Complications Continued

Braille Formats

Presented by Cindi Laurent, Fall 2020
Example 1 – Emphasis

The Forms of Writing

NARRATIVE WRITING

Writing a Personal Narrative .................. 79
Narrative Writing Warm-Up and Paragraph 80
STUDENT MODEL “A Gorgeous Dare” 81
Understanding Your Goal 82
STUDENT MODEL “Walking for Life” 83
Prewriting 85
Drafting 91
Revising 97
• Focus and Coherence: Grab the reader’s attention and test my ending. 98
• Organization: Avoid unnecessary repetition, but use repetition effectively. 100
• Development of Ideas: Show, don’t tell, and include enough details. 102
• Voice: Use realistic dialogue and specific verbs. 104
Editing 107
• Conventions: Use pronouns correctly, vary sentence beginnings, and punctuate dialogue correctly. 108
Publishing: Sharing Your Narrative 113
Evaluating a Narrative 114
STUDENT MODELS 114
Evaluating and Reflecting on Your Writing 120
PERSONAL NARRATIVE WRITING

Write a personal narrative: WIP

Paragraph

Model: LaForge

Use 5 yr goal

Model: Walk

Life

Prewrite

 Rewrite

Revise

Focus on coherence

Ridges attention

Organize: Avoid

unnecessary repetition

Develop structure, details

Voice: Use realistic
Line 3: This could also be done as a cell 5 heading (moving everything else to the left by two cells).

Line 4: The bold can be ignored; the red for the page number can also be ignored.

Lines 7 and 10: The underlining can be ignored (the capitalization sets it off enough).

Lines 12-14: The color has no meaning—but emphasis needs to be retained for distinction. The first transcriber-defined typeform indicator can be used to represent all color. Explain this on the Special Symbols page:

- Colored word indicator

Please note: If the individual colors have meaning, this system would not work.
Example 2 – A Redacted Poem

This is two pages from the original writing of the poem.

The Raven

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a tapping,
As of some one gently rapping, rapping at my chamber door.
“’Tis some visitor,” I muttered, “tapping at my chamber door—
       Only this and nothing more.”

Ah, distinctly I remember it was in the bleak December;
And each separate dying ember wrought its ghost upon the floor.
Eagerly I wished the morrow;—vainly I had sought to borrow
From my books surcease of sorrow—sorrow for the lost Lenore—
For the rare and radiant maiden whom the angels name Lenore—
    Nameless here for evermore.

And the silken, sad, uncertain rustling of each purple curtain
Thrilled me—filled me with fantastic terrors never felt before;
So that now, to still the beating of my heart, I stood repeating
  "Tis some visitor entreating entrance at my chamber door—
Some late visitor entreating entrance at my chamber door;
    This it is and nothing more."

Presently my soul grew stronger; hesitating then no longer,
  "Sir," said I, "or Madam, truly your forgiveness I implore;
But the fact is I was napping, and so gently you came rapping,
And so faintly you came tapping, tapping at my cham-
ber door,
This is the redacted poem – which is used to create new meaning for the reader.

The Raven (Remix)

amanda lovelace

Once I forgot her.
In order to provide this information in braille, the transcriber had to be very creative.

Questions for discussion: Would you do something different? Would you have omitted the redacted version? What do you think of the layout of the redacted poem?
Once in a midnight dream, vile and
dreadful, dark and woe;

Ought I a quizzing curiosity

Gostie bore

While I nodded, weakly napping, suddenly

Came a tapping

In the very early morning tapping

At my Eambah door.

Tiptip is rising; I mutter, tapping

At my Eambah door;

Only I know.

Ah! strictly I remember, X --- X blim

Uncle Billy

In his separate Eambah wire, Ms Vox had

A floor

Nagglly I wind, X Morros. Wirely X lip

Say to borri

If my books surprise, X sorri, X sorri. X sorri.

Los Eambah.

A Lorraine, a radiant maid, X om X angels.

On Lorraine.
Duke had a remore.

A pair of scissors, sat!  Uncut, rumble & fear-purple curtain.

Drilly me, Gill me w fantastic tyrors

Near felt 613

As tens to me bitu & my bets is good remat

Hritis is visiting stratum etroe at my kamb door.

As late visiting stratum etroe at my kamb door.

Ly x is a nook m-

Expressly my srl grew Briggs' hesitat

On no logic.

Hesired s4 s3 vor madam, truly yr
givess wi implores

S fact is x s napp; x s getly y
came, napp;

ly s fistly x came tapp; tapp at my
kamb door;

----------------------------------
Once I got

I was

I was in love.

I said, "I am your heart"

I regret.

I gave

I gave up

I gave up
Another option

1
2
3
4
5

6
7
8
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10

11
12
13
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20
21
22
23

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Something to consider: If the information on the right is treated as marginal labels, there will be overlap with the labels from the left side. With the way marginal labels are handled, that won't work. So I came up with a way to mark them using the emphasis rather than using the technique for marginal labels.
Lines 3-16: A transcriber's note defines the emphasis used.

Lines 18-23: This part of the transcriber's note addresses the marginal labels.
KEY TO LABELS:

SYMBOLS USED:

- Essay introduction states central idea
- Essay body tells about main causes and effects
- Conclusion wraps up essay and ties back to central idea

IRIM IMMIGRATION & COUNTRY (UNIT 4

BY DIANA MADWELL

IN MID-WINTERS M LAN 1 MILLION
IRIM X CROSSES THE ATLANTIC OCEAN. WHY?
ON THE WAY TO A NEW LIFE (UNIT 1

WATER WISE

BE IRIM X ESCAPE A MAJOR
AGRICULTURAL CRISIS. AFTER 10 YEARS, IRIM
POTATO CROPS WINN H BY A BLIGHT, OR

Lines 1-13: The transcriber's note about the marginal label continues.

Lines 19, 22, 23: The marginal labels begin and end with braille grouping indicators (preceded by a grade 1 indicators); the key precedes the opening grouping indicator.

Line 24: The emphasis indicators are used to represent the print highlighting.
Lines 1, 3, 10: Emphasis indicators

Lines 12, 13, 16: Keys and braille grouping indicators for marginal labels.
# Example 4 - Table Complications

## Focus and Unity

<table>
<thead>
<tr>
<th>Score</th>
<th>Comment</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4     | Wow!    | The writing expresses a clear central idea or claim about the topic. **Everything** in the writing goes together.  
  - The main idea of each paragraph goes with the central idea or claim of the paper.  
  - The main idea and details within each paragraph are related.  
  - The conclusion is about the central idea or claim. |
| 3     | Ahh.    | The writing expresses a generally clear central idea or claim about the topic. **Most parts** of the writing go together.  
  - The main idea of most paragraphs goes with the central idea or claim of the paper.  
  - In most paragraphs, the main idea and details are related.  
  - Most of the conclusion is about the central idea or claim. |
| 2     | Hmm.    | The writing includes a topic, but the central idea or claim is **not** clear. **Some parts** of the writing go together.  
  - The main idea of some paragraphs goes with the central idea or claim of the paper.  
  - In some paragraphs, the main idea and details are related.  
  - Some of the conclusion is about the central idea or claim. |
| 1     | Huh?    | The writing includes many topics and does not express one central idea or claim. **The parts of the writing do not go together.**  
  - Few paragraphs have a main idea, or the main idea does not go with the central idea or claim of the paper.  
  - Few paragraphs contain a main idea and related details.  
  - None of the conclusion is about the central idea or claim. |
Repeating column headings makes the information clear and concise. A transcriber's note lets the reader know about the change in format.
Example 5 – More Table Complications

**Articles**

An article is a word that helps identify a noun.

<table>
<thead>
<tr>
<th>Articles</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, an, and the are articles.</td>
<td>It is an amazing event when a flying frog glides in the forest.</td>
</tr>
<tr>
<td>A and an are indefinite articles. Use a or an before a noun that names a nonspecific thing.</td>
<td>A flying frog stretched its webbed feet. An owl watched from a nearby tree.</td>
</tr>
<tr>
<td>• Use a before a word that starts with a consonant sound.</td>
<td>a foot a pool a nest a rainbow a union (u is pronounced like y, a consonant)</td>
</tr>
<tr>
<td>• Use an before a word that starts with a vowel sound.</td>
<td>an egg an animal an idea an ocean an hour (The h is silent.)</td>
</tr>
</tbody>
</table>

Things to consider:

No wide table format would work here.

The print uses shading to set off different parts of the table; this makes it so those parts of the table are to be kept together in braille.

The parenthetical information in the examples makes it difficult to present that information as it appears in print (as columns within the column) due to space issues.
**Articles**

An article is a word that helps identify a noun.

**Examples**

- An amazing event. (A BRA fly! frog glides.)
- Is yes.

**Articles**

As a (an) (an) definite articles. Use (a) (an) of a (an) "non-specific" in.

- Use (a) (an) "sonant" sound.
- Use (a) (an) "voiced" sound.

---

Lines 6-7: The transcriber's note describing the format goes inside the box as it relates to the material in the box.

Lines 9, 16: The "Articles" heading is in cell 5.

Line 12: The "Examples" heading is in cell 7 as it applies to the Articles.
Examples

A fly + frog + rotten + wet = feet.

A fish + cool water + a.net + tree =

A foot

A pool

A line

A bar

A union + is pronounced + xx + a

A sonant

An egg

An animal

An idea

An ocean

An hour + is silent. It

Lines 2-3: These sentences are listed (margins 1-3).

Line 11: A blank line shows a break in context.
Example 6 – One More Table!

<table>
<thead>
<tr>
<th>Appendix J</th>
<th>Modals and Have to</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modals/Meanings</strong></td>
<td><strong>Affirmative</strong></td>
</tr>
<tr>
<td>can-ability (present and future)</td>
<td>She can drive.</td>
</tr>
<tr>
<td>could-ability (past)</td>
<td>When he was ten, he could run very fast.</td>
</tr>
<tr>
<td>could-possibility</td>
<td>They could be at the movies.</td>
</tr>
<tr>
<td>may-possibility</td>
<td>We may stay out late.</td>
</tr>
<tr>
<td>might-possibility</td>
<td>She might know how to help us.</td>
</tr>
<tr>
<td>must (making logical conclusions)</td>
<td>Their car is here, so they must be home.</td>
</tr>
<tr>
<td>must-necessity</td>
<td>You must do your homework. (Have to is more common.)</td>
</tr>
<tr>
<td>have to-necessity</td>
<td>• I have to do my homework. • I had to do my homework before I went to work.</td>
</tr>
<tr>
<td>will-future</td>
<td>• I will see you tomorrow. • I’ll help you.</td>
</tr>
<tr>
<td>• 100% sure</td>
<td>• I promise I’ll be there.</td>
</tr>
<tr>
<td>• offer</td>
<td></td>
</tr>
<tr>
<td>• refuse</td>
<td></td>
</tr>
<tr>
<td>• promise</td>
<td></td>
</tr>
<tr>
<td>should-advice</td>
<td>• You should relax. • You should come to class early tomorrow.</td>
</tr>
</tbody>
</table>

Things to consider:

Stairstep format won't work because of the listed items with bullets. Linear won't work for the same reason. In the list format, the first column becomes a cell 5 heading—which won't work because of the listed items near the bottom. The columns ARE related ... so just converting to a basic list won't work either. Even breaking this up by the sections divided using the green lines won't work—in the last two sections there are clear relations between items within the columns which are made more clear by the fact the symbol ---- is used in parts of those sections.
APPENDIX B: MODALS & MODALS

MAY | POSSIBILTY

AFFIRMATIVE: WE MAY MAY 6 LATE.
NEGATIVE: WE MAYN GET HOME ELY.

YES: NO IRS: .......
COMPLICATIONS CONTINUED: BRAILLE FORMATS

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YES - NO

1. I see you.
2. FUTURE
3. I'll help you.
4. I promise, I'll help you.

MODALS

5. I refuse
6. I won't help you.
7. I promise, I won't help you.

NEGATIVE

8. I promise, I won't do it.
9. I promise, I won't smoke.

AFFIRMATIVE

10. I'll relax.
11. I promise, I'll relax.
12. I promise, I promise.
13. I won't smoke.

ADVICE

15. Yes - No
16. I'll relax.
17. I promise.
18. I'm doing advice.
19. I promise, I promise.
20. I promise, I promise.
21. I promise, I promise.

NEGATIVE

22. I promise, I promise.
23. I promise, I promise.
24. I promise, I promise.
25. I promise, I promise.

AFFIRMATIVE

26. I promise, I promise.
27. I promise, I promise.
28. I promise, I promise.
29. I promise, I promise.
30. I promise, I promise.
I did this as a nested list. I made the first column the "main entry" and each other column a "subentry". This helps the readability when there is more than one row under an entry. I put blank lines between each row (there are green lines in print) as a break in context. All of this is explained in a transcriber's note at the beginning of the table. I followed print for the hyphens—no transcriber’s note is necessary.
Example 7 – Table of Contents

Table of Contents

<table>
<thead>
<tr>
<th>LESSON</th>
<th>CONTEXT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting to Know You</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Unit 1 Parts of Speech**

| 1 Nouns                             | First Day of School             | 6    |
| 2 Adjectives                        | Postcard from Hawaii            | 8    |
| 3 Verbs                             | Chatting at the Bus Stop        | 10   |
| 4 Adjectives and Adverbs            | Looking for a Job               | 12   |
| 5 Prepositions                      | Stuck in Traffic                | 14   |
| Review/Have Fun                     |                                 | 16   |

**Unit 2 Parts of a Sentence + Verb Tense Review**

| 6 Subjects and Verbs                | Family Photos                   | 20   |
| 7 And, Or, But, So, Because         | Dear Annie                      | 22   |
| 8 BE—Present/Past/Future (with Will)| Rock Star Interviews            | 24   |
| 9 Present Tense with When, Before, and After | Evening Routines | 26   |
| Review/Have Fun                     |                                 | 28   |

**Unit 3 Verb Tense Review—Present and Past + Used to**

| 10 Contrast: Present and Present Continuous Tenses | Meeting at Biff’s Café          | 32   |
| 11 Non-Action Verbs                     | Trouble With Math               | 34   |
| 12 Past Tense                          | Travel Problems                 | 36   |
| 13 Used To                             | Looking Back                    | 38   |
| Review/Have Fun                        |                                 | 40   |

**Unit 4 Verb Tense Review—Future + Conditional**

| 14 Future Tense with Be going to and Will | Planning Special Events         | 44   |
| 15 Future Tense with Will/Won’t in Different Situations | Wedding Plans | 46   |
| 16 Future Tense with Time and If/Clauses | A Job Interview                 | 48   |
Lines 3-8: A transcriber's note explains the format used in braille.

Lines 9-12: The music note is represented as an icon; a transcriber's note explains the symbol used and the placement in braille.

Lines 20, 22, 24: The italics are not retained for the context information.
Line 15: It is necessary to divide at the dash in order to respect the right margin required in a table of contents.
Example 8 – Table of Contents Part 2

<table>
<thead>
<tr>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>UNIT 2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>UNIT 3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>REVIEW</td>
</tr>
</tbody>
</table>

Comments to the next page:

Lines 3-5: This is a transcriber's note describing the format used. It was decided to use commas to separate the words under study for clarity for the reader. Do you agree?

Lines 7, 18: In this book, units are chapters. This information is the main entry and begins in cell 1.

Lines 9, 14: Blank lines are required preceding and following displayed material.

Line 15: The bold is retained. Normally I would say that the colon is enough distinction and the bold is retained or not at the transcriber's discretion. However, there is another item set off with a colon on the same line. As such, the bold should be retained for distinction.

Line 25: The displayed material is considered part of a contents entry. Even though there is no page number, no text should appear on line 25.
UNIT 1A  BEY JEE SLEEPS IS YME

RUSSIAN FOLKTALE 1B 31414141 4C 1D 1E 1F 1G 1H 1I 1J 1K 1L 1M 1N 1O 1P 1Q 1R 1S 1T 1U 1V 1W 1X 1Y 1Z

UNIT 1A ESBIL 2LUDENOS' UHIDE

HISTORICAL NONFICITION 31414141 4C 1D 1E 1F 1G 1H 1I 1J 1K 1L 1M 1N 1O 1P 1Q 1R 1S 1T 1U 1V 1W 1X 1Y 1Z

ABSON, ASSAULT, GTI, PUTE;
IMPRESSION, GUIFY, MISLID;
NUMBER, PRODUCTIVE, CREED;
STRATEGY, VILLA;
Example 9 – Stress Marks

The dots above the sentence show rhythm. This material is transcribed according to the rules for stress/scansion in Rule 13. The solid circle symbol is used as in print.
COMPLICATIONS CONTINUED: BRaille FORMATS

[28x487]HE'S A FAN LEYNG;
[30x509]HE LEYNS 4 FAN;
[31x531]HE'S FAN 4 LAM.

[32x553]HE RIDS & WRITES;
[33x575]HE SPS 4 WELL;
[34x597]HE SPIKS 4 WELL.

[35x619]HE'S A FAN LEYNG;
[36x641]SYMBOLS & NO TRANSCS.

Line 1: An icon is used for "Audio" (listed on the Special Symbols page).

Lines 3-7: A transcriber's note explains the format and symbol used. When only one symbols is defined, it can be within the standard tn.

Lines 11-24: First writing of the chant.
He's a fast learner.

He learns very fast.

In his English class,

He's first, not last.

His English is good.

He speaks very well.

He reads and writes.

And he knows how to spell.
This teacher is smart.

Her lessons are great.

The students work hard.

And they're never late.
### Example 10 – Exercise Material

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. as + adjective + as</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>distance</td>
<td>a. Coast Island is almost \textit{as close as} Santa Costa.</td>
</tr>
<tr>
<td>weather</td>
<td>b. Santa Costa is \textit{as} Coast Island.</td>
</tr>
<tr>
<td>clubs</td>
<td>c. Coast Island has \textit{as} Santa Costa.</td>
</tr>
<tr>
<td>entertainment</td>
<td>d. Santa Costa has \textit{as} Coast Island.</td>
</tr>
<tr>
<td>price</td>
<td>e. Vista Coast isn’t \textit{as} Coast Island.</td>
</tr>
</tbody>
</table>
Lines 1-5: A transcriber's note is required to inform the reader of the change to print format.

Lines 8-9: The script font is used for the answer that is filled in.

Lines 8, 10, 12, 14, 16: The clue word is enclosed in parentheses and precedes the blank to which it applies.
Example 11 – Exercise Material With A Twist

Definitions

You were introduced to the words below in the passage on pages 36–37. Study the pronunciation, spelling, part of speech, and definition of each word. Write the word in the blank space in the sentence that follows. Then read the synonyms and antonyms.

1. **aggressive**
   (adj.) quick to fight or quarrel, tending to violence; bold and forceful, determined
   
   An _____________ salesperson never gives up.
   
   **SYNONYMS:** violent, warlike; pushy, vigorous
   **ANTONYMS:** peaceful, timid; shy, bashful, retiring

2. **associate**
   (v., a só’ shē āt; n., adj., a só’ shē at)
   (v.) to join or be together as partners, allies, or friends; to link in one's mind, connect
   
   I will always _____________ peaches with summer.
   
   (n.) a partner, friend
   
   The businessman introduced his _____________
   
   (adj.) having less than full rank
   
   She was hired as an _____________ professor in the science department.
   
   **SYNONYMS:** (v.) to unite, mingle, combine, mix, relate; (n.) a companion, teammate, coworker; (adj.) assistant
   **ANTONYMS:** (v.) to separate, distance, divorce; (n.) an enemy, foe, rival, stranger
Remember:

A place or room is a

An expression of or a state or

An adjective is a

The sidebar is transcribed first and is boxed as in print.

Emphasis is omitted from part of speech labels according to BF 5.2. An transcriber's note is required on the TN page.
1. Definition

Passage on pages 108-109; study it. Pronunciation, spelling, IP & speaking; definitions & examples. Write & write on blank space & set it following. Find synonyms & antonyms.

Vigorous: aggressive, quick, greedy, active, belligerent. Aggressive sells goods, sells tradition. To fight or pursue; tend to violate, bold, reckless, detestable, damaging.

An aggressive salesman who gives up.

Synonyms: violent, wretched, putrid; vigor.

Antonyms: peaceable, timid, meek, bane, retire.
Lines 4, 10, 14: each different word part is treated as a subentry to the main exercise entry. Example sentences are displayed.
Sources


_The WRITE SOURCE_, Houghton Mifflin Harcourt

_Grammar 3 STEP BY STEP_, McGraw-Hill, 2010

_Glencoe Grammar and Composition Handbook_

_Vocabulary Workshop Enriched Edition_, Sadlier 2011

_INSIDE LANGUAGE LITERACY CONTENT_, Cengage Learning 2014