WRITE:OutLoud® SOLO

Getting Started

DON JOHNSTON | The Leader in Learning Intervention Resources™

The Don Johnston logo and Write:OutLoud are registered trademarks and SOLO and The Leader in Learning Intervention Resources are trademarks of Don Johnston Incorporated.

Uses Elan text-to-speech technologies licensed from ELAN SPEECH.

Macintosh is a registered trademark of Apple Computer, Inc.

Windows is a registered trademark of Microsoft Corporation.

Adobe and Reader are either registered trademarks or trademarks of Adobe Systems Incorporated in the United States and/or other countries.

All other product or corporate names are trademarks or registered trademarks of their respective companies and are used for explanation only and to the owner's benefit, without intent to infringe.

The Spelling portion of this product is based on Proximity Linguistic Technology.

THE PROXIMITY/ FRANKLIN DATABASE © Copyright 1997, Franklin Electronic Publishers, Inc © Copyright 1998. All rights reserved. Proximity Technology, Inc.

THE PROXIMITY/ FRANKLIN DATABASE © Copyright 1994, Franklin Electronic Publishers, Inc. Geo Supplement © Copyright 1990/1994, Merriam-Webster® Inc. / Franklin Electronic Publishers, Inc. © Copyright 1994. All rights reserved Proximity Technology, Inc.

Write:OutLoud © Copyright 1993-2005, Don Johnston Incorporated. All rights reserved.

Getting Started Write:OutLoud SOLO Edition © Copyright 2005 Don Johnston Incorporated. All rights reserved.

Default Password for Administrator: Admin1

Published by:

Don Johnston Incorporated
26799 West Commerce Drive
Volo, IL 60073
800.999.4660 (USA/CANADA)
847.740.0749
www.donjohnston.com

Technical Support
Support@donjohnston.com
800.889.5242 (USA/CANADA)

Printed in the United States of America

TABLE OF CONTENTS

Overview 4

Meeting Standards 5

Learning Checklist 6

TUTORIAL 1: Use Write:OutLoud to Write, Revise, Edit and Publish an Assignment 7

1. Launch, Sign In, Open an Existing Assignment 8
   - A. Launch 8
   - B. Sign In 8
   - C. Open an Existing Assignment 10
2. Read Locked Text and Add a Closing Paragraph 11
   - A. Read Locked Text 11
   - B. Add a Closing Paragraph 13
3. Edit Your Work - Check Spelling, Identify Homonyms 14
   - A. Check Spelling 14
   - B. Identify Homonyms 15
4. Revise and Edit 17
5. Prepare for Publishing 18
   - A. Format the Assignment 18
   - B. Print for Off-Computer Revising and Editing 23

TUTORIAL 2: Use Teacher Central to Review, Analyze and Create an Assignment 29

1. Launch, Sign In to Teacher Central 29
   - A. Launch 29
   - B. Sign In to Teacher Central 30

1. Review a Learner Assignment, Make Comments in Locked Text 32
3. Analyze Learner Progress 37
4. Create an Assignment Template in Write:OutLoud (Add Locked Text, Save and Assign) 39
   - A. Create an Assignment Template in Write:OutLoud 39
   - B. Add Locked Text 40
   - C. Save the Assignment Template 43
   - D. Assign to Learners 45

APPENDIX 1: Supporting Files 49

OVERVIEW

Compose, Revise and Edit Independently

Write:OutLoud SOLO Edition is the easiest-to-use talking word processor. Auditory feedback, coupled with considerate learning supports, inspire learners to evaluate the content of their writing and implement strategies to improve mechanics. Educators build portfolios, target skill development, customize options and collect data in one revolutionary location—Teacher Central!

Improve Content and Quality

State-of-the Art, natural sounding speech feedback fosters the development of revision and editing skills. As learners listen to their writing by way of this non-threatening medium, they self-evaluate voice, word choice and sentence fluency with less frustration.

Acquire Conventions Skills

Considerate supports model proper conventions and guide writers in applying them. The Mark For Deletion Tool allows learners to reorganize sentence or paragraph structure and enrich meaning by selecting different words without losing their original work. The Homonym Finder, Spell Checker and Dictionary help writers improve word usage and assists as they edit their writing.

Oversee Development, Monitor Progress and Target Skill Deficits

Teacher Central enables educators to manage class content, monitor work in progress, and analyze data. Write:OutLoud captures word count, sentence length and number of sentences along with sequential words and unique words.

About Getting Started

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

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

Write:OutLoud SOLO Edition Tutorial 1 Meets Standards

Reading Standards:

- Learners use reading skills and strategies to understand a variety of informational text (e.g., textbooks, biographical sketches, letters, diaries, directions, procedures, magazines)

Writing Standards:

- Learners use paragraph form in writing (e.g., indent the first word of a paragraph, use topic sentences, recognize a paragraph as a group of sentences about one main idea, use introductory and concluding paragraph, write several related paragraphs)
- Learners use strategies to edit and publish written work (e.g., edit for grammar, punctuation, capitalization, and spelling at a developmentally appropriate level; use reference materials; consider page format [paragraphs, margins, indentations, titles]; select presentation format according to purpose; incorporate photos, illustrations, charts and graphs; use available technology to compose and publish work)
- Learners use word reference materials (e.g., glossary, dictionary, thesaurus) to determine the meaning, pronunciation and derivations of unknown words

Listening and Speaking Standards:

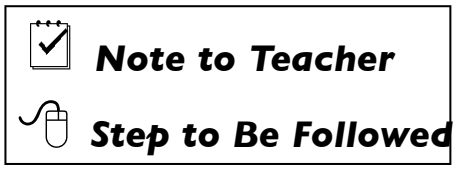
- Learners listen and respond to media

Technology Standards:

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

Learning Checklist for These Tutorials:

- ❑ Launch Write:OutLoud
- ❑ Sign in as a Learner
- ❑ Preview an assignment
- ❑ Open an existing assignment
- ❑ Read text with auditory supports
- ❑ Add and edit text
- ❑ Use Check Spelling
- ❑ Use Identify Homonyms
- ❑ Revise and edit text
- ❑ Change alignment of text
- ❑ Change the size of text
- ❑ Change the text color
- ❑ Add a picture
- ❑ Change size of the picture
- ❑ Delete an Image Caption
- ❑ Print assignment
- ❑ Change line spacing
- ❑ Save assignment
- ❑ Sign in as a Teacher
- ❑ Add Locked Text
- ❑ Collect data on learner assignments
- ❑ Track learner progress through graphing
- ❑ Create an Assignment Template
- ❑ Save an Assignment Template
- ❑ Assign work to learners



Tutorial 1: Use Write:OutLoud to Write, Revise, Edit and Publish an Assignment

NOTE TO TEACHER: In this tutorial, you are playing the role of a learner. You will walk through this exercise as if you are ***Learner 1*** *using Write:OutLoud for the first time. Notes to the teacher are in italics. Please allow yourself about 30-40 minutes to complete this tutorial.*

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

- *Read Locked Text with auditory support*
- *Add a closing paragraph*
- *Check spelling*
- *Identify homonyms*
- *Revise and edit*
- *Move around an assignment*
- *Double space*
- *Print for off-computer revising and editing*
- *Format*
- *Add a picture*

The tutorial is grouped into the following five sections:

- *Launch, Sign In, Open an Existing Assignment*
- *Read Locked Text and Add a Closing Paragraph*
- *Edit Your Work - Check Spelling, Identify Homonyms*
- *Revise and Edit*
- *Prepare for Publishing*

1. Launch, Sign In, Open an Existing Assignment

In this section of the tutorial, you will launch Write:OutLoud, sign in as ***Learner1*** *and open an existing assignment called* ***Lizards of the Galapagos.djs.***

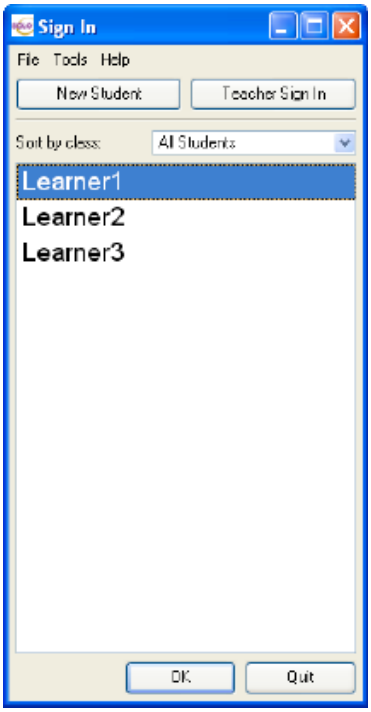
A. Launch

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

B. Sign In

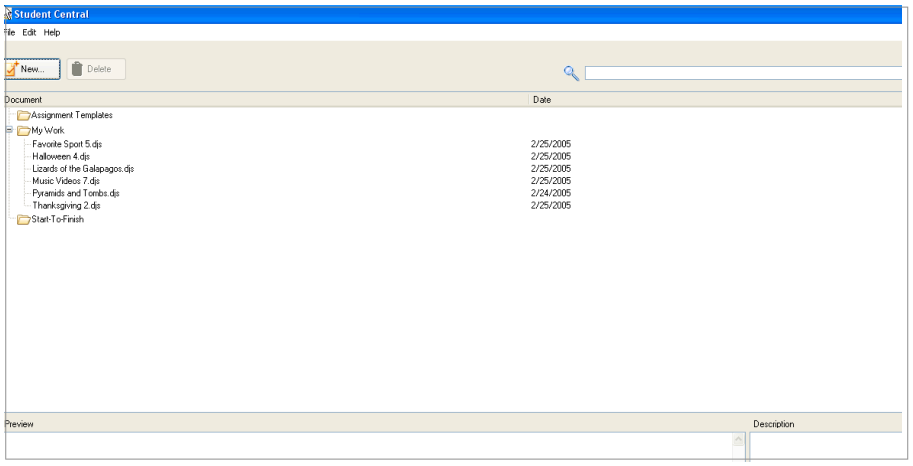
As soon as you start Write:OutLoud, you need to tell Write:OutLoud who you are. For this tutorial, you are **Learner1 Sign In** appears.

Select **Learner1.** in the list.



Click OK.

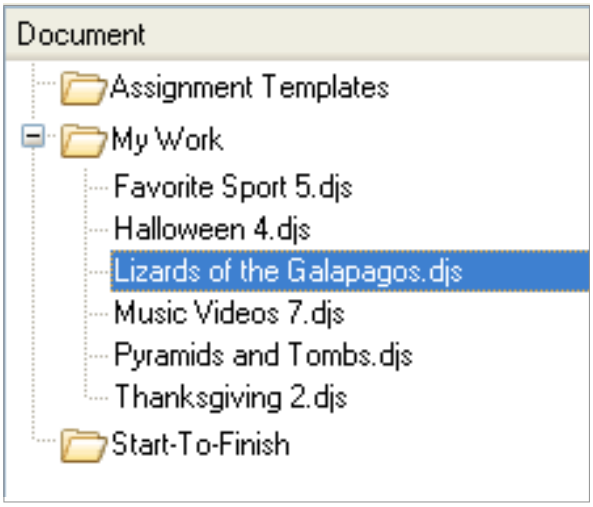
Click Yes to verify your name. **Student Central** appears. **My Work** opens automatically.



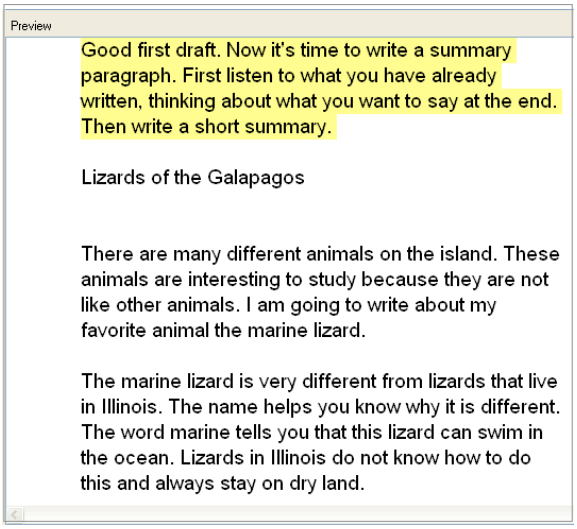
Student Central lets you see all of your documents and Assignment Templates. In **Student Central,** you can create a new document, open an Assignment Template created by a teacher or work on an existing assignment.

C. Open an Existing Assignment

Click **Lizards of the Galapagos** to see a preview of the assignment. **Lizards of the Galapagos** is an assignment you have previously written and submitted to your teacher.

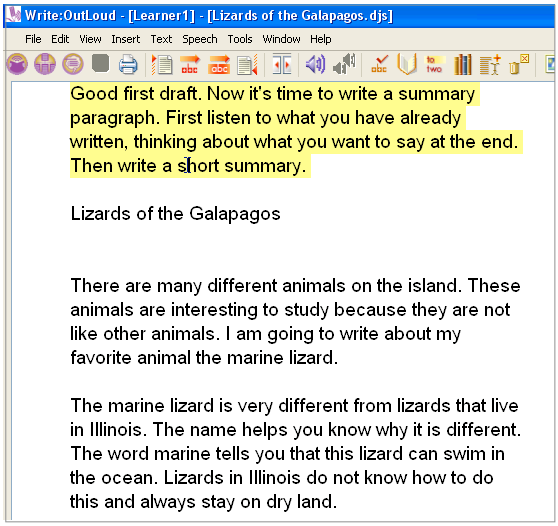


A small snapshot of the assignment appears in the **Preview**.



Look at the **Preview** to confirm you have the correct assignment.

Double-click **Lizards of the Galapagos** to open the assignment in Write:OutLoud.



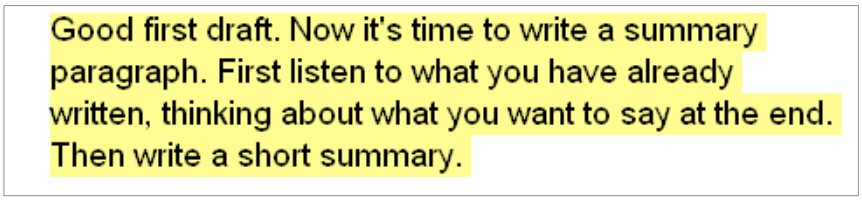
2. Read Locked Text and Add a Closing Paragraph

A. Read Locked Text

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

Locked Text instructions have been added to your assignment. Read all of the instructions to get an overview of the assignment before beginning to write.

Place your cursor on the first Locked Text instructions.

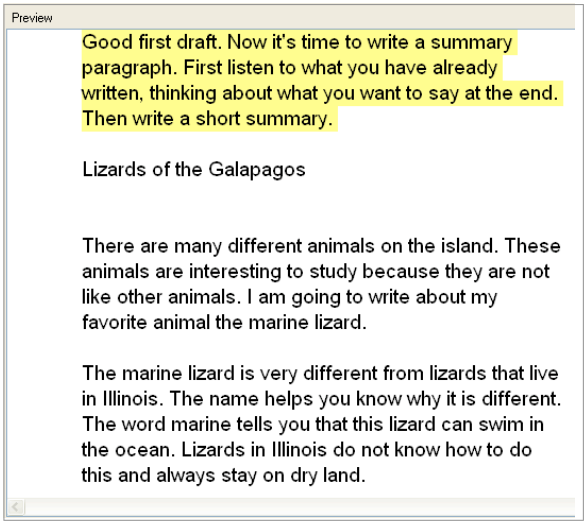


To support reading the Locked Text instructions, the learner may choose to have them read aloud.

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

Now listen to what you have already written and think about what to write in your closing paragraph.

Highlight the body of your assignment.



Click **Speak** to hear your assignment read from beginning to end. Think about what you want to write in the conclusion paragraph as you listen to and read what you have already written.

B. Add a Closing Paragraph

Place the cursor on the line after Summary: . Type this conclusion paragraph as is with errors.

"In my esay about lizards I wrote abot too kindz ov lizards. Fat lizards and smal lizards. I learned a lot about lizards."

> Summary:
> In my esay about lizards I wrote abot too kindz ov lizards. Fat lizards and smal lizards. I learned a lot about lizards.

Notice how each word is read aloud after it is typed and a sentence is re-read after an ending punctuation mark.

Encourage learners to read and listen for meaning as they write using the auditory support to help them. Let them use the immediate feedback of speech to help them see if what they typed is what they had in their heads.

After you finish your conclusion paragraph, highlight the paragraph. Click **Speak** to hear it read aloud.

> Summary:
> In my esay about lizards I wrote abot too kindz ov lizards. Fat lizards and smal lizards. I learned a lot about lizards.

Listen to make sure what you wrote makes sense. When you find a place you want to edit or revise, click the Speak button again to stop speech. Change anything that you wrote that does not sound right to you.

Click **Save** to save your changes.

Tip The settings in the **Speech** menu control how the text is read as the student types. For a different level of speech support, try changing the settings.

From the **Speech** menu, select **Speak Paragraph** to hear each paragraph read aloud.

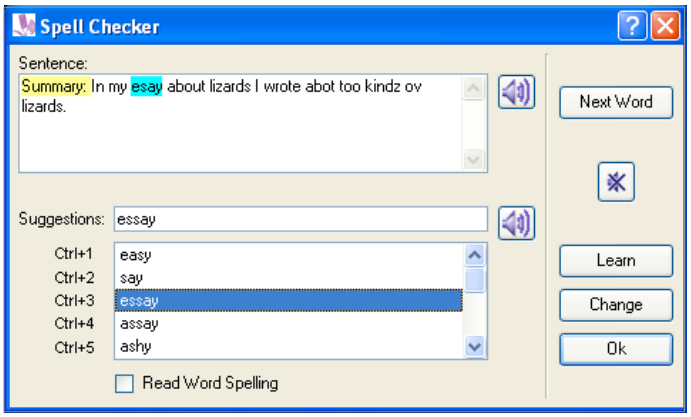
To stop sentences from being read aloud, from the **Speech** menu, select **Speak Sentences** to deselect this option.

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

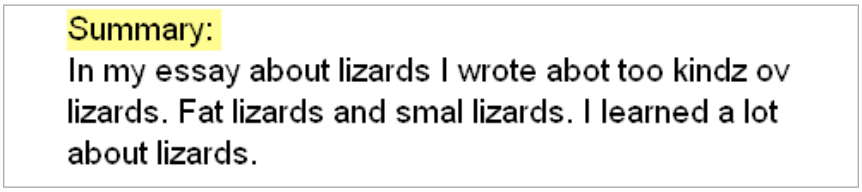
3. Edit Your Work - Check Spelling, Identify Homonyms

A. Check Spelling

Click **Check Spelling** to check for any misspelled words in your assignment. If a word is misspelled, the **Spell Checker** appears with the word highlighted in the sentence from your assignment. In the box below, you see other choices.



Click a word and click **Speak** to hear each word choice read aloud. When you see or hear the correct word, click Change. The word you typed is replaced by the new word you have selected.



When all the words have been checked, Click OK to return to your assignment with your changes.

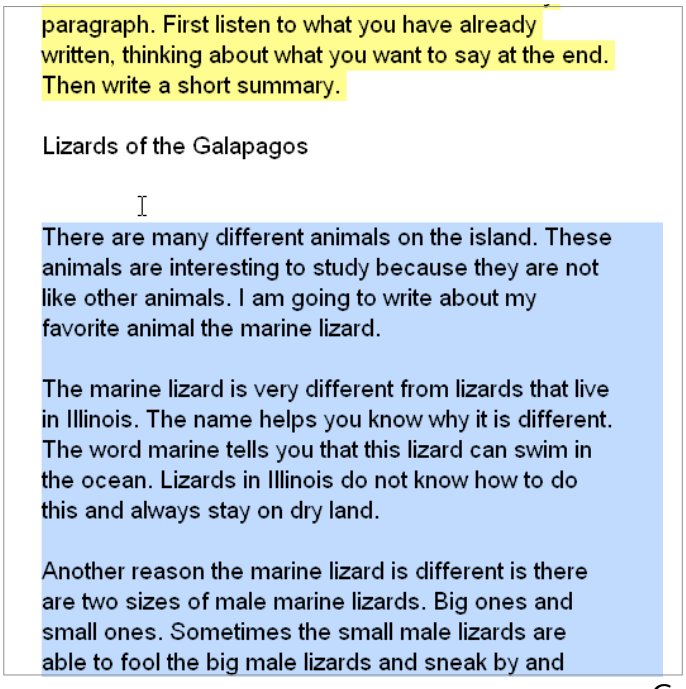
Click **Save** to save your work.

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

B. Identify Homonyms

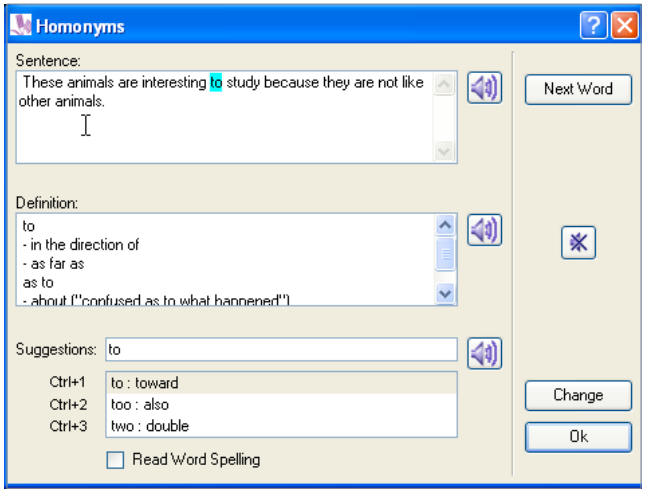
*Another challenge to struggling learners is the use of homonyms. Because the word is spelled correctly and Spell Checker does not identify it, learners do not realize that they have chosen a word that does not have the correct meaning in the context of their sentence. The **Identify Homonyms** support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

Highlight the body of the text.



From the toolbar, select **Identify Homonyms** . The **Homonyms** dialog shows you the first homonym in your assignment. You see the homonym in the context of the sentence from your assignment.

*If the learners have specific words they would like to check, they may highlight the word or selection to have **Identify Homonyms** check only that word or selection instead of the whole assignment.*



Click **Speak** to hear the sentence read aloud.

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

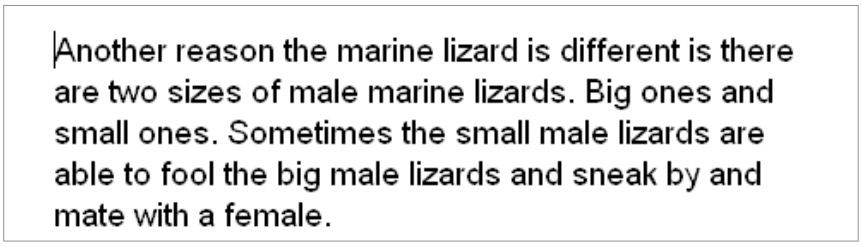
If the first choice is not correct, check the next option. Listen to each option until you find the one that makes sense in your sentence.

When you find the word that makes sense in your sentence, click Change. The word you typed is replaced by the new word you have selected.

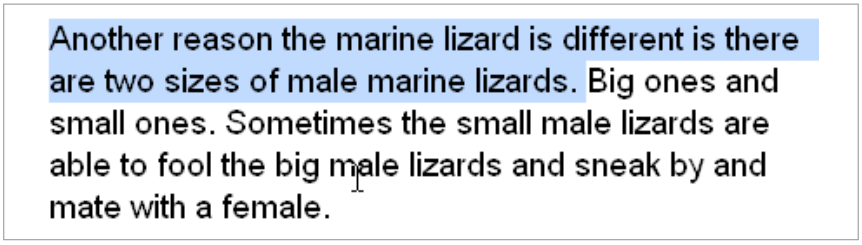
When you are finished, click OK to return to the assignment with your changes.

4. Revise and Edit

Reread the sentences again. Place the cursor at the beginning of the third paragraph.



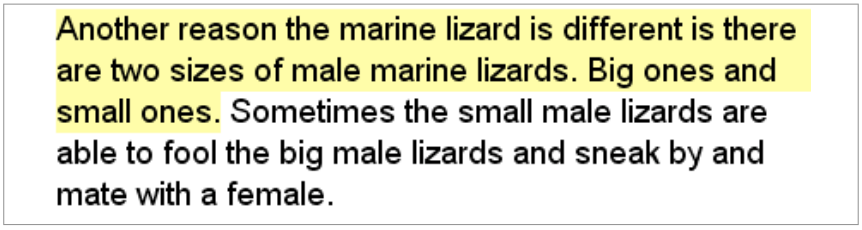
Click **Select Sentence** to highlight each sentence.



Click **Speak** to hear each sentence read aloud. Listen for more places to revise or edit your work. Think about the following:

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

As you are listening, you notice that you have an incomplete sentence.



Click the **Stop Speech** button on the toolbar.

Click at the beginning of **Big ones and small ones** and type **There are.**

> Another reason the marine lizard is different is there are two sizes of male marine lizards. There are Big ones and small ones. Sometimes the small male lizards are able to fool the big male lizards and sneak by and mate with a female.

Use the **Delete** key on your computer to delete the **B** in **Big** and type **b.**

> Another reason the marine lizard is different is there are two sizes of male marine lizards. There are big ones and small ones. Sometimes the small male lizards are able to fool the big male lizards and sneak by and mate with a female.

Continue listening until you are satisfied.

5. Prepare for Publishing

A. Format the Assignment

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

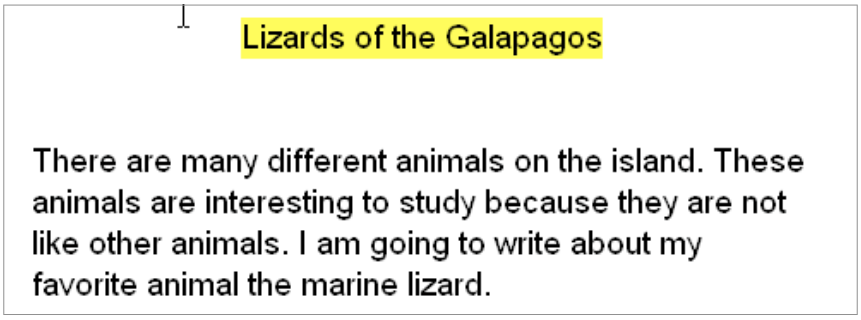
Click at the beginning of the title, **Lizards of the Galapagos,** and highlight it.

> Lizards of the Galapagos

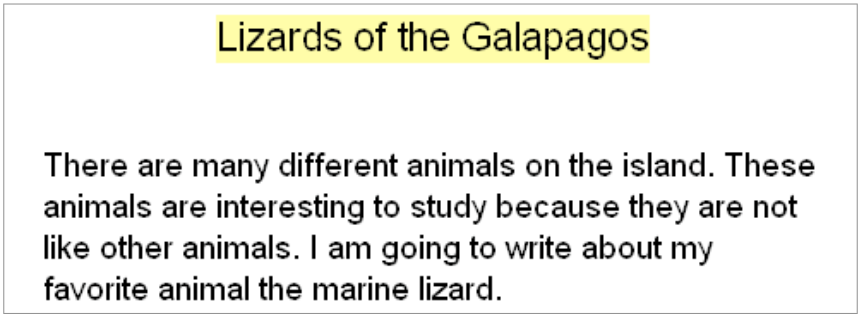
Use the toolbar to make a variety of formatting changes.

The **Align** button allows you to align your text on the left, center or right side of the page. When you click the **Align** button, the text is shifted to the next position on the right. For example, if your text is at the left margin, it is shifted to the center of the page. If your text is at the right margin, it is shifted to the left side of the page.

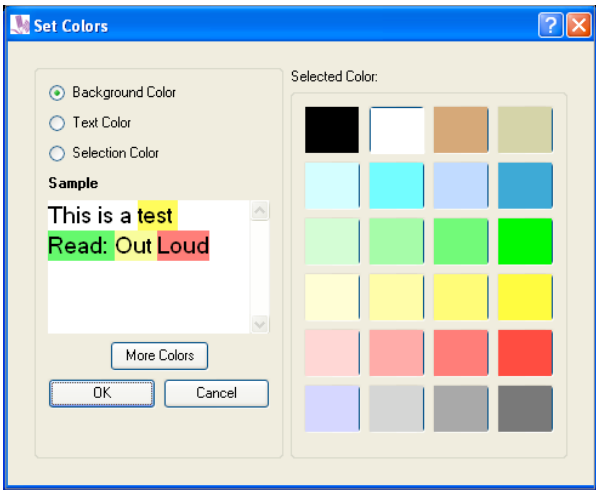
Click **Align Center** until your title is in the center of the page.



Click **Grow Selection** to increase the font size of your title.



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

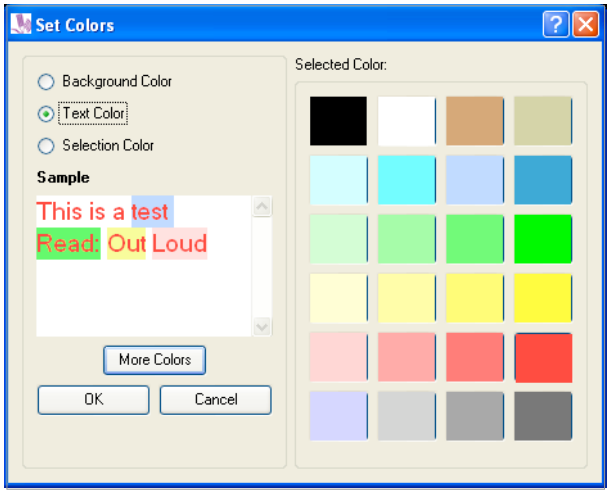


If you want to change the color of the text in the title, select Text Color and pick a color from the palette.

Click to select

.

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



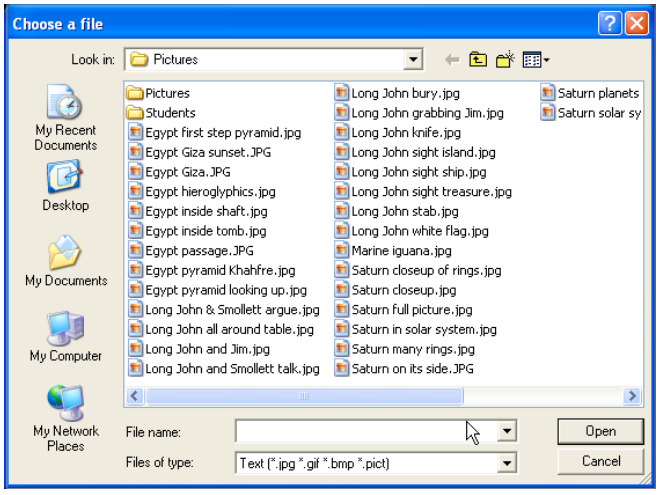
Click OK to return to your assignment.

Next, add a picture to your assignment.

Place your cursor after **marine lizard.**

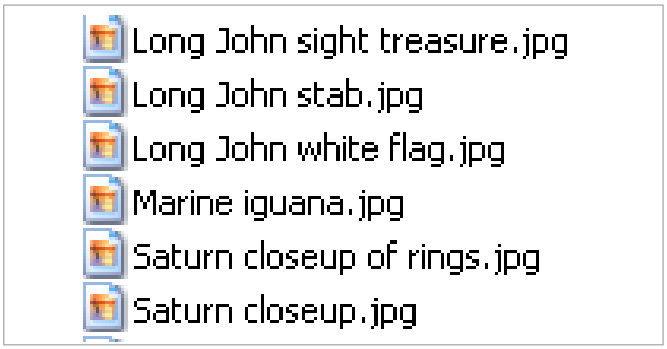
There are many different animals on the island. These animals are interesting to study because they are not like other animals. I am going to write about my favorite animal the marine lizard.

On the toolbar, click **Add Picture**

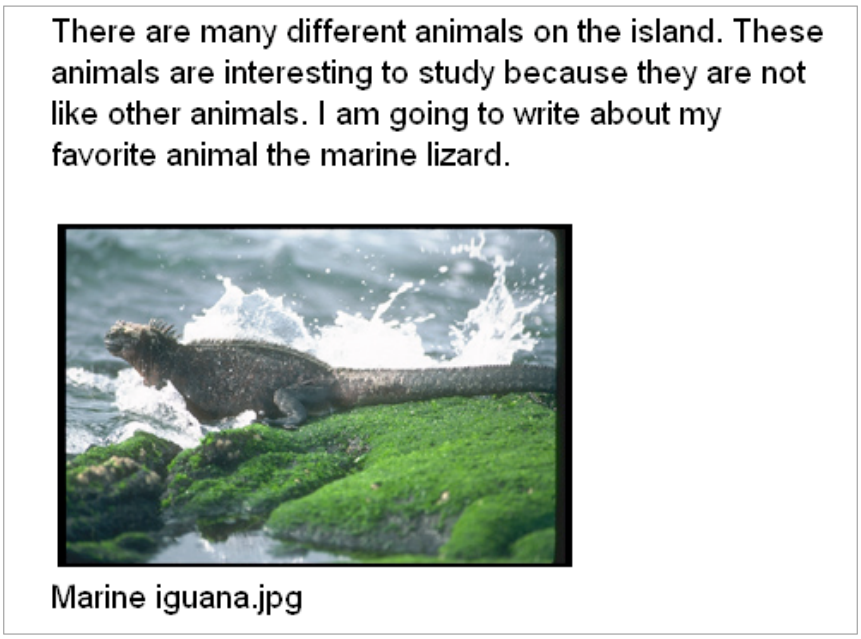


Write:OutLoud includes sample pictures. You may also add your own pictures directly into the Pictures folder.

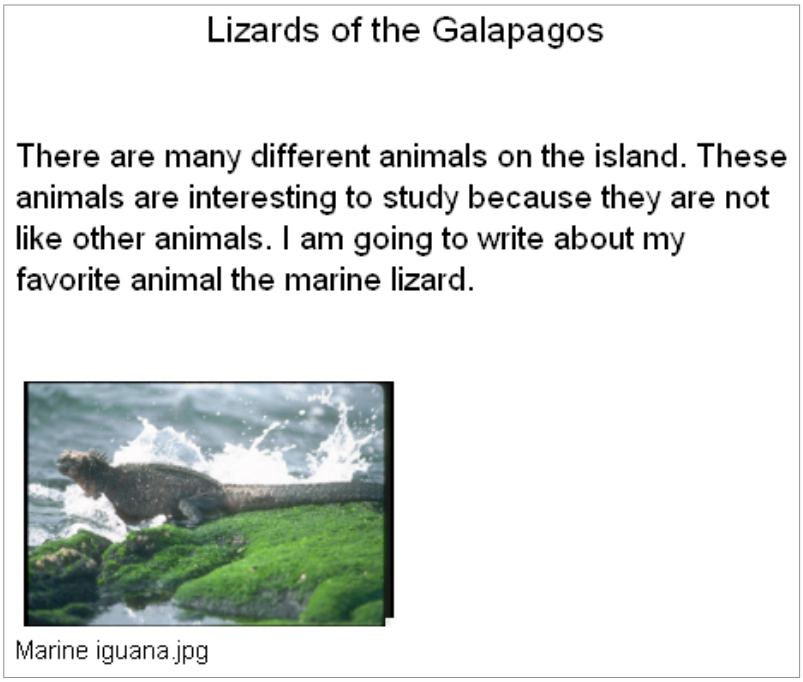
The pictures are in alphabetical order. Scroll down until you find **Marine iguana.jpg** and double-click it.



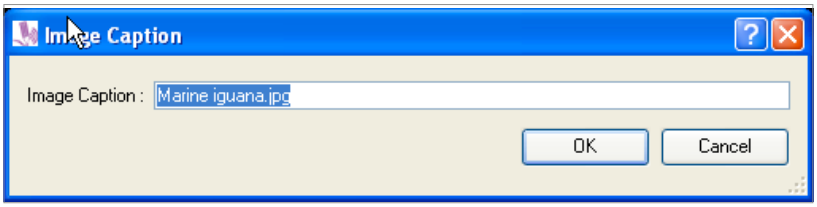
The picture you select is inserted after your cursor.



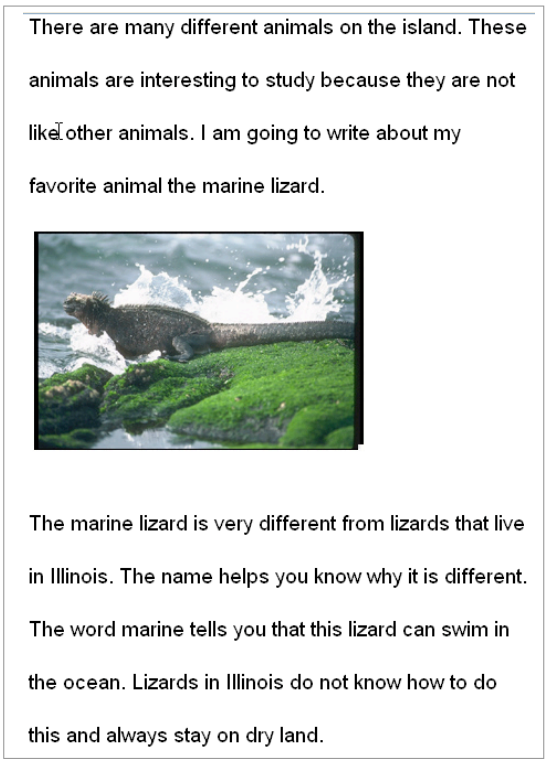
To make your picture smaller, click the picture. Click **Shrink Selection** on the toolbar.



If you want to delete the caption, place your cursor within the words of the caption and double-click. This opens the **Image Caption** dialog.



Press the **Delete** key on your keyboard and click OK. The caption is removed.



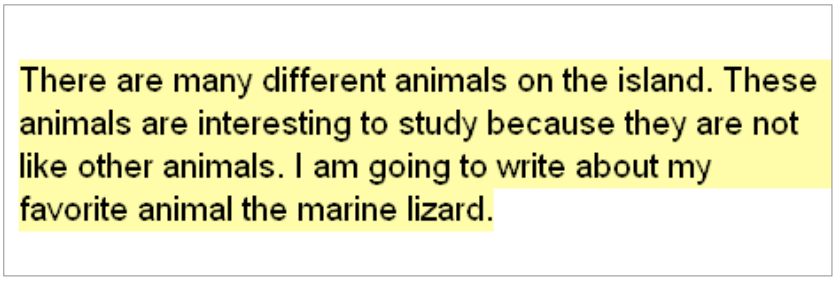
Click Save.

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

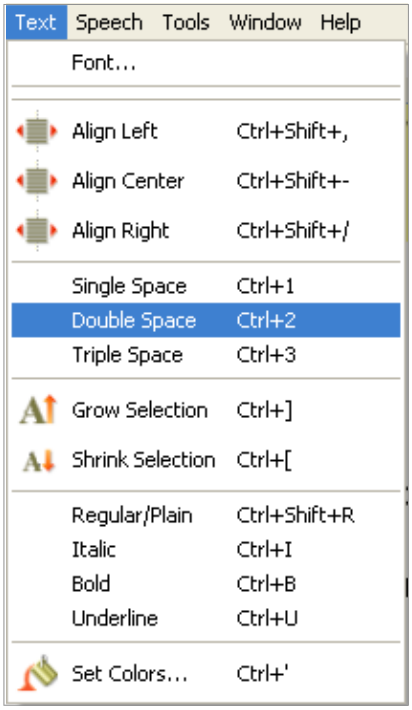
B. Print for Off-Computer Revising and Editing.

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

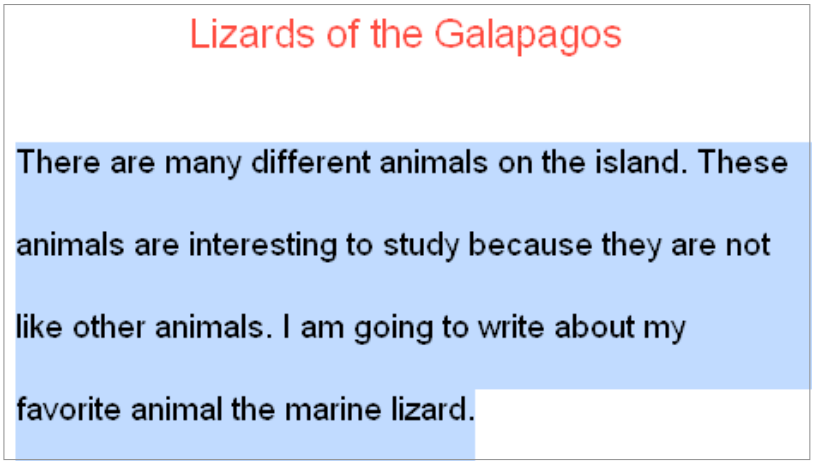
Highlight the first paragraph.



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



Your highlighted text is now double-spaced.



Skip past the picture, highlight the rest of the body of the text. From the Text menu, select **Double Space.**

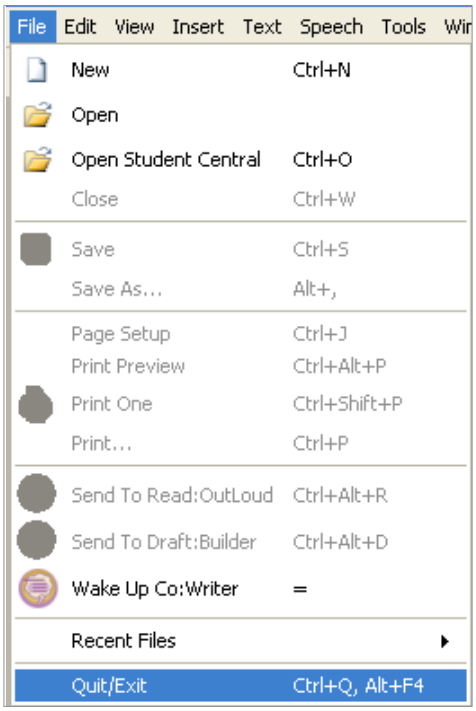
The marine lizard is very different from lizards that live in Illinois. The name helps you know why it is different. The word marine tells you that this lizard can swim in the ocean. Lizards in Illinois do not know how to do this and always stay on dry land.

Another reason the marine lizard is different is there are two sizes of male marine lizards. There are big ones and small ones. Sometimes the small male

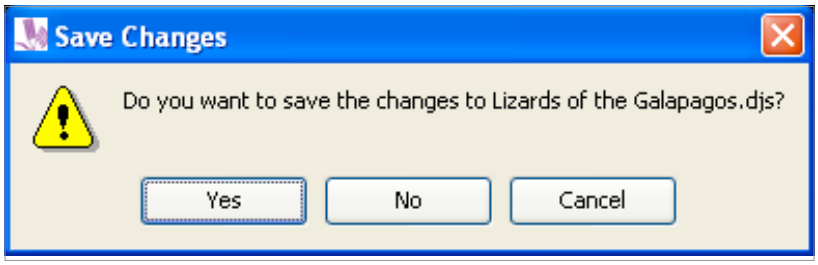
On the toolbar, click **Print One** . One copy of your assignment will print.

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

In Windows, from the **File** menu, select **Quit/Exit.** (On the Macintosh, from the **WriteOutLoud** menu, select **Quit WriteOutLoud.**)

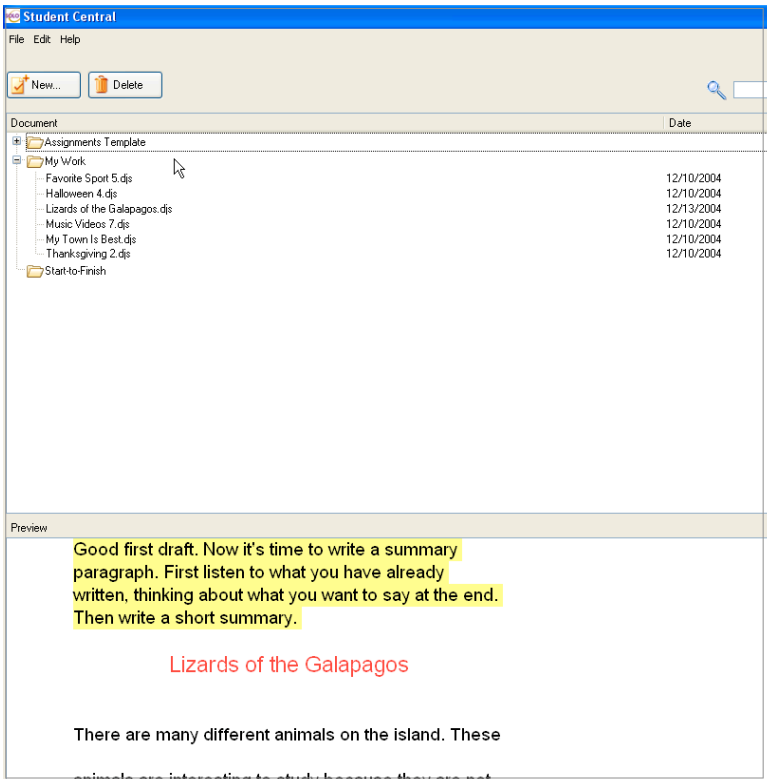


The **Save Changes** dialog appears.



Click Yes.

You are returned to **Student Central.**



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

Note to Teacher

Step to Be Followed

Tutorial 2: Use Teacher Central to Review, Analyze and Create an Assignment

This tutorial is written for a ***teacher.*** *After completing this tutorial, a teacher can use Teacher Central on the first day to review, analyze and create an assignment using the product supports of Create an Assignment, Locked Text, Learner Progress Tab, Analyze Selected Assignments, Learner Progress Graph and Assign to Learner. The assignment consists of directions for the learner to follow, graphics to input and some writing prompts for the learner. The assignment is assigned to a new learner whom the teacher enters as well as an existing learner. Please allow 30-40 minutes to complete this tutorial.*

The tutorial is grouped into the following four sections:

- *Launch, Sign-in to Teacher Central*
- *Review a Learner Assignment, Make Comments in Locked Text*
- *Analyze Learner Progress*
- *Create an Assignment Template in Write:OutLoud (Add Locked Text, Save and Assign)*

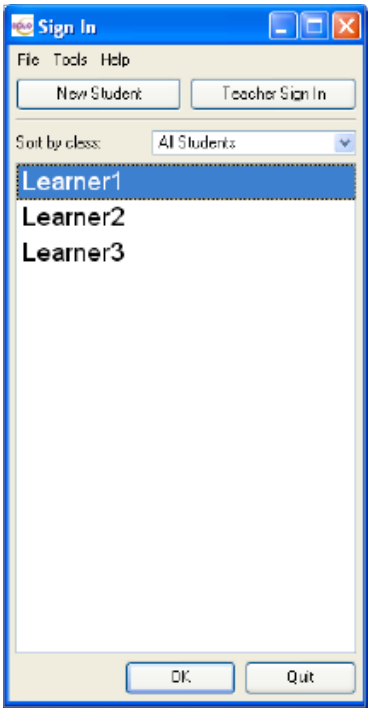
1. Launch, Sign In to Teacher Central

A. Launch

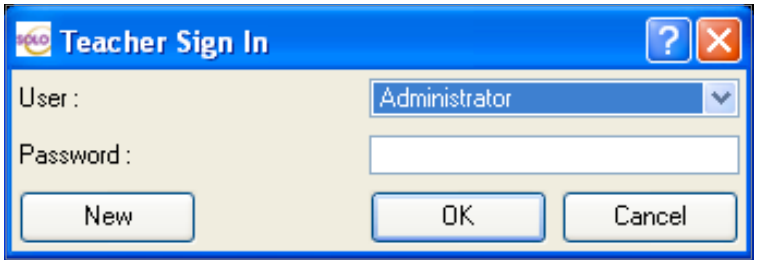
Double-click the Write:OutLoud icon SE or SOLO icon on your Windows desktop or the SOLO icon on the Macintosh dock to launch the program.

B. Sign In to Teacher Central

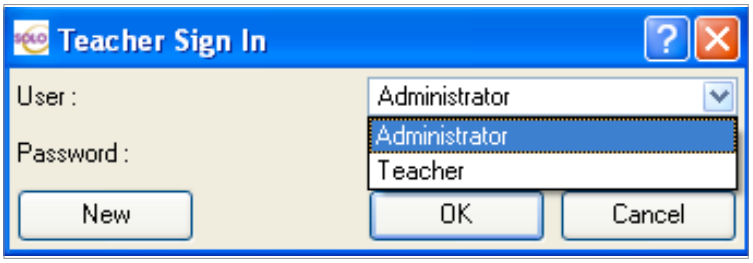
Sign In appears.



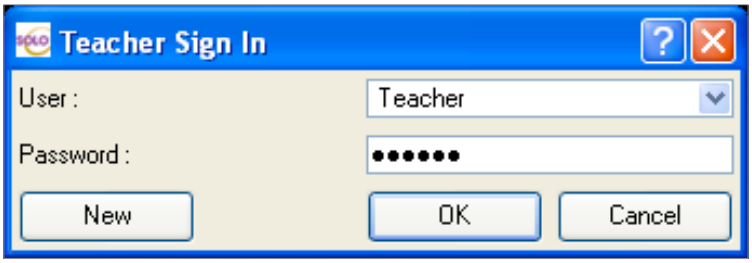
Click Teacher Sign In. **Teacher Sign In** appears.



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

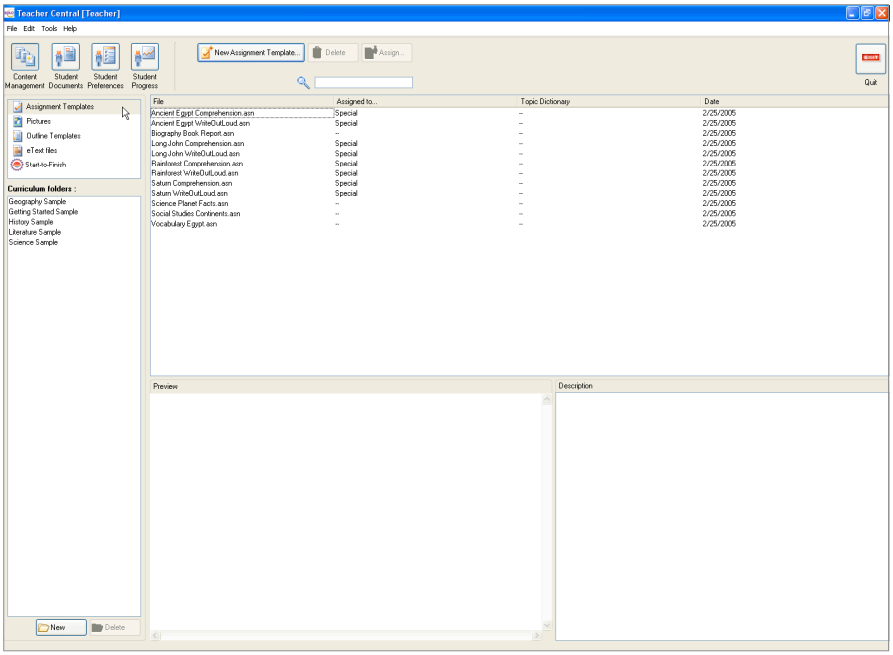


Type in your Password **school.**



Click OK.

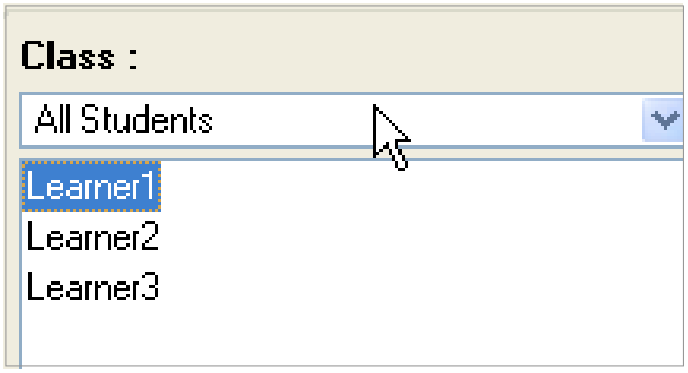
Teacher Central appears. **Teacher Central** lets a teacher perform administrative tasks needed to create assignments and manage learners' work.



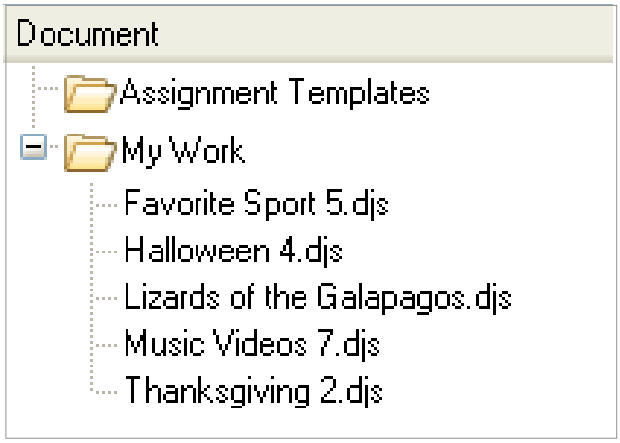
2. Review a Learner Assignment, Make Comments in Locked Text

From **Teacher Central,** click **Student Documents** .

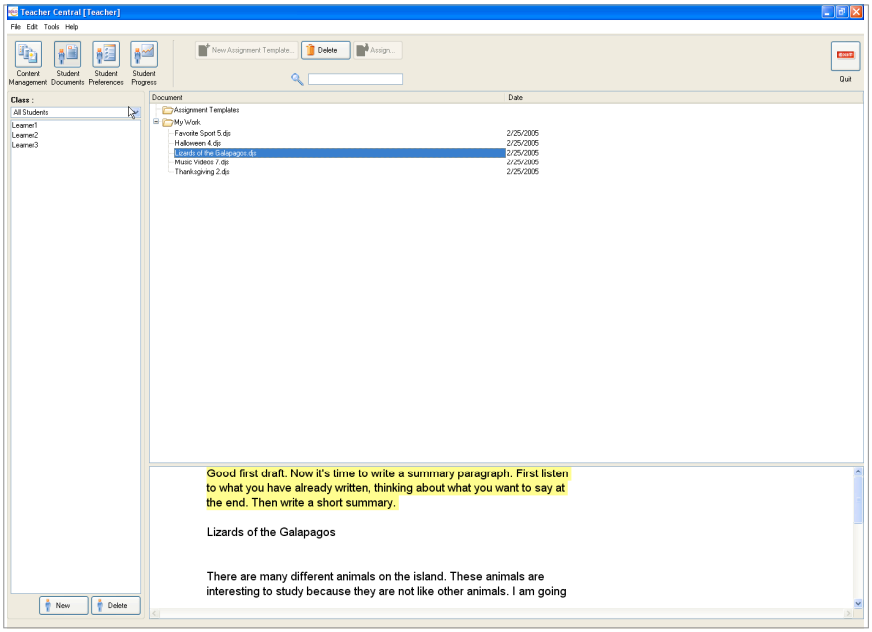
Click to select **Learner1** from the list of learners.



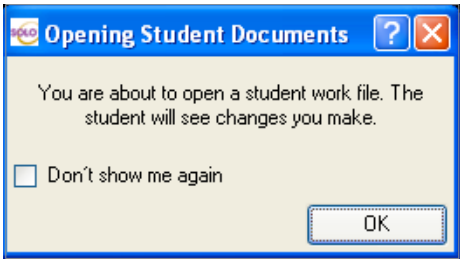
The **My Work** folder is automatically open. Displayed are the assignments the learner has worked on.



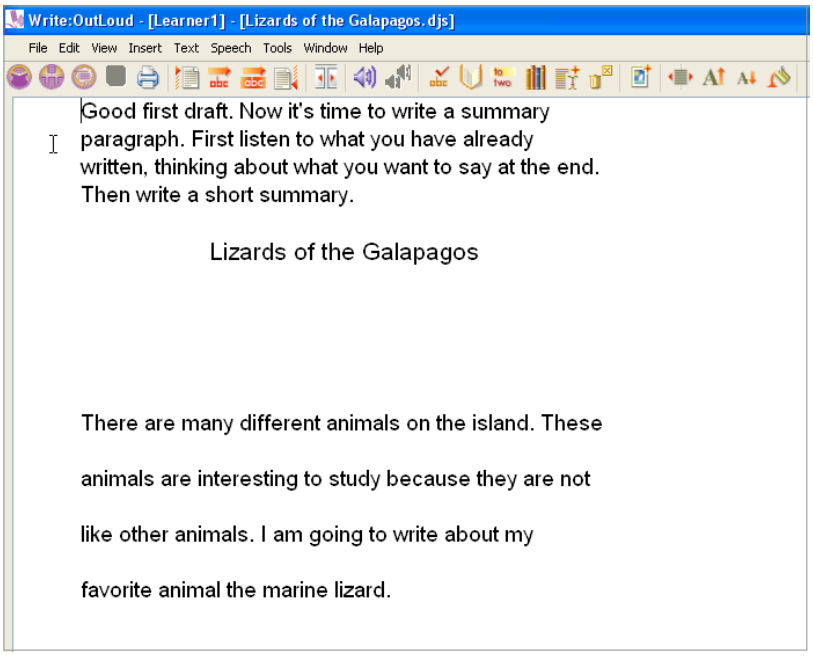
From the list of files, find and click to select the file called **Lizards of the Galapagos.** A small snapshot of the assignment appears in the **Preview**. Check to see that it is the assignment you are looking for.



Double-click the name of the file to open it in Write:OutLoud. **Opening Student Documents** appears.



Click OK. The assignment opens in Write:OutLoud.



Read the assignment. You see that **Learner1** has added a closing paragraph following your previous instructions.

Add a comment to **Learner1** about the paragraph. Put the cursor after the closing paragraph. Type **Interesting closing paragraph. I like it! Save your work and print it for your portfolio.**

Interesting closing paragraph. I like it! Save your work and print it for your portfolio.

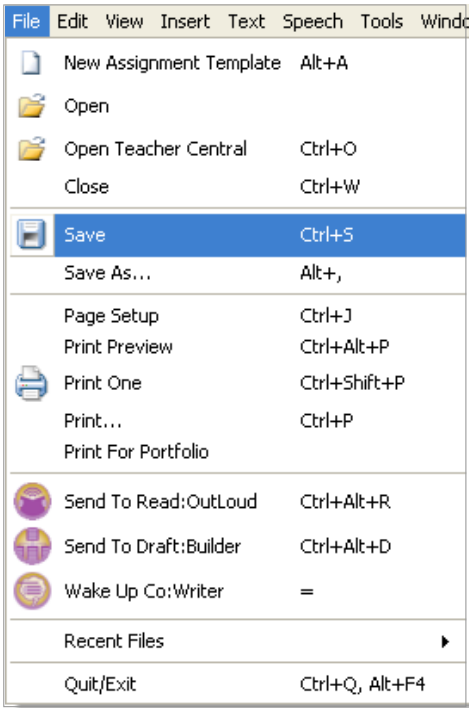
Highlight the comment you just typed into the assignment.

Interesting closing paragraph. I like it! Save your work and print it for your portfolio.

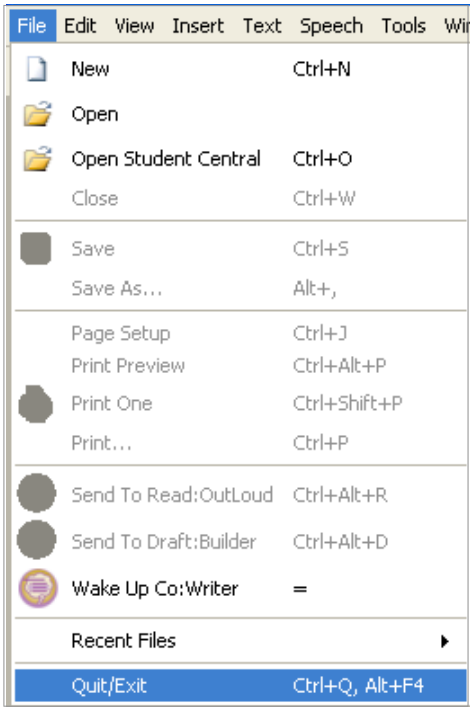
Click **Lock/Unlock Text** on the toolbar to lock the text. The Locked Text changes color.

Interesting closing paragraph. I like it! Save your work and print it for your portfolio.

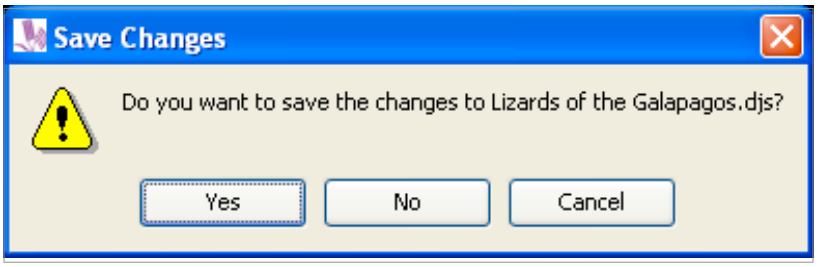
From the **File** menu, select **Save.**



In Windows, from the **File** menu, select **Quit/Exit.** (On the Macintosh, from the **WriteOutLoud** menu, select **Quit WriteOutLoud.**)



The **Save Changes** dialog appears.



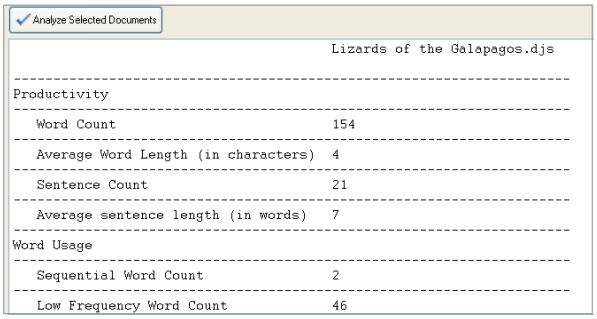
Click Yes.

You are returned to Teacher Central.

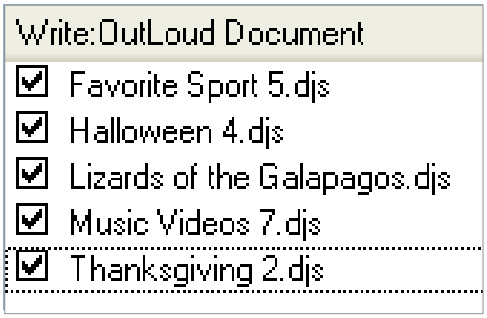
3. Analyze Learner Progress

From **Teacher Central** click **Student Progress** .

Check the box next to **Lizards of the Galapagos.** An analysis report of the assignment appears in the Preview below. Scroll up and down to see the categories analyzed.



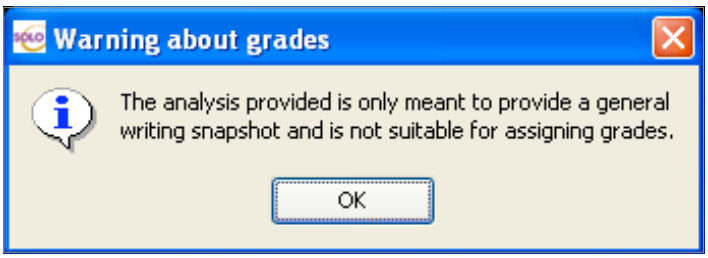
Click to select the other assignments to have them included in the analysis.



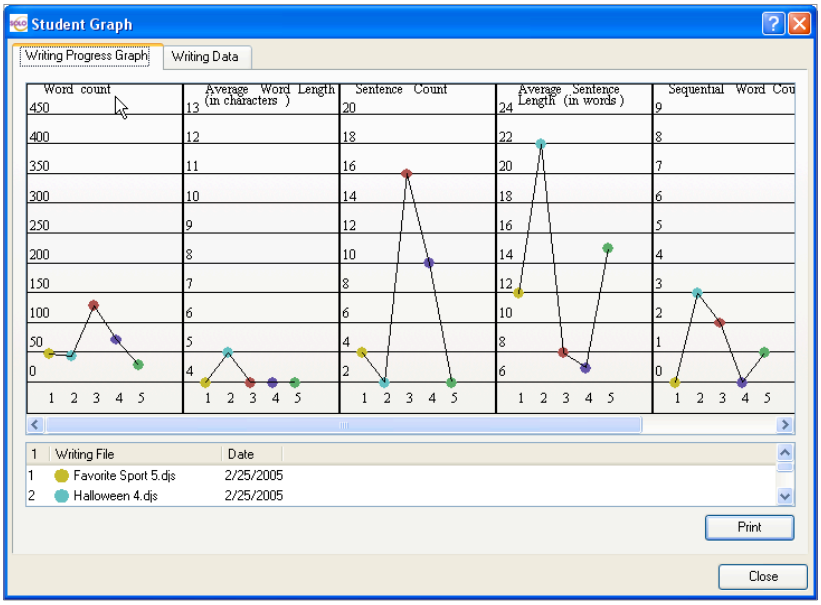
Click

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

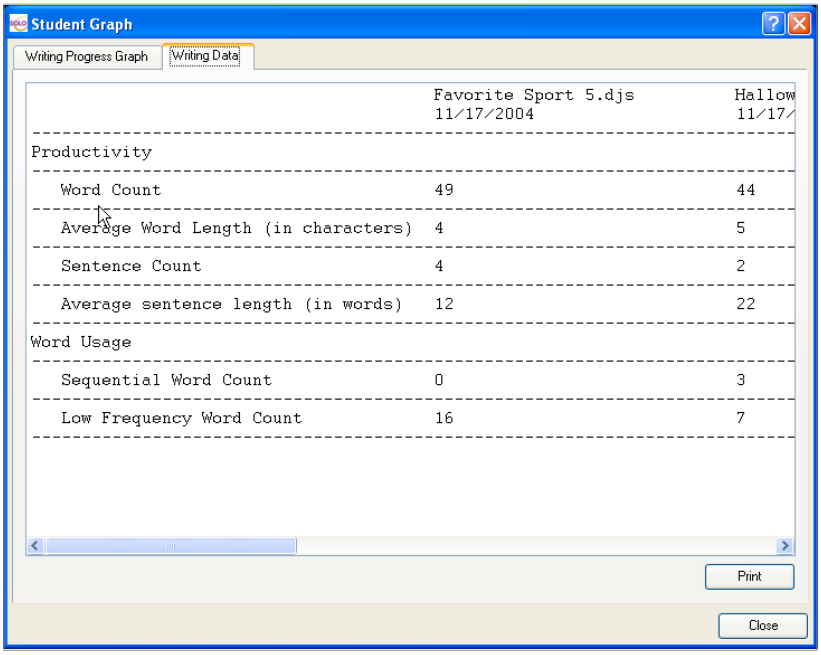
.



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



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



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

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

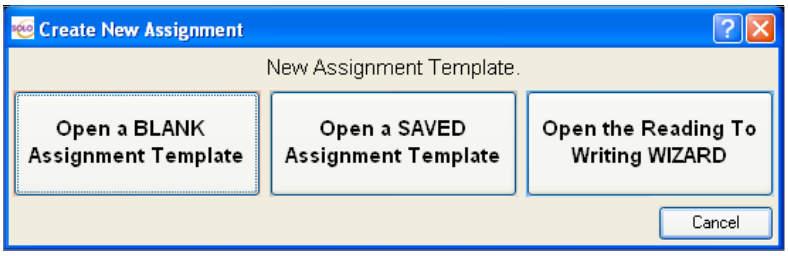
4. Create an Assignment Template in Write:OutLoud (Add Locked Text, Save and Assign)

A. Create an Assignment Template in Write:OutLoud

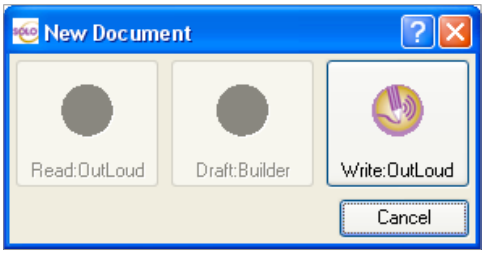
From **Teacher Central** click **Content Management** .

Click New Assignment Template.

Create New Assignment appears.

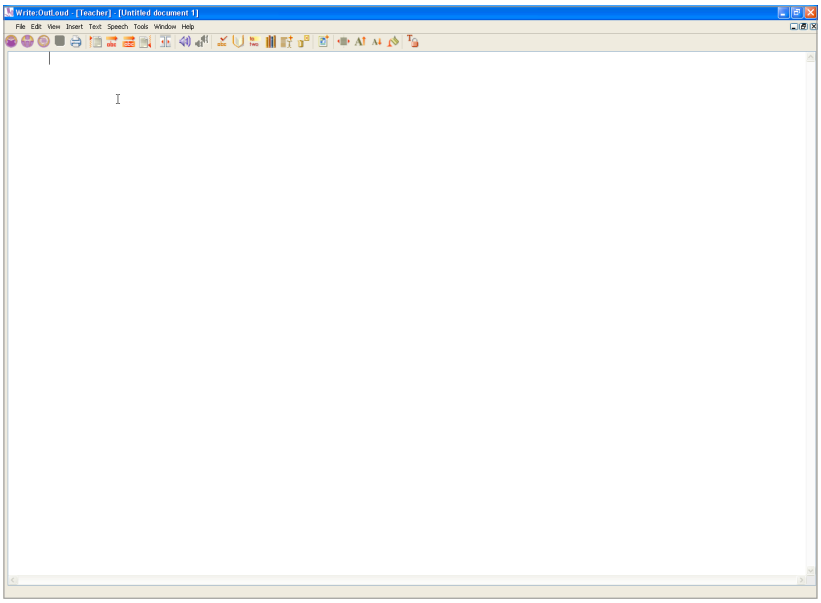


Click Open a BLANK Assignment Template. **New Document** appears:



Click **Write:OutLoud**.

Write:OutLoud opens - looking like this:

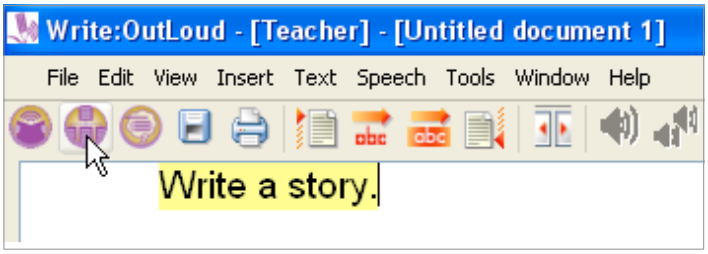


B. Add Locked Text

Type directions for your assignment.

Type **Write a story.**

To lock the text, highlight the text you just typed and click the **Lock/Unlock Text** button . The text is highlighted.



Press return two times to add spaces. Continue typing directions.

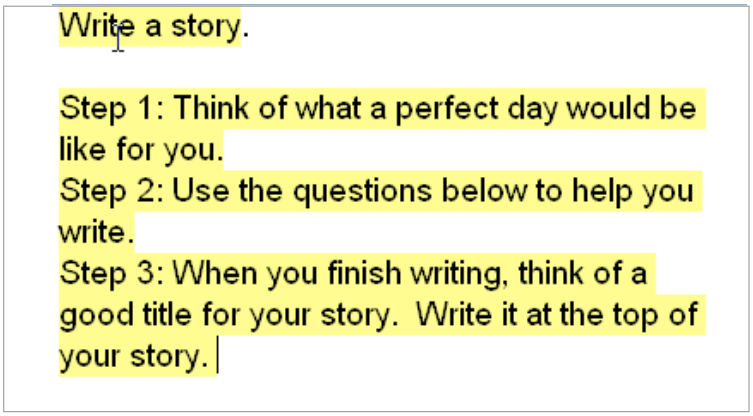
Step 1: Think of what a perfect day would be like for you.

Step 2: Use the questions below to help you write.

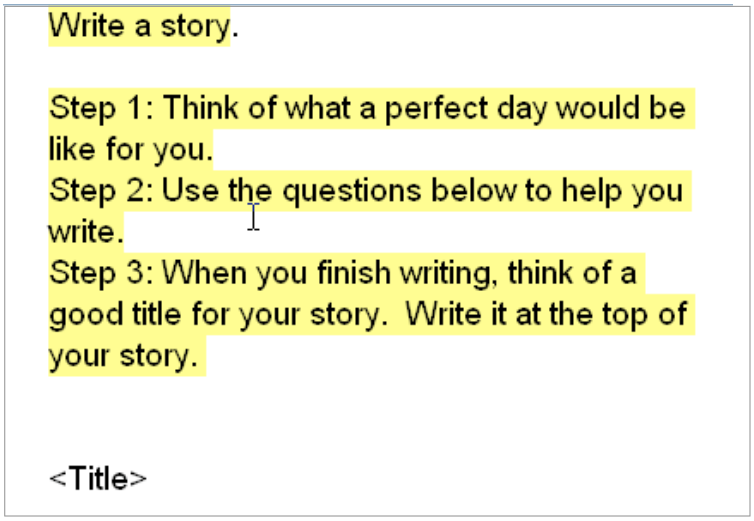
Step 3: When you finish writing, think of a good title for your story. Write it at the top of your story.

Highlight the text you just typed and click the **Lock/Unlock Text** button . The text is highlighted.

Press return two times to add space.

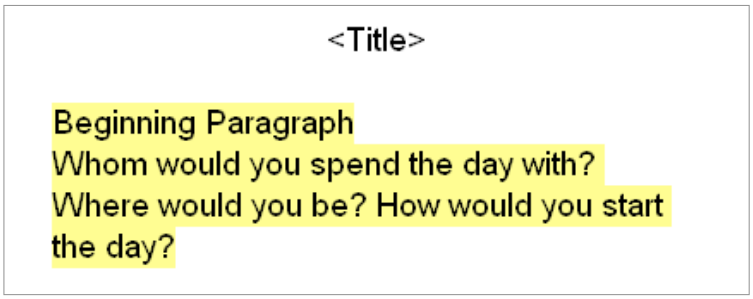


Type a placeholder for the title <Title>. *Do not lock the text so the learners may type their titles over it.*



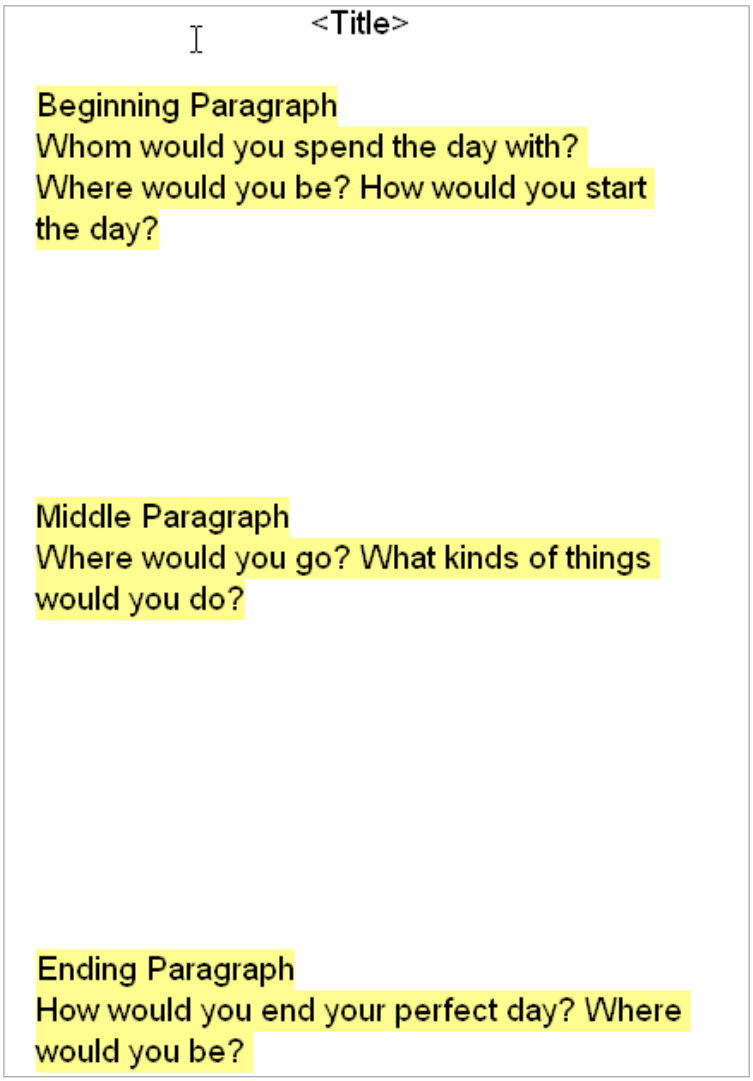
Click **Align Center** twice to place your title in the center of the page.

Press **Enter** twice and click the **Align** button twice to align with the left side of the page. Type the following questions and lock the text.



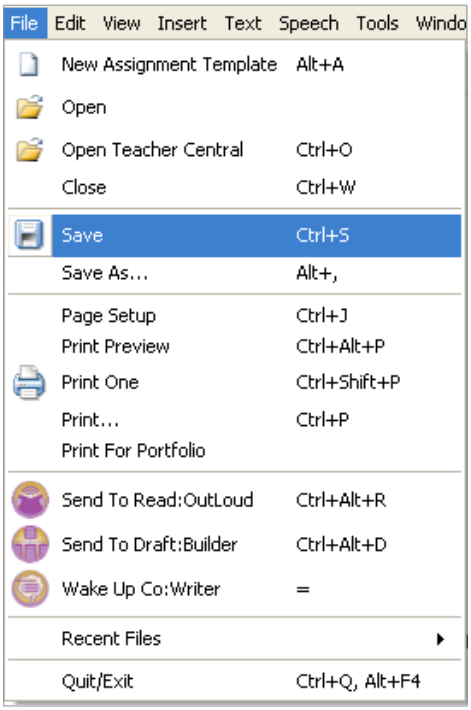
After you lock the text, press **Enter** two times so there is room for the learners to type their paragraph. *Locked Text cannot be moved by the learner.*

Repeat this for typing questions for the middle and ending paragraphs.

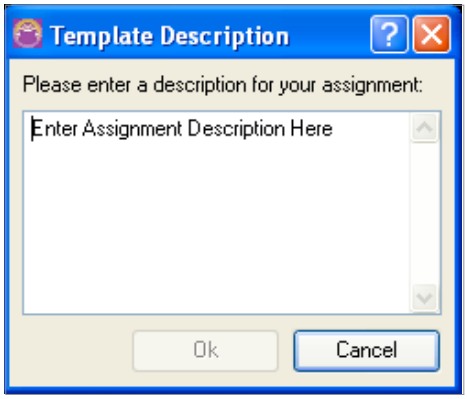


C. Save the Assignment Template

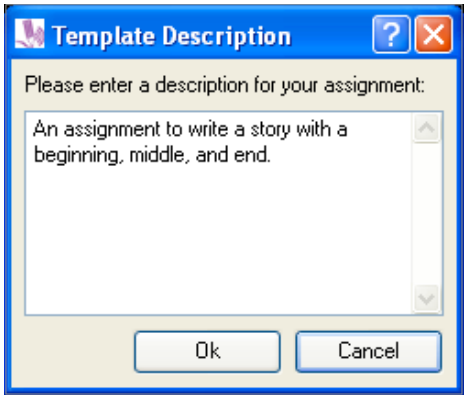
From the **File** menu, select **Save.**



Template Description appears.

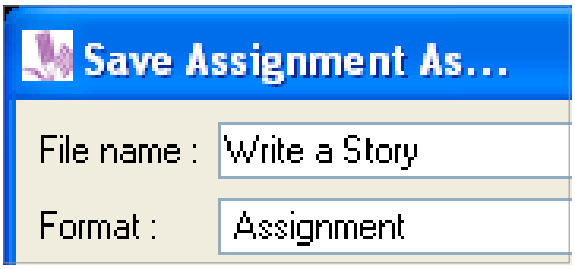


Type in a description of the assignment.



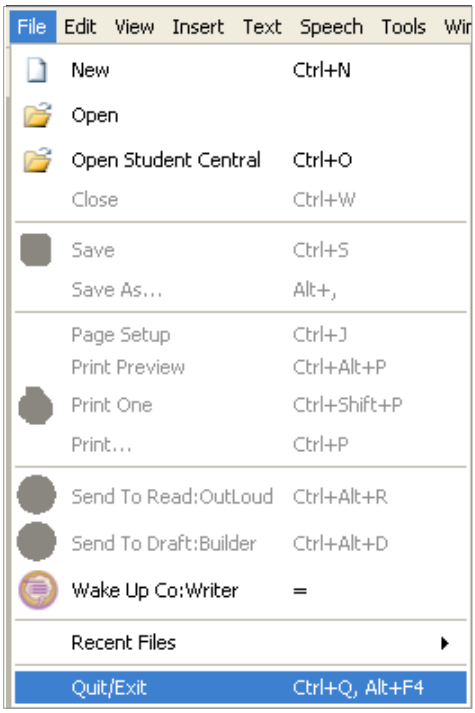
Click OK.

In the **Save Assignment As...**dialog, after **File name,** type in a name for the assignment.



Click Save.

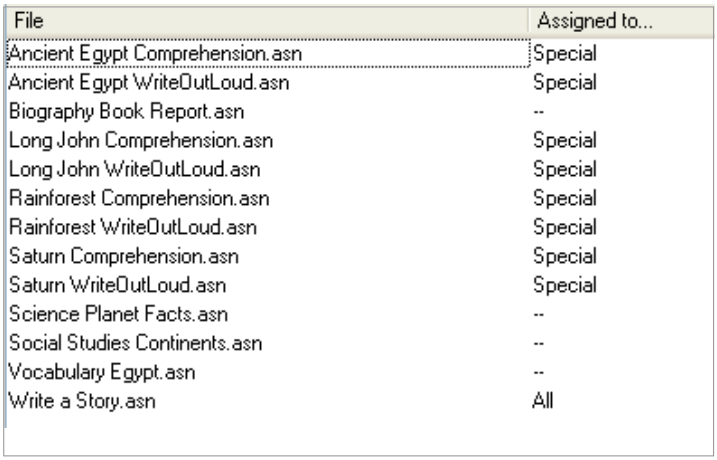
In Windows, from the **File** menu, select **Quit/Exit.** (On the Macintosh, from the **WriteOutLoud** menu, select **Quit WriteOutLoud.**)



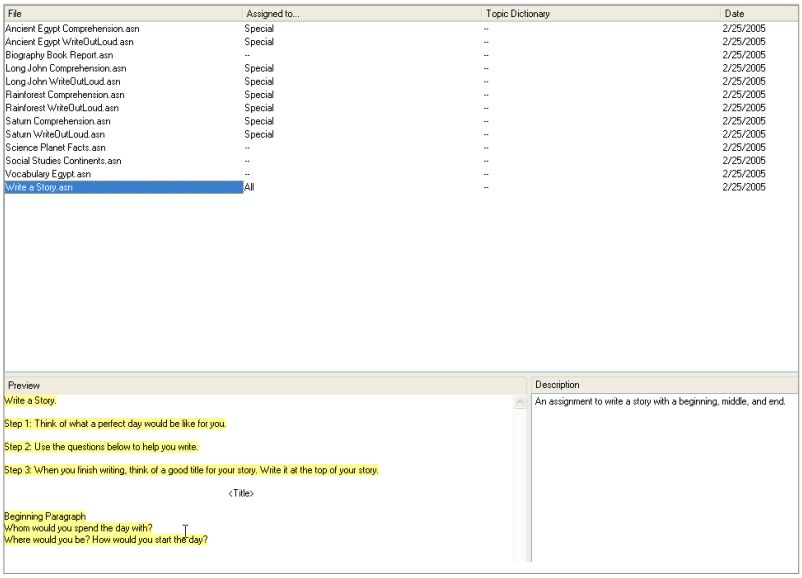
You are returned to **Teacher Central.**

D. Assign to Learners

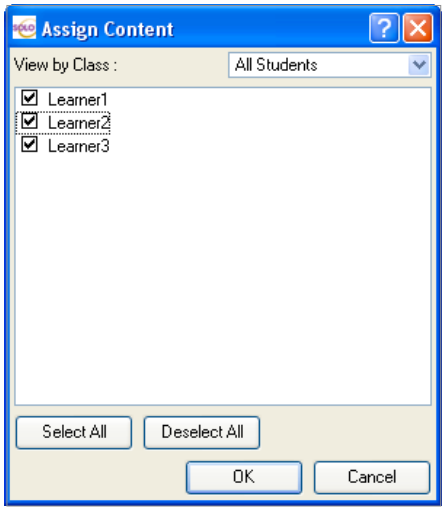
See the name of the new assignment you just created listed in the assignment window.



Click the name of the file **Write a Story.asn.** You see a snapshot of the assignment in the Preview below.



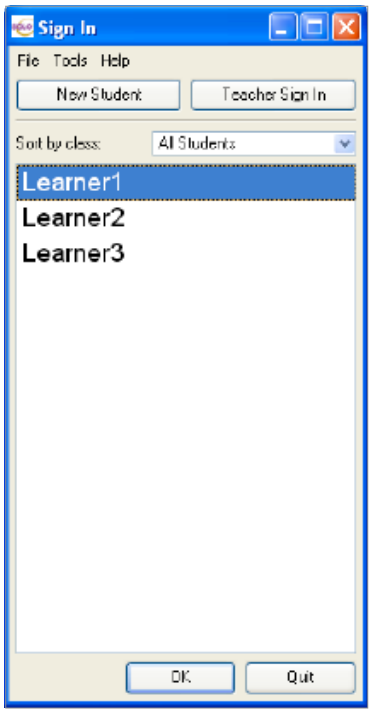
Click Assign. **Assign Content** appears with the learners' names listed and all learners selected.



Click OK.

Close Teacher Central by clicking the Quit button in the upper right-hand corner.

Sign In appears.



Click Quit to exit the program.

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

APPENDIX 1: Supporting Files

Assignment Templates and Outline Templates Included with Write:OutLoud, SOLO Edition

Included with your Write:OutLoud, SOLO Edition product are Assignment Templates.

Sample Assignment Templates for use with Write:OutLoud

These Sample Assignment Templates demonstrate ideas in Write:OutLoud.

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

Sample Curriculum Folders and Sample Assignment Templates

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

- 1 comprehension assignment using Write:OutLoud
- 1 writing assignment using Write:OutLoud that involves writing, revising or editing work

Listed here are the file names.

Sample Assignment Templates	Sample Curriculum Folder
Long John Comprehension.asn Long John WriteOutLoud.asn	Literature
Saturn Comprehension.asn Saturn WriteOutLoud.asn	Science
Ancient Egypt Comprehension.asn Ancient Egypt WriteOutLoud.asn	History
Rainforest Comprehension.asn Rainforest WriteOutLoud.asn	Geography

Limited Warranty

Don Johnston Incorporated warrants software for one year from date of purchase. This warranty is valid against manufacture defects and malfunctions not the result of abuse or mishandling. Except for the above, Don Johnston makes no warranties, express or implied, including warranties as to the merchantability or as to the fitness of this product for any particular purpose, and shall not be liable for any loss or damage, directly or indirectly, arising from the use of this software product or for consequential damages.

Don Johnston Incorporated reserves the right to make any changes, additions or improvements to software or documentation at any time without notice to any person or organization.

The manuals and the software described in them are copyrighted, with all rights reserved. Under the copyright laws, the manuals or the software may not be copied, in whole or in part, without written consent of Don Johnston, except in the normal use of the software. The same proprietary and copyright notices must be affixed to any permitted copies as were affixed to the original. This exception does not allow extra copies to be made for others, whether or not sold, but all the material purchased (with all backup copies) may be sold, given, or loaned to another person. Under the law, copying includes translating into another language or format. You may use the software on any computer owned by you, but extra copies cannot be made for this purpose.

DON JOHNSTON INCORPORATED MAKES NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE, REGARDING THE SOFTWARE. DON JOHNSTON'S LICENSOR(S) DOES NOT WARRANT, GUARANTEE OR MAKE ANY REPRESENTATIONS REGARDING THE USE OR THE RESULTS OF THE USE OF THE SOFTWARE IN TERMS OF ITS CORRECTNESS, ACCURACY, RELIABILITY, CURRENTNESS OR OTHERWISE. THE ENTIRE RISK AS TO THE RESULTS AND PERFORMANCE OF THE SOFTWARE IS ASSUMED BY YOU. THE EXCLUSION OF IMPLIED WARRANTIES IS NOT PERMITTED BY SOME JURISDICTIONS. THE ABOVE EXCLUSION MAY NOT APPLY TO YOU.

IN NO EVENT WILL DON JOHNSTON'S LICENSOR(S) AND THEIR DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS (COLLECTIVELY DON JOHNSTON'S LICENSOR) BE LIABLE TO YOU FOR ANY CONSEQUENTIAL, INCIDENTAL OR INDIRECT DAMAGES (INCLUDING DAMAGES FOR LOSS OF BUSINESS PROFITS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION, AND THE LIKE) ARISING OUT OF THE USE OR INABILITY TO USE THE SOFTWARE EVEN IF DON JOHNSTON'S LICENSOR HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. BECAUSE SOME JURISDICTIONS DO NOT ALLOW THE EXCLUSION OR LIMITATION OF LIABILITY FOR CONSEQUENTIAL OR INCIDENTAL DAMAGES, THE ABOVE LIMITATIONS MAY NOT APPLY TO YOU. Don Johnston's Licensor's liability to you for actual damages from any cause whatsoever, and regardless of the form of the action (whether in contract, tort (including negligence), product liability or otherwise), will be limited to $50.

SOLO™ by Don Johnston

One Completely Integrated Solution

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

When used with **SOLO's Text Reader,** Write:OutLoud displays a content-specific outline and notes that were generated while reading eText in the supported reading environment of SOLO's Text Reader. The outlined notes, which appear in a split window, help to recall and access main ideas, facts and data from reading.

When used with **SOLO's Word Prediction and Vocabulary Development Assistant,** Write:OutLoud gets a vocabulary and sentence construction boost! Topic Dictionaries provide just-in-time support with content-area and topic-specific words-the words that usually slow down the writing process. An eWord Bank helps with idea generation.

When used with **SOLO's Writing and Graphical Organizer,** Write:OutLoud has a partner in the writing process. SOLO's Writing and Graphical Organizer supports the up-front steps of outlining, note-taking and drafting and then seamlessly transitions the draft to Write:OutLoud to scaffold the next steps of the writing process-revision, editing and publishing.

For more information about Don Johnston's revolutionary learning intervention—SOLO™—visit donjohnston.com or contact Customer Success at 800.999.4660