

# Appendix I: DC CAPE ELA Audio Guidelines

Version 3.0

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## Visuals

### Guidelines for Text-to-Speech Descriptions

Use these guidelines to describe visuals for text-to-speech scripts:

- Read the title.
- Provide a general overview of the image (i.e., A map of South America, a graphic organizer with a center circle and four circles radiating outward).
- Begin with the main section of the image.
- Describe the details in a succinct manner using grade-level appropriate vocabulary.
- Omit minor details that are irrelevant (a box to the left of the person).
- If facial expressions or body language are important, do not assume a blind student can interpret them. For example, it is better to describe a person as worried than to state that the person has furrowed brows.
- When describing several people in an image, label each one clearly so they are not mixed up (i.e., tall man, elderly man, little boy).
- Describe only what is seen in the image. Do not provide interpretation or additional information.

### Classifications for Embed Coding Scheme for Text Descriptions

An embed code within the alt text will be included for all test items with visual elements. The embed code will be classified as a 1, 2 or 3. The description of each level is listed below:

- [1] is not construct-relevant and can be eliminated (e.g., it is only there for engagement purposes). For example, a picture of an elephant added purely for engagement would have alt text that reads “elephant [1]” or “picture of elephant [1].”
- [2] is construct-relevant and can be represented using accompanying textual description. Example of text where reading the graph is construct-relevant: The graph title is Roller Rink costs. Key, dashed line represents Roller Rink A, solid line represents Roller Rink B. The x-axis is labeled number of people. The y-axis is labeled cost in dollars. The dashed arrow starts at zero people, sixty dollars and points to a little less than sixteen people, midway between one hundred and one hundred ten dollars. The solid arrow starts at zero people, a little less than ten dollars and points to a little more than fourteen people, a little less than one hundred ten dollars. [2]
- [3] is construct-relevant and can be represented using accompanying textual description together with a tactile representation or physical manipulative. Example of text where reading the graph is construct-relevant: The graph title is Roller Rink costs. Key, dashed line represents Roller Rink A, solid line represents Roller Rink B. The x-axis is labeled number of people. The y-axis is labeled cost in dollars. [3]

Accessibility experts will be trained on this embedded coding scheme during the item tagging phase of item development.

## Ellipses

### Example

22. Which statement best represents a turning point in the story?
- A. "Suddenly he seemed to know that if he were to survive, he must learn how to fly . . ."
  - B. "Albert jumped up and down and screeched for them to rescue him, but they could do nothing."
  - C. "When he tried to climb the rocks to the ridge top, he slid backward on his rear."
  - D. "Albert watched as his brother pumped his wings wildly and zigzagged far above the ground."

## Audio Guideline

### *Text Only/Text and Graphics*

When an ellipsis is used to signify missing text in a sentence, read as "pause 'dot, dot, dot' pause."

**Note:** Pauses in each application of the audio guidelines in this document are represented by an En Dash with a space on either side of the En Dash.

### Application of Audio Guideline

#### Example

Which statement best represents a turning point in the story?

- A. Suddenly he seemed to know that if he were to survive, he must learn how to fly – dot – dot –

## Quotations and Quotation Marks

### Example 1

- 5 In this poem, “the smell of the damp” reminds the speaker of the
- A. dark shade.
  - B. strips of sunlight.
  - C. moss that is growing.
  - D. wooden porch boards.

### Example 2

- 10 Inside the bottle, the “white-tipped waves” are made out of
- A. water.
  - B. paper.
  - C. clay.
  - D. wood.

### Example 3

Mill argues against using St. Paul’s epistles as a means for discrimination against women because “The powers that be are ordained of God” gives his sanction to military despotism to that alone, as the Christian form of political government, or commands passive obedience to it.”

## Audio Guideline

### *Text Only/Text and Graphics*

- a. Quotation marks should be read as “quote” before the text and “end quote” after the text.
- b. If the quotes surround the title of a work, do not say, “quote.”
- c. If both single and double quotes occur in a single passage, item, or paragraph, specify with “single quote,” “end single quote,” “double quote,” and “end double quote.”

## Application of Audio Guideline

### Example 1

In this poem – quote - the smell of the damp - end quote - reminds the speaker of

- A. dark shade.
- B. strips of sunlight.
- C. moss that is growing.
- D. wooden porch boards.

### Example 2

Inside the bottle, the – quote - white-tipped waves - end quote - are made out of

- A. water.
- B. paper.
- C. clay.
- D. wood.

### Example 3

Mill argues against using St. Paul’s epistles as a means for discrimination against women because - double quote - single quote - the powers that be are ordained of God – end single quote - gives his sanction to military despotism to that alone, as the Christian form of political government, or commands passive obedience to it - end double quotes -

## Emphasis for Underline, Bold, Italics, Capitalization

### Example 1

- 3 Based on the first paragraph, a cradle is a kind of
- A. bed.
  - B. house.
  - C. craft.
  - D. weapon.

### Example 2

- 11 In paragraph 11, what do the words to its fullest most likely mean?
- A. with each other
  - B. some of the time
  - C. with other tribes
  - D. as much as they could

### Example 3

- 2 The suffix *-less* in the words helpless and careless means
- A. most.
  - B. tiny.
  - C. some.
  - D. without.

## Audio Guideline

### *Text Only/Text and Graphics*

Emphasize words that are underlined, bolded, italicized, or capitalized.

Pause before and after the emphasized word(s) to differentiate between emphasis and normal formatting.

Do not read differently or pause for italics, underline, or bold if they are being used for the directions before a passage or item and are not part of the prompt, question, or answers.

### **Application of Audio Guideline**

#### ***Example 1***

Based on the first paragraph, a – cradle - is a kind of

- A. bed.
- B. house.
- C. craft.
- D. weapon.

#### ***Example 2***

In paragraph eleven, what do the words – to its fullest - most likely - mean?

- A. with each other
- B. some of the time
- C. with other tribes
- D. as much as they could

#### ***Example 3***

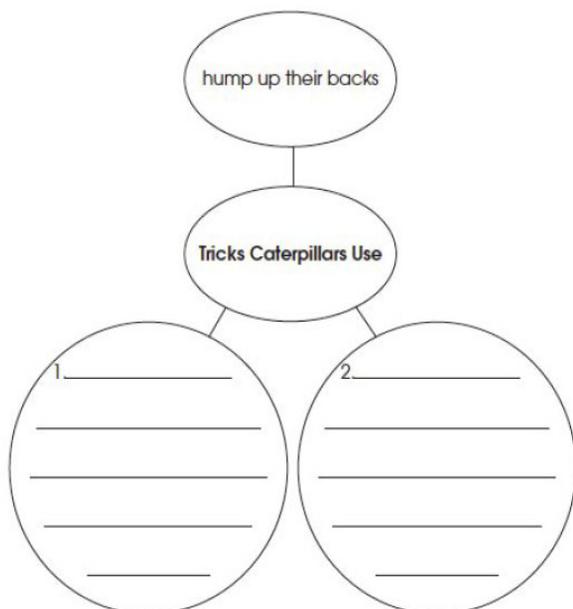
The suffix - less - in the words – helpless - and – careless - means

- A. most.
- B. tiny.
- C. some.
- D. without.

## Word Webs

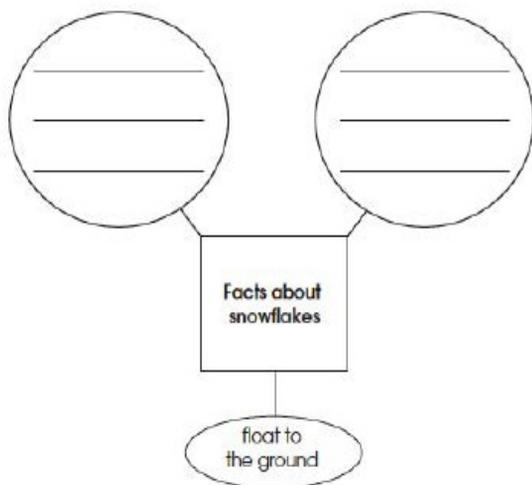
### Example 1

13. Using the reading selection, write two other tricks caterpillars use to try to get away from their enemies.



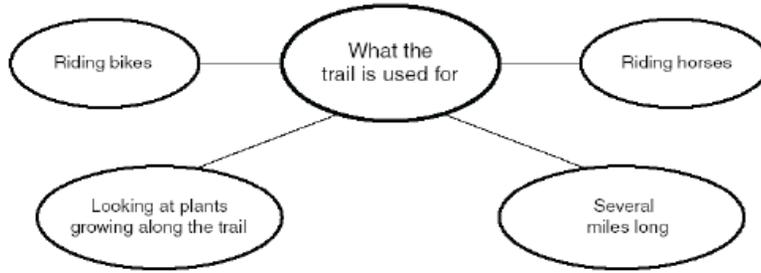
### Example 2

10. Use details from the reading selection to complete the web below.



**Example 3**

Jimmy made this web. Use it to answer questions 14 and 15.



**Audio Guideline**

*Text Only*

Read the title of the word web, if available, before reading the rest of the text in the word web.

*Text and Graphics*

Begin by giving a very brief orientation that includes

- that it is a word web
- the attributes of the word web (number of cells, rows, etc.)

Read the word web in a logical manner that helps the student easily navigate the information. While many word webs can be read left to right, top to bottom, some word webs are better read bottom to top or from the middle.

Use common language throughout the item and the test when referring to word webs and their attributes (labels, blank cells, stems, etc.).

**Application of Audio Guideline**

**Example 1**

A word web containing four cells. The center cell is labeled “Tricks Caterpillars Use.” A cell connecting to the center cell is labeled “hump up their backs.” The two other cells connecting to the center cell contain space to write two other tricks caterpillars use.

**Example 2**

A word web containing four cells. The center cell is labeled “Facts about snowflakes.” A cell connecting to the center cell is labeled “float to the ground.” The two other cells connecting to the center contain space to write.

**Example 3**

A web containing five cells. The center cell is labeled “What the trail is used for.” The four cells connecting to the center cell are labeled “Riding bikes,” “Riding horses,” “Looking at plants growing along the trail,” and “Several miles long.”

## Pronunciation

### Example 1

2 Which word rhymes with cone?

- A. both
- B. done
- C. corn
- D. own

### Example 2

11 Which word has the same vowel sound as soak?

- A. stir
- B. look
- C. kick
- D. rope

### Example 3

62 Which phrase from the report contains an underlined word that is spelled incorrectly?

- A ancient mazes
- B friends and nieghbors
- C previous ones
- D several surprises

## Audio Guideline

### Text Only

If the question or stem has the word that rhymes or has a specific sound, read that word, but do not read the answers.

Do not try and read aloud misspelled words as pronunciation is somewhat subjective.

### Text and Graphics

When an item is measuring rhyming of words or sounds of words, speak the individual letters in the word instead of speaking the word. If the question or stem has the word that rhymes or has a specific sound, read that word and spell out the answer options.

For questions containing intentionally misspelled words, spell out any word for which the student needs to consider spelling correctness/incorrectness.

Do not try and read aloud misspelled words as pronunciation is somewhat subjective.

## Application of Audio Guideline

### Example 1

#### Text Only

Which word rhymes with cone?

- A. A
- B. B
- C. C
- D. D

#### Text and Graphics

Which word rhymes with - cone?

- A. B - O - T - H
- B. D - O - N - E
- C. C - O - R - N
- D. O - W - N

### Example 2

#### Text Only

Which word has the same vowel sound as soak?

- A. A
- B. B
- C. C
- D. D

#### Text and Graphics

Which word has the same vowel sounds as - soak?

- A. S - T - I - R
- B. L - O - O - K
- C. K - I - C - K
- D. R - O - P - E

### Example 3

#### Text Only

Which phrase from the report contains an underlined word that is spelled incorrectly?

- A. A
- B. B
- C. C
- D. D

#### Text and Graphics

Which phrase from the report contains an underlined word that is spelled incorrectly?

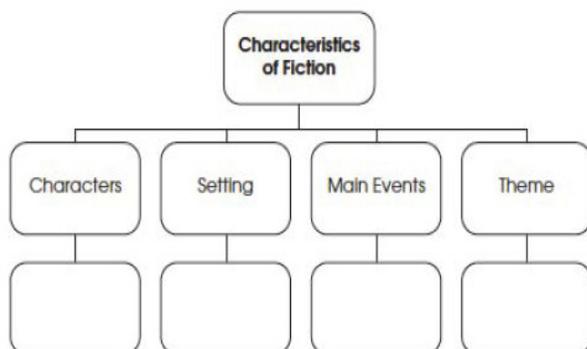
- A. A - N - C - I - E - N - T mazes
- B. friends and N - I - E - G - H - B - O - R - S
- C. P - R - E - V - I - O - U - S ones
- D. several S - U - R - P - R - I - S - E - S

## Graphic Organizers

### Example 1

38. "We put the crushed cocoa beans into a chocolate pot."

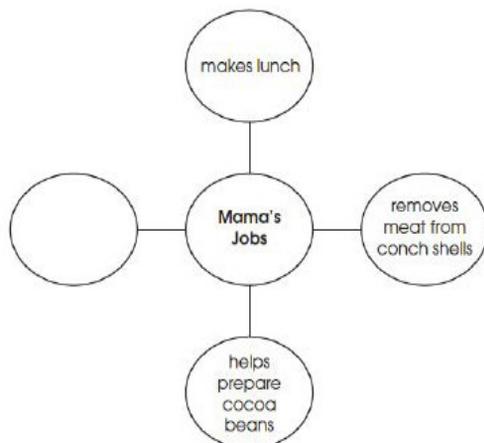
Which column in the graphic organizer below would include this detail?



- A. Characters
- B. Setting
- C. Main Events
- D. Theme

### Example 2

41.



According to information in the selection, which phrase should be added to the graphic organizer above?

- A. makes chowder from conchs
- B. hollows a log to make a canoe
- C. plants cacao trees in the shade
- D. crushes cocoa beans in a mortar

## Audio Guideline

### *Text Only*

Read the title of the graphic organizer, if available, before reading the rest of the text in the graphic organizer.

### *Text and Graphics*

If the organizer is structured like a table or has a structure similar to a table, refer to the DC CAPE Math Audio Guidelines document.

If the organizer is structured like a word web, follow the rules in this document for word webs.

## Application of Audio Guideline

### *Example 1*

Graphic organizer with a cell labeled “Characteristics of Fiction” at the top. Below the top cell there are four columns and two rows. The first row has columns labeled “Characters,” “Setting,” “Main Events,” and “Theme.” Below each labeled cell is a blank cell.

### *Example 2*

Center cell, Mama’s Jobs; connecting cells, read clockwise from the top, makes lunch, removes meat from conch shells, helps prepare cocoa beans, blank.

## Different Types of Text

### *Play, Example 1*

Setting: Deep in the forest. Tall stool is center, shorter stool is left.

At Rise: Leopard is seated on tall stool, beating drum. Turtle enters left and slowly moves to center and sits on smaller stool.

Leopard (pounding drum and chanting): The forest is mine all night and all day. . .

Turtle (shouting over drum): Good morning, Leopard. I've been listening to your music. You have a fine sounding drum and a fine voice as well.

(Leopard stops pounding drum and looks up.)

### *Play, Example 2*

Jay: Who's that? (Turning the flashlight on the man)

Louie: Get that light outta my face and go back to sleep, Kid.

Jay: There's nothing here to steal, Mister. I swear.

Louie: Is that you, Jay?

Jay: Yeah, who are you?

Louie: It's Uncle Louie.

Jay: Uncle Louie? No kidding? . . . Arty! It's Uncle Louie.

## Application of Audio Guideline

### *Example 1*

Setting: - (Voice 1) - Deep in the forest. Tall stool is center, shorter stool is left.

At Rise: - (Voice 1) - Leopard is seated on tall stool, beating drum. Turtle enters left and slowly moves to center and sits on smaller stool.

Leopard - (Voice 1) - pounding drum and chanting: - (Voice 2) - The forest is mine all night and all day- dot – dot – dot -

Turtle - (Voice 1) - shouting over drum: - (Voice 2) - Good morning, Leopard. I've been listening to your music. You have a fine sounding drum and a fine voice as well. - (Voice 1) - Leopard stops pounding drum and looks up.

### *Example 2*

Jay - (Voice 1) - Who's that? - (Voice 2) - Turning the flashlight on the man.

Louie - (Voice 1) - Get that light outta my face and go back to sleep, Kid.

Jay - (Voice 1) - There's nothing here to steal, Mister. I swear.

Louie - (Voice 1) - Is that you, Jay?

Jay - (Voice 1) - Yeah, who are you?

Louie - (Voice 1) - It's Uncle Louie.

Jay - (Voice 1) - Uncle Louie? No kidding? – dot – dot – dot - Arty! It's Uncle Louie.

**Poem, Example 1**

**Carrying the Snake to the Garden**

In the cellar  
was the smallest snake  
I have ever seen.  
It coiled itself  
in a corner  
and watched me  
with eyes  
like two little stars  
set into coal,  
and a tail  
that quivered.  
One step  
of my foot  
and it fled  
like a running shoelace,  
but a scoop of the wrist  
and I had it  
in my hand.  
I was sorry  
for the fear,  
so I hurried  
upstairs and out the kitchen door  
to the warm grass  
and the sunlight  
and the garden.  
It turned and turned  
in my hand  
but when I put it down  
it didn't move.  
I thought  
it was going to flow  
up my leg  
and into my pocket.  
I thought, for a moment,  
as it lifted its face,  
it was going to sing.  
And then it was gone.

—*Mary Oliver*

Poem Example 2

## Sheepdog

- In the green field stand the scattered sheep,  
 pretending innocence,  
 and the Shepherd standing  
 just beyond the field—  
 5 and at the Shepherd's feet, poised,  
 the rough-coat collie dog, with one thought only.  
*It is the woolies.*  
 Her eyes, one blue, one brown  
 never leave them.
- 10 When the Shepherd's whistle  
 releases her,  
 she's off, like an arrow, running east,  
 her bared teeth showing  
 the wolf that still lives in her.
- 15 She circles wide, closing in,  
 a black and white blur at  
 the edge of a sheep's bad dream.  
 But the Shepherd whistles, twice for *right*  
 and once for *left*,
- 20 and the dog holds back,  
 bringing order out of her own wildness,  
 serving the man's need.
- By sundown,  
 the circle is complete.
- 25 The sheep are penned.  
 The tired Shepherd, the panting dog  
 head for home, each  
 more than they would be alone,  
 the ring the dog marked, running,
- 30 symbol of their union.

## Audio Guideline

### *Text Only*

Read the poem paying attention to the layout of the stanzas. Do not reference given line numbers. Use extended pauses for the start of a new stanza.

### *Text and Graphics*

Read the poem paying attention to the layout of the stanzas. Reference the line numbers associated with the first and last line of a stanza. For example, say, “Start of stanza line 12 . . . End of stanza line 18.” Use extended pauses for the start of a new stanza or reference the new stanza if deemed necessary. Use the above rules for emphasis.

## Application of Audio Guideline

### **Example 1**

Read the poem as is line by line.

### **Example 2**

In the green field stand the scattered sheep,  
pretending innocence,  
and the Shepherd standing  
just beyond the field  
and at the Shepherd’s feet, poised,  
the rough-coat collie dog, with one thought only.  
- It is the woolies. -  
Her eyes, one blue, one brown  
never leave them. – End of stanza – line 9  
Start of stanza – line 10 - When the Shepherd’s whistle  
releases her,  
she’s off, like an arrow, running east,  
her bared teeth showing  
the wolf that still lives in her.  
She circles wide, closing in,  
a black and white blur at  
the edge of a sheep’s bad dream.  
But the Shepherd whistles, twice for - right  
and once for - left,  
and the dog holds back,  
bringing order out of her own wildness,  
serving the man’s need. – end of stanza – line 22  
start of stanza – line 23 - By sundown,  
the circle is complete.  
The sheep are penned.  
The tired Shepherd, the panting dog  
head for home, each  
more than they would be alone,  
the ring the dog marked, running,  
symbol of their union. – end of stanza – line 30 –

## Political Cartoons

### Example

Look at the cartoon below. Then answer the following.



According to the cartoon, what is a criticism of the juvenile justice system?

- A. The system gives judges little choice in punishment.
- B. The juvenile justice system wastes too much money.
- C. The government has too much control over the lives of juveniles.
- D. The courts make the community responsible for juveniles' actions.

### Audio Guideline

#### Text Only

Read the title of the political cartoon, if available, before reading the rest of the text in the political cartoon.

#### Text and Graphics

Start by stating that it is a political cartoon.

Pay special attention to any writing in the cartoon (labels, titles, signs, etc.). Read the caption of the cartoon.

### Application of Audio Guideline

#### Example

A political cartoon showing an officer standing behind a boy who is standing before a judge. The judge has an open book that is titled “Comprehensive guidelines for sentencing juvenile offenders.” The caption of the cartoon is I’m sorry, kid, but it really hurts me more than it hurts you.

## Maps

### Example

(Part of a passage and section on Machu Picchu that references many of the countries, cities, and geographical features labeled)



### Audio Guideline

#### *Text Only*

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

#### *Text and Graphics*

Read the title of the map if available, then read the key, compass rose, and map from top to bottom, left to right as much as possible.

For maps, a few words can be used to describe the map unless the item requires the student to use the map to answer the question.

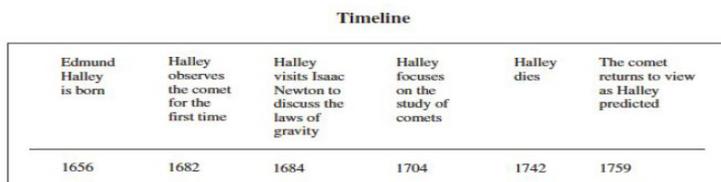
### Application of Audio Guideline

#### *Example*

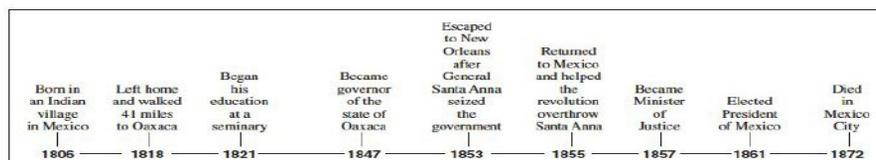
A map showing a portion of South America: Ecuador; Amazon River; Urbamba River; Peru; Vilcabamba, Brazil; Machu Picchu; Andes Mountains; Cuzco, Bolivia; Atacama Desert; Chile; Argentina.

## Timelines

### Example 1



### Example 2



## Audio Guideline

### Text Only

Read the title of the timeline and text from top to bottom, column to column.

### Text and Graphics

State that it is a timeline and read the title first or any brief note of what the timeline represents.

State the direction of the timeline and direction of reading.

Read the timeline in chronological order, keeping text with the corresponding date.

Read the date first, followed by the corresponding text that accompanies it.

## Application of Audio Guideline

### Example 1

A timeline of Edmund Halley’s life. From left to right, the timeline reads, sixteen fifty-six, Edmund Halley is born; sixteen eighty-two, Halley observes the comet for the first time; sixteen eighty-four, Halley visits Isaac Newton to discuss the laws of gravity; seventeen oh-four, Halley focuses on the study of comets; seventeen forty-two, Halley dies; seventeen fifty-nine, The comet returns to view as Halley predicted.

### Example 2

A timeline of Benito Juarez’s life. From left to right the timeline reads, eighteen oh-six, Born in an Indian village in Mexico; eighteen eighteen, Left home and walked forty-one miles to Oaxaca; eighteen twenty-one, Began his education at a seminary; eighteen forty-seven, Became governor of the state of Oaxaca; eighteen fifty-three, Escaped to New Orleans after General Santa Anna seized the government; eighteen fifty-five, Returned to Mexico and helped the revolution overthrow Santa Anna; eighteen fifty-seven, Became Minister of Justice; eighteen sixty-one, Elected President of Mexico; eighteen seventy-two, Died in Mexico City.

## Fill in the Blank

### Example

- 2 The word clothes belongs in which sentence?
- A. My old \_\_\_\_\_ no longer fit me.
  - B. Please \_\_\_\_\_ the door on your way out.
  - C. The lights will come on at the \_\_\_\_\_ of the show.
  - D. She had to \_\_\_\_\_ the store because of the storm.

### Audio Guideline

#### Text Only

Read the blank element with a pause, then “blank” followed by a pause.

#### Text and Graphics

Read the blank element with a pause, then “blank” followed by a pause.

If the space to be filled in has a question mark, read it as “unknown x” where x is the line, box, bubble, cell, etc.

For technology enhanced items where the blank is in the shape of a box, read the blank box with a pause, then “blank box” followed by a pause.

### Application of Audio Guideline

#### Example

#### Text Only; Text and Graphics

- A. My old - blank - no longer fit me.
- B. Please - blank - the door on your way out.
- C. The lights will come on at the – blank - of the show.
- D. She had to - blank - the store because of the storm.

## Pictures

### Example 1



*An Air Force LC-130, equipped with skis for landing, transports scientists and workers to Antarctica and back.*

American scientists and their helpers who are traveling to the interior of Antarctica fly from Christchurch, New Zealand, on U.S. Air Force planes, operated by the 109th Airlift Wing of the New York Air National Guard. These LC-130s are outfitted with skis instead of wheels for landing on the ice runways.

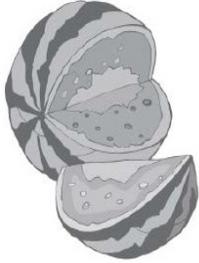
The flight from Christchurch to McMurdo Station, the biggest American base in Antarctica, takes eight hours. Boomerang flights—ones that turn around midway—are common. The planes can't carry enough fuel to fly to Antarctica and back again to New Zealand. They must refuel in Antarctica. But when there's a blizzard on the ice, the pilots can't land to refuel. So at the midway point, the pilot always radios ahead. If there's a chance of a storm, the plane turns around and flies back to New Zealand. One third of all flights headed for Antarctica are forced to turn around midway. This midway point is called the point of no return.

## Example 2

Read the following two selections. Think about how they are alike and how they are different.

**Reminiscing**  
*by Ralph Cortez*

- 1 Watermelons were so much sweeter then,
- 2 When boys were the stuff of super men,
- 3 And summers seemed so much longer too,
- 4 With nothing pending and nothing due.
- 5 We were swordsmen—swashbuckling heroes,
- 6 Eternal victors—never zeroes;
- 7 Second basemen and clean-up hitters;
- 8 Forever winners, never quitters.
- 9 Play was a ritual in those days,
- 10 To go on magical mind forays,
- 11 To play the game with aplomb and ease,
- 12 To venture forth when and where we'd please.
- 13 We would feign death, and then rise up again.
- 14 Watermelons were so much sweeter then.



**Piano**  
*by D. H. Lawrence*

- 1 Softly, in the dusk, a woman is singing to me:
- 2 Taking me back down the vista of years, till I see
- 3 A child sitting under the piano, in the boom of the tingling strings
- 4 And pressing the small, poised feet of a mother who smiles as she sings.
- 5 In spite of myself, the insidious mastery of song
- 6 Betrays me back, till the heart of me weeps to belong
- 7 To the old Sunday evenings at home, winier outside
- 8 And hymns in the cozy parlor, the tinkling piano our guide.
- 9 So now it is vain for the singer to burst into clamor
- 10 With the great black piano appassionato. The glamour
- 11 Of childish days is upon me, my manhood is cast
- 12 Down in the flood of remembrance, I weep like a child for the past.

[Public Domain]



CS11908

## Example 3



Whites and African Americans participated and sometimes worked together. Many of the African Americans were escaped slaves themselves, but they continued to risk their lives to help others. There were ordinary farmers, ministers, and housewives. Many well-known political and religious leaders from the black and white communities were also active supporters. In 1859, a congressman named Owen Lovejoy gave a speech in which he announced that he worked with the Underground Railroad. In the speech, he boldly said: *“Owen Lovejoy . . . aids every fugitive that comes to his door and asks it. Proclaim it then from the housetops. Write it on every leaf that trembles in the forest, make it blaze from the sun at high noon.”*

## Audio Guideline

### *Text Only*

After the paragraph that refers to the picture, read the title, if available. Read embedded text and/or caption, and then read text.

### *Text and Graphics*

Before describing the picture, it should be determined whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, the picture will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. In this case, a very brief description may suffice.

In other cases, the caption or embedded text will describe the picture and only limited additional information is necessary.

In general, read the title of the picture or caption (if it is meant to serve as a title) if there is one.

## Application of Audio Guideline

### **Example 1**

A picture showing an airplane.

American scientists and their helpers who are traveling to the interior of Antarctica fly from Christchurch, New Zealand, on U.S. Air Force planes, operated by the 109th Airlift Wing of the New York Air National Guard. These LC-130s are outfitted with skis instead of wheels for landing on the ice runways.

The flight from Christchurch to McMurdo Station, the biggest American base in Antarctica, takes eight hours. Boomerang flights—ones that turn around midway—are common. The planes can't carry enough fuel to fly to Antarctica and back again to New Zealand. They must refuel in Antarctica. But when there's a blizzard on the ice, the pilots can't land to refuel. So at the midway point, the pilot always radios ahead. If there's a chance of a storm, the plane turns around and flies back to New Zealand. One third of all flights headed for Antarctica are forced to turn around midway. This midway point is called the point of no return.

### **Example 2**

A picture of a sliced watermelon.

A picture of a piano with musical notes coming from it.

### **Example 3**

A picture of a slave with chains on his hands and feet. The caption reads "Am I Not a Man and a Brother?"

## Boxed Sentences or Paragraphs

### Example 1

“This is your last chance to change your mind” said the operator.

What does the sentence suggest about a ride on the Space Shot?

### Example 2

Nothing was different except the warm glow that was in my belly and my arms and my legs and my head and wouldn’t go away.

Which of the following words is an adjective as it is used in the sentence?

## Audio Guideline

### Text Only

Read the boxed sentence/word as is with a pause before and after to reflect a return to normal formatting.

### Text and Graphics

Preface the boxed sentence/word by saying “boxed x” (x being sentence, word, etc.).

Pause after reading the information in the box to indicate a return to normal formatting.

## Application of Audio Guideline

### Example 1

What does the sentence suggest about a ride on the Space Shot?

Boxed sentence, - This is your last chance to change your mind, - said the operator. - (Answer options are read.)

### Example 2

Which of the following words is an adjective as it is used in the sentence?

Boxed sentence, - Nothing was different except the warm glow that was in my belly and my arms and my legs and my head and wouldn’t go away. -

(Answer options are read.)

## Acknowledgements

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