Reading Conventions: Why?

Consistency is a great tool. **By being consistent with certain elements, we make our books more accessible** to those who have trouble with print: when they can rely on certain basic approaches, they can relax and just listen and learn, rather than having to spend time trying to learn the idiosyncrasies of any given Reader. Our Number One concern is always: what is best for our members?

Updates and Changes

We seek feedback, direct and indirect, and also conduct research into the needs and desires of members of the print-disabled community. **We use the knowledge gained to inform any updates and changes** we make to the Conventions. We do not make changes lightly.

Our Conventions undergo review periodically; new or updated conventions will be marked with either **NEW (date)** or **UPDATED (date)**.

Our Members

More than 85% of our members are dyslexic; of those who self-identify as BVI (blind or visually-impaired), **only a small percentage are fully blind.** In most cases we can count on the user of the recording being sighted and following along in a copy of the book.

With this understanding of our user population and its usage practices, **we base our Conventions on the average user:** a dyslexic student using our audio to improve comprehension and work on decoding and encoding skills while reading the print book.

The small percentage who are fully blind **do not find lengthy descriptions helpful.** After as few as ten seconds it is easy to lose track of the flow and get lost in the details. None of our members lives in a vacuum, and our members who are blind have access to many resources, including people close to them who know better how they as individuals perceive the world around them. Also, while we may have the desire to help the listener by adding more detail, after a point we start moving away from our mission--audio duplication of the page--and into the realm of teaching. **Teaching is better left to their teachers and family members.** We are not replacing the book; rather, we are supplementing with an audio format.

Beyond Conventions

These Conventions are guidelines. As in the rest of life, there will inevitably be exceptions. Read the guidelines carefully, and when you have questions, please ask staff. **We are here to help you succeed.**

Twist Conventions

- **Use an @mention to get staff attention.** See this [Knowledge Base article](#) if needed.

- If you ask a question in a Project channel and upon your return find other discussion(s) posted after your question, **remember to scroll back** in case a staff member answered your question before the later discussion took place.

- When asking a question in the Project channel, **please include the page number(s)** so staff can answer more quickly.

- Remember that someone reading your post cannot see your facial expressions, and may not know you well enough to know when you are joking. **Please be careful with your written communication to avoid misunderstandings. Use this [poster](#) as a nice reminder to always T.H.I.N.K. first before posting.**

- **If you have any complaints, please voice them via a private message in Twist or email**

- **To learn more about how to use Twist,** see [this section](#) in our Knowledge Base.

Classic Audio Conventions Wiki

- **NOTE**: Your project's specific Project Guidelines trump any and all information in this document, and please check with staff if there's *any* uncertainty.

- See INDEX if desired, select the Outline icon at top left or select Tools/Document Outline), or search by clicking Ctrl-F (Cmd+F Mac).

- Note that hyperlinks in bold refer to linked documents; hyperlinks that are in All Caps and not bolded are internal (within this document)

- **Other important resources**:

   Common Abbreviations & Symbols

   Computer and Code Reading Guidelines

   Figure Description Crib Sheets

   Foreign Language WIKI

   Glossary of Terms

   Math Reading Guidelines & Notations

   Science Terms and Conventions

   Writing/ Style Guide Conventions

Have a suggestion for a new or revised convention?
Send it in via this Suggestion Form.

CONVENTIONS

ABBREVIATIONS

Many may be read as the abbreviation itself.
Example: "et al" should be read "et al." When in doubt, read as written.

Consider the grade level of the material when deciding whether or not to expand an abbreviation. Elementary texts require more translation than high school and college level texts.

See **Common Abbreviations & Symbols**

ACRONYMS

Do not expand acronyms. Simply read as printed, spelling or pronouncing depending on common usage for the specific acronym. If the acronym follows the expanded text, use voice inflection only. Do **NOT** add "or".

Example: "Central Intelligence Agency (CIA) is located…." is read as "Central Intelligence Agency [slight pause, undertone] See-Eye-A"
Example: CIA should be read "See Eye A"
Example: NASA should be read "**NAS-**uh"
==**Example:** TEKS is short for TEXAS ESSENTIAL KNOWLEDGE and SKILLS and should be announced as "teeks" 'with the long e sound'(updated 5/7/25.)==

ANNOTATIONS

Annotations contain information to help the student translate or better understand material included in the text, such as side comments in a grammar/writing book or notations in a literature anthology. Check the Project Guidelines carefully to determine where to record them; in some cases they are read with the text after the content that is referenced, in others after the passage or at the end of the page.

See MARGIN NOTES SOURCE FOOTNOTES/NOTES

ANSWERS

For answers that follow immediately after each exercise/question/problem:
Read the question, (pause) say "Answer," (pause) read the answer.
For answers that appear at the bottom of the page or in a separate section of the book, read them where they appear.

ASTERISKS

Symbol note: if the asterisk is used to identify a note, including article source notes, announce it as "Note" within the text and then read it at the end of the page on which it appears.
Always check your Project Guidelines for how to handle these items in a specific book.

Sources: Sources for figures and other non-text elements are NOT read. Sources embedded in the primary text (usually in parentheses) should be read, but *unnumbered* sources in a separate section at the end of a book or chapter should NOT be recorded. Parenthetical references in the text of a margin note should be recorded.

See also FOOTNOTES, REFERENCES/BIBLIOGRAPHY, SOURCES

ATLASES

Atlas sections are treated like regular maps. **Do not describe atlases in full;** in most cases, after the Legend you will simply stop. ==**UPDATED 12/04/2020**==
See **Figure Description Crib Sheets**

BIBLIOGRAPHIES

See REFERENCES

BLANKS

- **Before or after entire question/sentence:** ignore
  "**D:** The causes of [inflection] climate [normal] change are being carefully studied."

  (d) The causes of **climate** change are being carefully studied. ____

- **At beginning of question/sentence:** announce "blank" in an undertone
  "**One.** [undertone] blank [normal] trast. [pause] **Two.** [undertone] blank [normal] centrate."

  1. _____trast

  2. _____centrate

- **In middle of question/sentence:** pause slightly, announce "blank" in an undertone
  "**Forty-six**: Do you [undertone] blank [normal] spinach or broccoli?"

  46. Do you _____ spinach or broccoli?

- **At end of question/sentence:** use inflection only
  "**One.** A [inflection] mature [normal] person [inflection] would…"

  1. A **mature** person would

  _____.

- **Forms:** do not announce "blank" when reading forms.

- **Name blank at top of workbook page**: always ignore entire line

See also BLANK PAGES

BOLD

(also Colored fonts/Highlights)
When a word is emphasized with color, highlighting, bolding or font, the emphasis should be indicated by voice inflection *only*.

See **Writing/Style Guide Conventions**

BOXES

See **Figure Description Crib Sheets**

BULLETS

(Bulleted lists and other lists identified with symbols)
Do not say "bullet"; just pause between each bulleted item. **UPDATED 11/11/2020**

If a bulleted list is interrupted by a page break, complete the bullet you are on OR sentence (if the bullet has multiple sentences), mark page, and then complete bulleted list.

CAPITALS

In general, if the "cap" would not be announced during a classroom lecture or discussion, we have no reason to announce it in the recording. That includes outlines or ordered lists; caps should not be announced for these.

One exception might be when the same letter is used in different cases, i.e., "a" and "A", in the same problem; in that instance, state the lowercase variable as "a" and the uppercase variable as "Cap A."

Please refer to specific subject area or project guidelines for any exceptions to these rules.

CARTOONS/COMIC STRIPS

See **Figure Description Crib Sheets**

CHARTS

See **Figure Description Crib Sheets**

COMPUTER SCREEN ILLUSTRATIONS

Screenshot illustrations need not be read in detail. Many texts include computer screen layouts. It is not necessary to read every item; just give a brief summary: "Screenshot showing..."
listings to see if they are read.

CREDITS

Photo Credits/Illustration Credits/Figure Credits are not read at all, whether they appear alongside the photo, figure or illustration, or when they are grouped together at the end of the book.

See SOURCE

CROSSWORD PUZZLES

See **Writing/Style Guide Conventions**

DATES

Dates should be read as follows:

Turn of the century years:

1100 = Eleven Hundred

1900 = Nineteen Hundred

2000 = Two Thousand

Years with Zeros:

1902 = Nineteen Oh Two

<u>Other Years before 2000</u>:

410 = Four Ten

1965 = Nineteen Sixty-Five etc.

<u>Recent Years</u>:
2000-2009 = Two Thousand One etc.

2010 to current day = Twenty Ten etc.

<u>Years in Roman Numerals</u>:

In the off chance a year is provided in Roman Numeral form, read aloud as our guidelines above. You can find the Roman Numerals located in our **Common Abbreviations & Symbols** list.

Example: MCMLIV = Nineteen Fifty-Four

<u>Printed using slashes</u>:   **UPDATED 1/22/2021**

Read as if spelled out.

Examples:

05/25/18: May twenty-fifth, twenty eighteen

6/10/2018: June tenth, twenty eighteen

05/02/1903: May second, nineteen oh three

NOTE: in some situation will need to make sure the authors are not using European date conventions, where the DATE comes first and the month comes second

<u>In Primary Text:</u>

Dates read as "-nd, -th, -st" rather than just the number.

Examples:
May 25, 2018 : May twenty-fifth, twenty eighteen
June 10, 2018: June tenth, twenty-eighteen
May 2: May second; or June 21: June Twenty-First
However: 1 June 2018: One June twenty-eighteen

Read AD, BC, CE, and BCE as initials.

Dates followed by a ? or a ____
Example: 1893?: "Eighteen Ninety Three (Questioned)", and 189_ : "Eighteen Ninety (blank)"

Date ranges for a still living person.
Example: Joe Blow (1984-) : "Joe Blow born Nineteen Eighty Four"

Date spans: Read the dash between the date ranges as 'to'.

Example: (1974-1984) "Nineteen seventy-four to nineteen eighty-four"

DIAGRAMS

See **Figure Description Crib Sheets**

ELLIPSIS

In general subjects and literature, *"…" should not be announced or mentioned at all.* Just pause briefly. Many specific subject areas may handle differently, (i.e., Math, Computer code, etc.), and so if you have questions consult with staff. For specific subject exceptions, See **Math Reading Guidelines Computer/Code Guidelines**

END NOTES

See FOOTNOTES

EPIGRAPHS

Do not announce "Epigraph."

ERRORS IN TEXT

We verbally correct only obvious typos that we are 100% sure are incorrect. Consulting staff before doing this is not required, unless you are unsure. We ask that you leave a reader's note in the file in order to inform proof listeners of the change.(Updated 8/27/2021)

Do NOT correct errors of fact. If an author states that Louisville is the capital of Kentucky, we are not responsible for correcting the author's mistake. (updated 8/27/2021)

When (Sic) / [sic] is included in text it signifies an error intentionally left in the text by the author. Please read as written and announce "sick" where noted.

Note: if text is obscured or illegible then use the project channel to contact staff and report the problem.

ESSAYS

See PLAYS/POEMS/ESSAYS

EXERCISES/PROBLEMS

If exercises and problems are presented within the logical flow of the text, read them where they are printed. This is especially appropriate for math and science books where exercises and problems are integrated into the text.

If exercises and problems are presented as sidebars that are beyond the logical flow of the text, they are read at the end of page on which they appear.

FIGURES

See **Figure Description Crib Sheets**, CREDITS

FLASHCARDS/FOLDABLES

Do not read these (or the references to them in the text).

FLOWCHARTS

See **Figure Description Crib Sheets**

FOLDABLES

Ignore images; read instructions.

FOOTNOTES

Placement of notes on a page will depend on the book, and even the page. Staff will clarify placement in Project Guidelines, so be sure to consult there first before reading.

Footnotes: located at bottom of page or reading selection. Body of note is read at end of page

Footnotes are read on the page where the sentence they reference falls. Be sure you are reading on the correct page. For example, if the sentence with footnote is on page 16, but the footnote is printed on page 17, read footnote on page 16.

In a table, footnotes/notes are read in place. See **Figure Description Crib Sheets**

See REFERENCES
See ASTERISKS
See SOURCE
See **Figure Description Crib Sheets**

FOREIGN LANGUAGE BOOKS

Please see the individual book's Project Guidelines for specific information on reading that book. If you have any questions about the guidelines for that book, ask staff through the Project channel.

See GLOSSARY, FOOTNOTES

FOREIGN LANGUAGE PHRASES

or Selections in English language books
If you know the language well enough to read it, go ahead and read it, also reading any English translation if included.

If you do not know the language well enough to read it, and an English translation is provided, announce "Reader's Note: only the English translation will be read", pause, and read only the English translation.

If you do not know the language well enough to read it, and no English translation is provided, you can do one of two things:

1. **For longer selections:** announce "Reader's Note: text appears in original language only and will not be read", pause, then skip ahead until English text starts again.
2. **For shorter selections:** contact staff for help.

FORMS/LETTERS

Do not read or describe sample forms or letters. Exceptions may be made for writing or grammar texts.

Name blank at top of workbook pages: always ignore.

GLOSSARY

Terms are NOT spelled whether in the glossary or text, regardless of the text level.

Note that when glossary terms appear in the primary text *and* are also repeated in a glossary section at the end of the book, glossary terms are ignored where sprinkled throughout the book, but read in the glossary section instead. Check Project Guidelines carefully to see if this is the case in your book.

- Foreign language Glossaries are not read in English language books.

- In a combined Glossary/Index, just read the Glossary entries and do an announcement to that effect.

- A glossary, vocabulary, or dictionary should have letter heading marks. Announce the letter, i.e., "A" (do not preface with "the letter"), and then read the entries. The letter is announced regardless of whether or not it is printed on the page.

- If numerical entries appear before the letter A, and are not marked, then we should announce those as well.

- If there are no words in a particular letter, then no need to announce letter.

- Do *not read* Guide Words (first word - last word on page).

- If parts of speech are included in a glossary entry (i.e., n. for noun, adj. for adjective, etc.) then expand out the word and read.

- Page references/chapter references given to key terms or Glossary entries should be read.

- DO NOT read pronunciation guides after Glossary word. The act of reading gives the correct pronunciation for the listener.
  Example:
  dic·tion·ar·y/ˈdikSHəˌnerē/ noun: dictionary; plural noun: dictionaries

"Dictionary, noun, dictionary, plural noun, dictionaries"

GRAPHIC NOVELS

Graphic novels are books with illustrations that are integrated into the story. Do not describe the illustrations. Only the text and dialog are read. If action takes place that is not covered in the dialog, give a one-sentence description.

For graphic novels that include panels of illustrations, pause slightly to indicate advancement to the next frame.

For groups of pages that contain illustrations and no text, acknowledge the pages with the
announcement:
"Pages ___ to ___ contain illustrations. (One sentence description.) Reading resumes on page ___."

GRAPHS

(Line Graphs, Bar Graphs, Pie Graphs)
See **Figure Description Crib Sheets**

HEADERS/FOOTERS

Don't confuse "headers" with headings. Headers are text that gets repeated throughout the primary text at the top of the page, and we do not read these. A Heading is text announcing the beginning of a chapter or section of a book, which we do read.

"Footers" are similar to headers, but appear and are repeated at the bottom of the pages. We do not read these either.

HOMOPHONES

Spell out when appropriate

See **Writing/Style Guide Conventions**

ICONS

Icons are generally not read, especially if they have no text, but follow Project Guidelines on whether to read, how to read out loud, and be consistent throughout the book.

There is a difference between "icons" and "iconized text." Icons are images only, while iconized text have words along with the image that should always be read, even though the image is not described. Lab "Caution" icons are a good example of iconized text. The 'Caution' is read, while the image is not described.

IMAGES

See **Figure Description Crib Sheets**

INDEX

In all cases the index is omitted from the recording.

In a combined Glossary/Index, just read the Glossary entries. Don't read any of the Index portion. Ignore any entries that do not include definitions.

ITALICS

Indicate with voice inflection and stress only.
See also **Writing/Style Guide Conventions**

LETTERS

See FORMS/LETTERS

MAPS

See **Figure Description Crib Sheets**

MARGIN NOTES (SIDEBARS)

Check Project Guidelines to see where these should be recorded or whether you can not record them at all (for example, if it is duplicated in the text in a separate glossary.)

Margin notes highlight key points made in the text. A margin note can repeat important information, make a related point, provide a glossary definition, or summarize the material being presented.

Margin material is read at the end of the page unless there is an overriding reason to interrupt the text (like comments regarding various drafts in a writing/grammar book).

Announce "Margin Note" (if no other title to item is given) before reading the note.

If multiple margin notes appear on a page and are read in consecutive order, read the heading "Margin Notes" only once rather than repeating heading over and over with each one.

See **Figure Description Crib Sheets**
See ANNOTATIONS

NOTES UPDATED 12/23/2020

Placement of notes on a page will depend on the book, and even the page. Staff will clarify placement in Project Guidelines, so be sure to consult there first before reading.

End notes: located and read at the end of chapter or a dedicated section at the end of the book.

Source notes: Non-text material sources presented as footnotes are not read. (boxes, tables, graphs, etc.) See **Figure Description Crib Sheets**.

Embedded source notes: Embedded within text. **Example:** (Court, 1974). Read in place.

Literary source notes: found in books with reading selections or books with documents, such as history or literature books; they can appear with or without a symbol, and are usually found at the bottom of the page (although sometimes near the top, too). In most cases, treat as a footnote and read at the bottom of the page, but sometimes read in place.

Symbol notes: (example: *,†, ‡) Read as "Note".

Numbered notes: "example^7" read as "**example** (Note Seven)"

Translation/ Gloss Notes: (usually indicated with ° symbol): read at either end of page or end of reading selection whichever comes first.

References: Usually not read. See project guidelines for more information.

For references/notes that are not to be read, **corresponding note numbers/letters in the text will also NOT be read.** See corresponding project guidelines.

Placement of notes: Top to bottom, left to right. Any other non-text materials on a page follow this rule.

See FOOTNOTES
See REFERENCES
See ASTERISKS
See SOURCE
See **Figure Description Crib Sheets**

NUMBERS UPDATED 1/6/2021

Addresses: Read as single digits, or in short hand such as 212 Ave. C = "Two-One-Two Avenue C" OR 2103 Lawnmont = "Twenty-One Oh Three Lawnmont"
Another example would be primary schools designated similar to "PS135" should be read as "Pee-Ess one thirty-five."

Bible References: expand out the book name; use ordinal number for book number, cardinal numbers for chapters and verses
● 1 Cor 3:4-7 = First Corinthians three, four through seven
● 2 Sm 15:24-26 = Second Samuel fifteen, twenty-four through twenty-six
● Jdt 1:2-4 = Judith one, two through four

Court Cases: Docket numbers are usually read in a shorthand. 5 U.S. 137 = "Five U.S. One Thirty Seven" More specific law information can be found in the project guidelines.

Decimals: 2.62 is read as two point six two NEVER two point sixty-two. If 0 is included in the decimal, it should be announced. **Example:** 0.23 would be read as zero point two three, and likewise .40 would be read as point four zero. Please note, this rule only applies to numbers AFTER the decimal point. **Example:** 18.45 is read as "Eighteen point four five." **These are different from Numbered-Tags listed in this entry.**

Forms: Depending on the form, there may be preferred shorthand. Please consult with staff AND project guidelines if questions. **Example:** "Tax Form 1099, 1040A" read as "Tax Form ten ninety-nine, ten forty A".

Measurements: Expand out measurement symbols:
- 5'4" = "five feet four inches".

Money: Cents and Dollars: $.40 would be read as "forty cents" and $40 or $40.00 would be read as "forty dollars" $40.40 would be read as "Forty dollars and forty cents"

Numbered-Tag: We use "numbered tag" in this document to mean numbered non-text material. Examples: Figure 9.18, Table 4.7, Map 9.5, etc.
Examples:
- Figure 4.53 = "figure four point fifty-three"
- Table 4-53 = "table four dash fifty-three"

Page Numbers: The rules for page announcements apply to numbers within the text as well. Always say hundred and thousand:
1-99: just say the number
145: one hundred forty-five
906: nine hundred six
1045: one thousand forty-five
1167: one thousand one hundred sixty-seven
Never say "and" within the number

Phone Numbers: Always read as single digits. 1-800-221-4792 = One- Eight- Zero- Zero- Two-Two-One, Four-Seven-Nine-Two

Roman Numerals: the situation varies. Some common situations:
- **Roman page numbers:** (page) lxii = "page roman forty-two"
- **Chapter or section headings:** Chapter XIII = "Chapter thirteen"
- **Names of rulers, lineage references, etc.:**
  - Pope John XXIII = "Pope John the twenty-third"
  - Fred Smith II = "Fred Smith the second"

- **Outlines:** announce (ex.) "roman one" if needed to differentiate between roman and arabic numerals
- **Music notation:** do not mention roman or capitalization
  - i--iv--V--i = "one--four--five--one"
- **Lines in a play:** do not expand out or add words
  - III.iv.12 = three four twelve

For other situations using roman numerals, consult your project guidelines or ask staff in the project channel.

Scientific numbers and notations: See **Science Terms and Conventions**

Tables: When numbers are presented in a table as "millions" or "$billions", they should be read as the decimal presented only. **Example:** "30.9" [read as "thirty point nine" Do not add in the millions or billions of dollars text].

Temperatures: negative temperatures will be read as "minus". Example:
The thermometer says -17 degrees.
"The thermometer says minus seventeen degrees."
<mark>**New 10/11/2020**</mark>

Zip Codes: Always read as single digits. 77450 = "Seven-Seven-Four-Five-Zero"

Exceptions are made in certain subjects; consult with staff if you have questions.

See **Science Terms and Conventions**
See **Math Reading Guidelines**
See DATES

PAGES

In all situations (page announce, references, other notations) pages should be announced as follows:google

Page numbers: read the page number at the top of every page. Always say hundred and thousand:
1-99: just say the number
145: one hundred forty-five
906: nine hundred six
1045: one thousand forty-five
1167: one thousand one hundred sixty-seven
Never say "and" within the number
Always say the word "page." Announce the page number quickly and calmly.

Page Breaks: when a sentence continues to the top of the next page, finish the sentence, then mark and announce the next page. If the page ends with a Colon (:), semi-colon (;), or other forms of punctuation for example before a long

quote, or a poem, it is acceptable to mark the page after the colon. Always ask staff in Project channel if you have questions. Similar to how bulleted lists are handled. See BULLETS See PLAYS/POEMS/ESSAYS

Roman Pages: roman page numbers must be translated.
Example: 'xv' is read as "page roman fifteen"

Blank Pages: [mark] "Page roman 5 is blank", then mark for the next page and continue.

Double-page spreads: See **Figure Description Crib Sheets**

Page Ranges: Read the dash between the page ranges as 'to'. **Example:** 235-37, 452-456 read as "Pages two hundred thirty five to thirty seven, [pause] Four hundred fifty two to Four hundred fifty six"

Miscellaneous:
Special pages IFC/IBC are announced as "Inside Front Cover" and "Inside Back Cover."

Unconventionally numbered pages are read as they appear in the book, regardless of how they appear on the EasyBooks screen or even if they have no separate mark on the EasyBooks screen. "Page 187c" would be read as "page one hundred eighty- seven C". If the page has a prefix, such as G9, it would be read as "page
G 9". Note that you should omit the dash, however, if one appears in the page number; thus page B-34 should be read as "page B thirty-four." Check Project Guidelines or ask staff if needed.

See also BOXES

PARAGRAPH/LINE NUMBERS
See PLAYS/POEMS/ESSAYS

PARENTHESES/BRACKETS   <mark>UPDATED 12/22/2020</mark>
In most texts, inflection is used to indicate parenthetical words or phrases. The inflection should be softer/lower. This includes parenthetical words within a sentence.

   Example: You might want to say something is (not) in style.
   = "You might want to say something is [inflection] not [normal] in style."

Edited text indicated by brackets: make no inflection change

   Example: The house burned [down] in 1885.
   = "The house burned down in eighteen eighty-five." (no inflection change)

Parenthetical plurals: dog(s) = "dog [pause] dogs"

PHOTOGRAPHS/PORTRAITS

See **Figure Description Crib Sheets**

PLAYS/POEMS/ESSAYS

- Read with inflection and if possible, different voices for different characters; you may want to write down which voice you use for each character.
- Poems and essays may contain line or paragraph numbers in the margin. Do not read line or paragraph numbers.
- For longer poems, it is OK to apply page break at nearest punctuation pause.

See FOOTNOTES

PRACTICE TEST BOOKS

Figures within timed exercises are given very brief descriptions. Only text labels and numbers that appear within the figure are read.

Practice test forms and general directions are read once. Describe the layout of the form, blanks that are to be filled in and boxes and ovals that are found on the page. If they appear throughout the text, add an announcement.

Example: "The form/the directions were read on page ____."
Answer form sheets are not read. Account for the page and include an announcement.

Example: "The answer sheet on page ____ is not read."

PROBLEMS

See EXERCISES/PROBLEMS

PRONUNCIATION

Don't guess. When in doubt, check an American dictionary or use **online resources**. Our preferred dictionary is the Merriam-Webster Dictionary.
Learning Ally will accept the 1st or 2nd dictionary pronunciations as those often cover regional differences across the U.S.

If the word or name is likely to appear again in the text, contact staff to add it to the Project Guidelines so that subsequent readers will use the same pronunciation.

Do not use British pronunciations unless you have a native British accent.

Do NOT read Phonetic Pronunciations following a word in primary text OR in the Glossary entries. **Example:** Tuskegee (tuh-SKEE-ghee)

PRONUNCIATION KEYS

Pronunciation keys are not read. The exception is for sections on how to use a glossary or for material regarding diacritical marks.

QR CODES

QR codes are not useful for audio translation and therefore can be ignored.

QUOTATIONS

Pause slightly and use inflection. Do not say "Quote" and "End Quote", even for block-quoted (indented) material.

When **block quotes** are divided by a page break, follow the normal page break rules by marking the next page at the end of the sentence. Then simply continue reading the block quote.

Pull Quotes, are repeated quotes from an article highlighted to cause interest in the article, should be ignored as they are a repeat of the primary text.

Quote Attributions, or listing of speaker of quote, are read immediately following the quote. Do not add 'by' before the name. Give a slight pause and then read the name.
Example: "Writing Reading Conventions documents is difficult!"

---Cheri Nightingale

Read as 'Writing Reading Conventions documents is difficult! [slight pause] Cheri Nightingale'

REFERENCES/BIBLIOGRAPHIES

Do not read these. Do not read Suggested Readings or Further Reading sections unless directed to in your Project Guidelines.

For end of chapter references, simply state "References will not be read" and if they continue to additional pages where there's nothing else, just announce "page # will not be read"

RELIGION

Verse numbers: ignore within the Bible itself.
For Bible citations, say the number only (do not insert "chapter" and "verse").
Example: Luke 1:5-10 "Luke one, five through ten"

SILENCES

There are some cases where a consistent amount of silence is good for a recording and times when they should be corrected. Please review the following instances where we endeavor to maintain consistency:
- Primary text/middle of sentence: no more than 1 second
- End of Page: 1-2 seconds
- Moving from Primary text to Non-Text Elements: 1 second
- After a mark: .5 - 1 second   **UPDATED 12/23/2020**
- Surrounding Italics, Bold, or other undertone phrases: Micropauses of .5 second

SLASH

he/she should be read as "he [slight pause] she"; s/he should be said the same way as "she [slight pause] he"
This method applies to "and/or"; read as "and [slight pause] or"

Please confirm through context that the / is not indicating "per" or "and." In that case, expand out to include the words. **Example:** $15/hr read as "fifteen dollars per hour"

See also **Common Abbreviations** and WEB ADDRESSES.

SOURCE

Sources: Sources for figures and other non-text elements are not read when they appear as footnotes.

Sources embedded in text (whether primary text or part of a non-text item) usually appear in parentheses and should be read. Ex. (Court, 1979)

Symbol note: if the asterisk is used to identify a footnote, including article source notes, announce it as "Note" within the text and then read it at the end of the page on which it appears.

Always check your Project Guidelines for how to handle these items in a specific book.

See also ANNOTATIONS FOOTNOTES, REFERENCES/BIBLIOGRAPHY, ASTERISKS

SPELLING

In general, words within the main body of text are not spelled unless indicated by bookmarking or Project Guidelines.

See GLOSSARY **Writing/Style Conventions**

STATE STANDARDS

Do NOT read State Standards anywhere in the text, even if it is a prefatory or end of book section. If there are exceptions to this rule, they will be noted in the Project Guidelines.

See also TEA CONTRACT TEXTBOOK CONVENTIONS

SUGGESTED READINGS

See REFERENCES/BIBLIOGRAPHIES

SUMMARY/REVIEW SECTION

These often look like a box, but are treated as primary text.

SYMBOLS

Consult the link below for various symbols. Review these, and ask staff for help with symbols not on the list. Do not read copyright, trademark, or registered mark symbols in the text.

See **Common Abbreviations & Symbols**

TABLES

See **Figure Description Crib Sheets**

TEA CONTRACT TEXTBOOK CONVENTIONS

Our Texas Education Agency and Florida state adopted textbook contracts were awarded based on our classic audio reading conventions. Overall, all TEA texts should be handled with our current Learning Ally reading standards outlined in this document.

TEASER QUESTIONS

'Teaser' questions are read where they are printed on the page, or where directed by the project guidelines. The idea behind a 'teaser' question is that the reader is expected to gather the required information to answer the question in the text that falls between the question and answer. This convention allows our members to do the same.

WEB ADDRESSES

Most web addresses can simply be read and NOT spelled out. However, web addresses must be spelled out if they contain unusual words or spellings.

Most long web addresses are truncated at the .com, .org, .net, etc. However for tiny URL web addresses (tinyurl.com, goog.le, youtu.be), read the entire site address.

Examples:
 http://tinyurl.com/59rsve
     Read as "tinyurl dot com slash five nine r-s-v-e"

  youtu.be/m8Numo7nokY
    Read as "y-o-u-t-u dot b-e slash m eight cap-N u-m-o seven n-o-k cap-Y"

If there is any question about whether a particular web address is a tiny URL, please ask.

Any information regarding "accessed date" for websites should be included.
Example:

[4] U.S. News and World Report, *Best Global Universities Ranking*, www.usnews.com/education/ best-global-universities/rankings (accessed: November 26, 2014). Other rankings, like the *Times Higher Education World University Rankings*, are similar.

Any exceptions will be noted in the Project Guidelines.

Other **PDFs referenced in web addresses** with long entries can be ignored and "PDF" stated instead.
Example:
Federal Bureau of Investigation, Bank Crime Statistics January 1, 2015-December 31, 2015, file.7//Users/charlesll55/Downloads/BCS-ANNUAL-2015%20(2).pdf, accessed November 11, 2016. Jewelers' Security Alliance 2014 Annual Crime Report, p. 7.

 Read as :"Federal Bureau of Investigation, Bank Crime Statistics January 1, 2015-
December 31, 2015, PDF accessed November 11, 2016. Jewelers' Security Alliance 2014 Annual Crime Report, page 7."

Digital Object Identifiers (DOIs): Metadata linking digital objects to their source information and locations should be read aloud, similar to how tiny URLs are handled.

Example:
https://doi.org/10.1000/182
Read as " d-o-i dot org, slash ten point one zero zero zero slash one eight two"

Do not announce http://www or https://www

Do not announce initial label "www." at beginning or after http://, but do announce other initial labels, including variations, such as "www2."

Example:
http://time.com/4775558/history-king-arthur-true-story/?xid=homepage
Read as "time dot com"

Example: http://www. libraryofcongress.org
Read as "library of congress dot org"

Example: <http://www. seahear.com>
Read as "s-e-a-h-e-a-r dot com"

Web addresses that appear many times throughout the book may be read once in the Navigation Guide if included, and are not repeated on each page. Check Project Guidelines.

~ read as "tilde"
 / read as "slash"
-   read as "dash"
\   read as "backslash"
.   read as "dot"
_   read as "underscore"
@ read as "at"

< >   do not announce these angle bracket symbols when they are used to separate web addresses

WORD SEARCHES

See **Writing/Style Guide Conventions**

WRITING/GRAMMAR TEXTS

See **Writing/Style Guide Conventions**

INDEX