USER AND TRIAL GUIDE

C-PEN READER 2™ C-PEN EXAM READER 2™ LINGOPEN™

IMPROVES RESULTS AND BOOSTS SELF-CONFIDENCE

ALLOWS STUDENTS TO READ INDEPENDENTLY

PROMOTES INDEPENDENT LEARNING AND REDUCES RELIANCE ON THE TEACHER

www.scanningpens.com

scanning pens™ UNITED STATES

HOW AUDIO PROMOTES LITERACY

BENEFITS OF AUDIO TO LEARNING HOW TO READ

> "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."
> *- Jim Trelease, The Read-Aloud Handbook*

INCREASES READING ACCURACY BY 52%

IMPROVES COMPREHENSION BY 76%

Provides context, helping children decide words and comprehend challenging text.

TEACHES BETTER UNDERSTANDING

INCREASES READING SPEED

EXPANDS VOCABULARY

IMPROVES FLUENCY

BENEFITS OF AUDIO TO OTHER TYPES OF LEARNING

> "...students who listen pick up more knowledge to reflect on..."
> *-Penn State University Staff. Active Listening.*

85%

of what we learn, we learn by listening.

TEST SCORES INCREASED 21%

when engaged in multi-modal learning versus single-mode.

Combining print and audio increases recall **40%** over print alone.

2 GRADE LEVELS

Students can listen and comprehend 2 grade levels above their reading level.

INCREASES MOTIVATION BY 67%

60%

of people prefer text-to-speech over traditional reading methods.

https://divi-test.wvls.org/wp-content/uploads/2017/06/How-Audio-Promotes-Literacy-infographic.pdf

WELCOME

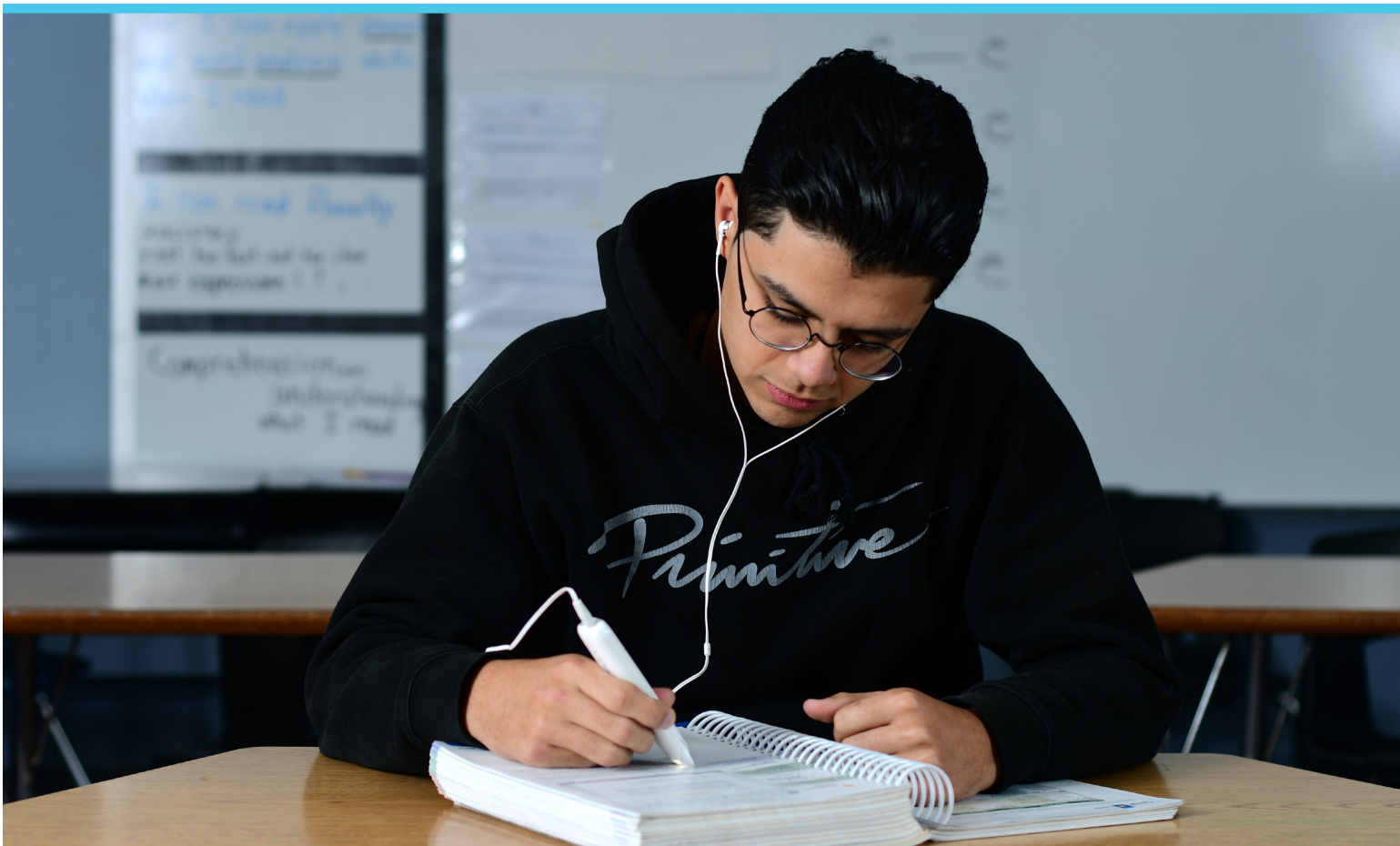
Congratulations on joining the Scanning Pens Team! Tens of thousands of schools and colleges actively using the C-Pen Reader 2™, C-Pen Exam Reader 2™, and LingoPen™ promote positive reading strategies.

The **C-Pen Reader 2™** is a significant technological breakthrough for anyone reading English, French, or Spanish and is a lifesaver for those who have reading or attention needs. The C-Pen Reader 2™ is a portable, pocket-sized device that reads text aloud with an English, French, or Spanish human-like digital voice. For more information, visit **www.readerpen.com**.

The **C-Pen Exam Reader 2™** is a portable assistive text reader for printed text. Exam Reader 2™ is designed for tests and exams when a student requires reading assistance. Everything, including the natural speaking voices, is embedded in this offline device. No unauthorized material or content can be loaded onto the pen, and it can only be used to support text reading. Additionally, the College Board of Services for Students with Disabilities approves the use of this pen. For more information, visit **www.examreader.com**.

A **LingoPen™** is also a convenient portable tool for those who need support learning a new language. Students can scan text to instantly look up and translate single words in 8 different languages. For more information, visit **www.cpenlingo.com**.

As you take advantage of our free trial program, this guide is full of helpful information about the pens, how to use them, and getting them in the hands of your students. Enjoy!



C-PEN READER 2™ Set-Up Menu Guide

Reader

Scan to read text

Before Scanning - Menu

- Volume (1-10, Boost 1 - Boost 5)
- Auto Read (On/Off)
- Scan Mode
  - Append
  - Replace
- Text Language
  - English
    - *American/Indian/Australian/British/Irish/Scottish*
  - French
    - *European/Canadian*
  - Spanish
    - *European/Latin*
  - Italian
- Read Settings
  - Speed (0-10)
  - Word Pause (1-5)
  - Puncuation Pause (1-5)
  - Read Delay

After Scanning - Menu

- Volume (1-10, Boost 1 - Boost 5)
- Clear Screen
- Look up word
- Save to Library
- Auto Read (On/Off)
- Scan Mode
  - Append
  - Replace
- Text Language
  - English
    - *American/Indian/Australian/British/Irish/Scottish*
  - French
    - *European/Canadian*
  - Spanish
    - *European/Latin*
  - Italian
- Read Settings
  - Speed (0-10)
  - Word Pause (1-5)
  - Puncuation Pause (1-5)
  - Read Delay

Dictionary

Before Scanning - Menu

- Volume (1-10, Boost 1 - Boost 5)
- History
- Dictionary
  - Text Language
    - *English/French/Spanish*
  - Dictionary
    - *OPD/Collins/NOAD (ENG)*
    - *Cordial (FRE)*
    - *Larousse (SPA)*
  - Read Settings
    - *Speed (0-10)*
    - *Word Pause (1-5)*
    - *Punctuation Pause (1-5)*

C-PEN READER 2™ Set-Up Menu Guide

- **Recorder**
  - **Volume (0-30)**
  - **File Format** — MP3/Wav
  - **File Quality** — Low/Mid/High
- **Library**
  - **My Text Files** — New, Any Saved Files
  - **My Recordings** — New, Any Saved Files
  - **My Music**
- **Practice**
  - **Select Language to Practice** — English
  - **Select Words to Practice** — Today/Last 3 Days/Last Week/ Last Month/Random
  - **Menu**
    - Volume (1-Boost 5)
    - Mode (Definitions/Words)
      - *Word Mode (Press Select to Cycle Through the Words)*
      - *Definition Mode*
        - *Pressing select replays the word*
        - *Right Arrow to next word, down arrow twice for definition. Then right arrow onto 'Next' and press select to exit to next word*
  - **Back Button to Exit**

C-PEN EXAM READER 2™ Set-Up Menu Guide

MAIN MENU

Text Reader

Scan to read text

Before Scanning - Menu

- Volume (1 - Boost 5)
- Auto Read (On/Off)
- Scan Mode
  - Append
  - Replace
- Text Language
  - Chinese
    - *Mandarin/Cantonese/Taiwanese*
  - Danish
  - Dutch
    - *Dutch/Flemish*
  - English
    - *Australian/British/American/Indian*
  - French
    - *European/Canadian*
  - German
  - Italian
  - Norwegian
  - Portuguese
    - *European/Brazilian*
  - Russian
  - Spanish
    - *European/Latin American*
  - Swedish
- Read Settings
  - Speed (0-10)
  - Word Pause (0-5)
  - Puncuation Pause (0-5)
  - Read Delay (0-3 secs)

After Scanning - Menu

- Volume (1 - Boost 5)
- Clear Screen
- Auto Read (On/Off)
- Scan Mode
  - Append
  - Replace
- Text Language
  - Chinese
    - *Mandarin/Cantonese/Taiwanese*
  - Danish
  - Dutch
    - *Dutch/Flemish*
  - English
    - *Australian/British/American/Indian*
  - French
    - *European/Canadian*
  - German
  - Italian
  - Norwegian
  - Portuguese
    - *European/Brazilian*
  - Russian
  - Spanish
    - *European/Latin American*
  - Swedish
- Read Settings
  - Speed (0-10)
  - Word Pause (0-5)
  - Puncuation Pause (0-5)
  - Read Delay (0-3 secs)

C-PEN LingoPen™ Set-Up Menu Guide

MAIN MENU

Text Reader

Scan to read text

- **Clear Screen**
- **Translation**
- **Select Dictionary (Oxford Arabic Dictionary/Great Dictionary/Oxford ELT/Oxford)**
- **Adding Mode**
  - Append
  - Replace
- **Auto Read (On/Off)**
- **Scan Languages**
  - Chinese/English/French/German/Italian/Russian/Spanish
- **Read Settings**
  - Speed and Volume
  - Word Pause
  - Punctuation Pause

Dictionary

English-Arabic	Oxford Arabic Dictionary
English-Chinese-English	Great Dictionary
English-French-English	Oxford ELT/Oxford
English-German-English	Oxford ELT/Oxford
English-Italian-English	Oxford ELT/Oxford
English-Russian-English	Oxford Dictionary
English-Spanish-English	Oxford ELT/Oxford

- **History**
- **Reading Settings**
  - Read Scan
  - Speed
  - Word Pause
  - Punctuation Pause
  - Volume

Scan-to-File

- **New File**
  - Read Again
  - Go To Beginning
  - Reading Settings
    - *Reading (On/Off)*
    - *Speed*
    - *Word Pause*
    - *Punctuation Pause*
    - *Volume*
  - Translation
  - Select Dictionary
    - *Oxford Arabic Dictionary/Oxford ELT/Oxford/Great Dictionary*
  - Scan Languages
    - *Chinese/English/French/German/Italian/Russian/Spanish*
- **Open File**
- **Delete File**
- **Scan Settings**
  - Scan Languages
    - *Chinese/English/French/German/Italian/Russian/Spanish*
  - Reading Settings
    - *Reading (On/Off)*
    - *Speed*
    - *Word Pause*
    - *Punctuation Pause*
    - *Volume*

Recorder

- **Record**
- **Play Recording**
- **Erase Recording**
- **Play Music**
- **Settings**
  - File Format
    - *MP3/WAV*
  - File Quality
    - *High/Middle/Low*
  - Loop Mode
    - *Repeat One Item/Repeat All Items/Do Not Repeat*
  - Volume Setting

Settings

- **Menu Language**
  - English/French/Dutch/Italian/Russian/Spanish
- **Talking Menu (Reads the Menu Out Loud)**
  - Reading (On/Off)
  - Speed
  - Volume
- **TTS Settings**
  - English Voice (British/American/Indian/Scottish/Irish/Australian)
  - Spanish Voice (Spanish/Latin Spanish)
  - Read Delay (None-3 seconds)
- **Exam Lock**
  - Lock
  - Unlock
  - Lock Mode
    - *Text Reader Mode*
    - *Text Reader + Dictionary*
- **Left/Right Handed**
- **Brightness**
- **Date**
- **Time**
- **Auto Shut Down**
  - 5 minutes/10 minutes/30 minutes/1 hour/2 hours
- **Statistics**
  - On
  - Off
  - Delete File
- **System Information**
  - State of Charge
  - Storage Space
  - Version
  - Dictionary Information
- **Software Upgrade**
- **Default Settings (Reboot)**
- **Run Wizard**
- **Advanced**
  - UI Language Lock
  - UI Language Unlock
- **About**

How to Use the Pen

1

Pen User Guide

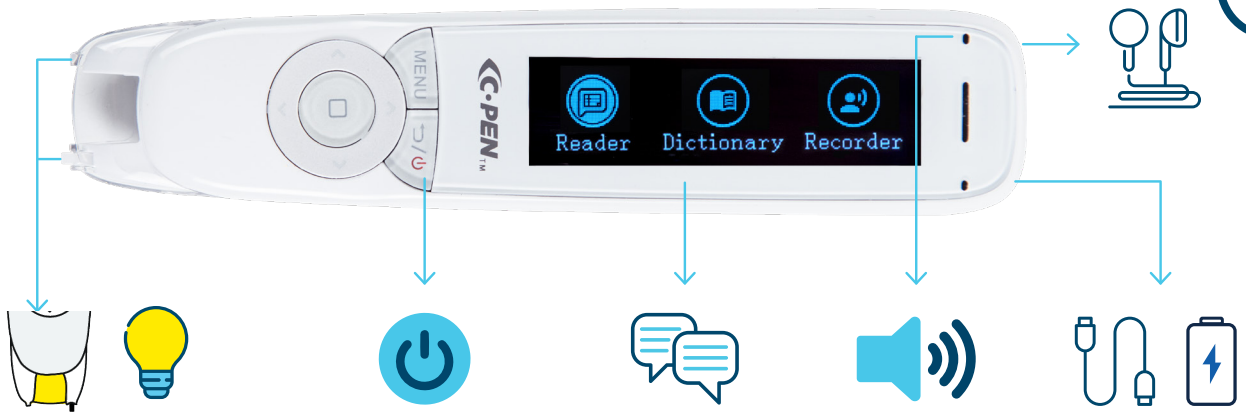
This pen can read text for you. It is simple to use.

2

Using the Pen

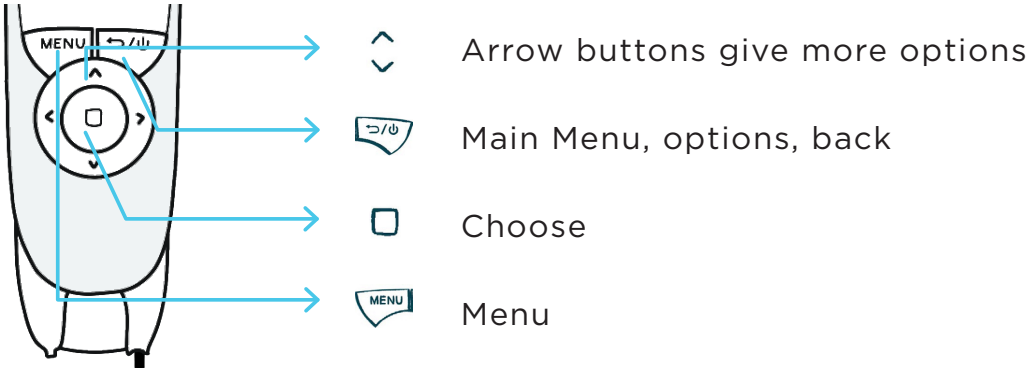
Hold the pen at an angle, push down, the light comes on.

3



Best Set-Up Video

4



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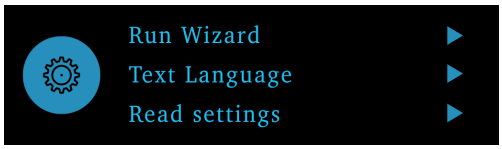

Follow the Set-Up instructions

To **re-set** all of the settings on the pen

6

Tips and Tricks for You to Scan

- The pen reads best when you hold it at an angle.
- Make sure the light comes on. Keep pushing down gently as you scan the words.
- You can save the battery by setting up the auto-shutdown to turn off after 5 minutes.
- You can choose Right or Left Handed in Settings.
  - The pen can scan from right to left and left to right.

- Text Reader: Choose this setting to make the pen play the words that you have scanned.
- The pen can scan and read three different languages.
  - Settings: Menu: Menu language: English, French, Spanish
  - Settings: Text Language: English, French, Spanish
- Definitions: This setting will give you the dictionary definition of a word.
  - OPD stands for Oxford Primary Dictionary. This gives basic definitions of words (primary). Collins will give more complex definitions (recommended).

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LET'S GO!

Scan … Listen …. Understand

Let's go scanning!

Take the pen out of the box and turn it on. Follow the How to Use the Pen for the C-Pen Reader 2™ on Pages 8 and 9 of this guide or watch our Best Set-Up video.

Let's find out what size text can be scanned:

7 The quick fox is brown

10 The quick fox is brown

14 The quick fox is brown

18 The quick fox is brown

24 The quick fox is brown

Top Tips:

- Make sure the light stays on for the entire scan. Lifting up makes the camera stop.
- Start your scan before the first word and lift off at the very end.
- Going slow? You can scan quicker and adjust at your own pace.
- Make sure you have the pen set for the correct hand use.

Most fonts can be scanned. Here are some examples:

Arial	Choose the best word to complete the sentences below.
Calibri	Use your dictionary to find the definition of each word.
Courier	Repeat each word aloud.
Computer Modern	Let's look at your history of dictionary searches.
Helvetica	Read each of these statements.
Verdana	Explore the differences in word definitions.
Comic Sans	Read and record yourself reading the passage.

TIPS:

- Fonts that are 'art house' or illustrated are not recognized by the pen.
- Handwriting or text from reflective surfaces like computer screens will not scan.
- Poorly reproduced text and text with a low-level of contrast will not scan correctly.

FAQS

Q: Why won't the pen scan properly?

- Make sure the pen is scanning at the correct angle.
- Right-Handed or Left-Handed? The correct hand mode setting is important.
- Go to Menu settings and run the wizard to get a good basic set-up.
- The camera can only see one line of text at a time. Is the text too close together?

Q: How do I charge and maintain the pen?

- Avoid letting the battery die - charge with the mini-USB cable.
  - The pens have a very long shelf life if charged regularly.
  - Charge to at least 50% for long-term storage.

Q: The pen is not working. What do I do?

- Charge the pen using the provided USB cable.
- Complete a HARD reset by pressing the reset button at the back of the pen.
- Is the automatic shut down time too short? You can change this in the settings.
- A short automatic shut down time helps to preserve battery life.

Q: Why provide a pen rather than a human reader?

- Keeps the user focused on learning without distraction.
- Breaks the cycle of needing human support.
- Fosters independent learning skills.
- Provides support when needed.

Q: Is the pen just for dyslexia?

- No! It can have a positive impact on social-emotional learning outcomes, such as fostering independence and boosting self-esteem.
- Students can listen back to a consistent voice as many times as they need.
- English Language Learners can build vocabulary and word knowledge quickly and independently.

Q: Is it a crutch or a tool?

- Many students require special accommodations or additional support to access grade level content. Whether a student has an individualized education program (IEP) or needs general help, the pen is designed to support access.
- The pen is a user-friendly resource to include in any toolkit because it will address a variety of needs and goals from providing a pathway to grade level content, boosting student engagement, remediation, and/or intervention support.

TRIAL OVERVIEW

INDEPENDENCE | ENGAGEMENT | CONFIDENCE | STAMINA

STEP 1

EXPLAIN THE PROCESS TO STAFF AND FAMILIES

Support and training will be provided to get you started by your Scanning Pens Representative. Be sure to schedule your **FREE** training! Below is a sample email for staff. A letter for parents/guardians can be found on the following page.

***SAMPLE EMAIL FOR STAFF:**

Our school will participate in a 30 day trial of the C-Pen Reader 2™ for text-to-speech support.

Please encourage students to use the C-Pen Reader 2™ if they are striving readers, English Language Learners, or students with IEPs and 504s.

We expect students to build confidence and independence with print-based reading activities. Students can use the C-Pen Reader 2™ in all subjects.

You may want to document data on the following during the trial:

* Vocabulary Development
* Comprehension
* Reading Fluency
* Time on Task
* Confidence
* Levels of Anxiety
* Frequency of Time

STEP 2

USE PENS WIDELY DURING THE TRIAL

- ✓ Encourage students to work collaboratively and share strategies for using the C-Pen Reader 2™.
- ✓ Ask students to use the C-Pen Reader 2™ across content and classrooms.
- ✓ Ask students to reflect on times when the C-Pen Reader 2™ helped them stay on task.
- ✓ Allow students to use the C-Pen Reader 2™ at home to level the playing field for homework completion.
- ✓ During the trial, ask students to complete the Student Reflection Sheet to gather feedback.
- ✓ Gather feedback and qualitative data from students, teachers, and parents.

STEP 3

REFLECT AND DISCUSS

- ✓ Gather feedback and data from students, teachers, and/or parents during the trial. Analyze the results.
- ✓ Purchase your pens!

SAMPLE LETTER

Use this letter to communicate with Parents/Guardians about the benefits of using the pen both at school and at home.

Dear Parent/Guardian,

We use many tools at school to help support learning. Your child will be participating in a trial with Scanning Pens.

The scanning pen is a portable text-to-speech device that can be used at school and at home. The pen can help when reading sentences or difficult words in printed text. It can read, translate, provide definitions of words, and more!

Your child will receive training and support using the scanning pen while at school. At home, please encourage use of the scanning pen with homework, math word problems, definitions of unknown words, or anything you feel will support reading.

We hope this trial provides a tool that fosters your child's engagement, confidence, and independence with reading related tasks.

Please contact your child's teacher if you have questions. You can learn more about Scanning Pens by visiting this website: **www.scanningpens.com**

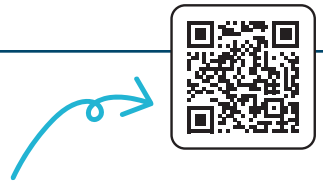
Sincerely,

_____

WEEK 0: PREP WORK

- [ ] Read this guide. Then follow links to the free resources, webinars, and testimonials at www.scanningpens.com.
- [ ] Who will trial the pens? Identify several students to use the pen including students with reading disabilities, low vision, ADHD, poor decoding, fluency, comprehension, or English Language Learners.
- [ ] Collect baseline data on the students who will be using the pens with our Student Reflection Sheet.
- [ ] Plan your free training for Week 1 by contacting your Scanning Pens Representative.

WEEK 1: GET THE PENS



- [ ] Unbox the pens and charge them. Then reference and follow the Best Set-Up video.
- [ ] Explore the functions and investigate the settings of the pen. Practice scanning.
- [ ] Take your free training session.
- [ ] If you're using the pens across settings, train all staff. Utilize the email template on page 12.

WEEK 2: STUDENTS USE

- [ ] Provide students with basic training.
- [ ] Give them tips and tricks.
- [ ] Encourage use of the pens.

WEEK 3: USE AND COLLECT DATA

- [ ] Continue to use the pens. Have the following dialogue with students and teachers:

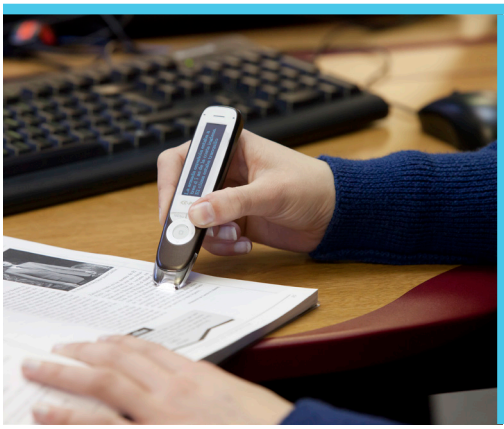
Have students reflect on the subjects or skills that they identified as needing improvement. Has anything changed? Here are some discussion points:

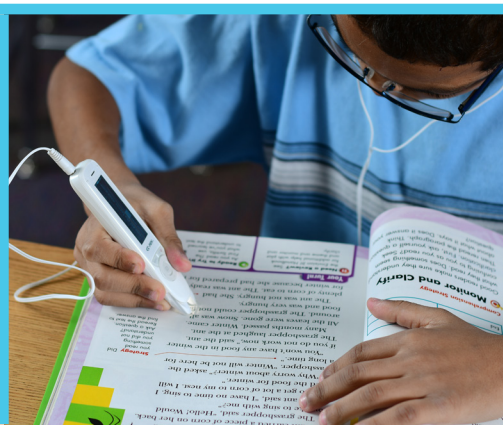
- What subjects are you using the pen in?
- Are there any barriers or problems that you are experiencing?
- Are you reading for pleasure? Is there a book you would like to read?
- Is the pen helping you to become more independent as a learner? How?

Here are some discussion points for teachers:
- Has there been a difference in learning engagement when the pen is in use?
- Has this saved you time while teaching?
- What impacts have you seen?

WEEK 4: DECISION MAKING

- [ ] Have students complete the Student Reflection Sheet.
- [ ] Collect all data and analyze. Discuss feedback and data with school personnel.
- [ ] Place your order! Expect a call from a Scanning Pens Representative around day 25.





PLEASE PHOTOCOPY

Student Name: _____ **Date:** _____

STUDENT REFLECTION SHEET

Complete this survey with your students in Week 0 and Week 4 of your Scanning Pens trial. Use the results in your decision making process.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Level 1	Level 2	Level 3	Level 4	Level 5

Q1.	**I enjoy reading for fun.**					
WEEK 0	Before using a pen					
WEEK 4	After					
Q2.	**I am a confident reader.**					
WEEK 0	Before using a pen					
WEEK 4	After					
Q3.	**I can read the same things as my peers.**					
WEEK 0	Before using a pen					
WEEK 4	After					
Q4.	**I don't feel anxious about reading.**					
WEEK 0	Before using a pen					
WEEK 4	After					
Q5.	**I get the support that I need for reading.**					
WEEK 0	Before using a pen					
WEEK 4	After					
Q6.	**I find looking up words easy.**					
WEEK 0	Before using a pen					
WEEK 4	After					
Q7.	**I read to learn new things.**					
WEEK 0	Before using a pen					
WEEK 4	After					

PLEASE PHOTOCOPY

Student Name: _____ **Date:** _____

STUDENT REFLECTION SHEET

Complete this survey with students in Week 0 and Week 4 of your Scanning Pens trial. Use the results in your decision making process.

1	2	3	4	5
Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

Q1.	**I understand what words mean.**	**1**	**2**	**3**	**4**	**5**
WEEK 0	Before using a pen					
WEEK 4	After					
Q2.	**I understand what I read.**	**1**	**2**	**3**	**4**	**5**
WEEK 0	Before using a pen					
WEEK 4	After					
Q3.	**I can complete my work without asking for help.**	**1**	**2**	**3**	**4**	**5**
WEEK 0	Before using a pen					
WEEK 4	After					
Q4.	**It is easy for me to read.**	**1**	**2**	**3**	**4**	**5**
WEEK 0	Before using a pen					
WEEK 4	After					
Q5.	**I feel confident when reading.**	**1**	**2**	**3**	**4**	**5**
WEEK 0	Before using a pen					
WEEK 4	After					
Q6.	**I can finish my work on time.**	**1**	**2**	**3**	**4**	**5**
WEEK 0	Before using a pen					
WEEK 4	After					
Q7.	**I am easily distracted when reading.**	**1**	**2**	**3**	**4**	**5**
WEEK 0	Before using a pen					
WEEK 4	After					

There are many assistive technology tools for supporting reading success. Having strategies and tools to add to your toolbox is an important part of differentiation and Universal Design for Learning (UDL).

Research shows that students need time to experiment and try new tools. Train multiple students to use the C-Pen Reader 2™. They can collaborate and support one another during the trial.

AGREE ON A SIGNAL

Use a cue that only you and the student(s) know, like tapping the outside of your eye or pulling your ear. This can be a subtle reminder that the upcoming activity would be a good time to use the scanning pen.

CONSISTENCY IS KEY

Using scanning pens consistently may allow students with dyslexia, anxiety, poor reading skills, or English Language Learners to participate in ways they haven't before, such as class discussions, comprehension questions, or vocabulary meanings.

CREATE SUPPORT

Remind the class that we come to school with a variety of strengths and challenges. We try to use the right tool for the job whether it is scissors, a highlighter, headphones, a Chromebook, or a scanning pen.

PRAISE EFFORTS

Be sure to praise students who are showing improvement because of the C-Pen Reader 2™. Celebrate the many ways that the C-Pen Reader 2™ helps them attend, learn, discuss, read, respond, and grow. School can be challenging for a striving reader. Let them know that you are proud of their accomplishments.

ENCOURAGE A VARIETY OF ASSISTIVE TECHNOLOGY

Providing options in a toolbox approach can empower striving learners to create their own independent learning experience. UDL is supported with tools that allow for Engagement, Representation, and Expression.

(https://udlguidelines.cast.org/)

SHOW WHAT YOU KNOW

Scanning Pens allow for stored voice recordings so a student can provide answers orally in cases where writing may be difficult. The teacher can play recordings later.

WEBINARS AND VIDEOS

Quick videos are available to help you learn more about the pen's features and how it can support your students.

QUALITY CONTENT

Webinars address best practices and implementation strategies for integrating scanning pen technology into the classroom and at home.

GO TO – www.scanningpens.com/Webinars-Support-SPUS.html

For past webinars check out our playlist here:

TESTIMONIALS

www.readerpen.com
www.examreader.com

OTHER USEFUL INFORMATION

Use these links to find your local state organizations:

https://www.understood.org/en/articles/welcome-to-understood-for-educators

www.dyslexiaida.org

FUNDING SOURCES

For our full list of funding resources scan here:

Socialize with Us!