

**TYPE  
TO  
LEARN**

# Teacher's Guide

Version 1.1



Jane Doe



Lesson 5

◀ Review

**BEGIN**

Next ▶



Big Ideas



Dig This



Drone Control



Message Master



Reconnect



Final Challenge

Exit



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# 21<sup>st</sup> Century Skills

Why teach keyboarding? Because computing is a way of life today. Not only in school or in the workforce, but as a means for communicating with others, sharing ideas, and expressing thoughts. The keyboard is the primary means of interfacing with a computer. Keyboarding is therefore an essential, 21st Century skill that students must develop in order to use computers effectively and efficiently.

Even very young children are actively involved with using technology and computers on a regular basis. Research shows that keyboarding is and should be taught to students at an earlier age, before bad habits form. This early introduction reduces bad habit development and provides additional benefits that include improvements in spelling, writing, and reading comprehension. Student writing develops faster through word processing because it facilitates the review and revision process. Efficient keyboarding skills allow students to emphasize concept development instead of focusing on key location. Students who become efficient keyboarders “compose better, are prouder of their work, produce documents with a neater appearance, and have better motivation,” (Nieman, 1996).

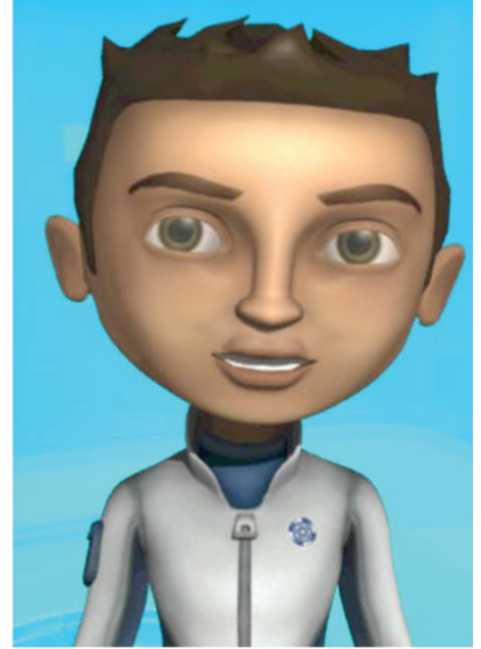
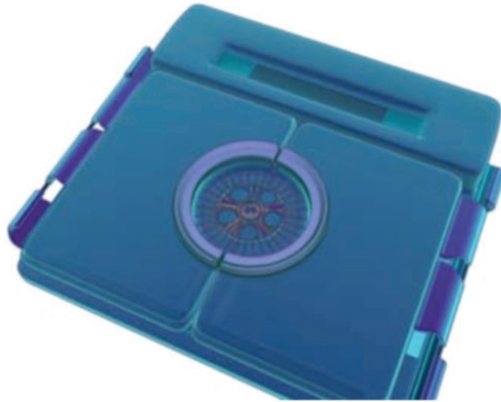
Language arts skills are further developed by the lessons and activities in *Type to Learn*, which reinforce phonics, grammar, vocabulary, proper usage of punctuation, sight words, frequently misspelled words, and other elements of written language. Cross-curricular activity payoffs provide grade-appropriate incidental learning in science, literature, social studies, and other general knowledge topics.

Mastering keyboarding involves learning technique (physical positioning and movement), ergonomics (safe and comfortable keyboard interaction), and key location. Learning key location requires a sequential introduction of the keys along with a great deal of repetition and reinforcement to develop the kinesthetic memory traces leading to keyboarding automaticity. Efficiency is expanded if keyboarders type short letter clusters and words as single units instead of groups of individual letters (e.g., er, ing, the, my). *Type to Learn* calls these clusters Quick-Blends and Quick-Words.

With *Type to Learn*, using the keyboard will become as natural to your students as writing with pen and paper. Its research-based, interactive learning environment will engage all K-12 keyboarding learners.



## Type to Learn®



“Centuries ago, a secret society called the Agents of Information was created to protect accurate information for all generations to come. Now, many centuries later, even with new technology, our world is in danger of a total communication breakdown!

You have been selected to be trained as a new agent. Every agent must master the critical, lifelong skill of keyboarding. Without our group of fast and accurate typing agents, the flow of information would come to a disastrous halt!

We’re the Agents in Charge. Here is your communicator to use throughout your training. The medallion is a symbol of our society and of your progress. Your starting rank is Recruit. Good luck!”

As students progress through the lessons and pass the formative assessments, they earn new ranks in the society: The Agents of Information.

### **Society Ranks (Grades K-2 / 3-12):**

Beginner / Recruit  
Helper / Trainee  
Assistant  
Leader / Technician  
Specialist  
Expert  
Master Agent

# Proper Keyboarding Technique

- Use two hands to type.
- Your right hand goes on the right side of the keyboard, and your left hand goes on the left side.
- Put your right hand on J K L and ; and your left hand on F D S and A. This is the Home Row.
- The bumps on the J and F keys should be under your index fingers.
- Curve your fingers.
- Keep your wrists straight, not bent down.
- Sit up straight!
- Put your feet flat on the floor.
- Look straight ahead at the screen.
- When you type, hit each key with a quick, strong tap.
- Keep your fingers close to the keyboard.
- Have fun!

# Standards Alignments

Type to Learn Cloud aligns with Keyboarding and Technology standards in all 50 states, the District of Columbia, and Ontario, Canada. Type to Learn Cloud also meets the ISTE 2016 National Educational Technology Standards for Students (NETS-S):

1. Empowered Learner Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Students:

- a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
- b. build networks and customize their learning environments in ways that support the learning process.
- c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
- d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

4. Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Students:

- a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
- b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- c. develop, test and refine prototypes as part of a cyclical design process.
- d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

# Lesson Scope and Sequence

Type to Learn Cloud covers not only letter and number keys but all symbols, the numeric keypad, the arrow keys, and several keyboard commands:

## Diagnostic Pre-Test

Lesson A	Keyboarding awareness – lowercase alphabet
Lesson B	Keyboarding awareness – numbers, capital letters, punctuation
Lesson 1	J F Space Bar
Lesson 2	U R
Lesson 3	K D
Assessment 1	
Lesson 4	I E
Lesson 5	H G
Assessment 2	
Lesson 6	L S Right Shift
Lesson 7	Quick-Blends and Quick-Words
Lesson 8	O W Left Shift
Lesson 9	; A Enter/Return
Assessment 3	
Lesson 10	P Q Backspace/Delete
Lesson 11	Quick-Blends and Quick-Words
Lesson 12	Y T Tab
Lesson 13	Arrow Keys
Lesson 14	B N
Lesson 15	Quick-Blends and Quick-Words
Assessment 4	
Lesson 16	M V
Lesson 17	, C
Lesson 18	Quick-Blends and Quick-Words
Lesson 19	. X
Lesson 20	/ Z ?
Assessment 5	
Lesson 21	ctrl-C, ctrl-V, ctrl-S (cmd-C, cmd-V, cmd-S)
Lesson 22	ctrl-X, ctrl-Z (cmd-X, cmd-Z)
Lesson 23	: ‘ “
Lesson 24	6 7 ^ &
Lesson 25	5 4 % \$
Lesson 26	8 3 * #
Lesson 27	9 2 ( @
Lesson 28	0 1 ) !
Lesson 29	Numeric Keypad 4 5 6 7 8 9 Enter
Lesson 30	Numeric Keypad 1 2 3 0 . + - * /
Lesson 31	< > [ ] { }
Lesson 32	- = _ +
Assessment 6	
Lesson 33	Passages
Lesson 34	Original Writing



## Quick-Blends and Quick-Words

It is important that keyboarding instruction explicitly teach frequently used letter combinations and words, which we call Quick-Blends and Quick-Words. For example, the letters “th” make a Quick-Blend that should be thought of and typed as a unit, rather than as two single letters. Typing these Quick-Blends and Quick-Words fluidly, as a unit, develops greater keyboarding speed and efficiency.

The following are the Quick-Blends and Quick-Words taught in Type to Learn:

For grades K-2 vocabulary:


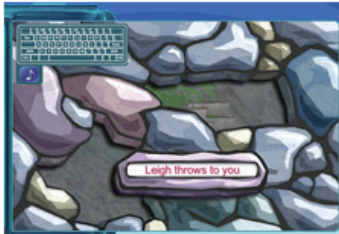



Lesson	Letters	Quick-Blends	Quick-Words
4	I, E	er, de, ed, re	if
5	H, G		her, he
6	L, S	es, is	his, is
8	O, W		do, of, or, we, for
9	; A	ad, ag, al, as	all, are, had, has, was
10	P, Q	ap, ip	up
12	Y, T	ay, at, th, ly, ey	the, you, that, they, this, with
14	B, N	en, un	an, be, by, in, on, no, and, but, end, not
16	M, V	em, im	am, him, have, from, my
17	C	ic, ch, ck	

For Grades 3-12 vocabulary:

Lesson	Letters	Quick-Blends	Quick-Words
4	I, E	er, de, ed, re	if
5	H, G		her, he
6	L, S	es, is, dis, ell, ful, ill, less	his, is
8	O, W	ous, eous, fore, ious	do, of, or, we, for
9	; A	ad, ag, al, as ail, ial	all, are, had, has, was
10	P, Q	ap, ip, pre	up
12	Y, T	ay, at, ey, th, ly, est, ity	the, you, that, they, this, with
14	B, N	en, un, ank, ing, ion, non, sub, able, anti, ible, ness, tion	an, be, by, in, on, no, and, but, end, not
16	M, V	em, im, ive, mid, mis, ment	am, him, have, from, my
17	C	ic, ck, ch, ick, ack	

# Activities per Lesson

Type to Learn Cloud covers not only letter and number keys but all symbols, the numeric keypad, the arrow keys, and several keyboard commands:

	Activity	Skill	Description
	Big Ideas	Left hand - Right hand Coordination	Students type what they see in thought bubbles to save ideas from being lost forever. Thought bubbles are typed by the right hand or left hand, exclusively.
	Dig This	Accuracy & Smooth Typing Cadence	Students type accurately to carefully break the ice or stone and uncover what's underneath. An optional metronome beat helps them type in a smooth cadence.
	Drone Control	Speed	Students type commands to pilot an unmanned drone vehicle and deliver important information.
	Message Master	Accuracy, Dictation, & Original Writing	Students send important messages by typing text, dictation, and original writing prompts.
	Reconnect	Shift Keys	Students use the shift key to type lines of secret code, including capital letters, symbols, and punctuation, and rebuild infrastructure in the process.

# System Requirements

**Required:** High-Speed Internet - 4.0 Mb/s is the Type to Learn recommended minimum (Usable, but not recommended is 1.0 Mb/s - DSL service equivalent)

## Browsers

- Chrome - highly recommended
- Mozilla Firefox
- Safari
- Internet Explorer

For the best experience, **keep your browser up-to-date** by installing the latest available version.

# Account Log In Information

## Logging In

When you visit <http://typetolearn.com/login/index.php> you will first see this login screen:

The screenshot shows the Sunburst Digital login interface. At the top, the Sunburst Digital logo and tagline 'Powering 21<sup>st</sup> Century Learning' are on the left, and 'You are not logged in.' is on the right. Below the logo, a breadcrumb trail reads 'Home > Log in to the site' and a 'Help' link is on the right. The main heading is 'Sign in'. Below it are three input fields: 'Account Code', 'Username', and 'Password'. A 'Log in' button is positioned below the 'Password' field. A link 'Forgot your password?' is located below the 'Log in' button. At the bottom, a note states 'Cookies must be enabled in your browser' with a question mark icon. Red arrows point from text labels to specific elements: 'Username' points to the Username field, 'Password' points to the Password field, 'Account Code sent by Sunburst' points to the Account Code field, and 'Forgot Password' points to the 'Forgot your password?' link.

All students, teachers, and administrators log in here. Enter your account code, username, and password. Click the question mark button for Help.

## Lost Password

The screenshot shows the 'Forgotten password' page. The breadcrumb trail at the top reads 'Home > Log in > Forgotten password'. The page contains instructions for students and teachers/administrators. Below the instructions are two input fields: 'Account Code' and 'Username'. A 'Reset Password' button is located below the 'Username' field. Red arrows point from text labels to the instructions: 'STUDENTS: Please contact your teacher for your account information.' and 'TEACHERS & ADMINISTRATORS: To reset your password, submit your username and account code below. If we have your email address in our database we will email a link to reset your password.' Yellow arrows point from text labels to the input fields: 'Account Code' points to the Account Code field, and 'Username' points to the Username field.

If a student forgets his/her password, any teacher can reset it in the Edit Student area of Teacher Management. If a teacher or administrator forgets his/her password, visit the “Forgotten Password” page (click “Forgot your password?” on the login screen) and enter your account code and username.

## Logging Out

Click Exit on the Main Menu to quit Type to Learn and log out from the program. Clicking “exit” instead of closing the browser tab will prevent data from failing to save.



# Using the Program

## Main Menu

After logging in and launching the program you are brought to the Type to Learn Main Menu:



By providing the teacher with all of the same features as the student, we've allowed you to experience the lessons, activities, and assessments, as well as the various options and settings, for yourself.

By default, all students begin with a pretest. They click Begin to start the pretest. If the pretest has been made optional by the teacher, then students can click Next to begin their first lesson.

As students progress through the lessons, they must complete the lesson, any required activities (determined by the teacher), and pass the Final Challenge before they are allowed to progress to the next sequential lesson.

Click Review and Next to cycle through the lessons and assessments. Teachers can cycle through and access all lessons, at any time. Students never have access to lessons they have not yet completed or progressed to.

The 5 activities may also be accessed from the main menu:



Teachers can determine whether activities should be available at any time, only once the corresponding lesson is passed, or never. Individual activities can be Optional, Required, or Off.



An empty checkmark indicates a required activity that is not yet done.



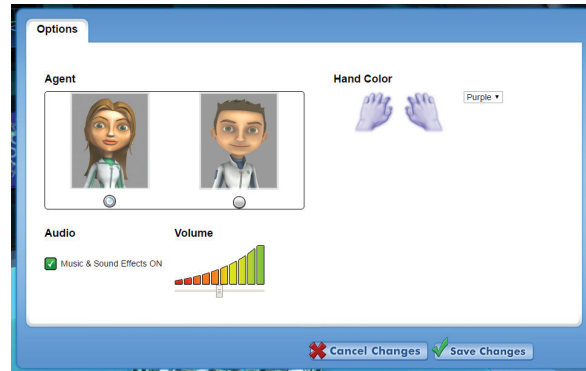
A filled-in checkmark indicates an activity that has been successfully completed.



A red X indicates an activity or task that is unavailable at that time.

## Options

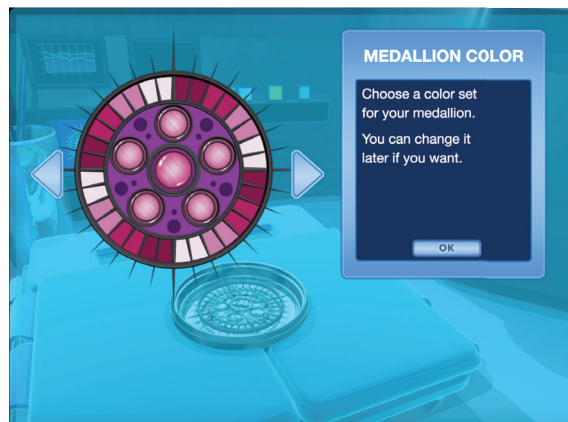
Click Options on the main menu to bring up the student Options screen (teachers have access to many more options and settings in the Management area):



Students can select the Master Agent host they prefer, change the color of the reference hands on the keyboard during lessons, turn music and sound effects on or off, and adjust the volume.

## Access Medallion

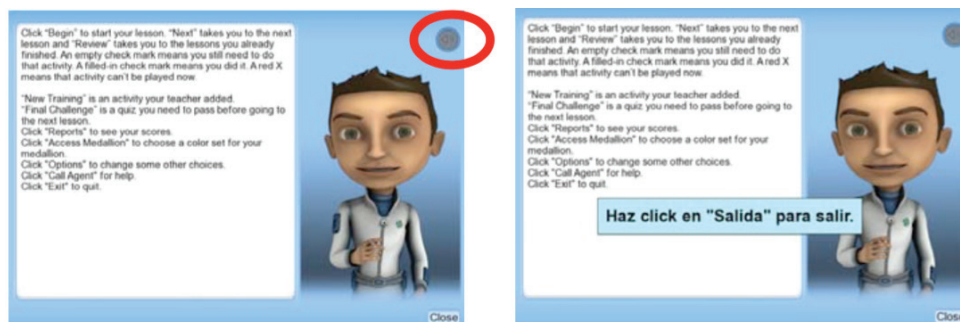
Students can click Access Medallion on the main menu screen to personalize the colors of their progress medallion. Click the left and right arrows to see the color set choices. Click OK to select a color set. The medallion can be changed at any time from the student's main menu.



As students complete lessons and assessments, their medallion fills in to show their progress.

## Call Agent

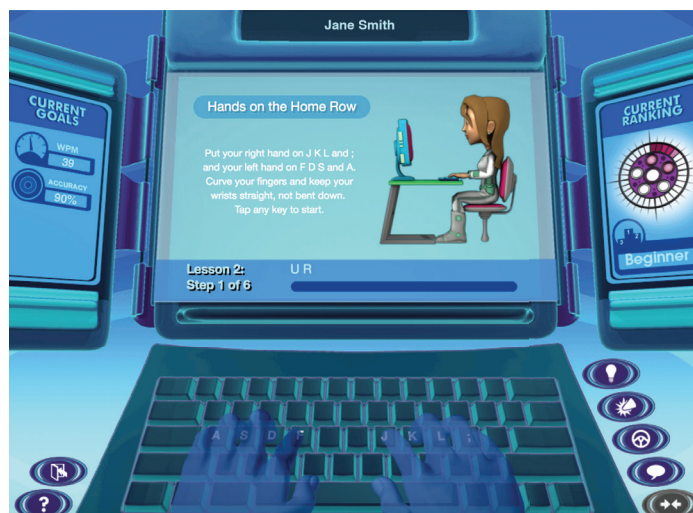
Clicking Call Agent on the main menu brings up Help for that screen:



Students can click the speaker button in the top right corner to hear the Help read aloud. Students can also roll their cursor over the text on screen to see a Spanish ESL translation, larger text size, different font colors, and to trigger ESL audio. All of these accessibility options are turned on or off by the teacher in the Management area.

## Lessons

Click Begin to start a lesson.



Every lesson follows these steps:

1. Home Row Reminder
2. Warm Up
3. Security Check
4. Learn New Keys
5. Exercises 1-3 or 4

The student's current WPM and Accuracy goals display in the left-side panel, and their medallion progress and current rank are on the right.

Buttons on the right side of the keyboard take you to the activities, if available.

Buttons on the left side of the keyboard are:



Main Menu



Help

A progress bar shows students the progress they're making through the current lesson:



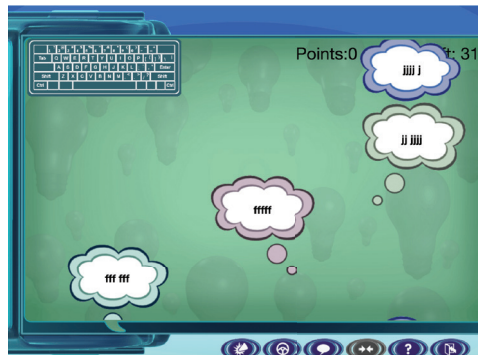
# Activities

There are 5 practice activities with each lesson. These activities teach specific keyboarding skills and contain content corresponding to the keys learned in each lesson. Activities can be accessed from the main menu, from the lesson screen, or from another activity screen.

The exceptions are Lesson 21 & 22; activities are not offered, as the purpose of these lessons is to learn five key combinations [CTRL+C], [CTRL+V], [CTRL+S], [CTRL+Z], [CTRL+X] (For Macs, these are CMD) and do not require further activities.

## Big Ideas Activity

This is a timed activity focusing on right hand and left hand coordination. Students need to type the words inside the thought bubbles. All thought bubbles are on the right or left side of the screen, and contain content typed with either the right hand or the left hand, exclusively.



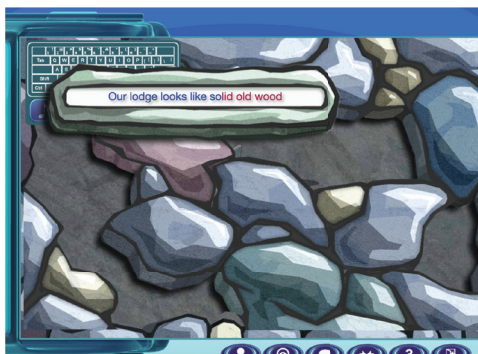
The speed of the thought bubbles is related to the student's WPM goal, so it is always an appropriate challenge. Students get a point for each correctly typed character. Their WPM and accuracy are also recorded.

Time limits may be adjusted by the teacher. Defaults are:

- 30 sec for grades K-2
- 45 sec for grades 3-6
- 60 sec for grades 7-12

## Dig This Activity

This activity focuses on accuracy and typing to a beat to encourage a smooth typing cadence. Students type the text displayed in order to break the ice or stones and reveal what's hidden beneath. The metronome beat for cadence can be turned on or off by the teacher in settings, as well as by the student in the game itself, by clicking on the music note icon. WPM and accuracy are always recorded.





## Drone Control Activity

This is a timed activity focusing on speed as well as accuracy. Students type the displayed text as quickly as possible to command a drone to move through dangerous terrain. They must reach their destination before time runs out.



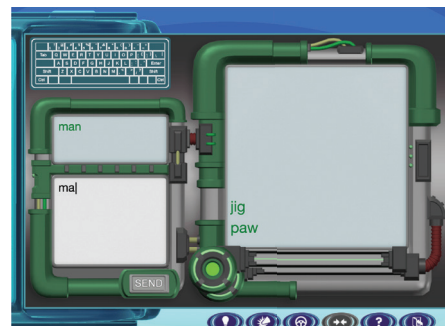
The amount of content provided to the student in this game depends on their individual WPM goal. Students must type fast enough to meet their WPM goal in the time allotted in order to successfully reach their destination. WPM and accuracy are always recorded.

Time limits may be adjusted by the teacher. Defaults are:

- 60 sec for grades K-2
- 75 sec for grades 3-6
- 90 sec for grades 7-12

## Message Master Activity

This activity provides 3 different tasks, depending on what lesson the student has reached. In lessons 1-7, the student types the text displayed on screen. WPM and accuracy are recorded.



In lessons 8-10, the student hears dictation of what to type. They can click on the speaker button to hear it repeated. All dictation content is grade-appropriate in terms of vocabulary and spelling. Homophones are also avoided. WPM and accuracy are recorded.

In lessons 23-34\*, the student hears a writing prompt and must write a few original sentences in response to the prompt. All prompts are grade-appropriate (see Appendix B). The student can click on the speaker to hear the writing prompt repeated.

\*This activity is not offered for Lesson 21 & 22, as the purpose of these lessons is to learn five key combinations [CTRL+C], [CTRL+V], [CTRL+S], [CTRL+Z], [CTRL+X] (For Macs, these are CMD) and do not require further activities.

Students must write a minimum number of words before they can submit their original writing.

These requirements are:

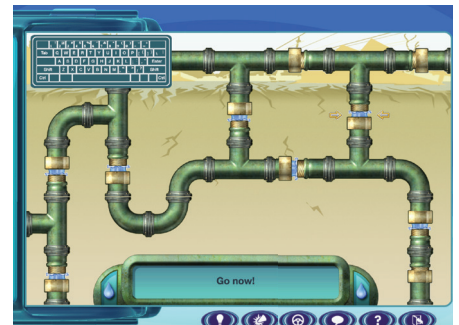
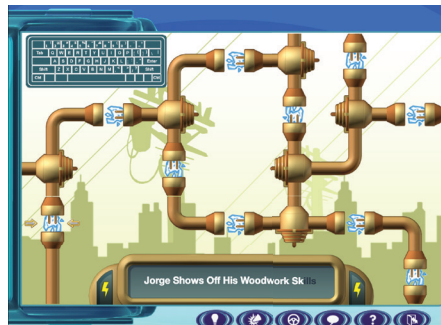
- 6 words for grades K-2
- 10 words for grades 3-6
- 20 words for grades 7-12

Students in grades K-2 must complete 1 writing prompt, grades 3-6 must complete 2 prompts, and grades 7-12 must answer 3 writing prompts.

Original writing is not scored for accuracy, but WPM is tracked. Students' writing is available for teachers to view in the reports area.

## Reconnect Activity

This activity focuses on using the Shift key for capital letters, symbols, and punctuation. Students type the displayed text in order to reconnect important infrastructure, such as electrical cables, water pipes, and air ducts.



As students type correctly and reconnect the pieces the environment changes: the dry ground gets greener as it is watered, the dark city lights up, and the airless warehouse gets brighter. WPM and accuracy are always recorded.

## Activity Payoffs

All activities have a variety of cross-curricular payoffs. Payoff content is grade-appropriate and covers such topics as: science, language & literature, music, social studies, astronomy, inventions, architecture, and other common knowledge facts.



Each activity has a multitude of payoffs, so as students play and replay the activities in each lesson they are sure to get a rich variety of cross-curricular, incidental learning.

## Custom Content

Teachers can add their own customized content into *Type to Learn*. This displays for the student as Custom Content on the main menu.



## Final Challenge

The Final Challenge is a short quiz students must pass in order to progress to the next lesson.



Teachers have the option to allow students to skip directly to the final challenge. This means the student can try the final challenge without completing the lesson itself. If they pass, they can then proceed to the next lesson (after completing any required activities). This is a way to move advanced students ahead quickly, while still based on merit, to a point in the instructional scope where they will be challenged.

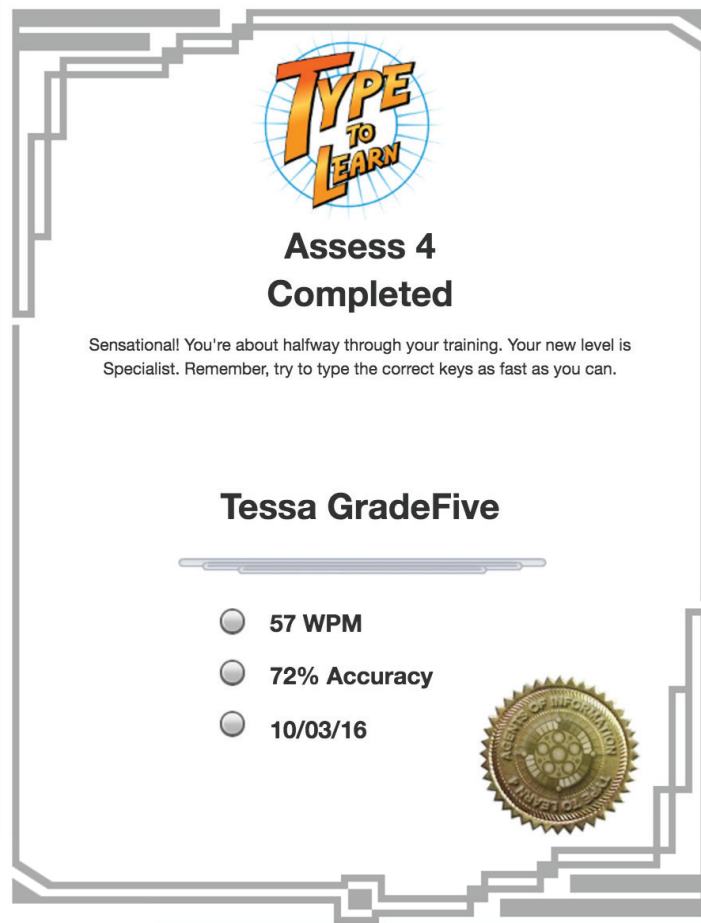
## Goal Minimums

Students must at least meet their goal minimums in order to pass a Lesson, Final Challenge, or Assessment. Goal minimums are automatically set by the program to be -10% of WPM or -7 WPM below the student's goal, whichever is lower, and 85% accuracy. Therefore, if a student's goals are 20 WPM and 90% accuracy, they can still pass by achieving 13 WPM and 85% accuracy. The purpose of these goal minimums is to avoid frustration and prevent students from getting stuck on any given lesson or assessment. Below the goal minimums, remediation is automatically provided and the task must be repeated and passed.

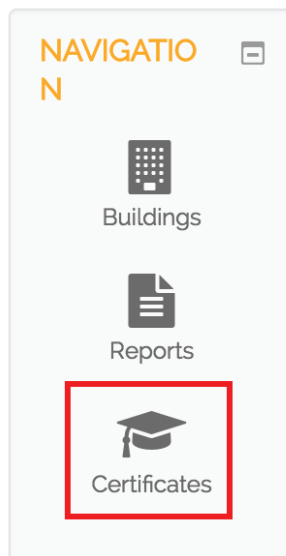
Note: Think of the actual goal as the A+ students strive for. Goal minimums are like the B grade that is still a passing grade.

# Certificates

When the student passes each assessment they receive a certificate congratulating them on their newly earned rank in the society, and displaying their WPM and Accuracy scores.



These certificates can be printed directly from the browser window. Students may access their certificates by logging into Type to Learn and clicking Certificates in the Navigation sidebar.



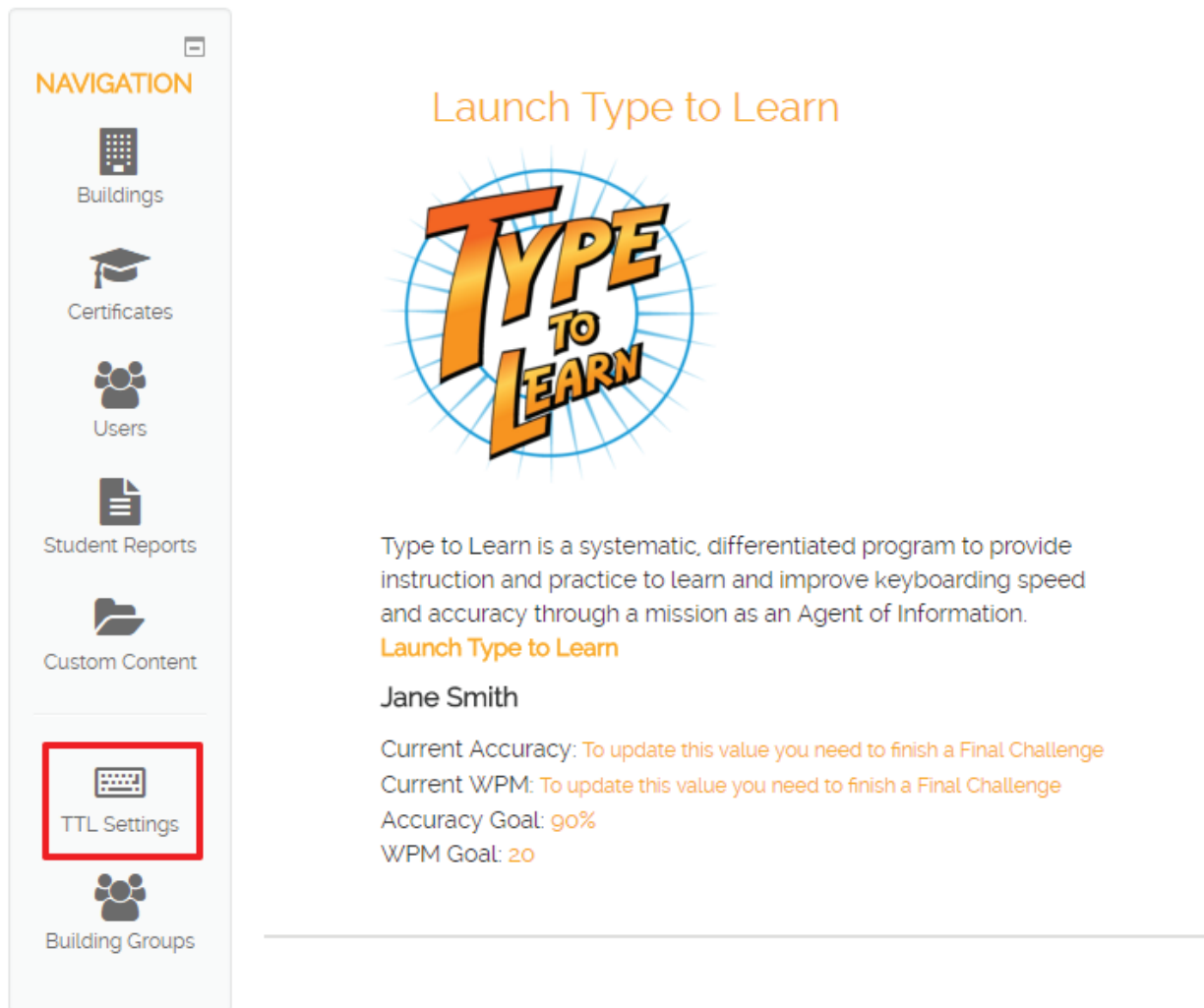
# Creating & Managing Accounts

Type to Learn is designed with Default Settings (based on student grade) so that a student can log in immediately and launch their Type to Learn Adventure, but a teacher or administrator is able to modify these User Settings to customize and differentiate each student's experience.

Teachers will not be able to make modifications to TTL Settings unless student and teacher are organized in the same group.

To modify the students Type to Learn Settings you must first select your building. This will display additional options in the Navigation Section.

When in the correct building, click on TTL Settings in the Navigation Section.



The screenshot displays the Type to Learn interface. On the left is a vertical 'NAVIGATION' menu with icons and labels for Buildings, Certificates, Users, Student Reports, Custom Content, **TTL Settings** (highlighted with a red box), and Building Groups. The main content area on the right features the 'Launch Type to Learn' heading, the 'TYPE TO LEARN' logo, a description of the program, and a 'Launch Type to Learn' button. Below this, the user 'Jane Smith' is listed with their current accuracy and WPM, and their goals for accuracy (90%) and WPM (20).

Launch Type to Learn

**TYPE TO LEARN**

Type to Learn is a systematic, differentiated program to provide instruction and practice to learn and improve keyboarding speed and accuracy through a mission as an Agent of Information.

**Launch Type to Learn**

**Jane Smith**

Current Accuracy: To update this value you need to finish a Final Challenge  
Current WPM: To update this value you need to finish a Final Challenge  
Accuracy Goal: 90%  
WPM Goal: 20

Type to Learn Settings may be modified for an entire Group (Class) or for Individual Users. (The Settings options will not appear until a Group (Class) or User has been selected.)

## User Management

Information about each setting can be found by selecting the Help Button next to each setting.

### Type to Learn - Group Settings

Group Settings

User Settings

Select the group(s):

Brown 4th (4 users)

Default Settings ?

- ☐ Young/Beginner Students, K-2 design, K-2 vocabulary level.
- ☐ Intermediate Students, 3-6 design, 3-6 vocabulary level.
- ☒ Older/Advanced Students, 7-12 design, 7-12 vocabulary level.

#### ▼ General Settings

Music & Sound Effects ? ☒

Instructions & Narration ? ☒

Vocabulary Level ? Grades 7-12 ▼

Design Level ? Grades 3-12 ▼

Allow Ergonomic Breaks ? Every 20 Minutes ▼

Ergonomic Break Duration ? For 30 Seconds ▼

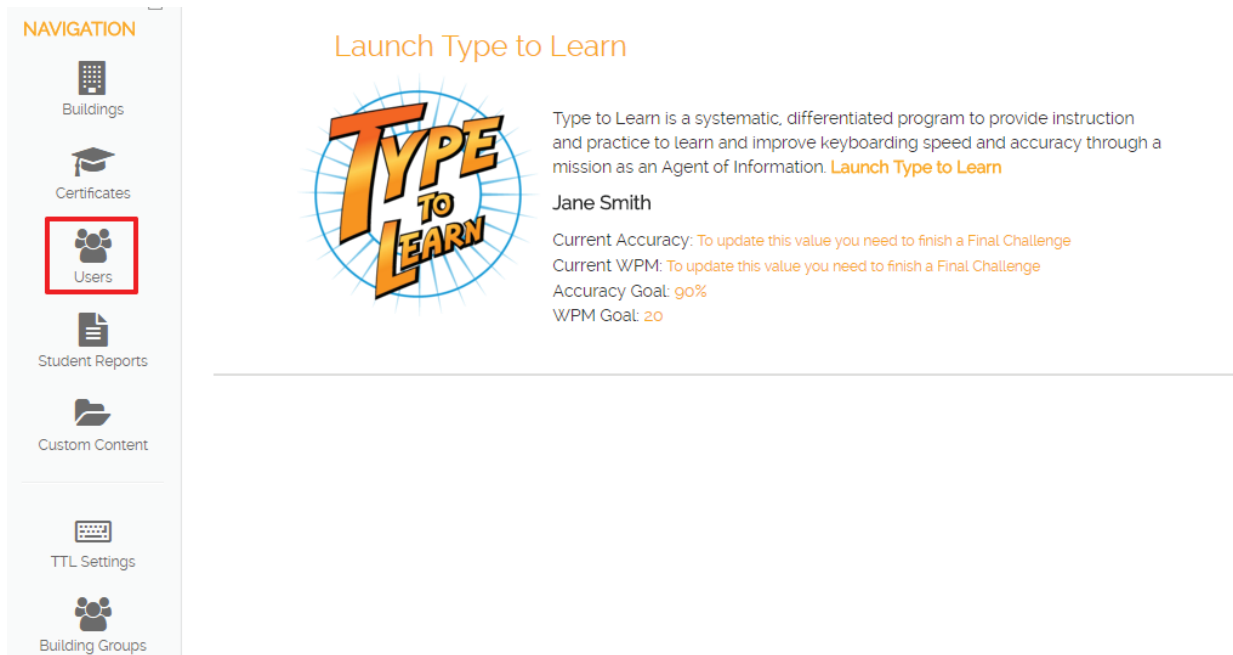
**Quick Tip:** The last setting saved “Group” or “User” will override the settings. For example: if you go back into your group settings and change goals after editing individual user settings; your individual user settings default to group goals.



# Adding User Accounts

To add a single user account, you must be logged in as a Teacher or Administrator. Learn how to add a large number of users by reading Importing User Accounts.

From the building page, select **Users** in the Navigation Section.



Next, select the **Create User** button in the upper right hand corner.

Student Licenses: 200, in use 1, available 199

Create User

Import Users

Organization: 2V1DBS - Sunburst Academy

Building: All

Group: All

	Last Name	First Name	Username	Building	Group	Role	Grade	
	Jones	Ben	benjones123	East Elementary School	Smith 3rd	Student	3	<div></div>

Under Organization/Building Information use the drop downs to select the Building, Building Group (Class), Role, and User Grade.

## Create User

### Organization/Building Information

---

Organization	Sunburst Academy
Building	East ▼
Building Group	Smith 3rd ▼
Role	Student ▼
User Grade	None ▼

\*\* To assign users to a Building Group (Class), the Building Group (Class) must be created first.

Next, enter the information for the new User and click the Create User button.

#### ▼ General

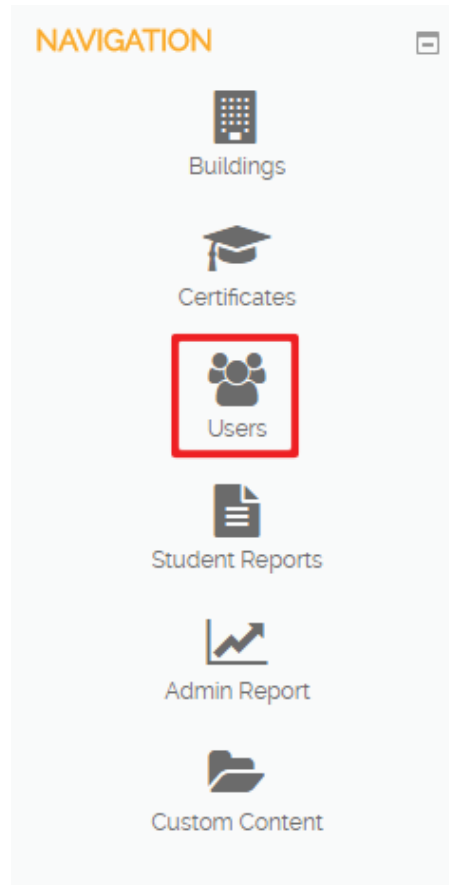
---

Username*	<input type="text"/>
Suspended account ?	<input type="checkbox"/>
New password ?	<input type="password"/> <input type="checkbox"/> Unmask
First name*	<input type="text"/>
Last name*	<input type="text"/>
Email address	<input type="text"/>

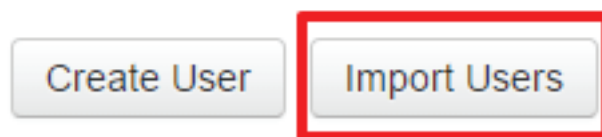
## Importing User Accounts

User Accounts may be imported by administrators into Type to Learn. **Users must be imported into buildings on the account.** Users can be imported directly into Groups (Classes) as well.

Select **Users** in the Navigation Section on the left side of the page.



Select **Import Users** in the upper right corner of the page.



Select **Download CSV template**, information regarding CSV File Specifications can be in Specifications For CSV Import File.

### Import users ?

Student Licenses: 200, in use 15, available 185

▼ Upload

CSV Template

Download CSV template

File\*

Choose a file...

Maximum size for new files: 64MB

You can drag and drop files h

CSV delimiter

,

▼

Preview rows

10

▼

Upload users

Cancel

Once your CSV file is complete Select Choose File, Upload this file, then Upload users.

### File picker

Server files

Recent files

Upload a file

URL downloader

Private files

Wikimedia

Attachment

Choose File

TTL Sample Import.csv

Save as

TTL Sample Import

Author

Sunburst Administrator

Choose license

All rights reserved

▼

Upload this file

## CSV Template Download CSV template

File\*

Choose a file...

Maximum size for new files: 64MB

TTL Sample Import.csv

CSV delimiter

,

Preview rows

10

Upload users

Cancel

You will be asked to preview the users before selecting **Upload users**.

### Upload users preview

CSV line	username	password	firstname	lastname	email	grade1	building1	group1	role1	Status
2	123456	123456	Bob	Wilson		3	East Elementary School	Smith 3rd	student	Invalid email address Duplicate address
3	alduke	type	Al	Duke		3	East Elementary School	Smith 3rd	student	Invalid email address Duplicate address

### Settings

Upload type Add new only, skip existing users

Organization Sunburst Academy

Upload users

Cancel

For a TTL Import Template CSV file, visit <https://support.sunburst.com/hc/en-us/articles/218454077-Type-to-Learn-Importing-Accounts>

## Specifications for CSV Import File

Import files must be in a CSV format. You can convert an Excel file to CSV by selecting “Save As” and selecting Comma Separated Values (.CSV) as the format. When you close the file you will be given several prompts that you should choose yes to save. You will now be able to import users into Type to Learn.

### Fields

1. **Username (required)** - Unique username with **lowercase** letters, numbers, period (.), or @.
2. **Password (required)** - Case sensitive and must be letters or numbers. Cannot include special characters.
3. **First Name (required)**
4. **Last Name (required)**
5. **Email (optional, recommended for teachers and administrators)**
6. **Grade (optional)** - K,1-12. A students grade level sets the Default Type to Learn Settings and is recommended for students.
7. **Building (required)** - Identifies the building a user is associated.
8. **Group (optional)** - Teachers and students are able to be associated with a group (class) through the import.
9. **Role (required)** - Teacher or Student.

Sample:

	A	B	C	D	E	F	G	H	I
1	username	password	firstname	lastname	email	grade1	building1	group1	role1
2	123456	123456	Bob	Wilson		4	East Elementary S	Brown 4th	student
3	al.duke	type	Al	Duke		4	East Elementary S	Brown 4th	student
4	chrsmith123	type	Chris	Smith		4	East Elementary S	Brown 4th	student
5	kaitlyn	abc	Kaitlyn	Wilson		4	East Elementary S	Brown 4th	student
6	brown.jon@noema	teacher	Jon	Brown	brown.jo	0	East Elementary S	Brown 4th	teacher
7	aperez	hello	Alejandra	Perez		2	East Elementary S	Jones 2nd	student
8	s.lee0	welcome	Sandy	Lee		2	East Elementary S	Jones 2nd	student
9	jjones@noemail.co	teach	Jamie	Jones	jjones@n	0	East Elementary S	Jones 2nd	teacher
10	yamada.rick@noeschool		Rick	Yamada	yamada.r	0	West Elementary S	Yamada 5th	teacher



## Understanding User Roles

When creating users, a user role must be assigned to the user.

Create User

Home > Users > Create User

NAVIGATION

- Buildings
- Certificates
- Users
- Student Reports
- Admin Report
- Custom Content

### Create User

#### Organization/Building Information

Organization: Digital University

Organization admin: ☐

Building: Liberty ES

Building Group: Brown 4th

Role: ✓ None, Building Administrator, Teacher, Student

User Grade:

#### General

The three user roles are:

- Building Administrator
- Teacher
- Student

**Building Administrator** - This user role has access to all features as well as unlimited visibility in the Building. This also includes the ability to view and create all groups, classes, and users in the building.

**Teacher** - This user role is only able to see and create the groups and classes that are associated with their own account. Any groups and classes that are not associated with this specific account will not be visible under this user role.

**Student** - This user role only has access to the learning games in Type to Learn.

# Group Management

## Building Groups

Type to Learn allows users to be organized into Building Groups (Classes). In addition, users can be:

- placed into Groups (Classes) if the Group has been created,
- associated with Groups (Classes) through the import process, or
- placed into Groups (Classes) in a second step.

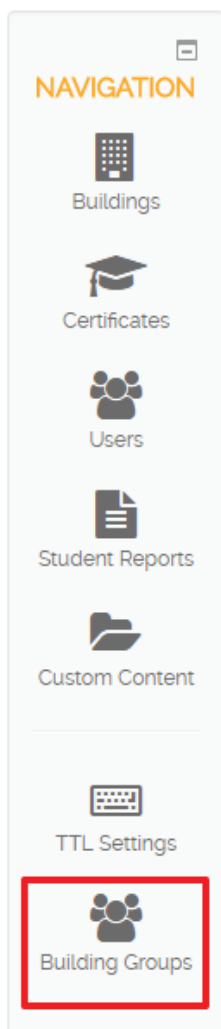
Also note that:

- Organizing Teachers and Students into Groups (Classes) allows for ease in Management and Reporting.
- Teachers are also able to be associated with multiple classes in the Type to Learn program.

### **To create a building group (class):**

STEP 1 - Click on Buildings, and select the Building you will be creating the Group(s) for.

STEP 2 - Next, select Building Groups in the Navigation Section to your left.



### Launch Type to Learn



Type to Learn is a systematic, differentiated program to provide instruction and practice to learn and improve keyboarding speed and accuracy through a mission as an Agent of Information. **Launch Type to Learn**

**Jane Smith**

Current Accuracy: To update this value you need to finish a Final Challenge

Current WPM: To update this value you need to finish a Final Challenge

Accuracy Goal: 90%

WPM Goal: 20

STEP 3 - Now, select Create group and name your group (class) and click Save changes.

The screenshot displays a web interface for managing groups. At the top, there are two tabs: 'Groups' and 'Overview'. Below the tabs, the title 'East Groups' is visible. Underneath the title, the word 'Groups:' is followed by a list box containing one item, 'Smith 3rd (2)'. Below the list box, there are three buttons: 'Edit group settings', 'Delete selected group', and 'Create group'. The 'Create group' button is highlighted with a red rectangular border.

NOTE: User Roles do play a role as to what groups you can create and what groups you have access to.

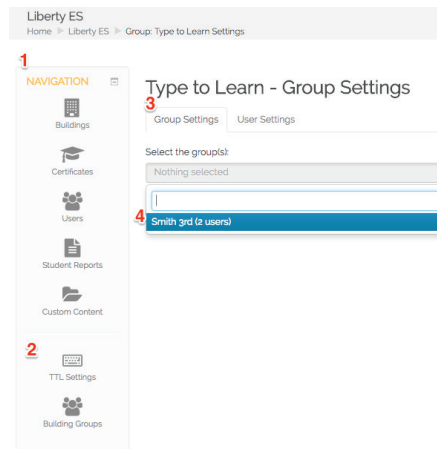
## Group Settings

Type to Learn has the ability to create settings that can be applied to an entire Group.

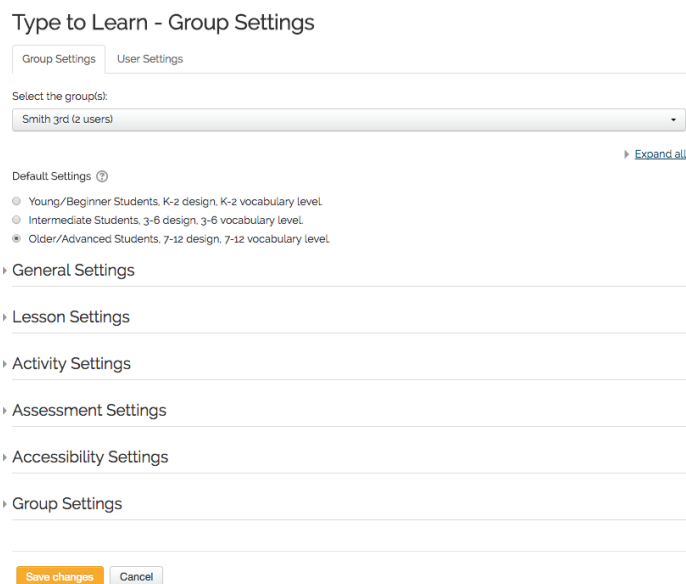
To be able to apply specific settings to a selected Group, your login must be assigned the Teacher Role.

To access the Group Settings:

1. Go to the Navigation Menu on the left
2. Click on TTL Settings
3. Click on the Group Settings tab
4. Select the Group for which you want to create group settings



Once the Group has been selected, the options for the Group Settings will appear:



**Quick Tip:** The last setting saved “Group” or “User” will override the settings. For example: if you go back into your group settings and change goals after editing individual user settings; your individual user settings default to group goals.

TIP: The Question Mark icon will provide additional information on that specific setting.  
Now, let's get more in depth on what each setting offers:

<b>Default Settings</b>	
This is where you will want to select the Group's appropriate level for their grade. The choices are:	<ul style="list-style-type: none"> <li>• Young/Beginner Students, K-2 design, K-2 vocabulary level.</li> <li>• Intermediate Students, 3-6 design, 3-6 vocabulary level.</li> <li>• Older/Advanced Students, 7-12 design, 7-12 vocabulary level.</li> </ul>

<b>General Settings</b>	
<i>Music and Sound Effects</i>	Controls Music and Sound Effects. ON by Default.
<i>Instructions and Narration</i>	Controls instruction and voice-overs. Also ON by Default.
<i>Vocabulary Level</i>	Select the desired vocabulary level for Type to Learn's content: <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Grades 3-6</li> <li>• Grades 7-12</li> </ul>
<i>Design Level</i>	Select the design level for the main menu, lesson screens, assessment screens, and the Big Ideas activities: <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Grades 3-12</li> </ul>
<i>Allow Ergonomic Breaks</i>	Select whether or not to allow for Ergonomic Breaks and when they occur: <ul style="list-style-type: none"> <li>• Disabled</li> <li>• Every 10 mins</li> <li>• Every 20 mins</li> <li>• Every 30 mins</li> </ul>
<i>Ergonomic Break Duration</i>	Select the duration of the Ergonomic Break: <ul style="list-style-type: none"> <li>• For 30 Seconds</li> <li>• For 60 Seconds</li> <li>• For 90 Seconds</li> </ul>

<b>Lesson Settings</b>	
<i>Prevent Going Past Lesson</i>	Sets an upper limit past which a student cannot progress. By default, this setting is disabled. Choose to disable or choose the lesson to prevent student from going past.
<i>Start at Lesson</i>	Sets a student to a specific lesson without completing the previous lessons. By default, this setting is disabled.
<i>Security Check Options</i>	<p>Accuracy requirement for the Security Check (Step 2 of Lesson Instruction). The default setting is 100% accuracy. Options to select are:</p> <ul style="list-style-type: none"> <li>• 100% accuracy required, errors return user to beginning</li> <li>• Errors allowed, but can't proceed until type correct key</li> </ul>
<i>Reference Hand Support</i>	Animated hand support during instruction. By default this setting is ON.
<i>Allow Student to Skip to Final Challenge</i>	Allows students to attempt the Final Challenge for a lesson without completing the instruction. By default this setting is OFF.
<i>"Younger" Lessons A to B</i>	Lessons A & B introduce students to the keyboard, but do not teach touch-typing. By default Lessons A & B are ON ONLY for students in grades K-2.
<i>Skip Lesson 29 and 30 on Numeric Keypad</i>	Lessons 29 & 30 focus on the Numeric Keypad and students will not be able to successfully complete lessons without a Numeric Keypad on the computer they are using and therefore the option to skip these lessons is available. By default, these lessons are ON.
<i>Goals</i>	<p>Options to select are:</p> <ul style="list-style-type: none"> <li>• Use Assessment Goals</li> <li>• Use Grade Goals</li> <li>• Manually Set Words Per Minute and Accuracy Goals</li> </ul>
<i>Enter WPM Goal</i>	Allows teachers to manually set WPM Goals. By default, this is set to Use Assessment Goals.
<i>Enter Accuracy Goal</i>	Allows teachers to manually set Accuracy Goals. By default, this is set to Use Assessment Goals.



Activity Settings	
<i>Allow Activities</i>	<p>Controls when students are able to complete the activities. The default setting is for activities to only be allowed after the Instruction has been completed. Options to select are:</p> <ul style="list-style-type: none"> <li>• Never</li> <li>• Anytime</li> <li>• After Lesson is Complete</li> </ul>
<i>Big Ideas</i>	<p>Big Ideas focuses on right hand and left hand coordination and the speed of the thought bubbles is related to the student's WPM goal. The default time limits are: Grades K-2 (30 seconds), Grades 3-6 (45 seconds), Grades 7-12 (60 seconds). Options to Select:</p> <ul style="list-style-type: none"> <li>• Off</li> <li>• Required</li> <li>• Optional</li> </ul>
<i>Dig This</i>	<p>Dig This focuses on accuracy and typing to a beat to encourage a smooth typing cadence using a metronome beat for cadence. Options to select are:</p> <ul style="list-style-type: none"> <li>• Off</li> <li>• Required</li> <li>• Optional</li> </ul>
<i>Drone Control</i>	<p>Drone Control is a timed activity focusing on speed and accuracy. Students must reach their destination before time runs out. The default time limits are: Grade K-2 (60 seconds), Grades 3-6 (75 seconds), Grades 7-12 (90 seconds). Options to select are:</p> <ul style="list-style-type: none"> <li>• Off</li> <li>• Required</li> <li>• Optional</li> </ul>
<i>Message Master</i>	<p>Message Master provides three different tasks, depending on what lesson the student has reached. In Lessons 1-7, the student types the text displayed on the screen. In Lessons 8-20, the student hears dictation of what to type. In Lesson 23-34, the student hears a writing prompt and must write a few original sentences in response to the prompt. This activity is not available for lessons 21-22. Options to select are:</p> <ul style="list-style-type: none"> <li>• Off</li> <li>• Required</li> <li>• Optional</li> </ul>
<i>Reconnect</i>	<p>Reconnect focuses on using the Shift Key for capital letters, symbols, and punctuation. Students type the displayed text in order to reconnect important infrastructure, such as electrical cables, water pipes, and air ducts. Reconnect is not available until Lesson 6 when the Shift Key is introduced. Options to select are:</p> <ul style="list-style-type: none"> <li>• Off</li> <li>• Required</li> <li>• Optional</li> </ul>

<b>Assessment Settings</b>	
<i>Pre-Test</i>	<p>Turns the Pre-test On or Off. By default, the Pre-test is On for all students. When On, the Pre-test can be either Required or Optional. By default, it is Required. After a student takes the Pre-test, this setting becomes unchecked. The teacher can check it again to reassign the Pre-test. The student's goals and starting lesson will be reset, but no previous data is lost. Options to select:</p> <ul style="list-style-type: none"> <li>• Optional</li> <li>• Required</li> </ul>
<i>Formative Assessments</i>	Turns ALL six Formative Assessments On or Off. By default, Assessments are turned ON.
<i>Allow Backspace</i>	Allow or disallow the use of Backspace during Assessments. By default, Backspace is allowed.
<i>Allow Pause</i>	Allows the student to Pause and temporarily stop the time limit during an assessment. By default, Pause is allowed.
<i>Assessment Time Limit</i>	<p>Sets the time limit for assessments. Assessment Content has been created so that students type for the full time but do not necessarily complete the entire assessment. An Assessment may end in the middle of a sentence and student are scored based on what they were able to type in the time allowed. The default time limits are: Grades K-2 (3 minutes), Grades 3-6 (3 minutes), Grades 7-12 (5 minutes). Options to select:</p> <ul style="list-style-type: none"> <li>• Disabled</li> <li>• 1 Minute</li> <li>• 2 Minutes</li> <li>• 3 Minutes</li> <li>• 4 Minutes</li> <li>• 5 Minutes</li> </ul>
<i>Display Timer to Student</i>	Displays a timer to the student during an assessment. By default, this is unchecked.
<i>Enable Automatic Goal Adjustment</i>	Allows Type to Learn to automatically adjust student's goals following each assessment. After each formative assessment, student's goals are adjusted to be 2 WPM and 2% (maximum 96%) higher than their performance on the assessment. Goals are never adjusted downward. By default, this is checked to be allowed.

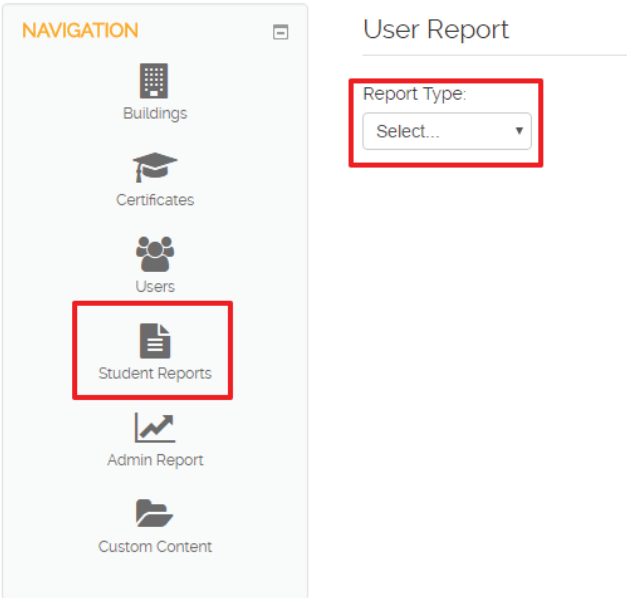
<b>Accessibility Settings</b>	
<i>Language</i>	<p>Text support throughout Type to Learn can be in English or Spanish ESL. When Spanish ESL is selected, all text on screen is shown in Spanish translation when the student rolls the cursor over the button or text. Spanish translation is provided for all buttons, navigation, instructions, support, reminders, and congratulatory payoffs. Lesson, activity, and assessment content (what students need to type) always remains in English only. Options to select are:</p> <ul style="list-style-type: none"> <li>• English</li> <li>• Spanish (ESL)</li> </ul>
<i>Adjust Font Size</i>	<p>Adjust the size of the text on screen for sight-impaired students. Larger text sizes are seen when the student rolls the cursor over buttons or text on screen. Play audio with rollover buttons. Options to select are:</p> <ul style="list-style-type: none"> <li>• Standard</li> <li>• Large</li> <li>• Largest</li> </ul>
<i>Adjust Text for Visually-Impaired</i>	<p>Changes the font color scheme scheme when the student rolls the cursor over buttons or text on screen. Options to select are:</p> <ul style="list-style-type: none"> <li>• Standard</li> <li>• Inverse Brightness</li> <li>• Reverse Video</li> <li>• Blue Dye</li> <li>• Black Gray</li> <li>• White on Gray</li> <li>• Group Settings</li> </ul>
<i>Apply Settings to All Users in this Group</i>	<p>If selected, modifications will override any pre-existings settings put in place for individual users in this group.</p>

**NOTE: Don't forget to click **SAVE** or your settings change will not take place.**

# Student Reports

Teachers and administrators are able to view Student Progress by selecting **Student Reports** in the Navigation Box on the left side, then using the drop-down to select **Status Report** or **Detailed Report**. Administrators are able to view usage data through **Usage Reports**.

Teachers **MUST** be associated with the same Building Group as students to create Student Reports.



**Status Report:** This report shows student progress through Type to Learn. The scores represent Words Per Minute and Accuracy Scores for the highest score established on the Final Challenge or Assessment. This report also includes Words Per Minute and Accuracy Goals.

Using the filters at the top of the report, select the Building and Group desired.

Status Reports will only be shown for those students who have completed a Final Challenge or Assessment.

Select **Generate Report**.

User Report

Report Type:

From:

To:

Organization:

Building:

Group:

Status Report

2V1DBS - Sunburst Academy

East Elementary School

Smith 3rd

Generate Report

Report Options

Last Name	First Name	L 1	L 2	L 3	A 1	L 4	L 5	A 2	L 6	L 7	L 8	L 9	A 3	L 10	L 11	L 12	L 13	L 14	L 15	A 4	L 16	L ACC Goal	WPM Goal
Jones	Ben				32 95%	44 97%	39 94%	28 97%	48 91%													90	22
Cook	Abby	37 95%	36 95%	41 95%	28 90%	54 96%																92	25

**Green Boxes indicate that students have meet both WPM and Accuracy Goals**

**Yellow Boxes indicate that students are within 7 WPM and 10% Accuracy Goals**

**Red Boxes indicate that students are NOT within 7 WPM and 10% Accuracy Goals**

**Detailed Report:** This report shows detailed information for each Lesson Instruction, Activity, Assessment, Custom Content that a student has completed. This report includes WPM, Accuracy, and Adjusted WPM (found by multiplying the WPM and Accuracy) for each Lesson Instruction, Activity, Assessment, and Custom Content.

Using the filters at the top of the report, select the Building and Group desired.

Detailed Reports will only be shown for those students who have completed a Lesson/Activity/Final Challenge/Assessment in the given time frame.

The default time covers the past 30 days, but can be modified based on needs.

#### User Report

Report Type: Detailed Report

From: 04/13/2016

To:

Organization: 2V1DBS - Sunburst Academy

Building: East Elementary School

Group: Smith 3rd

Generate ReportReport Options

Last Name	First Name	Group	Grade	Date	Lesson/Assess	Activity	WPM	Accuracy	Adjusted WPM
Jones	Ben	Smith 3rd	3	05/13/2016	Custom Content	Type Test ⓘ	52	95	49
Jones	Ben	Smith 3rd	3	05/13/2016	Custom Content	Type Test ⓘ	52	95	49
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 4	Big Ideas	14	96	13
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 5	Drone Control	20	96	19
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 4	Dig This	31	96	30
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 4	Message Master	31	89	28
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 5	Big Ideas	17	100	17
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 5	Dig This	34	96	33
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 4	Drone Control	19	87	17
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 5	Message Master	24	98	24
Doe	Susan	Smith 3rd	0	05/12/2016	Lesson A	Big Ideas	16	97	16
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 5	Lesson ⓘ	25	91	23
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 4	Lesson ⓘ	26	92	24
Cook	Abby	Smith 3rd	4	05/12/2016	Lesson 4	Final Challenge ⓘ	54	96	52
Cook	Abby	Smith 3rd	4	05/12/2016	Assess 1	Assessment ⓘ	28	90	25
Jones	Ben	Smith 3rd	3	05/11/2016	Lesson 6	Drone Control	23	96	22

Total Items: 44

**Filters:** Report data is able to be filtered and ordered by the following information.

Last Name

First Name

Group

Grade

Date

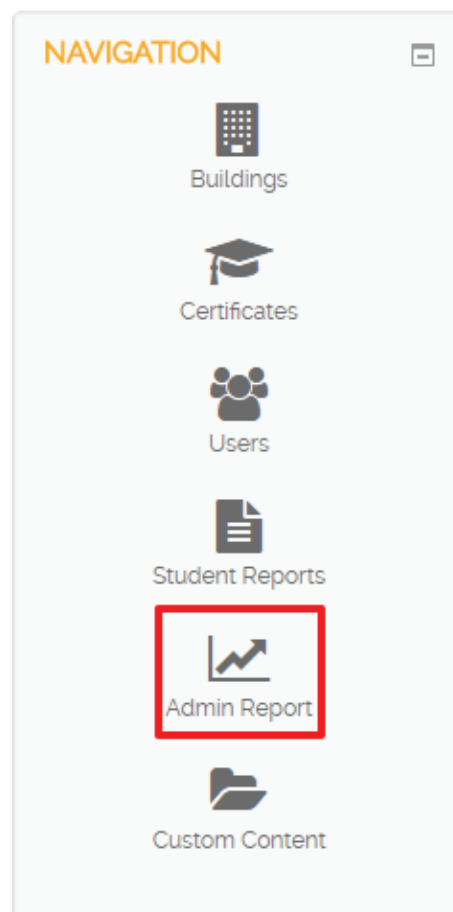
Lesson/Assessment

Activity

**Print or Export Reports:** To Print or Export Student Reports select Report Options in the Upper Left Corner. Reports are exported as a CSV file.

## Usage Reports

Administrators are able to view Type to Learn Usage Reports by selecting Admin Reports in the Navigation Section on the left side. Administrators and Teachers are also able to see student progress through Student Reports.





**Admin Report:** This report shows the the Total Students in a Group (or Building), the Number of Active Students (students who have completed at least one lesson or activity in Type to Learn during the selected time period), Total Time by all Students (in hours), Average WPM (Final Challenges Only), and Average Accuracy (Final Challenges Only).

From: 06/29/2016 To: Organization: 2V1DBS - Sunburst Academy Building: East Elementary School

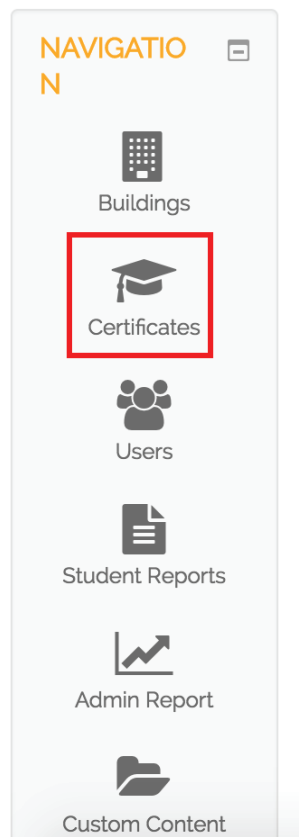
Generate Report Report Options

Building	Group	Total Students	Number of Active Students	Total Time by all Students (in hours)	Average WPM	Average Accuracy
East Elementary School	Brown 4th	21	4	1	31	94
East Elementary School	Bruning 3rd	9	0	0	0	0
East Elementary School	Getz 3rd	21	0	0	0	0
East Elementary School	Lamp 4th	74	0	0	0	0
East Elementary School	Learning Lab	59	0	0	0	0
East Elementary School	Lessard 4th	35	0	0	0	0
East Elementary School	McVey 4th	2	0	0	0	0
East Elementary School	Orange Group	3	0	0	0	0
East Elementary School	Red Group	11	0	0	0	0
East Elementary School	Smith 3rd	8	0	0	0	0
East Elementary School	Torstad 3rd	7	1	0	33	94
East Elementary School	Not in Group	1	0	0	0	0

**Print or Export Reports:** To Print or Export Admin Reports select Report Options in the Upper Left Corner. Reports are exported as a CSV file.

## Narrative Report

Select Certificates from the navigation bar in any Admin or Teacher account.



Select your Building and desired Group from the drop down boxes. Click Create Certificates.

▼ Create Certificates

Building\* Sunburst Digital - Main ▾

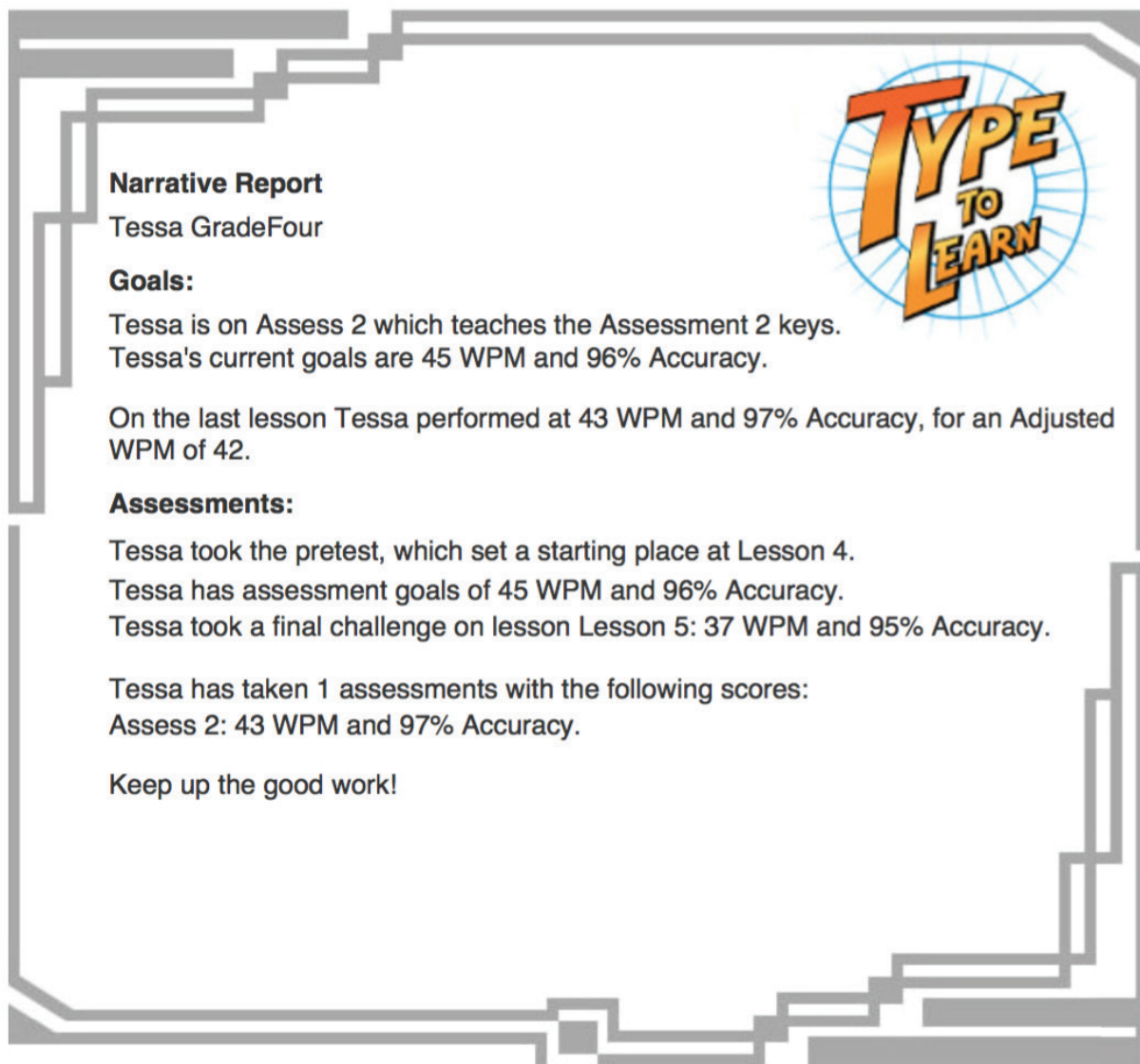
Building Group\* Group 1 ▾

Create Certificates

Cancel

There are required fields in this form marked \*.

You will be prompted to save a .zip folder to your computer. This folder contains narrative report PDFs for every student in the Group.



**Narrative Report**  
Tessa GradeFour


**Goals:**  
Tessa is on Assess 2 which teaches the Assessment 2 keys.  
Tessa's current goals are 45 WPM and 96% Accuracy.

On the last lesson Tessa performed at 43 WPM and 97% Accuracy, for an Adjusted WPM of 42.

**Assessments:**  
Tessa took the pretest, which set a starting place at Lesson 4.  
Tessa has assessment goals of 45 WPM and 96% Accuracy.  
Tessa took a final challenge on lesson Lesson 5: 37 WPM and 95% Accuracy.

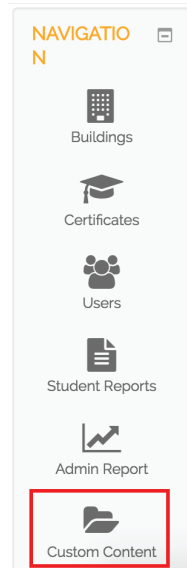
Tessa has taken 1 assessments with the following scores:  
Assess 2: 43 WPM and 97% Accuracy.

Keep up the good work!



## Adding Custom Content

Click **Custom Content** from the Navigation sidebar.



### Add Custom Content

Organization:

Share with my Organization ☐ Checking this box will make this content available to others in your organization

Title (maximum of 40 characters)\*

Grades\*

Subjects\*

Introduction (The text that will be displayed before the user begins the custom content)

Introduction (maximum of 300 characters)

Content (The actual content users will type)

Content\*

You will have the option to share the content you create with your entire organization.

Organization:

**Share with my Organization** ☐ Checking this box will make this content available to others in your organization

You will be able to name and assign a grade and subject to the content created, allowing for further customization and grade specific learning.

Title (maximum of 40 characters)\*

Grades\* Nothing selected

Subjects\* Nothing selected

A brief introduction will allow you to give instructions or describe the purpose of the content for your students.

Introduction (The text that will be displayed before the user begins the custom content)

Introduction (maximum of 300 characters)

You will enter the actual content your students will type in this section.

Content (The actual content users will type)

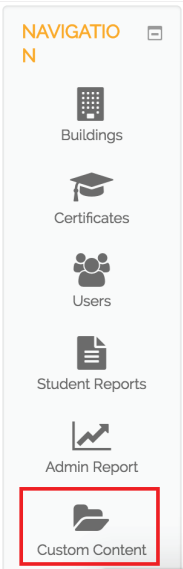
Content\*

Create your content.

There are required fields in this form marked \*.

# Assigning Custom Content

Click **Custom Content** from the Navigation sidebar.



Click the **Assign Custom Content** tab.

Custom Content Library

Assign Custom Content

## Type to Learn - Custom Content Library

Create new Content

Select the Group(s) and Student(s) to which you want to assign custom content.

Add new Assignments

Select Group(s)

Group 1 (13 users)

Select User(s)

Tessa GradeFive

Check the box next to each lesson you wish to assign and click **Assign**.

Select Custom Content

Show 

10

 entries

Search:

Selected	Title	Organization	Owner	Grade(s)	Subject(s)	Introduction	Content
<input checked="" type="checkbox"/>	Testing	Sunburst Digital	Tessa Feddeler	5	Keyboarding - Home Row	Preview	Preview
<input type="checkbox"/>	Testing	Sunburst Digital	Tessa Teacher	5	Math	Preview	Preview

Showing 1 to 2 of 2 entries

Previous

1

Next

Assign

Cancel

## **Need Help?**

If you are having trouble setting up or managing TTL accounts, contact Sunburst Support.

### **Customer Service:**

(800) 321-7511 / [service@sunburst.com](mailto:service@sunburst.com)  
or visit our Website: <http://typetolearn.sunburst.com>

### **Technical Support:**

(800) 321-7511 / [support@sunburst.com](mailto:support@sunburst.com)  
or visit our Support Website:  
<http://support.sunburst.com/>

# Keyboarding Rubrics

The following sample rubric assesses students' keyboarding technique:

	Always	Sometimes	Needs Work
<b>Does the student exhibit proper body position:</b>			
• placing both feet flat on the floor?			
• sitting centered in front of the keyboard?			
• sitting in a relaxed position, back straight, touching the back of the chair?			
• sitting a comfortable distance from the keyboard? (A hand-span is suggested.)			
<b>Does the student exhibit proper arm and hand position:</b>			
• holding arms relaxed, elbows naturally close to the body?			
• keeping fingers curved, tips of fingers resting lightly on keys?			
• keeping wrists low and straight, not resting on the keyboard or table?			
• hands correctly positioned on the home row keys, with index fingers on J and F?			
<b>Does the student demonstrate proper key stroking:</b>			
• beginning and ending all keystrokes at home row position?			
• striking keys with quick, strong, tapping keystrokes?			
• tapping each key with the correct finger?			
• tapping the space bar with the thumb?			
• pressing the Shift key with the appropriate opposite little finger?			
• pressing the Enter/Return key with the right little finger?			
• keeping eyes on the screen at all times?			
• maintaining a steady typing rhythm?			

This rubric may be used by students as a self-assessment of their own technique:

	Always	Sometimes	Needs Work
I keep my feet flat on the floor.			
I sit up straight.			
My wrists are straight, not bent down, and not touching the keyboard or table.			
I keep my eyes on the screen.			
I keep my hands on the home row.			
I hit each key with a quick, strong tap.			
I use the correct fingering.			



## Ergonomic Tips and Exercises

The following Ergonomic Breaks have been incorporated into Type to Learn and appear after teacher-controlled time limits:

1. Time for a quick stretch! Stay seated, clasp your hands together, and reach as high as you can toward the ceiling. 1, 2, 3, 4, 5. Then lean slightly over to one side. 1, 2, 3, 4, 5. Lean slightly over to the other side. 1, 2, 3, 4, 5.
2. Take a break! Close your eyes and gently cover them with your hands. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Then look at the wall across the room. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Take a deep breath in through your nose 1, 2, 3 and out through your mouth 1, 2, 3.
3. Let's stretch your wrists! Hold one arm straight out in front of you and use your other hand to gently pull back on your hand. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Then gently pull your hand downward. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Switch arms and stretch your other wrist. Gently pull back, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 and gently pull downward 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.
4. Time to stretch! Stay seated, lean forward and touch your feet. Relax your back and let your body hang. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Sit up and breathe in through your nose 1, 2, 3 and out through your mouth 1, 2, 3.
5. Time for a quick stretch! Stay seated and clasp your hands behind your head. Bring your elbows back, take a deep breath, and lean back and stretch. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
6. Let's stretch your ankles! In your seat, pick up one foot and move it in a circle, 1, 2, 3 times one way and 1, 2, 3 times the other way. Then do it with the other foot. 1, 2, 3 times one way and 1, 2, 3 times the other way.
7. Let's give your arms a rest! In your seat, let your arms hang down at your sides. Shake your hands and arms very gently. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

## Use at Home Tips

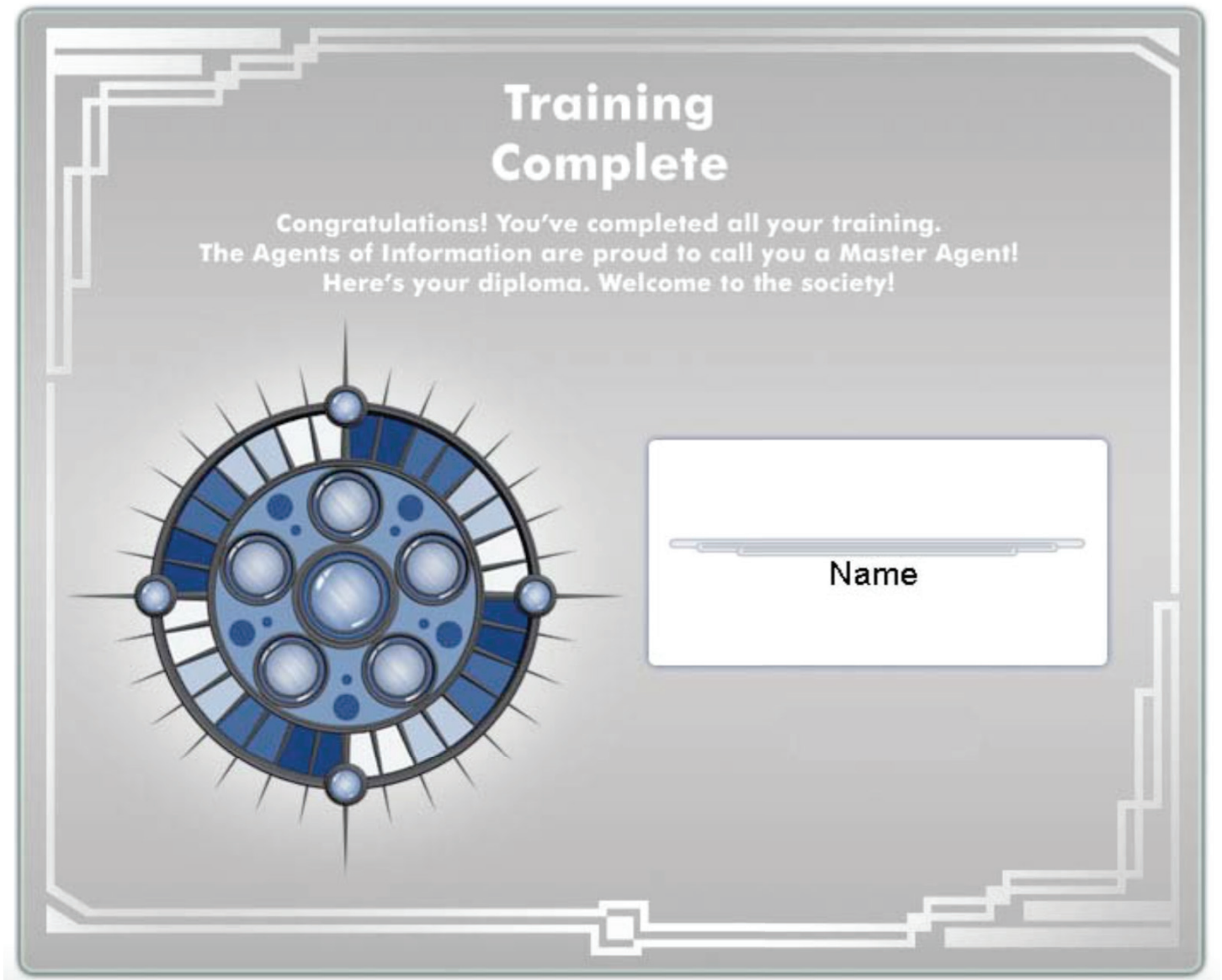
Type to Learn is a cloud-based program able to be used on students' home devices. This allows them to access the remote database so their scores and progress are maintained consistently with the work they do in school.

Teachers can then assign Type to Learn lessons and activities as keyboarding homework!

Here are some tips for using Type to Learn at home:

- Assign students to complete certain lesson or lessons for homework.
- Set activities to be Required, and assign them for students to practice at home.
- Assign an assessment test to be taken at home.
- Use settings to prevent students from progressing past a certain point in the program, so they don't get too far ahead without you confirming their performance.
- Educate parents on proper keyboarding technique, posture, and ergonomics, so they can observe and correct students as they work.

# Certificate of Completion



## Appendix A: Passages

The following passages and documents are provided for students in grades 3-12 to type in Lesson #33. Students need to copy the formatting and punctuation exactly.

Grades 3-6

Title: Thinkin' Long

Oh thinkin' long's the weary work!  
It breaks my heart from dawn  
Till all the wee, wee, friendly stars  
Come out at dayli'gone.  
An' thinkin' long's the weary work,  
When I must spin and spin,  
To drive the fearsome fancies out,  
An' hold the hopeful in!

Ah, sure my lad is far away!  
My lad who left our glen  
When from the soul of Ireland came  
A call for fightin' men;  
I miss his gray eyes glancin' bright,  
I miss his liltin' song,  
And that is why, the lonesome day,  
I'm always thinkin' long.

May the kind angels guard him  
When the fray is fierce and grim,  
And blunt the point of every sword  
That turns its hate on him.  
Where round the torn yet dear green flag  
The brave and lovin' throng—  
But the lasses of Glenwherry smile  
At me for thinkin' long.

By Anna MacManus (\_Ethna Carbery\_) – edited from the original

## Dessert Menu

ANGELO'S FUDGE CAKE Rich Chocolate Cake and Fudge Frosting	\$3.95
CARROT CAKE Heavenly Layers of Carrot Cake and Smooth Cream Cheese Icing	\$4.25
BLACK FOREST CAKE Rich, Chocolate Cake with Cherry Swirls Sprinkled with Sugar and Chocolate Chips	\$4.79
LEMON DELIGHT Vanilla Cake with Lemon Whipped Cream Topping Served with Raspberries and Fresh Cream	\$3.80
HOT APPLE CRISP Crisp, Sweet Apples Baked to Perfection Served with Vanilla Ice Cream	\$2.68
FUDGE TRUFFLE CAKE Fudge Cake with Chocolate Truffle Cream Topped with Fresh Cream and a Cherry	\$2.37
STRAWBERRY SHORTCAKE Homemade Shortcake Topped with Vanilla Ice Cream, Fresh Strawberries, and Whipped Cream	\$3.55
TIRAMISU Individual Cakes Dipped in Coffee and Cream Topped with Whipped Cream and Powdered Cocoa	\$3.92
FRESH STRAWBERRIES AND CREAM	\$4.10
HOT FUDGE SUNDAE Decadent Hot Fudge Over Vanilla Ice Cream Topped with Whipped Cream	\$3.87
CHOCOLATE BROWNIE SUNDAE Warm Chocolate Brownie, Vanilla Ice Cream, Hot Fudge, and Whipped Cream	\$4.69
LIZANO MUD PIE Black Forest Cake with Vanilla and Cherry Ice Creams, Hot Fudge, Whipped Cream, and Almonds	\$4.45
DISH OF ICE CREAM	\$2.81

## **Excerpt from: The Library of Work and Play, Outdoor Sports And Games, By Claude H. Miller, PH.B. — edited from the original**

Besides fresh air, another important thing in keeping well is to eat slowly and to chew your food thoroughly. Boys and girls often develop a habit of rapid eating because they are anxious to get back to play or to school. Slow eating is largely a matter of habit as well, and while it may seem hard at first it will soon become second nature to us. Remember to chew your food thoroughly. The stomach has no teeth. We have all heard of Mr. Horace Fletcher, that wonderful old man who made himself young again by chewing his food.

There is no fun in life unless we are well, and a sensible boy should realize that his parents' interest in him is for his own benefit. It may seem hard sometimes to be obliged to do without things that we want, but as a rule the judgment of the older people is better than our own. A growing boy will often eat too much candy or too many sweet things and then suffer from his lack of judgment. To fill our stomachs with indigestible food is just as foolish as it would be to put sand in the bearings of our wheel, or to interfere with the delicate adjustment of our watch until it refuses to keep time.

While we play, our muscles are developed, our lungs filled with fresh air and the whole body is made stronger and more vigorous. Some boys play too hard. Over-exertion will sometimes cause a strain on the delicate machinery of the body that will be very serious. The heart is especially subject to the dangers of overstrain in growing boys. We are not all equally strong, and it is no discredit to a boy that he cannot run as far or lift as much as some of his playmates or companions. You all remember the fable of the frog who tried to make himself as big as the ox and finally burst. The idea of exercise is not to try to excel every one in what you do, but to do your best without over-exertion. If a boy has a rugged frame and well developed muscles, it is perfectly natural that he should be superior in most sports to a boy that is delicate or undersized.

## **Black Bean and Corn Salsa**

### **Ingredients:**

- 30 ounces black beans, drained
- 15 ounces whole sweet corn, drained
- 10 ounces diced tomatoes with green chilies
- 2 large red bell peppers, chopped
- 2 medium fresh jalapeno peppers, chopped
- 1/2 cup sweet onion, diced
- 1/3 cup fresh cilantro, diced
- 1 tsp salt
- 1/8 cup lime juice
- 0.6 ounce package of dry zesty Italian dressing

### **Directions:**

1. Prepare the salad dressing according to package directions (use the lighter version, if you like).
2. Remove the seeds from the peppers and chop.
3. Dice the onion and cilantro.
4. In a large bowl, combine all the dry ingredients and stir.
5. Add lime juice and Italian dressing and stir gently.
6. Cover and refrigerate for a least 4 hours or overnight.
7. Serve with chips or as a side dish.

## **Excerpt from: Rollo at Play; Safe Amusements, by Jacob Abbott**

Rollo went on, down the green lane, till he came to the turn-stile, and then went through into the field. He then followed a winding path until he came to the edge of the trees, and there stopped to listen.

He heard the brook gurgling along over the stones, and that was all at first; but presently he began to hear the strokes of an axe. He called out as loud as he could,

“Jonas! Jonas!”

But Jonas did not hear.

Then he walked along the edge of the woods till he came nearer the place where he heard the axe. He found here a little opening among the trees and bushes, so that he could look in. He saw the brook, and over beyond it, on the opposite bank, was Jonas, cutting down a small tree.

So Rollo walked on until he came to the brook, and then asked Jonas how he should get over. The brook was pretty wide and deep.

Jonas said, if he would wait a few minutes, he would build him a bridge.

“You cannot build a bridge,” said Rollo.

“Wait a little and see.”



So Rollo sat down on a mossy bank, and Jonas, having cut down the small tree, began to work on a larger one that stood near the bank.

After he had cut a little while, Rollo asked him why he did not begin the bridge.

"I am beginning it," said he.

Rollo laughed at this, but in a minute Jonas called to him to stand back, away from the bank; and then, after a few strokes more, the top of the tree began to bend slowly over, and then it fell faster and faster, until it came down with a great crash, directly across the brook.

"There!" said Jonas, "there is your bridge."

Rollo looked at it with astonishment and pleasure.

"Now," said Jonas, "I will come and help you over."

"No," said Rollo, "I can come over myself. I can take hold of the branches for a railing."

So Rollo began to climb along the stem of the tree, holding on carefully by the branches. When he reached the middle of the stream, he stopped to look down into the water.

"This is a capital bridge of yours, Jonas," said he. "How beautiful the water looks down here! O, I see a little fish! He is swimming along by a great rock. Now he is standing perfectly still. O, Jonas, come and see him."

## Laughing Song

When the green woods laugh with the voice of joy,  
And the dimpling stream runs laughing by.  
When the air does laugh with our merry wit,  
And the green hill laughs with the noise of it.

When the meadows laugh with lively green,  
And the grasshopper laughs in the merry scene,  
When Mary and Susan and Emily  
With their sweet round mouths sing "Ha, ha he!"

When the painted birds laugh in the shade,  
Where our table with cherries and nuts is spread.  
Come live, and be merry, and join with me,  
To sing the sweet chorus of "Ha, ha, he!"

Poem from: Laughing Song, by William Blake

## Coffee Cake

- 17 to 18 unbaked frozen dinner rolls
- 1 3-ounce package regular butterscotch pudding mix (not instant)
- 1/2 cup packed brown sugar
- 1/3 cup chopped pecans
- 2/3 cup melted butter

Prepare 10 hours ahead of serving. Place frozen rolls in well-greased ring-shaped pan. Sprinkle dry pudding mix over rolls. Sprinkle brown sugar over pudding mix. Sprinkle chopped pecans over brown sugar. Pour melted butter over all. Cover with a damp towel or tightly seal with plastic wrap. Let rise at room temperature 8 to 10 hours. Preheat oven to 350 degrees Fahrenheit. Bake in oven for 30 minutes. Cool, invert pan, remove, and serve.

## Excerpt from: Lincoln's Gettysburg Address

Four score and seven years ago, our fathers brought forth upon this continent a new nation: conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war . . . testing whether that nation, or any nation so conceived and so dedicated . . . can long endure. We are met on a great battlefield of that war.

We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that this nation might live. It is altogether fitting and proper that we should do this.

Excerpt from: Lincoln's Gettysburg Address, given November 19, 1863 on the battlefield near Gettysburg, Pennsylvania, USA

## Holiday Weekend Sale!

5/26-5/31 Stonewashed Jeans \$29.99

5/26-5/31 Tees \$4.99

5/26-5/31 Sundresses \$25.99

5/26-5/31 Solid Capris \$19.99

5/26-5/31 Canvas Sneakers \$14.99

5/26-5/31 Ladies' Dress Shoes \$39.99

5/26-5/31 Bermuda Shorts \$17.99

5/26-5/31 Men's Loafers \$49.99

5/26-5/31 Trench Coats \$44.99

## **Title: Uncle Robert's Visit**

"Don't you want to see Susie's garden, Robert?" asked Mrs. Leonard.

"Yes, indeed," said Uncle Robert. "Susie wrote me some nice little letters about that garden."

As they walked along the narrow paths Susie showed him where the seeds were already planted, and told him what she thought she would have in the other beds.

"This is phlox," said Susie, leading Uncle Robert by the hand, "and marigolds are here, and sweet peas over there by the fence. That place between mother's garden and mine is filled with rosebushes, syringas, and hollyhocks."

"I still call the vegetable garden mine, but the boys do most of the work," said Mrs. Leonard. "That big bush at the end of the row is an elder."

Excerpt from: Uncle Robert's Visit, Chapter I, by Francis W. Parker and Nellie Lathrop Helm

## **The Table And The Chair**

Said the Table to the Chair,  
"You can hardly be aware  
How I suffer from the heat  
And from chilblains on my feet.  
If we took a little walk,  
We might have a little talk;  
Pray let us take the air,"  
Said the Table to the Chair.

Said the Chair unto the Table,  
"Now, you know we are not able:  
How foolishly you talk,  
When you know we cannot walk!"  
Said the Table with a sigh,  
"It can do no harm to try.  
I've as many legs as you:  
Why can't we walk on two?"

So they both went slowly down,  
And walked about the town  
With a cheerful bumpy sound  
As they toddled round and round;  
And everybody cried,  
As they hastened to their side,  
"See! the Table and the Chair  
Have come out to take the air!"

But in going down an alley,  
To a castle in a valley,  
They completely lost their way,  
And wandered all the day;  
Till, to see them safely back,  
They paid a Ducky-quack,  
And a Beetle, and a Mouse,  
Who took them to their house.

Then they whispered to each other,  
“O delightful little brother,  
What a lovely walk we’ve taken!  
Let us dine on beans and bacon.”  
So the Ducky and the leetle  
Brownny-Mousy and the Beetle  
Dined, and danced upon their heads  
Till they toddled to their beds.

From Nonsense Song: Stories, Botany, and Alphabets by Edward Lear

## **Grades 7-12**

### **Title: The Beggar**

Pity the sorrows of a poor old man!  
Whose trembling limbs have borne him to your door,  
Whose days are dwindled to the shortest span,  
O, give relief, and bless your store.

These tattered clothes my poverty bespeak,  
These hoary locks proclaim my lengthened years;  
And many a furrow in my grief-worn cheek  
Has been the channel to a stream of tears.

Yon house, erected on the rising ground,  
With tempting aspect drew me from my road,  
For plenty there a residence has found,  
And grandeur a magnificent abode.

(Hard is the fate of the infirm and poor!)  
Here craving for a morsel of their bread,  
A pampered menial drove me from the door,  
To seek a shelter in the humble shed.

O, take me to your hospitable dome,  
Keen blows the wind, and piercing is the cold!  
Short is my passage to the friendly tomb,  
For I am poor and miserably old.

Should I reveal the source of every grief,  
If soft humanity e'er touched your chest,  
Your hands would not withhold the kind relief,  
And tears of pity could not be repressed.

Life sends misfortunes,—why should we repine?  
'T is Life has brought me to the state you see:  
And your condition may be soon like mine,  
The child of sorrow and of misery.

A little farm was my paternal lot,  
Then, like the lark, I sprightly hailed the morn;  
But ah! oppression forced me from my cot;  
My cattle died, and blighted was my corn.

My daughter,—once the comfort of my age!  
Lured by a villain from her native home,  
Is cast, abandoned, on the world's wild stage,  
And doomed in scanty poverty to roam.

My tender wife,—sweet soother of my care!—  
Struck with sad anguish at the stern decree,  
Fell,—lingering fell, a victim to despair,  
And left the world to wretchedness and me.

Pity the sorrows of a poor old man!  
Whose trembling limbs have born him to your door,  
Whose days are dwindled to the shortest span,  
O, give relief, and bless your store.

Author: Thomas Moss – edited from the original

## Breakfast Menu

FARM FRESH EGGS	\$5.95
Two Farm Fresh Eggs Served with Hash Browns, Toast, Bagel, or English Muffin, with Bacon or Canadian Bacon	
MEXICAN MORNING	\$6.25
Corn Tortillas with Black Beans, Fried Eggs, Cheddar Cheese, Salsa, and a Dash of Hot Sauce	
YOUR CHOICE OMELETTE	\$7.80
Choose Any Six Fixings: Bacon, Ham, Cheese, Fresh Mushrooms, Spinach, Peppers, Red or Green Onions	

LINDSAY'S SPECIAL Scrambled Eggs with Sweet Pork Sausage, Fresh Spinach, Mushrooms, and Onions	\$7.44
OMELETTE ON THE LIGHT SIDE Avocado, Spring Onion, Tomato, Sour Cream, Cheddar and Swiss Cheese	\$5.76
SUNRISE QUESADILLA Flour Tortilla with Scrambled Eggs, Bacon, Peppers, Black Beans, Cilantro, Cheddar and Jack Cheese, served with Guacamole, Sour Cream, and Salsa	\$7.13
CRANBERRY PANCAKES Homemade Pancakes with Wisconsin Cranberries, Real Butter, and a Hint of Cinnamon and Nutmeg	\$6.38
FRENCH TOAST Wheat Bread Grilled and Topped with Sliced Bananas, Yogurt, and Granola	\$6.80
WAFFLE—A FAVORITE Golden, Hot, and Crisp Waffle Served with Real Butter, Maple Syrup, and a Side of Bacon or Grilled Ham	\$5.52

## Excerpt from the United States Constitution

Section 8. The Congress shall have Power to lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

To borrow Money on the credit of the United States;

To regulate Commerce with foreign Nations, and among the several States, and with the Indian Tribes;

To establish an uniform Rule of Naturalization, and uniform Laws on the subject of Bankruptcies throughout the United States;

To coin Money, regulate the Value thereof, and of foreign Coin, and fix the Standard of Weights and Measures;

To provide for the Punishment of counterfeiting the Securities and current Coin of the United States;

To establish Post Offices and Post Roads;

To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries;

To constitute Tribunals inferior to the supreme Court;

To define and punish Piracies and Felonies committed on the high Seas, and Offenses against the Law of Nations;

To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water;

To raise and support Armies, but no Appropriation of Money to that Use shall be for a longer term than two Years;

To provide and maintain a Navy;

To make Rules for the Government and Regulation of the land and naval Forces;

To provide for calling forth the Militia to execute the Laws of the Union, suppress Insurrections and repel Invasions;

To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the militia according to the discipline prescribed by Congress;

To exercise exclusive Legislation in all Cases whatsoever, over such District (not exceeding ten Miles square) as may, by Cession of particular States, and the Acceptance of Congress, become the Seat of the Government of the United States, and to exercise like Authority over all Places purchased by the Consent of the Legislature of the State in which the Same shall be, for the Erection of Forts, Magazines, Arsenals, Dockyards, and other needful Buildings;—And

To make all Laws which shall be necessary and proper for carrying into Execution the foregoing Powers, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.

## **Roasted Vegetable Pasta**

- 8 Ounces Penne Pasta
- 2 Cups Zucchini Cut into 2 Inch Pieces
- 2 Cups Eggplant Cut into 2 Inch Pieces
- 1 Large Red Pepper, Cored and Cut Into 2 Inch Pieces
- 1 Medium Red Onion, Peeled and Cut Into 1 Inch Pieces
- 12 Asparagus Spears Cut into 2 inch Lengths
- 2 Portabello Mushroom Caps Cut into 1 Inch Pieces
- 2 Cloves Garlic, Peeled and Sliced
- 5 Campari Tomatoes, Quartered
- 1/4 Cup Fresh Chopped Basil
- 3 Tablespoons Olive Oil
- 1 Teaspoon Salt
- 1/8 Teaspoon Black Pepper

Sauce:

- 2 Tablespoons Balsamic Vinegar
- 1 Tablespoon Olive Oil
- 2 Ounces Soft Goat Cheese
- Additional Crumbled Goat Cheese
- Chopped Fresh Basil



Preheat the oven to 425 degrees Fahrenheit. Toss all of the vegetables together with the olive oil and seasonings and spread onto a large baking sheet. Roast the vegetables for 25 minutes or until fork tender and lightly browned. Cool the vegetables.

Heat a large pot of salted water for the pasta. Cook the pasta until it is al dente and drain, reserving a half cup of the pasta water. In a separate bowl, mix the sauce ingredients. Move the pasta to a large serving bowl and add the sauce. Add the vegetables to the pasta and stir gently to mix well. Add a small amount of pasta water if the mixture seems a little dry. Mix well and top with crumbled goat cheese and chopped basil.

Variation: Add 2 cups chopped rotisserie or 2 cups diced, cooked ham. You could also add 1 2/3 cups warm tomato sauce to the vegetable mixture for a change. Substitute as needed in order to use the season's freshest vegetables.

## **Excerpt from: President Nixon's Announcement on the Development of the Space Shuttle**

I have decided today that the United States should proceed at once with the development of an entirely new type of space transportation system designed to help transform the space frontier of the 1970's into familiar territory, easily accessible for human endeavor in the 1980's and '90's.

This system will center on a space vehicle that can shuttle repeatedly from Earth to orbit and back. It will revolutionize transportation into near space, by routinizing it. It will take the astronomical costs out of astronautics. In short, it will go a long way toward delivering the rich benefits of practical space utilization and the valuable spinoffs from space efforts into the daily lives of Americans and all people.

The new year 1972 is a year of conclusion for America's current series of manned flights to the Moon. Much is expected from the two remaining Apollo missions—in fact, their scientific results should exceed the return from all the earlier flights together. Thus they will place a fitting capstone on this vastly successful undertaking. But they also bring us to an important decision point—a point of assessing what our space horizons are as Apollo ends, and of determining where we go from here.

In the scientific arena, the past decade of experience has taught us that spacecraft are an irreplaceable tool for learning about our near-Earth space environment, the Moon, and the planets, besides being an important aid to our studies of the Sun and stars. In utilizing space to meet needs on Earth, we have seen the tremendous potential of satellites for international communications and world-wide weather forecasting. We are gaining the capability to use satellites as tools in global monitoring and management of nature resources, in agricultural applications, and in pollution control. We can foresee their use in guiding airliners across the oceans and in bringing TV education to wide areas of the world.

However, all these possibilities, and countless others with direct and dramatic bearing on human betterment, can never be more than fractionally realized so long as every single trip from Earth to orbit remains a matter of special effort and staggering expense. This is why commitment to the Space Shuttle program is the right step for America to take, in moving out from our present beach-head in the sky to achieve a real working presence in space—because the Space Shuttle will give us routine access to space by sharply reducing costs in dollars and preparation time.

The new system will differ radically from all existing booster systems, in that most of this new system will be recovered and used again and again—up to 100 times. The resulting economies may bring operating costs down as low as one-tenth of those present launch vehicles.

## **Title: The Double Aspect of Goodness**

In undertaking the following discussion I foresee two grave difficulties. My reader may well feel that goodness is already the most familiar of all the thoughts we employ, and yet he may at the same time suspect that there is something about it perplexingly abstruse and remote. Familiar it certainly is. It attends all our wishes, acts, and projects as nothing else does, so that no estimate of its influence can be excessive. When we take a walk, read a book, make a dress, hire a worker, visit a friend, attend a concert, choose a wife, cast a vote, enter into business, we always do it in the hope of attaining something good.

Excerpt by: George Herbert Palmer; Alford Professor of Philosophy (Harvard University) – edited from the original

## **Holiday Weekend Sale!**

5/26-5/31 Stainless Steel Dishwasher \$269.99

5/26-5/31 Energy-compliant Dishwasher \$349.99

5/26-5/31 18.2 cu. ft. Refrigerator \$483.99

5/26-5/31 25.4 cu. ft. Refrigerator \$875.99  
Crushed Ice and Water Dispenser

5/26-5/31 30 in. Self-cleaning Electric Range \$449.99

5/26-5/31 30 in. True Convection Electric Range \$790.99

5/26-5/31 7.0 cu. ft. Super-Capacity Dryer \$399.99

5/26-5/31 5.8 cu. ft. Front-load Electric Dryer \$449.99  
7 Drying Cycles

## **Excerpt from: Ocean Steam Navigation and the Ocean Post, by Thomas Rainey**

2. Assumed (Section II.) that fast ocean mails are exceedingly desirable for our commerce, our defenses, our diplomacy, the management of our squadrons, our national standing, and that they are demanded by our people at large:

3. Assumed (Section III.) that fast steamers alone can furnish rapid transport to the mails; that these steamers can not rely on freights; that sailing vessels will ever carry staple freights at a much lower figure, and sufficiently quickly; that while steam is eminently successful in the coasting trade, it can not possibly be so in the transatlantic freighting business; and that the rapid transit of the mails, and the slower and more deliberate transport of freight is the law of nature:

## **Sushi Dipping Sauce**

- 1/8 teaspoon wasabi powder
- 2 tablespoons water
- 1/8 teaspoon crushed red pepper flakes
- 1/8 teaspoon minced pickled ginger
- 1 teaspoon minced scallion, green part only
- 1/3 cup white wine vinegar
- 3 tablespoons soy sauce
- 1 teaspoon sesame oil

Mix the wasabi powder and water to form a paste. Stir together red pepper flakes, ginger, scallions, vinegar, soy sauce, and sesame oil. Serve with sushi at room temperature.

## **Excerpt from: Patriotic Readings, by Jasper L. McBrien, A. M.**

MR. SHERMAN (studying the Declaration). You have covered all our grievances in the twenty-seven distinct charges you have made against the present king of Great Britain. We can well afford to submit these facts to a candid world. That paragraph on slavery, Mr. Jefferson, meets with my approval heartily, but I fear some of the Southern delegates will oppose it strongly. We can certainly appeal to the Supreme Judge of the world for the rectitude of our intentions. I believe with you that divine Providence will support us in making this Declaration good. Therefore, I am willing to stand with you in pledging our lives, our fortunes, and our sacred honor to this end. I do not see how I could make any suggestions that would improve it. Mr. Jefferson, I congratulate you on the great work you have done in this paper for our country and for humanity.

## Appendix B: Writing Prompts

The following grade-leveled writing prompts are provided to students in Lesson #34 and in the Message Master activity from Lessons 23-34. Students need to write original answers in response to the prompts.

K-2 students must write a minimum of 6 words before they can submit their answer. Students in grades 3-6 must write at least 10 words. And students in grades 7-12 must write at least 20 words for the response to be accepted as final.

Students' original writing is scored for WPM, but not accuracy, and is available to the teacher in the Reports area.

### Grade 2

- What kind of pet would you like to have? What would you name it?
- What are you wearing today? What colors are your clothes?
- What is your favorite holiday? Why do you like it?
- What are some different ways a person can get to school? Tell about three ways.
- If monkeys went to school, what do you think their favorite class would be? Why?
- Why do you think ants walk in a line?
- What things could you find in an old house?
- Tell about your favorite family trip. Where did you go? What fun things did you do?
- What are two foods you like to eat? What do these foods look like? How do they taste?
- What is your favorite month of the year? Why?
- What is your favorite toy? Why?
- Tell about three animals you find on a farm. What do they look like? What do they do?
- If you were going on a trip to the moon, what would you take with you?
- If animals could talk, what questions would you ask them? What do you think they would say?
- What job would you like to have when you grow up? What would you do in this job?
- Why do you think some people are scared of snakes?
- What is your favorite class in school? What do you like about it?
- Tell about your first day in this school. What did you do?
- If you had a robot, what would you tell it to do?
- What is your favorite book? Who are the characters in that book?
- If you could be an animal for one day, what kind of animal would you like to be? Why would you like to be this animal?
- Would you like to have a dragon for a pet? Why or why not?
- Tell what students should do if they hear the fire alarm in school.
- What are some fun things to do inside on a rainy day?
- Tell how to make a peanut butter and jelly sandwich. Give every step.

## Grades 3-6

- You are watching a parade. Describe what you see, and how many people are there. Use symbols and numbers in your answer.
- An astronaut takes you on a journey through space! What is it like in the space shuttle? What do you see? Describe your trip in a few sentences.
- You go back in time to when dinosaurs walked the Earth. What do you see? Describe what is around you.
- Imagine that 20 years have gone by! What is your life like? Where do you live? Do you have any children? Use symbols and numbers in your writing.
- You go on a trip to the zoo. What animal do you watch the longest? What does it do? Why do you like it so much?
- Walking down the street, you suddenly notice smoke coming out of your neighbor's house! What do you do? Describe the events that unfold.
- Your best friend calls you! What do you talk about? Describe the phone call in a few sentences.
- What is your favorite kind of weather? Describe what the weather is like, and what you like to do in this weather.
- The president of the country comes to your school to speak. What questions do you ask the president?
- You get to go on a submarine under the ocean! Describe all that you see when you are underwater.
- You have invented a new machine. What does it do? What does it look like? Describe your machine.
- You are home from school because you are sick. What do you do to get better? How do you spend your time that day?
- Write a note to a friend who is sick. You want to make this friend feel better. What do you write?
- You win a chance to talk to any famous person of your choice. Who do you choose to talk to? What do you say to this person? Describe the conversation in a few sentences.
- Describe your favorite food. Is it spicy? Sweet? Crunchy? What makes this food your favorite?
- What do you usually do when you get home from school and before you go to bed? Use symbols and numbers as you describe your routine.
- Describe an insect that you saw recently. Did it have wings? How many legs did it have? What color was it? Where did you see it? What was it doing?
- What musical instrument would you like to play? Would you play in a group or by yourself? What kind of music would you play?
- Write about a time you did something that was hard for you. Did it get easier? What made this experience so difficult?
- Describe a time when you helped someone. How did you help this person? Was the person thankful for your help?
- Describe your favorite game. Where do you play this game? How many people do you need to play? How do you play? Use symbols and numbers in your answer.
- When you want to be alone, where do you go? Describe that place.
- Do you like your name? Explain why or why not. If you could choose another name, what name would you pick?
- Describe a person you look up to. Tell how you know this person. Why do you respect him or her?

- Would you rather have an extra arm or an extra leg? Explain your choice in a few sentences.
- If you could travel back in time to any time period in any country, what would it be? Describe your journey. Use symbols and numbers in your response.
- Write about one thing you do really well. Describe the steps you take to complete this task. Use symbols and numbers in your response.
- How do you get ready for school every day? Describe what you do and the times when you do each thing. Use symbols and numbers in your answer.
- You discover that you can fly without wings! Describe what you do and where you go.
- What is your favorite day of the week? Why is this day your favorite? What do you usually do on this day of the week?
- You decide to make a birthday present for your best friend. Describe what you make and how you make it.
- What if there were no cars, buses, trains, planes, or boats? How would this change your life? How would this change the world?
- You find a bird's nest with eggs in it that has fallen from a tree. Describe the steps you take next. Who do you ask to help you? What do you do with the eggs?
- Describe the silliest person you know. What makes that person so silly?
- If you could live anywhere in the world, where would it be? Why would you live there? Who would you live with?

## **Grades 7-12**

- Describe where you live to someone who has never been to your area. Use symbols and numbers in your response.
- Describe one of your favorite songs or pieces of music. Why do you like it? Where and when did you first hear it?
- Give detailed directions to your classroom for someone who has just entered the school. Use symbols and numbers in your answer.
- Describe a time when you felt really proud of yourself. What did you do that made you feel proud?
- Describe a time when you felt really proud of someone else. What did this person do to make you feel proud of them? How did you know this person?
- If you could speak any language, what would it be? Why would you choose to learn this language?
- Describe yourself to someone who has never seen or spoken to you. Describe your physical features as well as your voice and personality.
- If you had to choose between running for president, vice president, secretary, or treasurer of your school or class, which would you choose? Explain your choice.
- Describe a hot day to somebody who lives at the North Pole and never experienced it before. Use descriptive words.
- Write about a time you broke something by accident. What was it? What did you do? How did you feel? Was it able to be fixed?
- Describe your dream car. What do its interior and exterior look like? What makes this car so special?
- Write an invitation to a party you are hosting. What information do you need to give to your guests? Use symbols and numbers in your writing.
- What do you think is the world's most dangerous sport? Why?
- If you were to become a millionaire, what would you do with the money? Use symbols and numbers in your response.

- If you could meet one famous person from the past, who would it be and what would you say to him or her? Write dialogue for this conversation.
- Imagine you are applying for a job. What do you write on your application to convince them to hire you? Describe yourself and your strengths to a potential employer.
- Describe the perfect vacation.
- Do you think the voting age should be lowered from 18 years of age? If so, what should the minimum age be and why? If not, why should it stay the same?
- What do you think is the biggest problem facing the world today? What can be done about it?
- What is your favorite movie? What is it about and why do you like it?
- Describe in detail a character from a book you enjoyed. Provide a physical description as well as the character's personality.
- Can an average person be a hero? Explain your opinion.
- Imagine that you found a very old box hidden in an attic. Describe what was inside it. Use symbols and numbers in your writing.
- Suppose you are writing your autobiography. Tell a story from your life that you would include.
- Which of your friends do you most admire? Describe this friend and his or her best qualities.
- If people were to try to live on Mars, what challenges do you think they would face? What would they need to survive? Use symbols and numbers in your response.
- Describe the most exciting sports event you have ever seen. Include sensory details.
- Describe your favorite toy from when you were younger. What did you do with it? Why did you like it so much?
- If a friend of yours were planning to do something dangerous, what would you say or do? Include dialogue in this response.
- You have been asked to write a book. What will you write about and what will you call your book?
- How do you think the world will be different in 100 years? Use symbols and numbers in your response.
- If you were a superhero, what special powers or gadgets would you like to have? Use symbols and numbers in your answer.
- If you live to be 100 years old, how would you like to celebrate that milestone birthday? Describe your celebration.
- Do you think there are situations when it is OK to tell a lie? Explain your opinion.
- What do you think is the greatest invention ever created? Explain why you picked that invention.



## Appendix C: Assessments

These printed assessments may be used place of the text displaying on screen. Assessments are timed, and students are not required to type all lines of each assessment. They are required to meet minimum WPM and Accuracy goals in order to pass.

### Assessment #1: Covering lessons 1-3

(J F Space U R K D)

(Grades K-2)

jjj fff uuu  
rrr kkkk ddd  
jfur jfur  
fjru fjru  
uf jr uf jr  
jjj fff uju  
rfr fur frju  
kd kd kk kk  
dd dd dk dk  
jjj fff jjj fff  
kk dd kk dd  
uuu rrr uuu rrr  
kk dd dd kk kk dd  
jkj fdf jkj fdf  
fdf jkj fdf jkj  
kdjf kdjf kdjf  
dkfj dkfj dkfj  
duk kud duk kud  
ruff fur ruff fur  
dd kk ff jj uu rr  
fff jjj ddd kk  
rrr uuu ddd kk  
jfj kdk uru rkr  
krk frf juj jkj  
duk kud fur ruf  
ruk fur dru fru  
kud kuf duf fud  
ruff kurk jurr jurd

## Assessment #1: Covering lessons 1-3

(J F Space U R K D)

(Grades 3-6)

jfff ffff kkkk dddd  
uuuu rrrr ffff jjjj dddd kkkk  
fdjf jukj frdf jukj  
kdjuf krdjf kudjf  
dkfjr dkfjd dkfjk  
kudd furd durd  
ruff furd ruff  
durk kurj durk kurj  
fudd dukk fudd dukk

jkdj jfkj fdjd jffj  
kkdk uuru rkkk udur  
furr ruff furd frud rurr  
kurk fudd duff ruff judd  
dukk kuff juff rudd rukk  
durrr frudd durjj krujj drukk  
kurju jurrd rudud krurd druff  
drurk frudd kurff ruddrk durfud

jfff rkrk djdj ufuf  
dudd furd judd ruff  
frud kurr druf rudr  
furr furd durf jduk  
durk kurk furd kurf  
druu druk kurj durf  
frudu durfu jurdu druff  
drurk furdd furdu jurrd  
frudd ruddr durku rujudd kurffd

## Assessment #1: Covering lessons 1-3

(J F Space U R K D)

(Grades 7-12)

jfff ffff jfff ffff kkkk dddd  
kkkk dddd uuuu rrrr uuuu rrrr  
jkdf fjdf jfkj fdfd  
jkdf fdjf jukj frdf  
jukj kdur kdjuf krdjf  
dudjf kdjuf dkfjr dkfjd  
dkfjk dkjfd durk dukr  
jurd rukd fudd dukk furd  
durr drujj druff frurd  
jrudd drurkf krujj kruff  
ruddrr jurrf ruffu udud

jffj ddkd rruu kkdd ruru  
fjff ddkd kddk rruu ddr  
kkuu uruu ffuu jjuu rruu uu  
kkff ddjj ufuf rjrj krkr  
dkdk juj fuf ruf fur fru  
dud rur juk fud duk urd  
kuj kru jru ruk urf  
ruffu frurf jurff druff krujj  
jrukk furrd jurrf ududk kurjud ruddrr

jj ff dd kk rr uu jf ur kd uf  
jd kr rk dj uf dk ru fj kd kf  
jfjf urur kdkd uuff jdjd  
krkr rkrk djdj ufuf dkdk  
ruru fjff jfrk urdj kdud  
rukr krfj jdru fudk kdud  
rkr rkdj ufdk rufj jrj  
kdk rjr jrj dkd ufu rjr  
jfj uku dud jrjr fkfk  
rkr udu fjf kjk krk fuf  
judu kdkd rjrj kfkf udud  
dkdk jrrj fkkf duud kddk

jffj rkrk djdj ufuf udud  
kudu furd judd kuff dkud  
ruff frud kurj druf rudr  
drkr furr juff furd dukk  
durk kurk furd kuf fudj  
druu druk kruj durfu jurdu  
kurk durk kruk rurd frudu  
druff urdur drurk furdd furdu  
jurrd rukkr kurrd frudd  
ruddr rujud kurff durfuj durkur  
jrudd drurkf jrukk ufdk kdud

## **Assessment #2: Covering lessons 1-5**

(J F Space U R K D I E H G)

(Grades K-2)

dig dug  
hug hid rid  
huge hide ride  
high feed  
red fur  
fire red red fire  
free deer free deer  
kid hug he kid  
hide her hide he  
fed feed fire free  
hug hid hide high  
rid red ride hide  
hug huge jug  
he fed fur  
high red fire  
jug dug hug  
red deer fur  
hid hide rid ride  
free deer red  
kid rug hide  
dig hug hid  
feed hid ride  
kid feed he  
free high fur  
jug free deer  
red rug ride  
he dig dug

## Assessment #2: Covering lessons 1-5

(J F Space U R K D I E H G)

(Grades 3-6)

fee fur fudge fridge freed  
greed guide grudge  
guided grudged  
jig jug jeer judge  
jigged jugged judged  
hid her huff hike herd  
huffed hiked herded  
rug rig rude ride  
red reed rider ridge  
rugged rigged ridged

fee fed jug jig rug reef  
freed greed feed deer  
huff huffed hike hiked  
ridge fridge judge grudge  
hiked hike huffed huff  
fudge fridge guide freed  
ridged jigged judged  
fee feed free freed fired  
rug rugged ridge ridged  
guided hiked huffed guided  
ridged ridge rugged rug

grudge judge fridge ridge  
freed free feed fee fudge  
jug rig rigged jigged  
judged rigged ridged  
rigged rig jugged jug  
jigged judged ridged rugged  
fridge fee freed fur fudge  
rugged rigged judged jigged  
ridged ridge judged judge jigged jig

## Assessment #2: Covering lessons 1-5

(J F Space U R K D I E H G)

(Grades 7-12)

feed feeder fed feud feuded  
grid greed dirk dire deed  
heed heir huff reek rigid frigid  
heir hire hired reef refer referee  
hired hire heir heeded reeked  
referee reeked heeded hired furrier  
feed dirk hire higher heir  
reek feud dire deed grid  
grudge judge fridge

heed heeded reef refer hire hired  
referred refereed grid greed grief jeered  
hired reeked heeded grid refereed hire  
feed heed hire hirer hired freed feud  
fife fifer fided fed feed feeder heed heir  
feud hue heeded judge feuded hurried  
heir reef feud furred fur hire heed jeer  
fife reek heed huff drier jeered hire feud

heed fife hired heeded fided fig figure figured  
feuded feed heed deed greed freed greed  
rid grid rided jig jugged judge judged  
hire hired heed heeded fife fided feud feuded  
feed freed greed grid jugged judge drudge grudge  
judged drudged grudged fudge fudged fridge frigid ferried  
huge hedge hug high hide heed hue rue  
rude rugged hired heeded hedged hugged juried

feed heed hire dirk heed hedge jeer dirge  
rife heeded hired jeered fired ferried feuded  
ferried grid rided reef hire hired girded rude  
hedge judge fridge feud grid reef hire hired  
feuded feed higher hire jeered judged grudged fudged  
hire judge fife jeer fired judged fided jeered  
greed grid rid ruddier high higher furred fudge  
gird greed dried deer huffed irked feed jugged  
freed hiked hiker hired reef referred deer reed  
dirk dire heir hire reef refer feud feed fed irk  
ferried hide juried heir reef feud dirk referee feed dire  
hurried rigged refer huff huge frigid reef here high higher

### **Assessment #3: Covering lessons 1-9**

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter)  
(Grades K-2)

Sheila is a real dear[Enter]  
Hal raked for his dad[Enter]  
Jorge digs holes for seeds[Enter]  
Al hears his dog howl[Enter]  
Her owl glides[Enter]  
Rose sees a far off fire[Enter]  
Deer are flashes of fur[Enter]  
He did well for his solo[Enter]  
She will sail for a while[Enter]  
Our sour food was gross [Enter]  
We saw a wood full of firs[Enter]  
Edgar has red hair[Enter]  
Willa wore a frilled dress[Enter]  
Lori was a slow worker [Enter]  
Laila would wear red shoes[Enter]  
His dog woke his dad[Enter]  
Jesse is a girl who has red hair[Enter]  
A dog shakes his head[Enter]  
Our house is real wide[Enter]  
Gail hides as Jahir seeks[Enter]

### **Assessment #3: Covering lessons 1-9**

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter)  
(Grades 3-6)

Our grill is full of grease[Enter]  
Josie saw a lake full of reeds[Enter]  
I like willows as well as oaks[Enter]  
He had a whiff of a flower[Enter]  
Louisa held a jar lid as she walked[Enter]  
Our fridge was full of grilled fish[Enter]  
She heard a radio while she rowed[Enter]  
Ari is a kid who likes egg rolls[Enter]  
A selfless lad aided a rider[Enter]  
Elsa likes huge waffles[Enter]  
I asked for a doll for Larissa who is ill[Enter]  
Fish go free as hooks fail[Enter]  
Large whales swallow krill for food[Enter]  
A huge lake holds geese who glide[Enter]  
Darla was our old referee[Enter]  
A dark old owl flew higher[Enter]  
She rids flowers of weeds[Enter]  
Kora fed her hawk a large fish[Enter]  
He is sure we will see rows of roses[Enter]  
Jolie was gleeful for good fudge[Enter]  
I would guess war is awful for all of us[Enter]  
Dale said he would wash his goalie gear[Enter]  
Our grass is a sea of daffodils[Enter]



### Assessment #3: Covering lessons 1-9

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter)  
(Grades 7-12)

Large giraffes look high for good food[Enter]  
Helga dragged her sled as Sid followed[Enter]  
She was so full of rage she wailed aloud[Enter]  
Delilah likes folklore while I read horror[Enter]  
We had a solid deal so our house was sold[Enter]  
Leigh was older so he was a real idol for Jose[Enter]  
We heard far off roars as herds of deer fled[Enter]  
We used a dishwasher for our soiled dishes[Enter]  
Kaela held her sides as she laughed hard[Enter]  
Daria asked for a folder so she saw her files[Enter]  
His fellows would lead as he held a flag high[Enter]  
As she hikes a ridge she sees a dreadful gorge[Enter]  
Dofu shirks her work as she sews herself a shawl[Enter]  
A glass jar fell off a dresser so Kadie used glue[Enter]  
Adroa released a wild eagle whose leg had healed[Enter]  
Jia Li was red as a radish as she heard of her gaffe[Enter]  
Alessio welded a door so he would seal a useless hall[Enter]  
Giada is also afraid of his false laughs or rude jeers[Enter]  
Sadie swallows fried eggs as she sees her waffles[Enter]  
A gold dollar will wake a selfish desire like greed[Enter]  
His head is held high as he walks while I look low[Enter]  
Ella reads for a half hour as Les looks for his shoe[Enter]  
Grass like jade is full of odd life like larks or frogs[Enter]  
Eli used large fallow fields as he grew his radishes[Enter]  
Allie said his joke was hilarious as all laughed hard[Enter]  
A lawless rogue guided a raid for a high wage[Enter]  
We were awed as he glowered so we heeded his words[Enter]  
A ruler showed his heir how ideal leaders should lead[Enter]  
A referee sees a hard rodeo rider urge his horse[Enter]  
He had a swagger as he swore his ride was arduous[Enter]  
Lawful sheriffs guard jailed losers who used ruses or wiles[Enter]  
We were all agog as Fajga rode a saddled horse[Enter]  
Allegra wishes she would follow her serious soldier[Enter]

## **Assessment #4: Covering lessons 1-15**

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N)  
(Grades K-2)

Birds and beasts use language too[Enter]  
They talk just like people do[Enter]  
Puppies bark; a wolf will howl[Enter]  
Kittens purr but bears will growl[Enter]  
Rodents squeak while horses neigh[Enter]  
Night owls hoot and sleep by day[Enter]  
Turtles hide; hyenas sneer[Enter]  
A splash shows that a fish is near[Enter]  
Bugs will sing all through the night[Enter]  
Larks begin at the first light[Enter]  
Butterflies spread radiant wings[Enter]  
The dolphin squeals; the blue whale sings[Enter]  
Geese will honk while fireflies glow[Enter]  
People grin and say hello[Enter]

## **Assessment #4: Covering lessons 1-15**

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N)  
(Grades 3-6)

People talk in quite a lot of different ways[Enter]  
Talking aloud is just one way to speak;[Enter]  
Another way is to use gestures or signs[Enter]  
Not all people are able to hear or speak[Enter]  
These people use Sign Language to talk[Enter]  
Sign Language uses hand gestures instead of words[Enter]  
A few of these signs are easy to understand;[Enter]  
Others are hard if you do not know the language[Enter]

One gesture that lots of people know is the sign for hunger;[Enter]  
To do this sign you put your hands on top of your belly[Enter]

Other signs are a little bit harder to do;[Enter]  
If you want to show you are happy you open your hand and strike your heart[Enter]  
To show anger you need to look angry first;[Enter]  
Then you bend your fingers slightly and put your hand on top of your heart;[Enter]  
Let your fingers suddenly fly away to finish the sign[Enter]

## Assessment #4: Covering lessons 1-15

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N)  
(Grades 7-12)

We all know that authors write books[Enter]  
But the authors do not print books on their own[Enter]  
Before a written book ends up on the shelf of a library or bookstore it has to be printed; this is done  
using a printing press[Enter]

The first printing press was built by Johannes Gutenberg[Enter]  
Before this press was built people had to write books by hand[Enter]  
If you wanted two sets of a single book you had to rewrite the whole thing[Enter]  
The new press allowed Gutenberg to print a single page again and again[Enter]  
The press was a fast and easy way to generate written books for people to read[Enter]  
As another bonus the printed letters were easier for people to understand[Enter]

The Gutenberg press altered history[Enter]  
Initially only a tiny handful of people were able to read and write[Enter]  
As other people learned to read there was a greater need for printed books[Enter]  
With the help of the printing press the words of kings and priests were passed down to readers;[Enter]  
The ideas of great thinkers were likewise easily distributed[Enter]

As history went on a lot of people helped to upgrade the original printing press[Enter]  
The Gutenberg press had to be operated by hand; later presses were faster[Enter]  
As printing presses got faster people started printing newspapers as well as books[Enter]  
Newspapers needed to be printed daily[Enter]  
Faster printing presses allowed people to learn about what was happening in the world on a daily  
basis[Enter]

Today a lot of traditional presses are going up against new ways to print[Enter]  
Digital data is used to print books and newspapers[Enter]  
Ink jet and laser printers no longer require typeset presses for printing[Enter]  
Older printing presses are going out of style[Enter]  
Still it is good to know that the art of printing is flourishing in a new age[Enter]

## **Assessment #5: Covering lessons 1-20**

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N M V , C . X / Z ?)  
(Grades K-2)

I talk on the phone with my friends. We tell stories to each other. One story was about a quick brown fox. He jumps over lazy dogs. The dogs do not like it. They want to sleep. The fox wakes them up. Then the dogs run after the fox. They run down a hill to the school. The teacher stops the fox. The dogs stop too. They play on the swings. Dogs look funny when they swing. They swing high and low. The fox slides down the slide. The teacher laughs out loud. Do you like my funny story?

## **Assessment #5: Covering lessons 1-20**

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N M V , C . X / Z ?)  
(Grades 3-6)

What if you saw a zebra and a kangaroo playing soccer? It would be quite a sight to see. The zebras and kangaroos are practicing to compete in the Animal Olympics. The zebras race across the soccer field as fast as they can. The kangaroos hop very quickly across the field with their powerful legs. As the animals kick the soccer ball, it soars far through the air. Both teams stop every few minutes to graze on the green grass.

All kinds of animals from around the world compete in the Animal Olympics. The zebras and kangaroos play soccer with penguins from Antarctica. They ski with chimps from Cameroon. They even wrestle with tigers from Russia. It was exciting to go to the Animal Olympics in Beijing, China. The animals took home many medals and good memories.

## **Assessment #5: Covering lessons 1-20**

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N M V , C . X / Z ?)  
(Grades 7-12)

The crowd was amazed to view the quickness of the juggler, as well as her dexterity. She was able to juggle six balls at once. It was astounding to see her juggle clubs, rings, beanbags, balls, and pieces of fruit without dropping any of them. It was even more exciting when she juggled while balancing on a unicycle. She juggled for several minutes without stopping.

Juggling was first documented in ancient wall paintings found in Egypt. Juggling has also been recorded in many other ancient civilizations, including Greek, Indian, Chinese, and Aztec. In the Middle Ages, juggling performers were looked down upon. Sometimes, jugglers would get into trouble for juggling in the streets. Interestingly, many of the kings at that time had jesters who juggled in their courts for entertainment.

In the eighteenth century, Philip Astley began the first modern circus in Great Britain. He employed jugglers, along with the rest of his acts, to entertain the crowds as they traveled through Europe.

Jugglers were used to perform between acts during the nineteenth century in theaters. Bringing the jugglers to indoor stages allowed them to execute more precise feats of nimbleness. This made juggling much more interesting to do and watch.

The International Jugglers Association, IJA, began in the middle of the twentieth century. It was designed for professional performers, but soon involved many people who just liked to juggle but not perform for audiences. The IJA even sponsors a World Juggling Day.

Juggling is a popular hobby today. To begin juggling, all one needs is three balls and a willingness to chase after them. What are you waiting for?

## Assessment #6: Covering lessons 1-32

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N M V , C . X / Z ? ctrl-C ctrl-V ctrl-S : ‘ “ 6 7 ^ & 5 4  
% \$ 8 3 \* # 9 2 ( @ 0 1 ) ! Numeric Keypad 5 4 6 7 8 9 Enter 1 2 3 0 . + - \* / < > [ ] { } -  
= \_ +)  
(Grades K-2)

Did you know that lighthouses are tall towers? Their size can be more than 100 feet! They are built near the sea. Many are on high cliffs. They have bright, flashing lights. A lighthouse might give a quick flash every 10 or 15 seconds. The light can be seen from far away. This helps boats in bad weather. Ships can see the light. It tells them where the rocky shore is. (That way, they don't crash!) One sailor said, "I can see the light from the sea. It makes my job easier. I feel safe and can relax."



## Assessment #6: Covering lessons 1-32

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N M V , C . X / Z ? ctrl-C ctrl-V ctrl-S : ‘ “ 6 7 ^ & 5 4  
% \$ 8 3 \* # 9 2 ( @ 0 1 ) ! Numeric Keypad 5 4 6 7 8 9 Enter 1 2 3 0 . + - \* / < > [ ] { } -  
= \_ +)  
(Grades 3-6)

Have you ever heard of Morse code? This system was invented by Samuel Morse in the 1830s. Unlike an alphabet, Morse code only has two characters; they are the “dot” and the “dash.” The “dot” is a quick burst of sound. The “dash” is a longer tone. Different patterns of dots and dashes are organized into letters, numbers, and symbols.

Before telephones, Morse code was used to send messages. These “telegrams” were made of electric pulses. The pulses were sent from person to person. The job of the receiver was to interpret the message and not mix up the dots and dashes.

Ships used Morse code to talk to each other. One important message was “S.O.S.” This was a call for help, meaning “Save Our Ship”. It was sent if a ship was sinking. In Morse code, “S.O.S.” is dot-dot-dot (S), dash-dash-dash (O), dot-dot-dot (S).

## Assessment #6: Covering lessons 1-32

(J F Space U R K D I E H G L S Right Shift O W Left Shift ; A Return/Enter P Q  
Backspace Y T Tab Arrow Keys B N M V , C . X / Z ? ctrl-C ctrl-V ctrl-S : ‘ “ 6 7 ^ & 5 4  
% \$ 8 3 \* # 9 2 ( @ 0 1 ) ! Numeric Keypad 5 4 6 7 8 9 Enter 1 2 3 0 . + - \* / < > [ ] { } -  
= \_ +)  
(Grades 7-12)

Jodi was strolling through the mall when she received a text message from her friend Sam. “Do u want 2 meet for dinner 2nite?” Sam asked. Jodi sat down on a bench as she typed her reply. “I can’t,” she responded. “I’m meeting Cynthia l8r. We r going 2 the movies. Want 2 come?”

She waited for Sam to answer. “Sure,” he responded. “What time?” Jodi thought for a moment. Her dad had promised to drop her off at Cynthia’s house at 7:00. They were going to grab a quick bite to eat, and then head over to the theater at 8:30. She bent over her keypad. “Meet us @ the theater @ 8:45.” She added, “Bring \$ for snacks.”

Once she received a confirmation from Sam, Jodi shut her phone and stood up. She had a few hours to kill before she needed to be home. She walked towards the bookstore. A book on the “New Fiction” rack caught her eye; the cover looked a lot like the poster of the movie they planned to see. She flipped through a few pages and realized the novel and the film were the same story. She shut the book quickly, to avoid seeing any spoilers, and texted Cynthia. “Wow,” she typed. “Looks like the novel of the movie is out already. Good thing we r going to see it 2nite.”

“Haha, wow indeed,” Cynthia responded. “R we still on for 7:00?” Jodi quickly responded in the affirmative and added, “p.s. Sam’s coming.” There was a pause, and then Jodi’s phone started ringing loudly. Blushing as heads in the store turned, she scurried out of the bookstore. “Sam’s coming?” Cynthia’s gasped. “THE Sam? How’d you ever manage that one?”

“Simple,” Jodi laughed. “I invited him. Of course, I didn’t say that it would be a romantic comedy.”

# Contact Us

## Customer Service:

(800) 321-7511 / [service@sunburst.com](mailto:service@sunburst.com)  
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## Technical Support:

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## Before Calling Technical Support

To ensure that your call to our Technical Support staff is handled as quickly as possible, it is helpful if you have the following information available at the time of your call:

- Support ticket number (obtained when submitting a support ticket at <http://support.sunburst.com>)
- Specific students affected, if relevant
- Issue you are encountering, including error messages you are receiving, if any
- The browser you are using to run Type to Learn