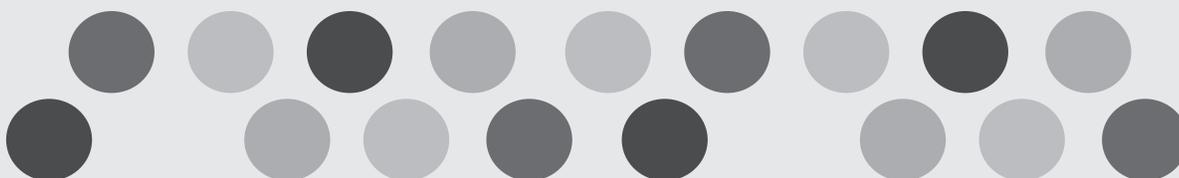# DRAFT:Builder® 6

## Outline IT!  Note IT!  Draft IT!

**What's Inside** ● ● ●

Validated Professional Development

Draft:Builder 6 Train-in-30 Tutorial

Skill Assessment

Classroom Implementation Tool

Professional Development Tracker

# ●●●● Validated Professional Development

*Successful training and implementation hinges on one's ability to understand "what and who" the technology is for, and then how to use it.*

## Building Awareness and Conceptual Understanding

- Summarize corresponding initiatives and provide the rationale behind your organization's desire for participants to learn to use the tool.

- Require that participants view the Draft:Builder® 6 Product Demo prior to any training. **www.donjohnston.com/product_demo**

- Preview the Draft:Builder 6 Classroom Implementation Tool on page 10. This will help participants identify student needs, set goals and think about logistical matters.

## Skill Acquisition

- Make sure the product is installed and easily accessible prior to any training. Participants must be able to go back and practice following their new learning.

- Stick to the tutorial by teaching only three new things — providing too much information at once is ineffective and unproductive.

## Skill Application

- Set clear expectations and timelines related to putting new knowledge into practice. (examples: sharing with peers, using with students)

- Provide tangible implementation tools that not only promote thought and planning, but also require "answers" or results — homework!

- Set aside time to share successes and failures. Everyone will benefit from shared knowledge and group brainstorming.

- Recognize leaders and those being successful — use them to push the training out to the next level of participants.

# Outline IT!  Note IT!  Draft IT!

**Draft:Builder 6** is an organizing tool that breaks down the writing process into manageable chunks to structure planning, organizing, note taking and draft writing.

Draft:Builder 6 can be purchased by itself or it can be part of the SOLO® Literacy Suite like Microsoft® Word is part of Microsoft Office.

Take the Draft:Builder 6 Skill Assessment on page 11.

# Outline IT!

Creating an outline and/or graphic organizer to plan, record and organize your ideas is a very effective first step in writing a draft.

Launch Draft:Builder 6.

> **Windows:** Start menu and/or Shortcut on Desktop
>
> **Macintosh:** Dock and/or Alias on Desktop

**PLAN AND ORGANIZE your thoughts before writing**

▌▶ **Instruction**

Placeholders for the outline Topic and first Subtopic appear in the outline panel on the left side of the screen and are represented in a visual map on the right side of the screen.

1.  Look at the outline panel on the left and click the words **My Topic**.  It turns light blue.
    Simply begin to type the title for your outline — **"All About Me."**

### ADD Green Subtopics (Level One)

We are going to work on the "Big Picture" first. Think about the kinds of information someone else might want to know about you. Create green (level one) subtopics to represent these areas — or categories.

1. Click the word **Subtopic** or highlight it so that it turns blue.

2. Type "**Basic Facts**."

3. Press **Enter/Return** on your keyboard and you:

   a. hear the subtopic spoken aloud

   b. create a new green subtopic below the first one.

4. Think of another category to add to your outline. Type it in the second subtopic. For example: "**My Family**" or "**My Friends**."

5. Brainstorm and add several more categories of things people might want to know about you.

⫸ **Instruction**

In brainstorming, anything goes. There are no "good" or "bad" ideas — even seemingly-silly ideas often lead to "out of the box" thinking and increase creativity and engagement. After brainstorming, students can decide which ideas they will use and which they will discard.

### ADD Yellow and Red Subtopics (Levels Two and Three)

Add examples and supporting details to your outline.

1. Click the green box next to "**Basic Facts**." It turns gray.

2. Click [icon] to add a new subtopic below "**Basic Facts**."

3. Click [icon] to indent it and make it a yellow "child" subtopic of "**Basic Facts**."

4. In the new subtopic type "**Name**."

5. Press **Enter/Return** to create a new yellow subtopic.

6. Click [icon] to indent it and make it a red "child" subtopic of "**Name**."

7. Type your name.

8. Explore adding new yellow and red subtopics.

⌨ *Tech Tip:*

A new subtopic will always appear below the subtopic you have selected and at the same level in the outline. (i.e., if a yellow subtopic is selected, the new subtopic will appear below it at the same level)

# Note IT!

**⇒ Instruction** · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · ·

Once you have planned your paper by creating an outline including your main ideas and supporting details, you are ready to emphasize and expand important facts into complete sentences using Draft:Builder 6's Notes feature.

## CREATE a Note

1. Click the **Notes** tab at the top of the outline panel.

2. Your outline remains visible on the left.

3. Click the green subtopic, "**Basic Facts**," to highlight it.

4. Click [icon] to create a Note that is "attached" to that subtopic.

5. In the **Note** window, type the sentence "**My name is....**" Each word is spoken aloud as you place a space after it. The sentence is spoken aloud when you type the period at the end of the sentence.

6. Click [OK] to close the **Note** window. The note appears in the right panel.

**⇒ Instruction** · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · ·

Hearing their writing read aloud helps learners compare what they hear to what they *thought* they were writing. Revisions can be made right away or at a later time.

## ADD a Note to another subtopic

1. Click another subtopic (any color) in your outline to select it.

**⇒ Instruction** · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · · ·

When you select a different subtopic in your outline, the Note you just added will seem to disappear. Don't worry… it's still there! To keep you focused on the information you currently want to write about, Draft:Builder 6 shows ONLY the Note(s) attached to the subtopic you just selected

2. Click [icon] to create a Note "attached" to that subtopic.

3. Write a complete sentence about yourself in the **Note** window.

4. Click [OK] to close the **Note** window.

5. Explore adding notes to subtopics.

# Draft IT!

So far, you have brainstormed information, created an outline with main ideas and supporting details, and combined your ideas into complete sentences. NOW it's time to synthesize your discreet sentences into a cohesive draft. You'll be amazed at how incredibly EASY it is!

## CREATE a Draft

1.  Click the **Draft** tab.

2.  Your Outline and Notes are on the left side of your screen.

➡ **Instruction**

Good writers frequently review their notes to determine whether they have collected all of the information they need to write their draft. To view your Outline and all of your Notes together at any time, click the **Draft** tab.

3.  Click the title, "**All About Me**," and drag it to the Draft panel.

4.  Press **Enter/Return** to add two lines after the title.

5.  Click and drag the Note, "**My name is…**" into the *center* of the **Draft** panel.

🖥 *Tech Tip:*

When you drag and drop text well *below* previous text in the **Draft** panel, you ensure that new text will appear *after* any text you have dragged over previously. If you want to place text *between* or *before* other text you have already placed in the *Draft* panel, simply drag the text to the Draft panel, place the mouse pointer (and cursor) on the exact place you wish the text to appear and release the mouse button.

6.  Space once after the sentence you just added. Then, type a sentence as you would in a typical word processor:  "**I was bornd in…**"  (be sure to misspell "born" as "bornd"). Space once after the sentence.

7.  Click and drag another Note from the **Outline** panel to the end of the text in the Draft.

**CHECK your spelling**

1. Click ☑ .

2. Click 🔊 to the right of the sentence containing the misspelled word (bornd) to hear the sentence and word spoken aloud.

3. Look at the suggested words and select the word "born". Click 🔊 to the right of the suggested word to hear it spoken aloud.

4. Click [ Change ] to replace the misspelled word with the correct one.

5. Take a minute to explore the **Spell Checker** and correct your spelling.

6. Click [ OK ] to close the **Spell Checker** window.

➤ **Instruction**

Struggling writers frequently have difficulty selecting the word they want to use from the list of suggested words in other spell check programs. Draft:Builder 6's spell check dictionary:

✓ Presents the word in context of the sentence in which it was used to help learners hear where and how the word was used.

✓ Suggests words based on phonetic spellings… something other spell checkers often fail to do as successfully!

✓ Speaks the suggested words so learners can be sure they are choosing the word they really want.

## Let's do it, again!

Writing is a recursive process. Good writers continuously cycle through the steps — planning, organizing, expanding, drafting, revising, editing and publishing — until they reach their desired outcome. With this in mind, let's revisit the steps we just completed to flesh out our ideas further.

# ⓞutline IT!

**ADD new information to your Outline**

1. Click the **Outline** tab.

2. Click in the **last green subtopic** in your outline to highlight it. It turns blue.

3. Type "**Surprising Facts**" in the new green subtopic.

4. Press **Enter/Return** or create another new subtopic immediately below "**Surprising Facts**."

5. Click ➡ to indent the subtopic.

6. Type a surprising fact — something that most people don't know about you.

**DISCOVER the Dictionary**

To check the meaning of the words you are using, you can use the talking dictionary.

1. Highlight the word "**Facts**" and click [📘]. The definition of "fact" is shown.

2. Click [🔊] next to the definition to hear it.

3. Take a minute to explore the Dictionary.

4. Click [ OK ] to close the **Dictionary** window.

▌➡ **Instruction**

The talking dictionary — designed specifically for students in grades 3 through 12 — displays the definition(s) of a word in easy-to-understand language.

✓ Presents the word in context of the sentence in which it was used to help learners hear where and how the word was used. This is especially important when looking up words that have more than one meaning!

✓ Offers simple, comprehensible definitions.

✓ Speaks the word AND definition(s).

**REORGANIZE your Outline**

When new ideas occur to struggling writers, it is important to make it as easy as possible for them to capture those ideas before they are lost. Once the ideas are written down, cognitive energy can be used to think about where those thoughts "fit" into the flow of the paper. Writers can quickly move subtopics into the best position in the outline.

1. Click the green box next to "**Surprising Facts**" and drag it upward until you see a green line immediately below "**Basic Facts**."

   **TIP:** If you see a yellow line, move your mouse slightly to the left until the line turns green.

2. Release the mouse button to place "**Surprising Facts**" as the second green subtopic below "**Basic Facts**." It is placed after any yellow or red subtopics you have under "**Basic Facts**."

💻 *Tech Tip:*

You can also move subtopics around in your outline using the buttons in your toolbar:

[⬅ ➡ ⬆ ⬇]

▌➡ **Instruction**

When organizing the outline, it is important that main ideas and supporting details stay linked together and displayed at the appropriate levels. When you move a subtopic — regardless of the color/level — Draft:Builder 6:

✓ Also moves any "children" subtopics attached to it.

✓ Also moves the "children" to their appropriate color/level if you move a subtopic to a different color/level.

## Note IT!

When you have new ideas, you may want to add new notes or reorganize your notes. Working with limited information at one time helps struggling writers more clearly and fluently express their ideas.

### ADD new information to Notes

1. Click the **Notes** tab.

2. Click "**Basic Facts**" to see the notes you have already attached to that subtopic.

3. Click [icon].

4. In the **Note** window, write another basic fact about yourself and click [ OK ].
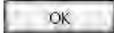
### REORGANIZE your Notes

Once a new note has been added, you may want to rearrange the order in which the notes attached to a subtopic are displayed.

1. Click the note icon [icon] and the note turns gray.

2. Click [↑] and/or [↓] to move the note and change the order in which your ideas are displayed.

## Draft IT!

Once you have added to your **Outline** and **Notes**, you want to add them to your draft. Then, review what you have written. And remember… you can revise your draft at any time to make it sound better, too!

### ADD to your draft

1. Click the **Draft** tab.

2. Drag new notes to the draft.

### LISTEN as a Final Review

1. Click in the upper left corner of the **Draft** panel to place your cursor at the beginning of your document.

2. Click [🔊] to hear the first sentence read aloud.

3. Click [🔊] again to hear each sentence read aloud.

4. Edit words and sentences to make them better.

💻 *Tech Tip:*

Encourage students to ask themselves the following questions as they listen to their written work:

✓ Does my document make sense?

✓ Are the sentences in my document clear and complete or do I need to add more information to clarify or expand upon my ideas?

✓ Did I use the Spell Checker to make sure all of my words are correctly spelled?

**PRINT and SAVE**

1. In the **File** menu, select **Print**.

2. Look at the options for printing text.

3. Click [ Cancel ].

4. In the **File** menu, select **Save As**.

5. Name the document **All About Me** and click [ OK ].

🖥 *Tech Tip:*

Click [🖨] on the toolbar to automatically print one copy of your draft, bypassing the print dialog box.

**QUIT Draft:Builder 6**

*Windows:* In the **File** menu, select **Exit/Quit**
*Macintosh:* In the **DB** menu, select **Quit DB**

Complete the Draft:Builder 6 Post Assessment on page 11.

## Outline IT!  Note IT!  Draft IT!

### Pre Assessment

*What student outcomes do you expect through the use of Draft:Builder 6?*

_____

_____

_____

_____

_____

**Do you know how to:**

**Outline IT!**

❑  Start an outline

❑  Add subtopics to the outline

❑  Change outline levels of subtopics

❑  Reorganize the outline

**Note IT!**

❑  Add a note to a subtopic

❑  Move a note to another subtopic

❑  Re-order notes within a subtopic

❑  Identify how many notes are attached to a subtopic

**Draft IT!**

❑  Drag subtopics to draft panel

❑  Drag notes to draft panel

❑  Place space within draft

❑  Type in the draft

❑  Check spelling in draft

❑  Listen to draft for review

### Post Assessment

*How did your thinking shift?*

_____

_____

_____

_____

_____

**Do you know how to:**

**Outline IT!**

❑  Start an outline

❑  Add subtopics to the outline

❑  Change outline levels of subtopics

❑  Reorganize the outline

**Note IT!**

❑  Add a note to a subtopic

❑  Move a note to another subtopic

❑  Re-order notes within a subtopic

❑  Identify how many notes are attached to a subtopic

**Draft IT!**

❑  Drag subtopics to draft panel

❑  Drag notes to draft panel

❑  Place space within draft

❑  Type in the draft

❑  Check spelling in draft

❑  Listen to draft for review

**DRAFT Builder 6**

## Goal Setting Tips:

- Set clear, concise, measurable reading, writing and/or IEP goals for each student.
- Plan when and where students will have access to, and use Draft:Builder 6 (Do students need this at home?)
- Integrate your reading and writing instruction with Draft:Builder 6 — show students the technology in a writing context.
- Measure changes in attitude — yours and the students'!

## Sample:

| Learners Who Need Access to Draft:Builder 6 | IEP Goals, 504 Plans or Writing Standards | Frequency and Duration the student needs to use Draft:Builder 6 to achieve goals | Classroom/ Subject/Period | Draft:Builder 6 Location: Classroom/Lab/ Media Center/ Resource Room/ Rolling Cart | Testing accommodation: Get approval to use for standardized testing |
|---|---|---|---|---|---|
| *Example: Terry Wong* | *Student will produce and submit the first draft of the semester research report with the aid of an electronic outlining and noting taking tool.* | *45 minutes three times a week during the Library period* | *Social Studies* | *Library* | *For essay tests where the student must read articles and respond to them, student should use an electronic outlining and noting taking tool as the teacher has determined that this is the best method to accurately assess student's skill level and progress.* |
| *Example: Tasha Washington* | *Student will take daily notes in science class using an electronic noting taking and organizing tool.* | *30 minutes each day* | *Science Class* | *Classroom* | *During science testing, student is allowed to review electronic notes taken during class to respond to assessment questions as this makes the student as independent as possible.* |

# Professional Development Tracker ● ● ● ●

**Name:** _____

**Initial Goals:** _____

**Outcomes of this Professional Learning:** _____

| Professional Development Activity | Amount of Time Spent | Date | Outcome of Learning/ Notes from Learning |
|---|---|---|---|
| **Awareness** | | | |
| Example: Participated in training | 30 minutes | 3/15/09 | I summarized information with my team. We developed an action plan. |
| | | | |
| | | | |
| **Conceptual Understanding** | | | |
| Example: Discussed with Sally Givings the supports this tool provides | 30 minutes | 3/30/09 | Sally responded with excitement and was motivated to learn more. |
| | | | |
| | | | |
| **Skill Acquisition** | | | |
| Example: Checked the Help files and learned about unassigned notes. | 60 minutes | 4/09/09 | Discovered that this capability supports my differently leveled students. |
| | | | |
| | | | |
| **Skill Application** | | | |
| Example: Repeated training to 5 peers | 60 minutes | 4/19/09 | We worked through equipment challenges to get to the supports this tool will provide students. Plans were created for next steps. |
| | | | |
| | | | |

**Total Professional Development Time:** _____

# Notes

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