my ferit animal.

10 min. Writing Sample – Feb. using AT (Co:Writer and Write:OutLoud)

My favorite food is pizza because it has different kinds of toppings and you can make a pizza at home. First you make a crust then you put sulsal then you put cheese and then you put it in the oven.
