

Teaching Assistive Technology as a Writing Lesson

Just a note, this document has been created to instruct on the use of Microsoft's Digital Tools in the writing process. This is NOT instruction on the writing process itself.

Grade 2-3

Using the [icons provided](#) help the students "follow" directions and allow them to be much more independent. I put them on the board as I explain what needs to be done so that I can quickly refer to them when students have questions. This is the "step by step" set of instructions for them.

Creating a Document from Scratch

This method takes advantage of allowing the students to get their thoughts down on paper without being slowed down with the physicality of writing it.

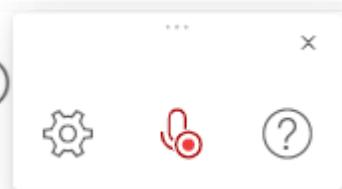
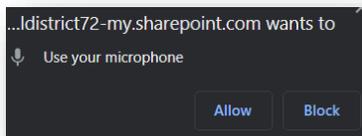
Students open word from Office.com -> Edge -> My Apps -> OneDrive -> File New -> Word Document

Dictate > Text to Speech (Writing the Story)

Access "Dictate" by clicking the dictate icon located on the ribbon from the "Home" tab.



Students may have to "allow" access to the microphone. Be sure to click "Allow".

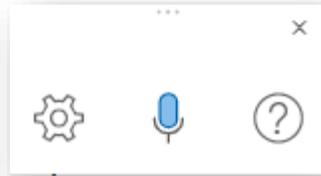


A small window will appear displaying the microphone. The students start talking -> the computer will translate what is being spoken into written text. Punctuation can even be written using the spoken command such as "period", "comma", "question mark".

Note: clicking on the settings icon will allow the user to change the spoken language.

Once the students have “written” their text, they can pause the recording by clicking on the microphone. I encourage them to start and stop often to think about what they would like to say BEFORE saying it so that it has some sense of organization.

Click on the microphone again to resume OR on the “x” in the top right-hand corner to close the microphone.



Immersive Reader > Read aloud

Students will now have the computer read their text back to them. They can listen to make sure that the words/sentences make sense, punctuation is placed where needed and to check to see if more needs to be written to complete the “story”.

Access Immersive Reader from the “View” tab.

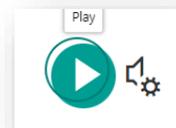
Clicking on the icon will open the written text in the immersive reader interface displaying the unique ribbon accompanying this.



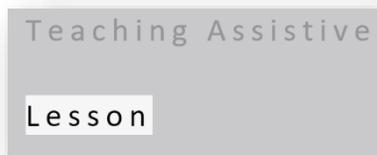
There are many settings that can be customized for the utilization of this tool as an intervention tool. At this time, it might be an idea just to use the default settings.

(Note: the desktop application offers a much more robust immersive Reader experience. However, for the purpose of this lesson, the online version works just fine.)

If the document is not already at the top, scroll to the top, place the cursor at the beginning and press the “Play” icon at the bottom of the screen.



The document becomes greyed out and as the text is read, it is highlighted for easy tracking.





Clicking on a word will display a picture as well as a sound icon to listen to the individual word.

Once the document has been read, exit out of the immersive reader screen by clicking on the <-- located on the top left of the window. Students can then go back and “edit” their document – making necessary adjustments and/or additions. *Unfortunately, editing cannot be done in this screen.*

Have them repeat this process until the writing is completed. Print the document so the students can create an illustration to accompany their writing.

Using an Existing Document

This method really takes advantage of the immersive reader function helping the student recognize the mistakes in their own writing.

Have the students open an existing document. Read through it once.

Immersive Reader > Read Aloud

Open immersive reader using the above process to have the computer read the document to the students. Because this was a document they created without the aid of speech to text technology, there is a highly likely chance that more errors will be highlighted and identified through this process. It may take a few readings through for the students to be able to identify where the mistakes have been made AND may even take the help of an adult.

Exit out of the immersive reader screen to make these changes.

Dictate > Speech to Text

Use the dictate tool to do the editing. This can be done by adding punctuation, correcting words and even adding more to the story so that the sentences make sense or there is a true sense of “story”.

Have the students use the Immersive Reader tool one last time to listen to the story.

Once complete, print and illustrate.