

Complications Continued

Braille Formats

Presented by Cindi Laurent, Fall 2020



NATIONAL BRAILLE ASSOCIATION

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Contents

Example 1 – Emphasis	3
Example 2 – A Redacted Poem	6
Example 3 – Sidebars, Marginal Notes and More	14
Example 4 – Table Complications.....	18
Example 5 – More Table Complications	20
Example 6 – One More Table!.....	23
Example 7 – Table of Contents.....	28
Example 8 – Table of Contents Part 2.....	31
Example 9 – Stress Marks	34
Example 10 – Exercise Material	38
Example 11 – Exercise Material With A Twist	40
Sources.....	44

Example 1 – Emphasis

The Forms of Writing

NARRATIVE WRITING

Writing a Personal Narrative	79
Narrative Writing Warm-Up and Paragraph	80
<u>STUDENT MODEL</u> “A Gorgeous Dare”	81
Understanding Your Goal	82
<u>STUDENT MODEL</u> “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
<u>STUDENT MODELS</u>	114
Evaluating and Reflecting on Your Writing	120



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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.

[illegible]



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 visiter,” I muttered, “tapping at my cham-
ber door—
Only this and nothing more.”

Ah, distinctly I remember it was in the bleak
December;

342

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 visiter entreating entrance at my chamber
door—

Some late visiter entreating entrance at my chamber
door;—

 This it is and nothing more.”

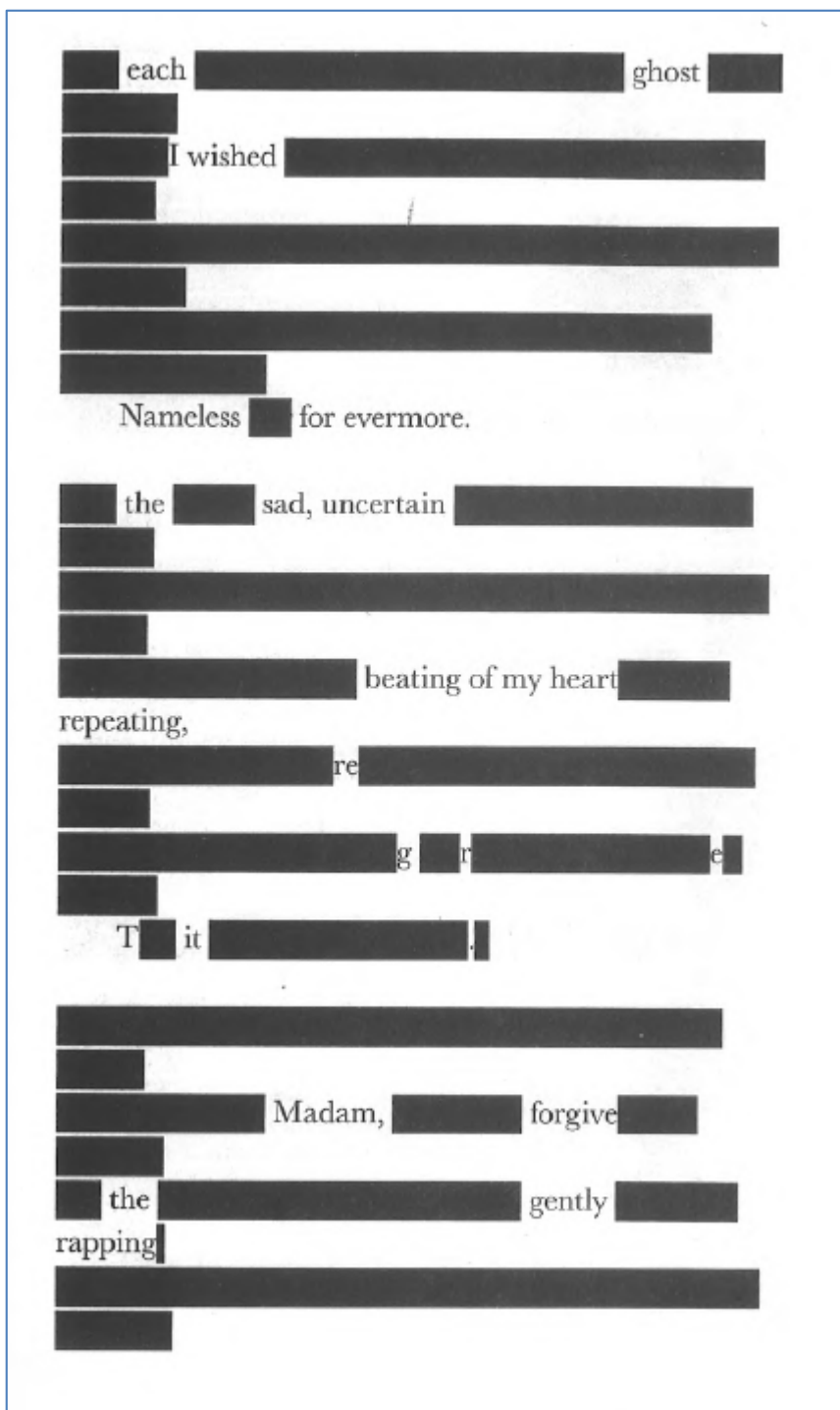
Presently my soul grew stronger; hesitating then no
longer,

“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,

[illegible]



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?

[illegible]

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[illegible]

13

Example 3 – Sidebars, Marginal Notes and More

CAUSE-AND-EFFECT ESSAY

Irish Immigration in the United States

by Diana Chadwell

The **introduction** states the central idea of the essay.

The **body** of the essay tells about the main causes and effects.

The **conclusion** wraps up the essay and ties back to the central idea.

In the mid-1800s, more than a million Irish people crossed the Atlantic Ocean. They were on their way to start a new life in the United States.

Irish people were escaping a major agricultural crisis. In 1845, Irish potato crops were wiped out by a blight, or plant disease. At that time, half of the Irish population depended almost completely on potatoes for their diet. **As a result** of the blight, more than a million people died of hunger. Another 1.5 million decided to immigrate to the United States.

When Irish immigrants arrived, they faced many challenges. Not only had they lost almost everything to the blight, they also found a great deal of prejudice in the United States. **Because** of this, they were forced to take low-paying jobs and live in cheap housing.

Though the new life in America was hard, the Irish community in the United States prospered and contributed a great deal to modern American culture.

The writer explains the **cause** first and then describes two effects.

The writer uses **signal words** to help the reader identify causes and effects.

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.

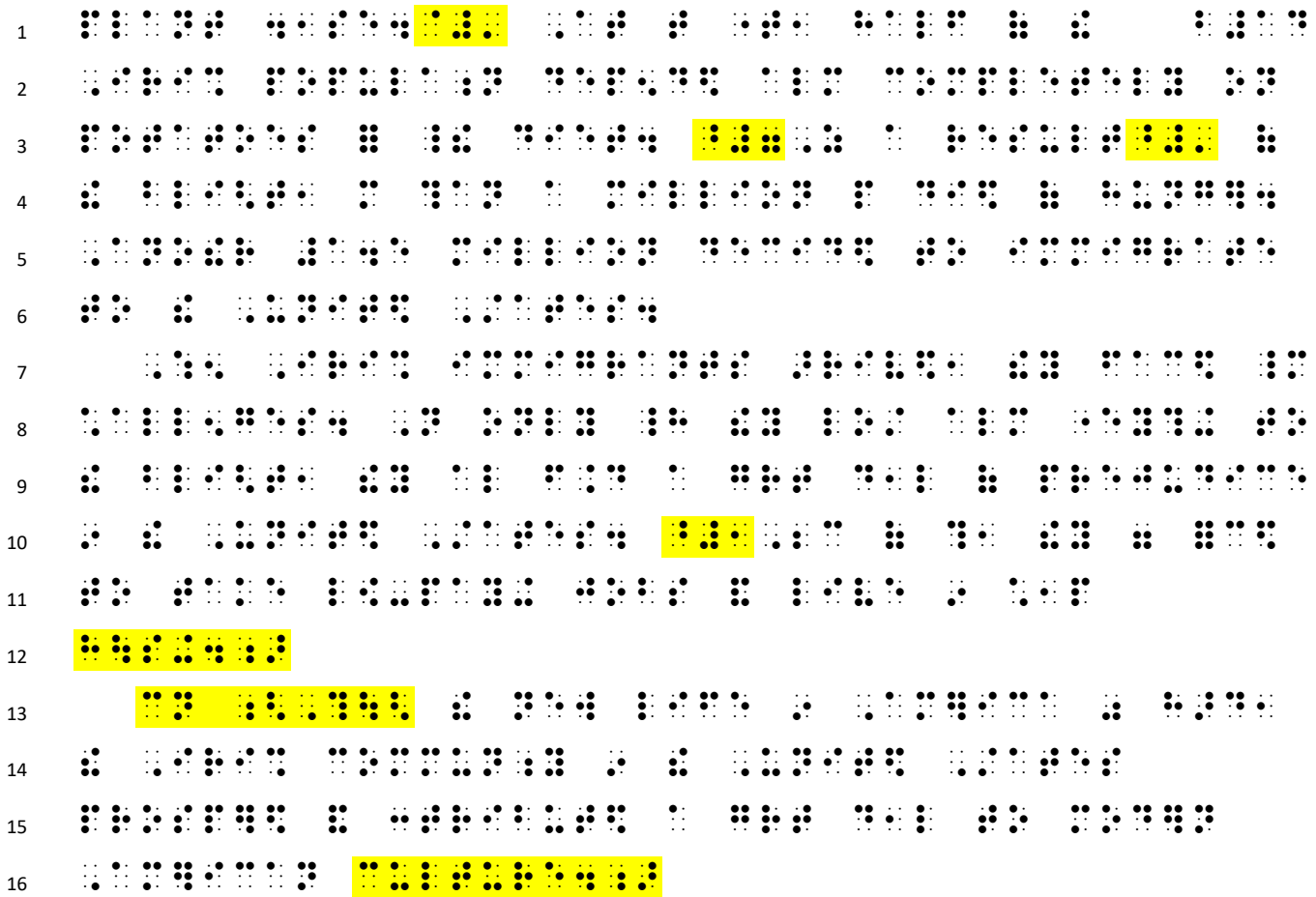
Lines 3-16: A transcriber's note defines the emphasis used.

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



22

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.



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		
	How clearly does the writing present a central idea or claim?	How well does everything go together?
4 Wow!	The writing expresses a <u>clear</u> central idea or claim about the topic.	Everything in the writing goes together. <ul style="list-style-type: none"> • 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 <u>generally</u> clear central idea or claim about the topic.	Most parts of the writing go together. <ul style="list-style-type: none"> • 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 <u>not</u> clear.	Some parts of the writing go together. <ul style="list-style-type: none"> • 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 <u>does not</u> express one central idea or claim.	The parts of the writing <u>do not</u> go together. <ul style="list-style-type: none"> • 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.

Example 5 – More Table Complications

Articles

An **article** is a word that helps identify a noun.

Articles	Examples
A, an, and the are articles .	It is an amazing event when a flying frog glides in the forest.
A and an are indefinite articles . Use a or an before a noun that names a nonspecific thing.	A flying frog stretched its webbed feet. An owl watched from a nearby tree.
<ul style="list-style-type: none"> Use a before a word that starts with a consonant sound. Use an before a word that starts with a vowel sound. 	a foot a pool a nest a rainbow a union (<i>u</i> is pronounced like <i>y</i> , a consonant) an egg an animal an idea an ocean an hour (The <i>h</i> is silent.)

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.

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.



Example 6 – One More Table!

Appendix J			
<i>Modals and Have to</i>			
Modals/Meanings	Affirmative	Negative	Yes-No Questions
can -ability (present and future)	She can drive.	She can't drive.	Can she drive?
could -ability (past)	When he was ten, he could run very fast.	When he was ten, he couldn't vote.	Could he run very fast when he was ten?
could -possibility	They could be at the movies.	They couldn't be at the movies.	Could they be at the movies?
may -possibility	We may stay out late.	We may not get home early.	----
might -possibility	She might know how to help us.	She might not know how to do it.	----
must (making logical conclusions)	Their car is here, so they must be home.	Their car isn't here, so they must not be home.	----
must -necessity	You must do your homework. (Have to is more common.)	----	----
have to -necessity	•I have to do my homework. •I had to do my homework before I went to work.	•I don't have to do my homework now. I can relax. •I didn't have to do homework when I was in first grade.	•Do I have to do my homework now? •Did you have to do homework when you were very young?
will -future •100% sure •offer •refuse •promise	•I will see you tomorrow. •I'll help you. ---- •I promise I'll be there.	I won't see you tomorrow. ---- •I won't go. •I promise I won't smoke.	Will I see you tomorrow? ---- ---- ----
should -advice	•You should relax. •You should come to class early tomorrow.	•You shouldn't be here right now. •You shouldn't come to class tomorrow.	•Should we go there now? •Should we go there tomorrow?

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.



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Example 7 – Table of Contents

Table of Contents		
LESSON	CONTEXT	PAGE
Getting to Know You		2
Introduction		4
Unit 1 Parts of Speech		
1 Nouns	<i>First Day of School</i>	6
2 Adjectives	<i>Postcard from Hawaii</i>	8
3 Verbs	<i>Chatting at the Bus Stop</i>	10
4 Adjectives and Adverbs	<i>Looking for a Job</i>	12
5 Prepositions	<i>Stuck in Traffic</i>	14
Review/Have Fun		16
Unit 2 Parts of a Sentence + Verb Tense Review		
6 Subjects and Verbs	<i>Family Photos</i>	20
7 <i>And, Or, But, So, Because</i>	<i>Dear Annie</i>	22
8 <i>BE—Present/Past/Future (with Will)</i>	<i>Rock Star Interviews</i>	24
9 Present Tense with <i>When, Before, and After</i>	<i>Evening Routines</i>	26
Review/Have Fun		28
Unit 3 Verb Tense Review—Present and Past + <i>Used to</i>		
10 Contrast: Present and Present Continuous Tenses	<i>Meeting at Biff's Café</i>	32
11 Non-Action Verbs	<i>Trouble With Math</i>	34
12 Past Tense	<i>Travel Problems</i>	36
13 <i>Used To</i>	<i>Looking Back</i>	38
Review/Have Fun		40
Unit 4 Verb Tense Review—Future + Conditional		
14 Future Tense with <i>Be going to</i> and <i>Will</i>	<i>Planning Special Events</i>	44
15 Future Tense with <i>Will/Won't</i> in Different Situations	<i>Wedding Plans</i>	46
16 Future Tense with Time and <i>If</i> Clauses	<i>A Job Interview</i>	48

Lines 3-8: A transcriber's note explains the format used 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

Contents	
UNIT 1	Why Bear Sleeps So Much (Russian Folktale) 6
	blunder cancel continuous distribute document fragile
	myth reject scuffle solitary temporary veteran
	Word Study: Dictionary: Multiple-Meaning Words 1 14
	Shades of Meaning: Similes 15
UNIT 2	Sybil Ludington's Ride (Historical Nonfiction) 16
	abandon assault convert dispute impressive justify
	misleading numerous productive shrewd strategy villain
	Word Study: Context Clues 1 24
	Shades of Meaning: Adages and Proverbs 1 25
UNIT 3	The Flight of the Monarch (Magazine Article) 26
	bluff cautious consist despise haven miniature
	monarch obstacle postpone straggle treacherous vivid
	Word Study: Homographs 33
REVIEW	UNITS 1-3 Vocabulary for Comprehension 34

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.



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Figure 1 shows a 5x10 grid of dots representing a sparse matrix. The rows are labeled 1 to 5 on the left. The columns are labeled 1 to 10 on the top. The matrix is symmetric. Row 1 has dots at columns 10, 11, 12. Row 2 has dots at columns 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 3 has dots at columns 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 4 has dots at columns 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. Row 5 has dots at columns 1, 2, 3.

Example 9 – Stress Marks

E

Chant

Fast Learner

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.

His teacher is smart.
 Her lessons are great.
 The students work hard,
 And they're never late.

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.

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.



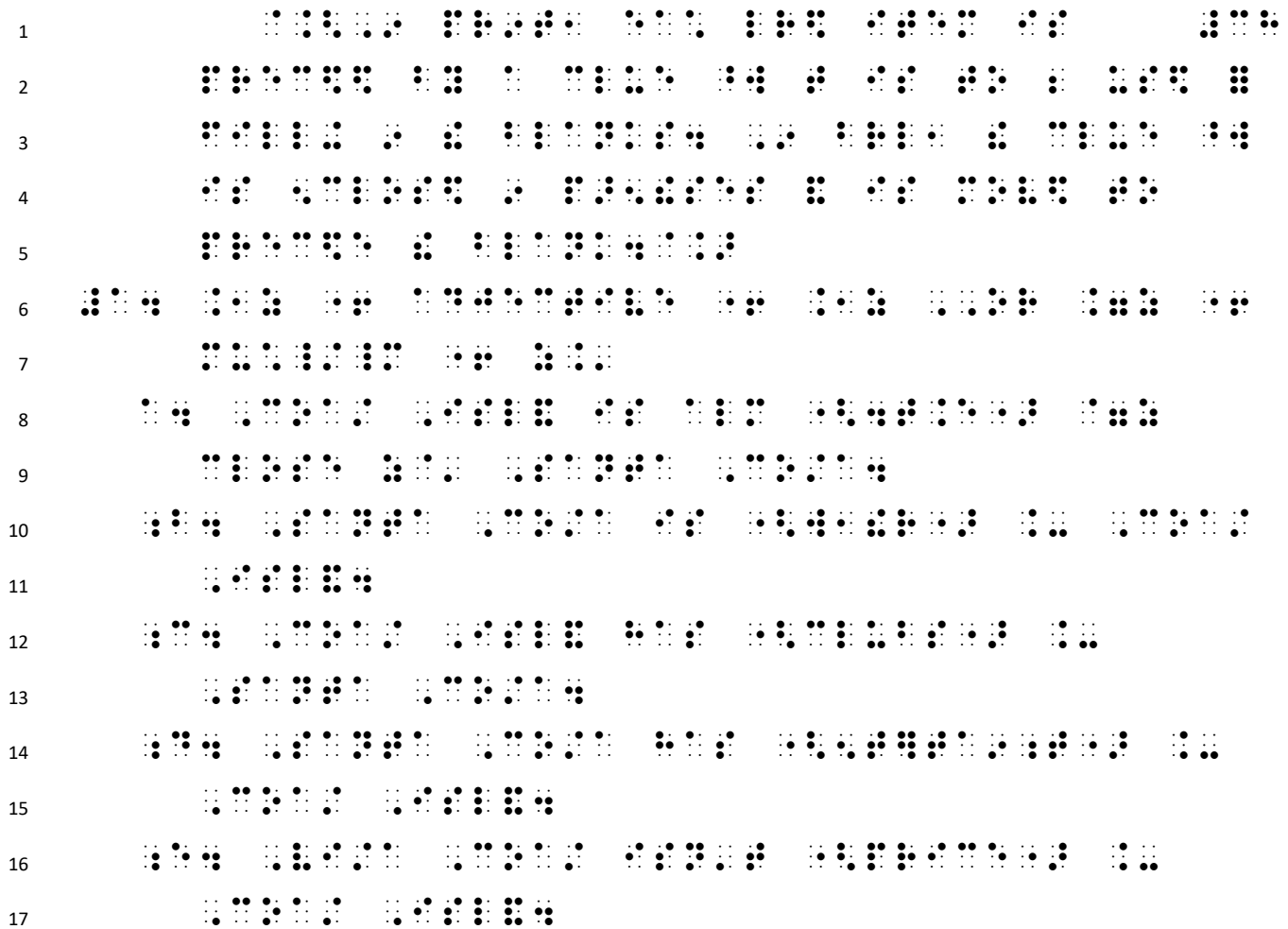
Figure 1 displays a 12x12 grid of dot patterns, representing a 2D hexagonal lattice. The grid is labeled 1 to 12 on both the horizontal and vertical axes. The patterns are arranged in a staggered hexagonal lattice, with each dot represented by a small cluster of black dots on a white background.



Example 10 – Exercise Material

1. *as + adjective + as* OR *as + much/many + as*

- | | |
|---------------|---|
| distance | a. Coast Island is almost <u>as close as</u> Santa Costa. |
| weather | b. Santa Costa is Coast Island. |
| clubs | c. Coast Island has Santa Costa. |
| entertainment | d. Santa Costa has Coast Island. |
| price | e. Vista Coast isn't Coast Island. |



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

(ə gre' sɪv)

(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., ə sō' shē āt;

n., adj., ə sō' shē ət)

(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

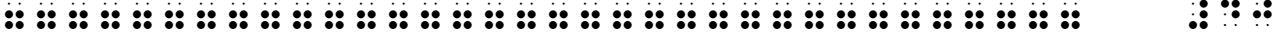







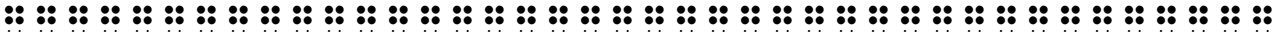

Remember

A **noun** (n.) is a word that names a person, place, or thing.

A **verb** (v.) is a word or words that express action or a state of being.

An **adjective** (adj.) is a word that describes a noun or pronoun.



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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.

[illegible]

Lines 1-7: Cell 5 heading followed by directions.

Lines 8-17: This is exercise material not end matter; margins used are 1-5, 3-5. The example sentence is displayed. Displayed material requires a blank line preceding and following.

Lines 14, 16: Words in small capitals may be represented using the capital word indicator in braille.

Lines 4, 10, 14: each different word part is treated as a subentry to the main exercise entry. Example sentences are displayed.



Sources

HIS HIDEOUS HEART Thirteen of Edgar Allan Poe's Most Unsettling Tales Reimagined, edited by Dahlia Adler, 2019.

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