

Embed Supports to Customize Text

as part of an Integrated Digital Literacy plan

There are different ways for students to engage and interact using technology, offering more opportunities to overcome reading challenges. Readers may listen to an audio version of a book and follow along with printed text, also called Audio-supported reading (ASR) or text-to-speech (TTS).



Access support tools

Text adjustments

The ability to adjust the way text is presented on the screen can make a huge difference for some struggling readers. It's simple to change the font size and style to find something more readable. Research from Rello and Baeza-Yates concluded that students with dyslexia might benefit from switching to Helvetica, Courier, Arial, Verdana and CMU fonts. They may also want to try the [Open Dyslexic](#) typeface. These researchers also discovered warm background colors such as peach, orange or yellow are beneficial for readability. Also, cool background colors, in particular blue grey, blue, and green, decreased the text read ability. For all fonts, 12pt to 14 pt is considered most comfortable.

Resources for Text-to-Speech (TTS)

Text-to-speech (TTS) can open a wide range of challenging texts to readers, and can motivate students to read and learn more. These resources can be used with Mac or PC computers. See your school Computer Technology specialist for help in getting these, or other, TTS tools working for your students.

- MAC- Directions to access TTS directly from the system <http://support.apple.com/kb/PH14230>
- PC – Directions to download Natural Reader which will read text on the PC – <http://www.naturalreaders.com/>

Read & Write by TextHelp. Read&Write literacy software makes the web, documents and files more accessible on any platform or device.

Immersive Readers

[Immersive Reader](#) is a multi-purpose customization tool offered through Microsoft OneNote. [Kindle Immersion Reader](#) functionality allows you to read a Kindle eBook and listen to its professionally narrated Audible companion Audiobook – all at the same time.

E-Pens

Pen scanners can be a great help to students who are required to read volumes of text and take copious notes. The scanner pen can scan, store and transfer selected passages as well as hand-written script, numbers, and even small images. Some to consider:

[C-Pen Reader](#)

[Scanmarker Air](#)

[Ectaco C-Pen](#)

[PenPower WorldPenScan](#)

Text Simplification

Students with dyslexia may benefit from content simplification. Generally text simplification tools substitute longer more complex terms with more frequently-used and shorter words. Using more frequent words caused research participants with dyslexia to read significantly faster, while the use of shorter words caused them to understand the text better. These results indicate that struggling readers may benefit from interactive tools that perform lexical simplification.

There are several ways you can modify texts, or find modified texts, to make them accessible to all students.

[NEWSELA](#)

[READWORKS](#)

[TWEEN TRIBUNE](#)

Sometimes, though, you don't have the luxury of choosing your own texts for use in the classroom. Or, you may have a specific text you want to use written at a level not yet accessible to some students. In that scenario, these resources can be helpful:

[REWORDIFY](#)

[SIMPLISH](#)

[TEXT COMPACTOR](#)

Many apps and websites provide alternatives for students to experience text. A great example of this is the site [My Shakespeare](#). This site offers interactive text versions of plays accompanied by media such as interviews with characters, performances and pop-up notes that appeal to a 21st century learner. Digital products like this give students additional channels to understand, experience, and enjoy difficult text.

Online Dictionary Resources

Just in time supports, such as a click-for-definition online dictionary, can keep students in the flow of reading while supporting increased comprehension and engagement. While there are many online dictionaries, two we like for their student-friendly definitions are listed here:

Longman's Dictionary of Contemporary English <https://www.ldoceonline.com/>

Collins CO-Build Dictionary <https://www.collinsdictionary.com/dictionary/english>

Translation engines

Did you know that struggling readers who speak other languages make linguistic connections and build better understanding when they see words or passages in familiar languages? And did you know that Google has a free tool your students can use to translate any text? Make this tool known and available to students to help them build understanding and engagement with texts.

Google Translate: <https://translate.google.com/>

Microsoft Specific Tools:

[Microsoft Edge Browser](#)

- Click book icon in browser and then right click to have text read aloud

[Microsoft Lens App](#)

- iPhone, Newer Android, iPads
- Open app, snap picture of text, click open in immersive reader (customize font size, speed, voice, and background color)

[Microsoft Word/Microsoft OneNote Immersive Reader](#)

- Students can have assignments read aloud using immersive reader under the View Tab

[Microsoft Word-Dictate](#)

- [Dictating letters, numbers, and symbols](#)
- Microsoft [OneNote](#) has dictate and audio message

[Microsoft Word-Dictate](#)

[Microsoft OneNote Audio Recording tool](#)

Low Tech-pencil grips, grid paper, and cursive writing

[Microsoft Planner](#) (Syncs with Outlook Calendar. Free app for phones)

Español [Microsoft Translator](#)

[Microsoft Translator](#)

Google Chrome Specific Tools:

[Google Read & Write](#) (typically costs money for license for student, changes made because of Covid-19).

- Typically, a student will already have this license as part of their IEP or 504 plan

[Google Read Aloud Extension](#) (Free).

- Select Extension, highlight text and click read aloud

[Google Docs Voice Typing](#) (Tools Tab)

[Voice Typing in Google Slides](#)

[Google Docs Voice Typing](#) (Tools Tab)

[Google Keep](#) (Syncs with a students Google Calendar. Free app for phone and iPads)

[Google Translator](#)

