

## Introduction to Google Read & Write for Parents

1. Install the latest version of Google Chrome on your home computer and launch Chrome.

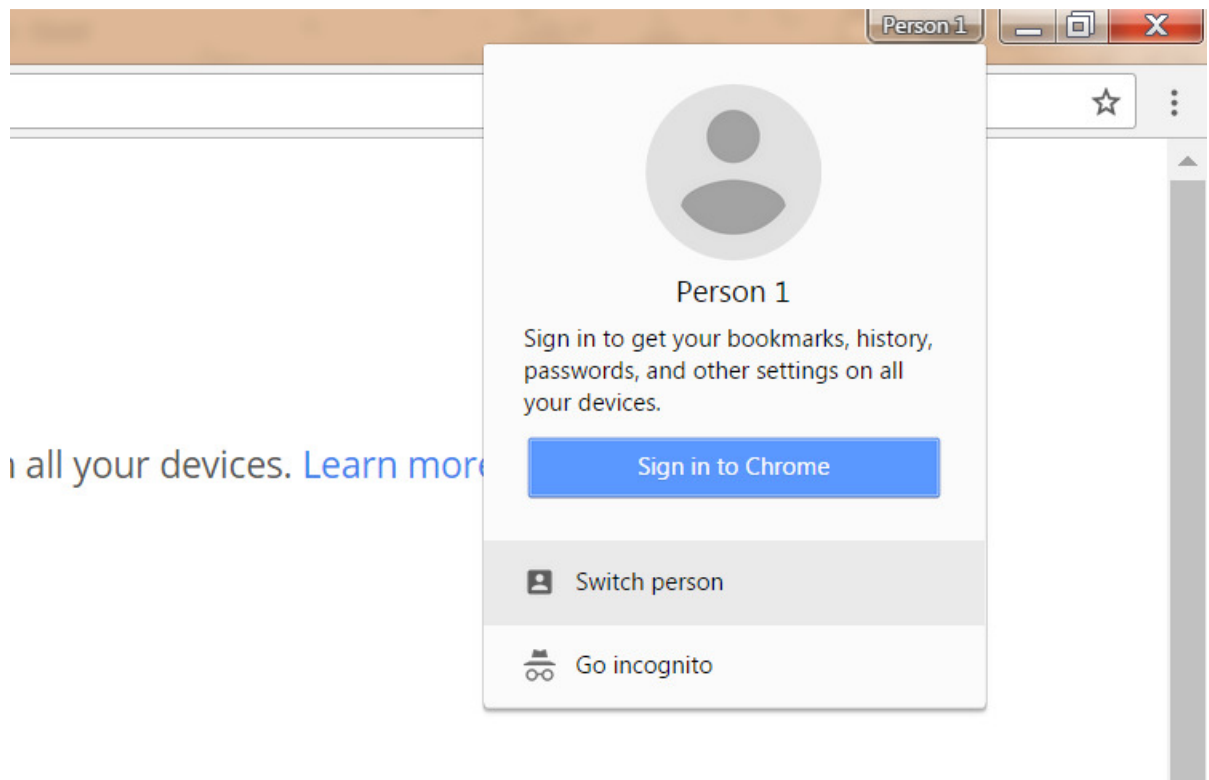
<https://www.google.com/chrome/browser/desktop/index.html>

# Get a fast, free web browser

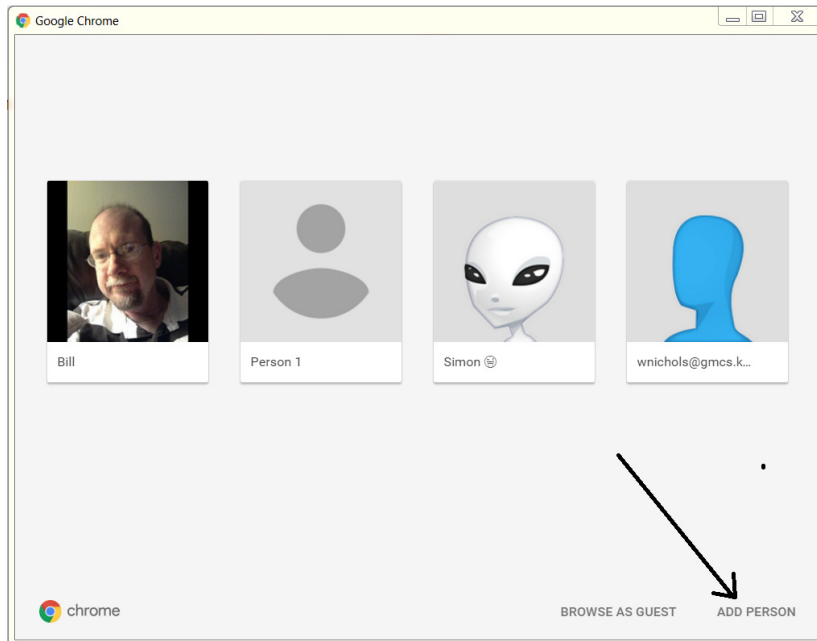
One browser for your computer, phone and tablet

Download Chrome

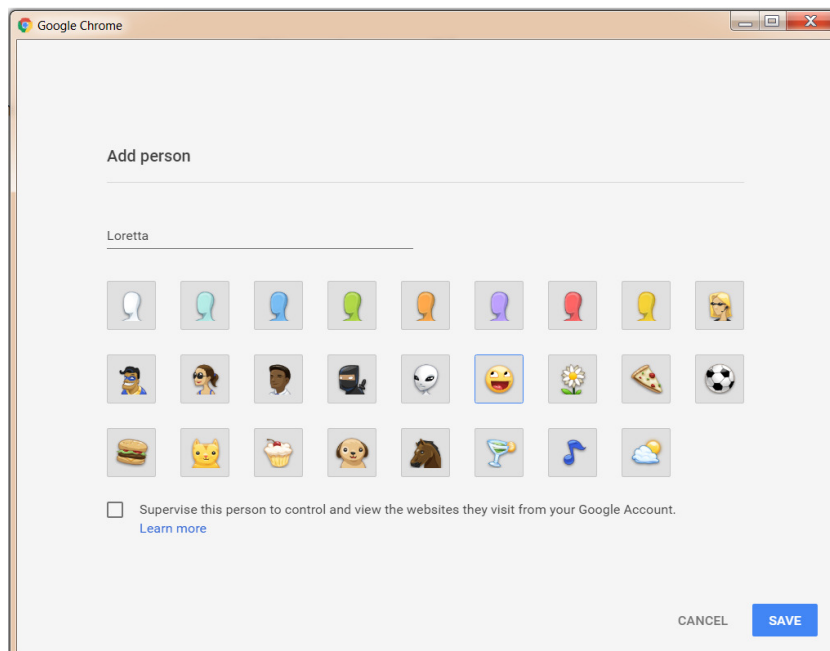
2. To create a "Person" for your child, move your cursor to the top right of the Chrome browser window, click the button to the left of the "minimize" icon, and choose "Switch Person"



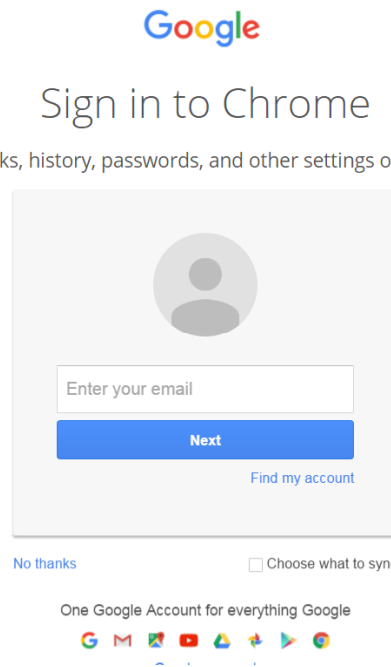
3. In the next window, click "ADD PERSON"



4. Type your child's name on the line provided, and let them choose their favorite icon. Do not choose the "Supervise" option. If you do, your child will not be able to access their GMCS account. Then click the "SAVE" button.



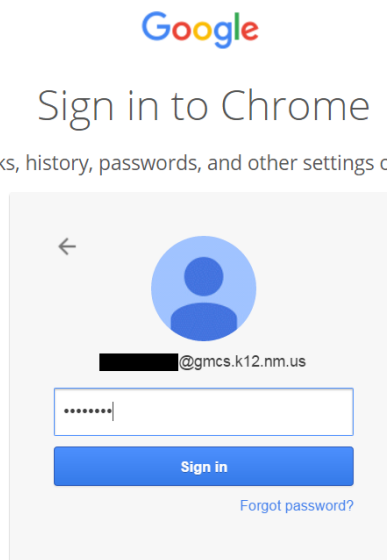
5. On the next screen, enter your child's GMCS email address.



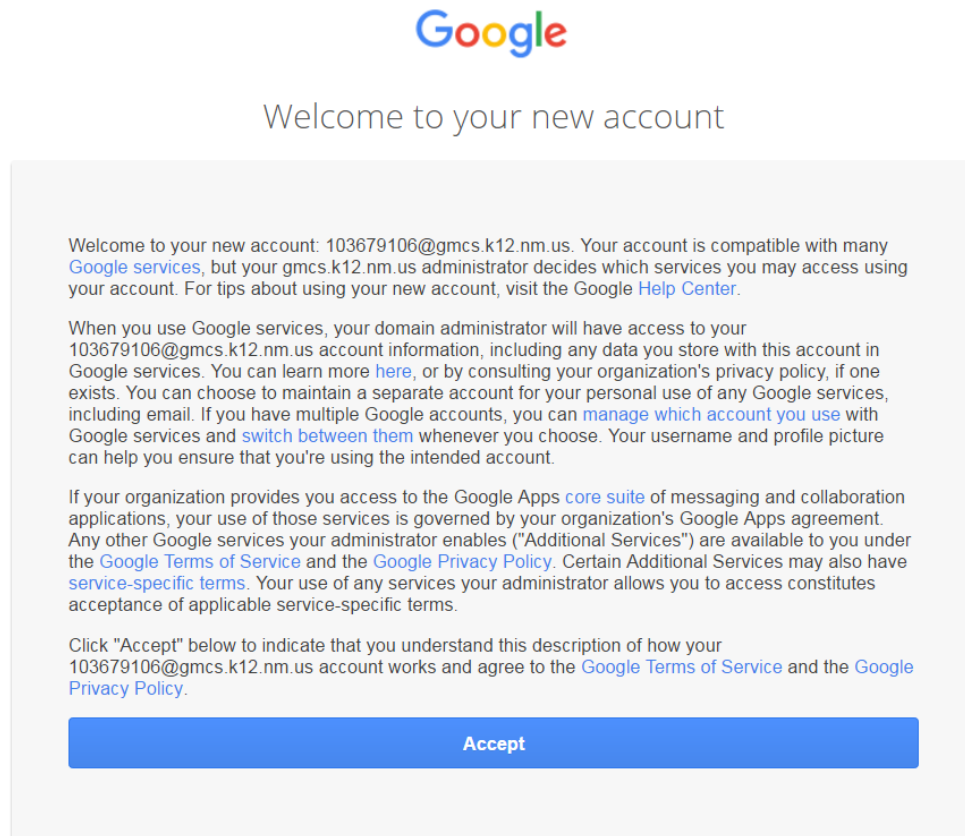
The address will be your child's 9-digit state ID followed by "@gmcs.k12.nm.us".

For instance, if my child's state ID is 999999999, her GMCS email address will be [999999999@gmcs.k12.nm.us](mailto:999999999@gmcs.k12.nm.us)

6. On the next screen, enter your child's 8-digit birthday as a password. For example, if my child was born on 6/13/09, I would enter 06132009



7. On the next screen, click "Accept"



Google

Welcome to your new account

Welcome to your new account: 103679106@gmcs.k12.nm.us. Your account is compatible with many [Google services](#), but your gmcs.k12.nm.us administrator decides which services you may access using your account. For tips about using your new account, visit the [Google Help Center](#).

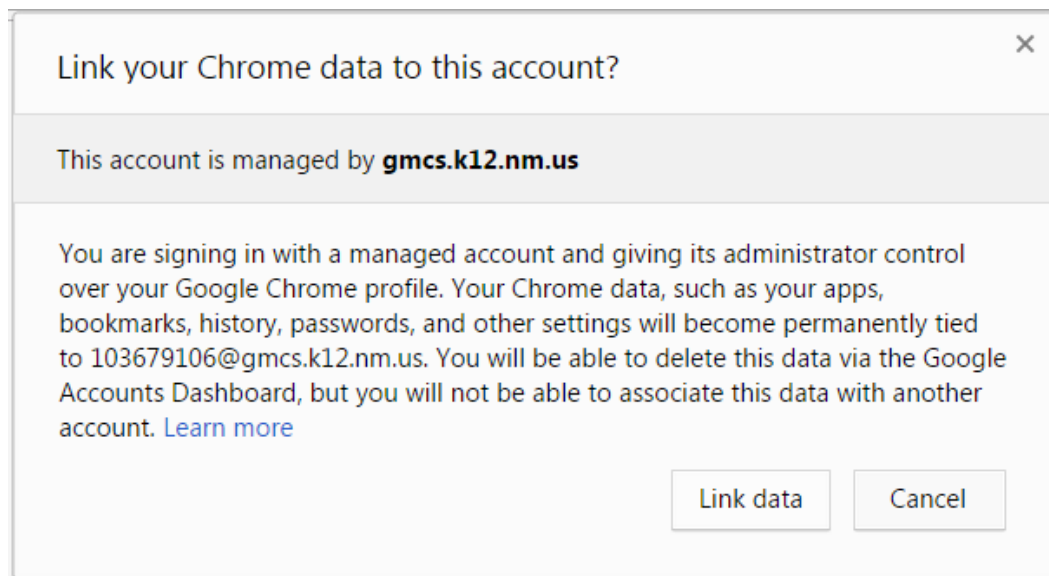
When you use Google services, your domain administrator will have access to your 103679106@gmcs.k12.nm.us account information, including any data you store with this account in Google services. You can learn more [here](#), or by consulting your organization's privacy policy, if one exists. You can choose to maintain a separate account for your personal use of any Google services, including email. If you have multiple Google accounts, you can [manage which account you use](#) with Google services and [switch between them](#) whenever you choose. Your username and profile picture can help you ensure that you're using the intended account.

If your organization provides you access to the Google Apps [core suite](#) of messaging and collaboration applications, your use of those services is governed by your organization's Google Apps agreement. Any other Google services your administrator enables ("Additional Services") are available to you under the [Google Terms of Service](#) and the [Google Privacy Policy](#). Certain Additional Services may also have [service-specific terms](#). Your use of any services your administrator allows you to access constitutes acceptance of applicable service-specific terms.

Click "Accept" below to indicate that you understand this description of how your 103679106@gmcs.k12.nm.us account works and agree to the [Google Terms of Service](#) and the [Google Privacy Policy](#).

Accept

8. On the next screen, choose the option to "Link data"



Link your Chrome data to this account? ✕

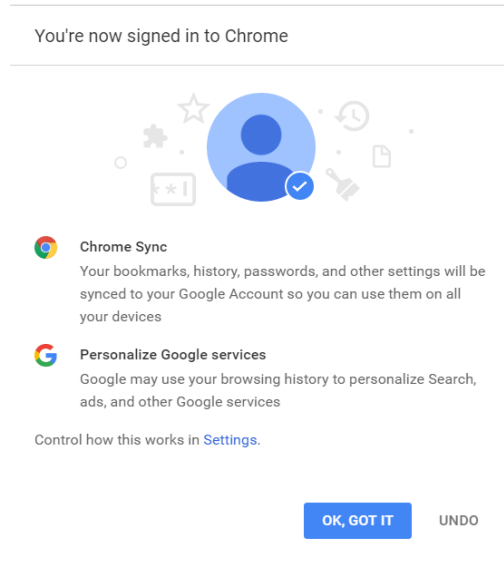
This account is managed by **gmcs.k12.nm.us**

You are signing in with a managed account and giving its administrator control over your Google Chrome profile. Your Chrome data, such as your apps, bookmarks, history, passwords, and other settings will become permanently tied to 103679106@gmcs.k12.nm.us. You will be able to delete this data via the Google Accounts Dashboard, but you will not be able to associate this data with another account. [Learn more](#)

Link data

Cancel

9. On the next screen, choose "OK, GOT IT"



10. Add the Google Docs app to Google Chrome, by using Chrome to open the following web page:

[www.google.com/docs/about](http://www.google.com/docs/about)

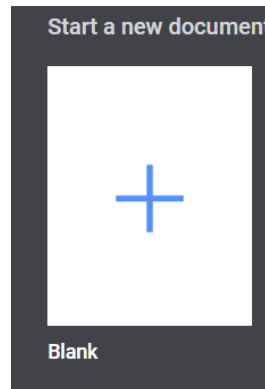
Click the button that says




(This will invisibly install the app.)

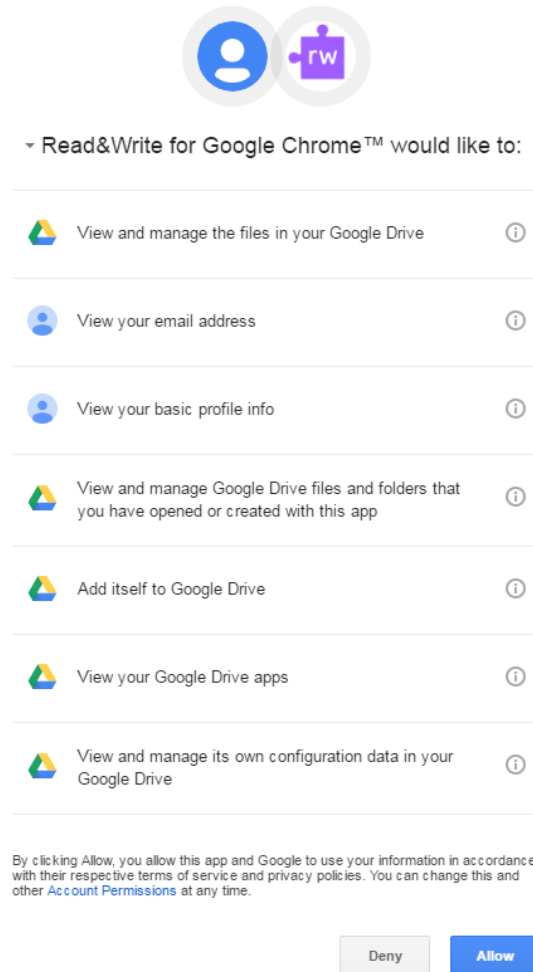
If prompted, you may "take the tour."

11. Open a new document by clicking the blank document icon with the plus sign in the middle.





12. Click on the purple puzzle piece icon  at the top right.

13. On the next screen, click the blue button that says "Allow"



Please note, you may have to scroll down, zoom out, or hide your task bar to see the buttons at the bottom of this large, vertical window.

## Word Prediction

14. Click "Word Prediction" button in the Read & Write toolbar  to activate the word prediction feature. (You may have to click the purple puzzle piece  again in order to make the toolbar visible.)

15. Type "Once upon a" followed by a single space.


16. Notice the dropdown list of high frequency words that appears, based on the preceding text.

17. Choose "time" from the list.


18. *Experiment A:* Use word prediction to assist you in writing the following sentences:

“Once upon a time, there was a girl who had never been to see a movie. The problem was that she didn’t know how to get to one.”

In order to produce this text, how many words did you actually have to type out letter-by-letter? How many words were automatically suggested by the automated word prediction feature?










19. *Experiment B:* Click the “Play” button  to hear your sentences read back to you. (Make sure your computer isn’t muted.) Now use the word prediction feature to add more text. What happens as you allow your mouse/pointer to hover over each selection in the word prediction dropdown menu?

## Speech-To-Text



20. Click the “Speech Input” button  to activate the speech-to-text tool. When Read & Write asks for access to your microphone, choose “Allow”. (First make sure your computer’s microphone is not muted.)

21. Add a sentence to the story using speech-to-text feature.

## Improving the Accessibility of Web-Based Texts

22. Use Google Chrome to open [www.nwf.org/Kids/Ranger-Rick/Animals/Mammals/Mongoose.aspx](http://www.nwf.org/Kids/Ranger-Rick/Animals/Mammals/Mongoose.aspx)
23. Click the purple puzzle piece  in order to expand the Read & Write toolbar.
24. Click the “Hover Speech” button  to activate text-to-speech, and position your cursor above a sentence in the article.
25. Practice using the “Pause”  and “Stop”  buttons to stop the recitation. Practice re-positioning the cursor to restart the recitation from a different point in the text.
26. Click the “Hover Speech” button  again to deactivate text-to-speech.
27. Double-click a word in the article to select it. Try the word “effort.” Once the word is selected, click the “Dictionary” button  to launch a pop-up window with a student-friendly definition. Click the “Hover Speech” button  again, and move the cursor to the definition to hear it read aloud.
28. Click the “Hover Speech” button  again to once again deactivate text-to-speech.
29. With the same word selected, click the “Picture Dictionary” button  to see a graphic icon that represents the word’s meaning.
30. Test the picture dictionary on other words in the article, like “usually”, “kicked”, and “together”.

## Pre-Teaching Vocabulary

31. Use your favorite color of highlighter  to highlight several keywords from the article that would be useful to pre-teach. Try highlighting the words “mongoose”, “pack”, “termites”, “reptiles”, and “den”. Make sure to use the same color for all five words.
32. When all five words are highlighted, click the “Vocabulary” button  to create a new Google Docs keyword glossary with pictures.



33. Try editing your new glossary. Use the rightmost column to remind students of how the word in question was used in the article.

## Clipping Quotations for Later Use

34. Go back to the mongoose article.
35. Click the “Remove All Highlights”  button to remove the highlighting from your five vocabulary keywords in the previous exercise.
36. Use one highlighter color to highlight three main ideas (whole sentences) about banded mongooses from the article.
37. Click the “Collect highlights” button  and select only the color you used. This will create a new Google Docs document containing your three quotations along the article’s title and your name and email.
38. Click on the title of the article to launch a pop-up window with the article’s web address. Notice that by clicking on the web address, you can go back to the article in question (assuming the link is still active).

## Questions for Discussion and/or Reflection

1. What advantages does Read & Write offer when compared to traditional literacy supports such as dictionaries, thesauruses, or the use of reading partners?
2. Will programs like this someday replace traditional literacy instruction? Augment it?
3. Could Read & Write be used to support content acceleration for students of high ability in early elementary? Why or why not?
4. Could Read & Write support access to grade-level content for ELLs or for students with literacy deficits in upper grades? Why or why not?
5. If Read & Write were generally available to all students in a particular mixed-ability classroom, what differences might we expect to see in its long-term use between students who were heavily dependent on literacy supports and students with less need for such supports?
6. Would use of Read & Write as a general accommodation be consistent with Universal Design for Learning (UDL) principles and considerations?

For more on UDL, you may want to check out these links:

Todd Rose TED talk on “The Myth of Average”

<https://www.youtube.com/watch?v=4eBmyttcfU4&edufilter=UCwK8TdNzea4KRu8PDwRbKXA>

The National Center on UDL

<http://www.udlcenter.org/>

Sample UDL Instructional Units from the National Center and State Collaborative (NCSC)

[https://wiki.ncscpartners.org/index.php/UDL\\_Instructional\\_Units](https://wiki.ncscpartners.org/index.php/UDL_Instructional_Units)

The Center for Applied Special Technology

<http://www.cast.org/>

PowerUp What Works strategies for personalization of learning

<http://powerupwhatworks.org/>

“Rewordify” Online Text Interpretation Tool

<http://rewordify.com/>

NEWSELA - leveled current events articles

<https://newsela.com/>