



e-Lective

Getting Started with e-Lective

DynEd International

Version 1.0 (beta)

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About e-Lective:

e-Lective provides ESL students with the individualized support they require to gain quicker access to grade-equivalent curriculum or professional support materials. Students learn how to read between the lines rather than just skim across the surface of the text. e-Lective was designed and developed by Sotirios Chascas and Jim Cummins, a leading expert on literacy and bilingual education.

It creates an electronic environment that supports learners in reading texts that previously they could not have understood. Any text in electronic form can easily be imported into the e-Lective environment. It then provides the support that students need to understand the text and the vocabulary within the text. Difficult text is transformed into comprehensible input.

"e-Lective is a powerful tool in helping schools demonstrate adequate yearly progress for the simple reason that it gives ELL students access to the language of academic success."

[Dr. Jim Cummins](#), University of Toronto

About this guide:

This “Getting Started” guide provides information and instruction on the primary features of the e-Lective application.

Information on e-Lective’s advanced feature set will be provided by way of future documentation, the DynEd website and DynEd training sessions organized by a certified DynEd training representative.

Main Features:

- Any text in electronic form can be **imported** into the program. Thus, teachers have the opportunity to select stories and expository texts that match their students' interests and cultural backgrounds rather than relying on one-size-fits-all texts and strategies.
- Using **digitized speech**, the computer will "read" any text (or part of any text) to the student so that students get practice in listening comprehension and also an initial sense of what the text is about. Users can adjust various aspects of the digitized speech (e.g. speed, pitch, volume, etc.).
- The program automatically calculates a **text difficulty** ("readability") **index** for each text entered into the program.
- Depending on the electronic dictionaries used, students can get **one-click access** to L1 and English dictionary support to facilitate understanding of the meaning of individual words and sentences.
- The program "**remembers**" the words that a student has clicked and generates individualized practice exercises to help learn this vocabulary. These practice exercises employ several varieties of **cloze** procedures and can be set at five levels of difficulty.
- Students can demonstrate that they have learned previously unknown words by **passing a "test"** at difficulty level 3 or above (on the five-point scale). The tests employ the same cloze procedures used in Practice Mode but provide feedback only after completion of the entire test. The system tracks student progress in transforming previously unknown words into "learned words." In this way, students can expand their academic vocabulary at their own pace and within context of reading texts that are either relevant or intrinsically interesting to them.
- At the press of a button, **students can identify** high frequency words, low frequency words, and academic words in the text. Academic words are the most common words that occur across different academic disciplines. Thus, different kinds of words can be targeted by the student (or teacher). If there are high frequency words that students don't know, it is particularly important to acquire these words because their general utility value is greater than that of low frequency words.
- Within the Writing Mode, an environment is created to support students' creative writing in response to texts they have read. Students are encouraged to develop not just a literal comprehension of the text but to examine the text from a critical perspective. The Writing Mode also permits students to **carry out writing activities** focused on the words that they originally did not know.

Requirements:

To ensure seamless operation of your e-Lective software, make sure the following items are available or installed:

- A licensed version of the e-Lective software
- A licensed version of DynEd's Records Manager
- An Internet connection, if you are running Internet Records
- A computer and operating system that meet or exceed the following minimum system requirements:

Operating System	Memory	CPU
Windows NT, 2000, Me and XP	128 MB	Pentium 300 Mhz
MacOS X (10.2.8+)	128 MB	300 Mhz

All Systems require: 4X CD-ROM, 16-bit audio, 1000s of colors

Setting up a Class (Teacher):

Before students can begin using e-Lective, teachers must first add students to an e-Lective class. Teachers must also assign any Context Texts (text documents) they would like to be made available for students to study.

To add students to an e-Lective class:

1. Launch the DynEd Records Manager.
2. Select a class from the List of Classes screen.
3. Select e-Lective from the Course Selection drop-down menu at the top of the screen.
4. Highlight a student from the class, and click Select. Once a selection is made, the e-Lective application will open, and **all** students from the selected class will be added to e-Lective.



e-Lective provides context-sensitive menus that display commands for the particular item under the pointer. For example, you can right-click (Windows) or Control-click (Mac OS) a specific area to display a context menu that contains additional course options.

To add Default Content Text(s) for a class:

1. Select All from the Content Definition checklist. [Fig. 1]
2. Choose your desired texts by selecting the checkboxes at the left of each text entry. [Fig. 2]

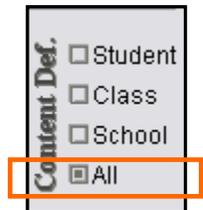


Fig. 1

To use for	Category	Author	Title	SubTitle	
<input type="checkbox"/>	reading	Biographies	Keller, Helen	The story of my life	Chapter 01
<input checked="" type="checkbox"/>	reading	Biographies	Keller, Helen	The story of my life	Chapter 02
<input checked="" type="checkbox"/>	reading	Biographies	Keller, Helen	The story of my life	Chapter 03
<input type="checkbox"/>	reading	Biographies	Keller, Helen	The story of my life	Chapter 04

Fig. 2

3. Right-click within the Content Text Management window, then select Define Default Content Text Profile for... > My Class from the menu. If desired, select Yes to replace the existing profile. The selected texts are now available for your entire class.
4. To view the selected texts for the class, click Class from the Content Definition checklist. [Fig. 1] Any texts selected for this class will appear in the list.

To add Default Content Text(s) for an individual student:

1. Select All from the Content Definition checklist. [Fig. 1]
2. Select a student from the My Students tab. [Fig. 3]
3. Choose your desired texts by selecting the checkboxes at the left of each text entry.
4. Right-click within the Content Text Management window, then select Define Default Content Text Profile for... > Selected Student from the context menu. If desired, select Yes to replace the existing profile. The selected texts are now available for the selected student.
5. To view the selected texts by student, click Student from the Content Definition checklist.
6. Select a student from the My Students tab. The texts for the selected student are shown on the Content Text Management window.

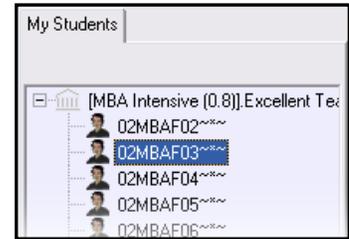


Fig. 3

Importing Original Text Documents (Teacher):

Any text in electronic form can be imported into the e-Lective learning environment. Original texts can be added in two ways: either by importing the desired Rich Text Format (.rtf) file into the program directly or by copying and pasting text directly into the main e-Lective window from existing Default texts.

To add a Rich Text Formatted (.rtf) or Text (.txt) to the List of Texts:

1. Move the text to be imported onto your computer's Desktop.
2. Click the Edit Content Text tab at the top of the screen.
3. Click the Open Folder icon. 
4. Browse to your Desktop and select the file you'd like to import, then click Open.
5. Now, save the opened text to your **Reading/Teacher Selections/** folder by clicking the disk [save] icon. 
6. After saving, Click the Content Text Management tab.
7. Right-click the Content Text Management window, and select Load All Items From the Content Text Folder. This will add your custom .rtf or .txt files to the list of texts. [Fig. 3.1]
8. Select your newly added text from the Text window and assign it to your student or class.

See: [Setting Up a Class \(Teacher\)](#)



Note: Optionally, you can also save a file into the e-Lective Reading/Teacher Selections/ folder from any word processing program using the Save As function.

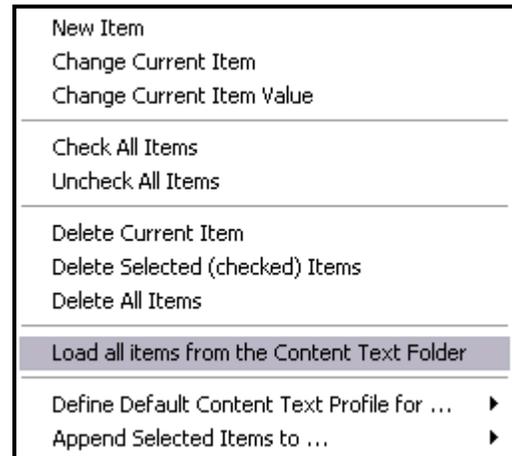
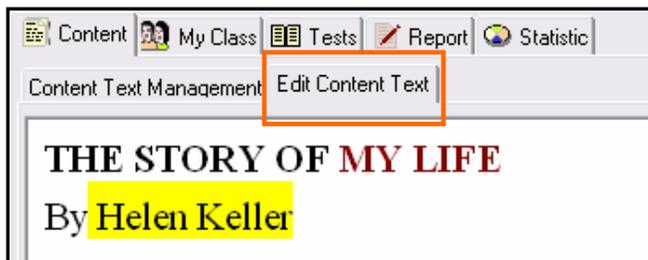


Fig. 3.1

To add copied text from within e-Lective:

In Teacher Mode, you can copy text from default texts and paste content directly into the Edit Content Text window.

It is then possible to save the file from within the program using the disk icon in the top right corner of the e-Lective window. 



Viewing e-Lective Study Records (Teacher):

Study Records for e-Lective usage are stored in the Records Manager along with other installed DynEd courseware. Currently, there are three columns containing study data relevant to e-Lective study performance:

Student Name	Time	Module	M	PL	Days	MT-AVG
02MBAF01~^~	00:14			1.5	0	
02MBAF02~^~	00:02			2.5	0	
02MBAF03~^~						
02MBAF04~^~						
02MBAF05~^~	00:02			2.0	0	
02MBAF06~^~						
02MBAF07~^~						

Average: 00:06 1.8 0

Sort by: Student Name

Fig. 4

- **Time (Time):** represents the number of times an individual student has run the e-Lective application (specific to e-Lective). In the example above, student 02MBAF01 has had 14 e-Lective study sessions. [Fig. 4]
- **Placement Test Level (PL):** shows the current Placement Test level.
- **Days (Days):** indicates the number of days since the last e-Lective study session.

Viewing Student Performance (Teacher):

Teachers can generate an e-Lective Performance Report that shows performance data (**opened texts, difficulty level, sentence count, etc.**) along with Time-on-Task data (**time spent in e-Lective, average length of sessions, etc.**) for each student.

To View a Student's Performance Report:

1. Click the My Students tab on the panel at the right of the screen.
2. Select the student whose work you want to examine.
3. Click the Report tab at the top of the screen.
4. Click the Student's Performance Data tab to view the Performance Report. The Performance Report can be printed or saved to a file for archival purposes.

Launching e-Lective (Student):

Once a class is set up by a teacher, students can enter the class and begin studying the assigned texts.

To enter an existing e-Lective class:

1. Double-click the DynEd Courseware icon on your desktop.
2. Select your class from the Class Selection screen, and then choose your name.
3. Select e-Lective from the Course Selection screen. Click OK.

When you enter the e-Lective environment in Student Mode, the first thing you need to do is choose a text. The texts that are available to you are listed on the right side of the screen.

To select a text:

1. Choose a text from the Texts to Read tab on the right of the screen.
2. Select the text by double-clicking the  icon located under the author's name. [Fig. 4.1]

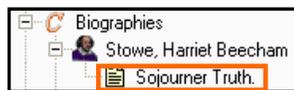


Fig. 4.1



Note: The font size of the texts can be increased or decreased by using the UP and DOWN arrows located in the Font Size tab located at the lower left of the screen. [Fig. 4.2]



Fig. 4.2

Begin reading the text for *comprehension* and *meaning*. When you encounter a word you are unfamiliar with, right-click the word and select Dictionary from the resulting menu. A definition list will appear, along with a Speaking button allowing you to listen to the pronunciation. [Fig. 4.3]



Fig. 4.3

To listen to a text:

After you have selected a text, you may want to listen to part of it. You can listen to the entire text, selected text, a sentence, or a word. To stop listening at any point, choose Stop Listening from the context menu.

1. Right click the text you'd like to hear. [Fig. 5]
2. Select Listen > and then select one of the following options:

- listen to whole text
- listen to selected text
- listen to sentence
- listen to word

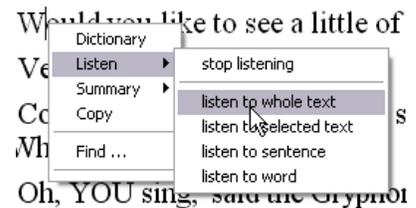


Fig. 5

An expanded version of the WordNet™ dictionary, developed by Princeton University, is packaged with the program.

To use the dictionary:

1. Right click the text you'd like to define.
2. Select Dictionary. A definition box will appear along with a Speaking button that can be used to listen to a selected word.

Using the Practice Exercises (Student):

After you have read the text, or part of the text, you can carry out various practice exercises that allow you to assess your previously looked-up words. There are four practice exercise tabs at the top of the screen:



- **Blank Words** blanks out the words in the text that you looked up; when you right-click the blank, you see a list of words and choose the word you think fits in the blank. The number of choices you get depends on the 5-point Proficiency Scale at the left of the screen. You can set this Scale from Beginner Level (beg. = 1) to Advanced Level (adv. = 5).
- **Partial Words** blanks out part of the word. When you click on the partially blank word, a pop-up box appears and you type in the full word. Again, how much of the word is blanked out depends on the Proficiency level you have chosen. For example, when the Proficiency Scale is set to Level 5, the default value results in only the initial letter appearing. At Level 1, users are required to supply only the final letters of the word. However, it is necessary for the user to type out the entire word in the pop-up box.
- **Random Words** blanks out every 5th, 7th or 9th word in the text, depending on the Proficiency Level that has been chosen.
- **Sentences** is similar to the Partial Words exercise except that the system searches the entire set of texts that are active within e-Lective and selects sentences from these texts containing the unknown words that the user has looked up. This allows the user to practice these words in new sentence contexts. Typically, it takes about two minutes for the system to generate these sentences from the entire database of texts.

Doing Test Exercises (Student):

Students receive instant feedback on the correctness of answers when utilizing the practice exercises. When students begin to understand previously unknown words, they can do the test exercises.

To do a test exercise:

If one of the Practice Exercise tabs is selected, a Mode box will appear at the left side of the screen, which contains selections for Practice or Test inside. [Fig. 6]



Fig. 6

When students click Test, the system switches to Test Mode.

Within Test Mode, students can do the same four exercises as in Practice Mode but will not get immediate feedback. After they have completed the exercise, they can check their answers to make sure they are correct. To change an answer, right click the word, write the correct answer in the pop-up box, and click Enter. When students are happy with their answers, they can save the text by clicking on the disk icon at the right of the screen.

After students have saved their answers, the system displays the results. [Fig. 7]

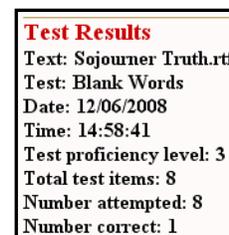


Fig. 7

In order for the system to recognize that students have learned a word, they have to pass a test involving that word at Proficiency Level 3 or above.

Students can follow their progress in learning words by clicking on the target words (all the words they have looked up in any text at any point in time), learned words (words in this text that they have learned according to the criterion of passing a test at Level 3 or above), and words to be learned (words in this text that they have looked up but have not yet learned).

The default Proficiency Level for tests is Level 3. This default can be changed by the teacher in Teacher Mode. However, we recommend leaving the default set at Level 3.

To check word frequencies:

In Reading Mode, a Word Frequency box appears at the left of the screen. [Fig. 8]

- **Academic Words:** words that appear frequently in academic texts but are not part of the high frequency list appear in turquoise;
- **High Frequency Words:** all the high frequency words in the text appear in green;
- **Low Frequency Words:** all the remaining words that do not occur frequently in texts are displayed; some of these words are also part of the Academic Words list.

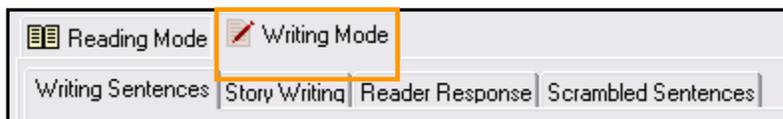
The High Frequency words are important to know because they appear frequently in many different kinds of texts. Suggestion: try to learn these words quickly.



Fig. 8

Using Writing Mode (Student):

As a complement to the Reading Mode, the program also features a Writing Mode where students can practice key writing skills. When students enter Writing Mode, they have a choice of four activities: Writing Sentences, Story Writing, Reader Response and Scrambled Sentences. Like Reading Mode, students can complete both Practice and Test exercises.



- **Writing Sentences:** The system asks students to select a text. They should choose a text that they have read and for which they have looked up some unknown words. When students choose a text, the system displays some or all of the words that they have looked up in that text and asks them to write a sentence with each one. They can vary the number of words by adjusting the Proficiency Level scale on the left-hand side of the screen. When students have finished writing a sentence with each of these words, they can save their work by clicking the disk [save] icon at the top right of the screen. This allows the teacher to view their work.
- **Story Writing:** Clicking the Story Writing tab displays a template for planning the writing of stories. When students select this template by double-clicking it, the screen splits and suggestions for planning their story are presented in the bottom part of the screen. Students can write in the top half of the screen. When they are finished, they should save their work so that it can be viewed by their teacher.
- **Reader Response:** Students have a choice of 5 templates in Reader Response. These are: Prior knowledge, Literal response, Personal response, Critical response, and Integrated response. They are all designed to help students probe deeper into the text so that they can understand it better. Integrated response represents a combination of the other four types of response.
- **Scrambled Sentences:** This exercise works in a similar way to Writing Sentences. The system asks students to choose a text that they have read and then it presents a series of sentences from that text with the words out of order. If there are unknown words in the text they have chosen, the system will select sentences that contain one of the unknown words that they have looked up.

The number of sentences can be adjusted by changing the Proficiency Level Scale on the left of the screen. The students' job is to unscramble the sentences by putting the words in the correct order.

Content Texts:

The texts packaged within e-Lective are listed below. These texts were chosen as examples of worthwhile literature that would likely be of interest to a broad sample of users. All of the texts packaged with e-Lective are out-of-copyright.

Genre	Author	Text
<i>Biographies</i>	Helen Keller	The Story of My Life
	Harriet Beecham Stowe	Sojourner Truth, The Libyan Sibyl (<i>Atlantic Monthly</i> , April 1863)
<i>Essays</i>	Jonathan Swift	A Modest Proposal
	Henry David Thoreau	On the Duty of Civil Disobedience (1849)
<i>Fables</i>	Aesop	The Dog and His Reflection The Fox and the Crow The Fox and the Grapes The Hare and the Tortoise The Lion and the Mouse The Man and the Serpent The Shepherd's Boy The Wolf and the Crane The Wolf and the Lamb The Wolf in Sheep's Clothing
	Hans Christian Andersen	The Emperor's New Clothes The Swineherd
<i>Literature Selections</i>	William Shakespeare	All the world's a stage (from <i>As You Like It</i>) Friends, Romans, countrymen (from <i>Julius Caesar</i>) Out, out, brief candle (from <i>Macbeth</i>) Speechless death (from <i>King Richard II</i>) To be or not to be (from <i>Hamlet</i>)
<i>Miscellaneous</i>	Sotirios Chascas	Sound and Light
	Oscar Wilde	Phrases and Philosophies
<i>Mythology</i>	Charles Lamb	The Adventures of Ulysses

	Mary McGregor	The Story of Greece
<i>Novels</i>	Frances Hodgson Burnett Lewis Carroll Sir Arthur Conan Doyle James Joyce Jack London Lucy Maud Montgomery Mary Shelley Jules Verne	A Little Princess Alice in Wonderland The Hound of the Baskervilles A Portrait of the Artist as a Young Man The Call of the Wild Anne of Green Gables Frankenstein Around the World in Eighty Days
<i>Poetry</i>	William Blake Padraig Pearse Robert Louis Stevenson	Songs of Experience (selections) Songs of Innocence (selections) The Mother The Wayfarer To a Beloved Child Summer Sun My Shadow
<i>Short Stories</i>	James Joyce Charles and Mary Lamb Edgar Allan Poe Mark Twain Oscar Wilde	Dubliners Tales from Shakespeare The Oval Portrait The War Prayer The Happy Prince and Other Stories
<i>Speeches</i>	Frederick Douglass Sojourner Truth	The Meaning of July Fourth for the Negro (July 4, 1852) Ain't I a Woman? (1851)