



Note to Teachers About Braille

- The numbers in the left-hand columns in the printed version of each story have been moved in the Braille version to the right-hand side of the page. The number of words on each line was adjusted to reflect the word count in Braille.
- Levels 1.0, 1.5, and 2.0 are in uncontracted Braille. All levels above 2.0 are fully contracted.

A Word About Embossing

Files are formatted to be embossed on wide Braille paper (11 by 11.5 inches), a 40-cell line and a 25-line length. The formatting will not adjust to narrow Braille paper (8.5 by 11 inches). Please consult your Braille software user manual or help file on how to attach or connect to your embosser.

We understand the needs of students learning Braille vary considerably, but we cannot adjust the formatting or relax Braille contractions to individual specifications. All files are provided as is.

Duxbury Users

1. Duxbury files can be opened in software versions 10.5 or later. Files will not open in software version 10.4 or earlier.
2. For software questions regarding Duxbury please visit their website at:
www.duxburysystems.com
3. Duxbury Braille files have the **.dbt** file extension
4. To emboss the Duxbury files follow the instructions provided by Duxbury in selecting your embosser settings. **Files are formatted for wide Braille paper.**

Braille2000 Users

1. Open the Braille file in Braille2000. The latest software build is always available for download at no additional charge. (The latest download is a must for Windows Vista users.)
2. The Braille2000 website is: **www.braille2000.com**
3. Braille2000 Braille files have the **.abt** file extension
4. To emboss the Braille2000 files follow the instructions provided under the Help menu to select your embosser setting. **Files are formatted for wide Braille paper.**

Special Symbols Used in the Placement Packet

Dot Pattern	How Used	Description
Dots 4-6	Emphasis indicator	Indicates the bold-faced words in the stories in levels 3.0 and above.
Dots 5-6	Letter indicator	Used in the “Machu Picchu” story (level 7.0R).

Note to Teachers About Large Print

The needs of students with visual impairments can vary greatly from one student to another. Therefore, materials have not been re-created in large print. Text files have been provided that you can adapt to the needs of your student(s). We offer the following suggestions.

1. Stories in Level 0.8 through 1.5 may be large enough as produced in our texts. If not, using the enlarging feature on any standard office copy machine may be sufficient.
2. In the text files, we have removed the word count numbers from each line. As you apply a larger font, the number of words per line will change. If you are using a standard word processing program such as Microsoft Word, first create a table with two columns.

3. Copy and paste each line of text into the right-hand column. After inserting the entire story using the required font size, count the number of words that are now in the first line of text, and insert the number into the left-hand column of the following line. Next, count the number of words in the second line of text, and add the number of words in the second line to the previous total. Insert that number into the left-hand column of the following line. Continue counting, adding, and inserting the total number of words for each line of story text into the left-hand column of the following line.

An example of this technique is shown below. You can hide the table and cell borders after completing the entire story (see step 4).

	If you see a cobra that looks dead
8	be careful! The cobra could be playing
15	

4. To hide the table and cell borders in Word, select **Borders and Shading** from the Format menu, and select the **Borders** tab. Under **Setting**, select **None** and then click **OK**.

If you see a cobra that looks dead
8 be careful! The cobra could be playing
15

5. When working with the longer stories that require two or more pages, create a page break at the end of a sentence or paragraph.
6. You may want to underline the bold-faced words if the bold typeface is not obvious in a larger font.

For further information about large-print standards, we recommend reading the following article on the American Printing House for the Blind website:

“Large Print: Guidelines for Optimal Readability and APHont™ a font for low vision,”
www.aph.org/edresearch/lpguide.htm

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