



## InDesign Template Print-to-Digital Best Practices Guide for Digital Export

**The following is a guide of best practices for how to best set up InDesign templates to make XML digital export from the new engine more successful.**





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## Clearing the Pasteboard

Remove any text frames and/or linked images from the pasteboard. Otherwise they risk being exported and causing confusion as this would not be wanted content for the digital application.

## Consistent Style Sheet Name Application

Apply Paragraph and Character style sheets names consistently in order for the content to be treated as a unique element on the digital side.

**Note:** In order for content to be easily assessed and understood across the Composition team and Development team, we recommend assigning unique name(s) to pieces of content. Even though the Composition team might not know the app's final design, they can prepare content for the Development team by naming content into sections and subsections by applying unique names to element labels, paragraphs, and character styles. This approach will also help with creating XML Rules for future templates.

## Bold and Italic

The production team can determine unique style names to describe what is intended for the content; bold and italic styling doesn't need to be named "bold" or "italic." Just apply proper styles to this content; the engine will translate those in the export.

**Note on Block quotes:** In past templates, block quotes were used. If it is ever used again, assigning a unique paragraph/character style name, "Blockquote," to this content will work.



## Overrides

The engine captures local overrides. If local overrides are applied to content in the templates, a Compositor's Best practice should be to get them fixed before running the engine. Still, the engine captures all overrides at the corresponding element tags.



## Sidebar Content

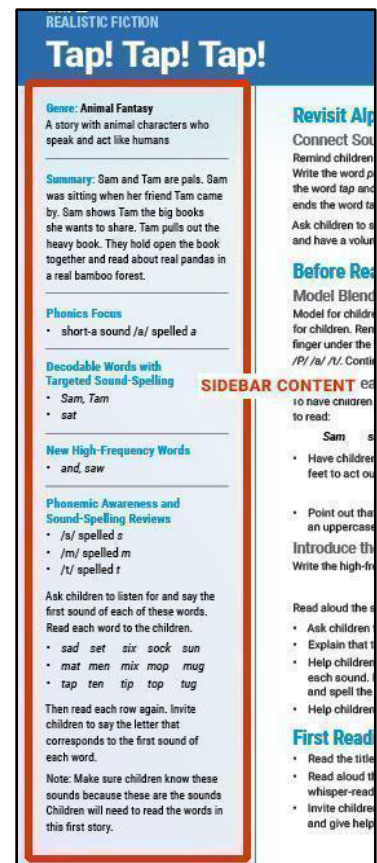
Sidebar content, like in the example (from Short Reads Decodable TG Lesson Template), is not used in all of the templates. The styles applied to the heads in sidebar content separates it for the engine into sections. The number of sections is not limited to the number of sections you see in the example. Therefore, sections in sidebar content will vary, and style sheets should be flexible to allow the number of sections needed. We call this

### Generic styling.

**Generic styling** is styling sections with a more boilerplate naming convention. The sections in the sidebar content (for example, the headers in blue) are not bound to the name of the style sheet. Generic styling provides a more universal way of separating content for the engine:

Example: "Sidebar- B-Hed"

**Customized styling** can also be applied to sidebar content if the sections of content do not change and remain in the same order.





Examples: “Sidebar- Genre-Hed” and “Sidebar- Phonics-Focus-Hed”

**Note:** This requires stricter validation for the engine and will validate only if these sections do not change and remain in the same order.

These two kinds of styling work for the engine. The engine can handle both.

We are including both options for future projects in case a **Customized** Styling vs. a **Generic** styling is needed.

A recap of the Styling recommended:

1. **Generic Styling** - the style applied for each blue sidebar header should all be the same, being consistent with the use of the paragraph style as it is now in the current templates. This approach allows for creating a single rule that can capture an arbitrary amount of sections.
2. **Customized Styling** - the style for each blue sidebar header should be unique (for example, Sidebar-Generic-Hed, Sidebar-Phonic-Hed, etc.) This approach allows for creating a single rule when there is a definitive need to target a specific section.

**Generic Styling** is the best-recommended approach for creating styles for the engine.

**Note:** There might be cases when sections of content are unique enough that might require customized paragraph style sheet names.

## Teacher Script

Teacher scripts are styled “italic.” If the design treatment of teacher scripts needs to be changed into a more customized look, then a unique character style name must be given in order for the Dev team to know that it requires a different treatment. For example, if the new design treatment requires the color to change to purple, then the unique name should be “**Teacher Script**” to reflect the Teacher Script content.



## Avoiding Paragraph Returns and Applying Soft Returns

Avoid applying a paragraph return to a sentence in a paragraph. When you apply a paragraph return, the content that follows after the paragraph return splits into a new tag. Applying a soft return keeps the content together in one tag, which is correct. See below examples for reference. **Correct:** Applying a soft return to a sentence in a paragraph keeps content together in one tag. **Incorrect:** Applying a paragraph return to a sentence in a paragraph splits the content into two separate tags.

### CORRECT

Text Set 12: Cooking Science

Soft Return keeps content in one tag

## Whole- and Small-Group Instruction Options

The following steps offer specific instruction you may use if you are guiding children through this text set in whole- or small-group instruction.

Soft Return keeps content in one tag

```

636 <instructional-options-text _type="text" _seq-type="section" _section-title="Instructional Options"
637 _section-sequence="2" _section-content-sequence="2" _group="section 3 instructional options">
638 <text justification="center_align" list="no_list">
638 <range style="(None)" leading-ws="false" trailing-ws="false">The following steps offer specific
        instruction you may use if you are guiding children through this text set in whole- or small-group
        instruction.</range>
639 </text>
640 </instructional-options-text>
                    
```

### INCORRECT

Text Set 12: Cooking Science

Paragraph Return splits content into two separate tags

## Whole- and Small-Group Instruction Options

The following steps offer specific instruction you may use if you are guiding children through this text set in whole- or small-group instruction.

Paragraph Return splits content into two separate tags

```

635 </instructional-options-title>
636 <instructional-options-text _type="text" _seq-type="section" _section-title="Instructional Options"
637 _section-sequence="2" _section-content-sequence="2" _group="section 3 instructional options">
638 <text justification="center_align" list="no_list">
638 <range style="(None)" leading-ws="false" trailing-ws="true">The following steps offer specific
        instruction you may use if you are guiding children through</range>
639 </text>
640 </instructional-options-text>
641 <instructional-options-text _type="text" _seq-type="section" _section-title="Instructional Options"
642 _section-sequence="2" _section-content-sequence="2" _group="section 3 instructional options">
643 <text justification="center_align" list="no_list">
643 <range style="(None)" leading-ws="false" trailing-ws="false">this text set in whole- or small-group
        instruction.</range>
644 </text>
645 </instructional-options-text>
                    
```



## Ordered/Numbered Lists and Checklists

List items should only be created with paragraph style sheets. If a List type (Ordered, Numbered, or Checklists) is styled differently, a unique paragraph and character style name(s) needs to be applied. While we didn't find any examples of this in the Ready for Reading templates, it is a good practice to keep in mind in the future to do so.

Here are some examples:

- Items that have **special icons** instead of bullets or numbers
  - Past File Example

### BL\_TG\_G1U1\_W03D2\_090-095

Children may draw or write their answers.

- ① Antonio  
Antonio is one of Mamá's sons. He is the storyteller. Every day he has to go to find one person and asks him or her to come to eat.
- ② The kitchen  
The kitchen is where the family eats their 2:00 meal.
- ③ Mamá comes home from the hospital with little Rosa. Everyone sits down, and they eat together. Mamá is very happy.

- Current Test File Example

### TEST\_Short Reads Decodable\_TG\_Lesson\_Template\_ATOMIC\_BestPract

she wants to share. Tam pulls out the heavy book. They hold open the book together and read about real pandas in a real bamboo forest.

**Phonics Focus**

- short a sound /a/ spelled a

**Decodable Words with Targeted Sound-Spelling**

- ① Sam, Tam, Sam, Tam, Sam, Tam, Sam, Tam
- ② Sam, Tam, Sam, Tam, Sam, Tam, Sam, Tam

### XML Results

```

</ranges>
</paragraph>
<paragraph justification="left_align" list="bullet_list">
  <content style="Sidebar Bullet" leading-ws="false" trailing-ws="true">Sam, Tam</content>
  <ranges>
    <range style="Italic" font-family="Roboto Condensed" font-name="Italic" font-size="10" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Sam, Tam</range>
  </ranges>
</paragraph>
    
```

- Items with **hanging indents**, with or without n-dashes
  - Past File Example

### BL\_TG\_G1U1\_W03D2\_090-095





Teach

After you reread the book, ask questions to help children describe the characters and events in the story. Children can first answer questions with a partner and then share out.

- Who are the characters in this story? Describe the characters using key details.
  - The characters in the story are members of the family: Mamá, Papá, Granny, Grandpa, Salvador, Alicia, and Antonio (the narrator)
- Where does the story take place? Describe the setting using key details.
  - The story takes place in the family's house.
- What major events happened in this story? Describe the major events using key details.
  - Every day, Mamá calls the family to have dinner.
    - On Monday, Papá is too busy to eat, so they eat without him.
    - On Tuesday, Alicia is too busy to eat, so they eat without her.
    - On Wednesday, Salvador is too busy to eat, so they eat without him.
    - On Thursday, Granny is too busy to eat, so they eat without her.
    - On Friday, Grandpa is too busy to eat, so they eat without him.
    - On Saturday, Mamá goes to the hospital to have a baby, so they eat without her.
    - By the next Sunday, Mamá is home with baby Rosa. The whole family eats together.

o Current Test File Example

TEST\_Short Reads Decodable\_TG\_Lesson\_Template\_ATOMIC\_BestPract

by. Sam shows Tam the big books she wants to share. Tam pulls out the heavy book. They hold open the book together and read about real pandas in a real bamboo forest.

**Phonics Focus**

- short-a sound /a/ spelled a

**Decodable Words with Targeted Sound-Spelling**

- Sam, Tam, Sam, Tam, Sam, Tam
- Sam, Tam, Sam, Tam, Sam, Tam
- Sam, Tam

XML Results

```

</paragraph>
<paragraph justification="left_align" list="bullet_list">
  <content style="Sidebar Bullet Red&#xD;" leading-ws="false" trailing-ws="true">short-a sound /a/ spelled a</content>
  <ranges>
    <range style="None" font-family="Roboto Condensed" font-name="Regular" font-size="10" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">short-a sound /a/ spelled</range>
    <range style="Italic" font-family="Roboto Condensed" font-name="Italic" font-size="10" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">a</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Sidebar C Hed" leading-ws="false" trailing-ws="true">Decodable Words with Targeted Sound-Spelling</content>
  <ranges>
    <range style="None" font-family="Roboto Condensed" font-name="Bold" font-size="10.5" color="c100m20y0k0" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Decodable Words with Targeted Sound-Spelling</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Sidebar Bullet Dash indent" leading-ws="true" trailing-ws="true">Sam, Tam, Sam, Tam, Sam, Tam, Sam, Tam</content>
  <ranges>

```

- Items that have a specific color that needs to translate into digital

o Past File Example

EC3-5\_TG\_Eng\_Lang\_T2W02\_028-037



**In this lesson, you will:**

- Use Circle Time to share the comprehension skill Make a Prediction and introduce vocabulary (sketches, starring).
- Begin Story Time by revisiting the book and asking, What does the boy think about the wall in the beginning of the story?
- Read interactively for deeper comprehension.
- Check understanding and differentiate as needed.
- Share the daily writing option.

**3s**  
SUPPORT

**4s**  
TYPICALLY DEVELOPING

**5s**  
CHALLENGE

TC\_Bullet Directions (Body)

- [Basic Paragraph]
- > Header/Footer
- > Head
- > Body
  - TC\_Learning Goal body
  - TC\_Essential Question
  - TC\_Bullet Directions**
  - TC\_Ind Center\_Teacher Talk
  - TC\_Ind Center\_Teacher direction
  - Normal
  - Body Bullet
  - TC\_Skills Focus\_Body
- > Boxes
  - Copyright text

o Current Test File Example

**TEST\_Short Reads Decodable\_TG\_Lesson\_Template\_ATOMIC\_BestPract**

by. Sam shows Tam the big books she wants to share. Tam pulls out the heavy book. They hold open the book together and read about real pandas in a real bamboo forest.

---

**Phonics Focus**

- short-a sound /a/ spelled a

---

**Decodable Words with Targeted Sound-Spelling**

- 1 Sam, Tam, Sam, Tam, Sam, Tam, Sam, Tam
- 2 Sam, Tam, Sam, Tam, Sam, Tam, Sam, Tam
- sat

Copyright.Symbol.©

- Paragraph Styles
- (No Styles)
- Lozenge
- > Box
- > Front Matter
- > Intro
- > Parent Pages
- > Sidebar
  - Sidebar A hed
  - Sidebar B Hed
  - Sidebar C Hed
  - Sidebar Body Text
  - Sidebar Body Text Rule Below
  - Sidebar Body Text Rule Below No Space Before
  - Sidebar Bullet
  - Sidebar Bullet Dash Indent**
  - Sidebar Bullet Last
  - Sidebar Bullet Last Rule Below
  - Sidebar Bullet Red**
  - Sidebar A Hed

Division: U+00F7

**XML Results**

```

</paragraph>
<paragraph justification="left_align" list="bullet_list">
  <content style="Sidebar Bullet Red&#xD;" leading-ws="false" trailing-ws="true">short-a sound /a/ spelled a/</content>
  <ranges>
    <range style="[None]" font-family="Roboto Condensed" font-name="Regular" font-size="10" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">short-a sound /a/ spelled</range>
    <range style="Italic" font-family="Roboto Condensed" font-name="Italic" font-size="10" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">a</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Sidebar C Hed" leading-ws="false" trailing-ws="true">Decodable Words with Targeted Sound-Spelling</content>
  <ranges>
    <range style="[None]" font-family="Roboto Condensed" font-name="Bold" font-size="10.5" color="c100n20y0k0" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Decodable Words with Targeted Sound-Spelling</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Sidebar Bullet Dash indent" leading-ws="true" trailing-ws="true">Sam, Tam, Sam, Tam, Sam, Tam, Sam, Tam</content>
  <ranges>

```

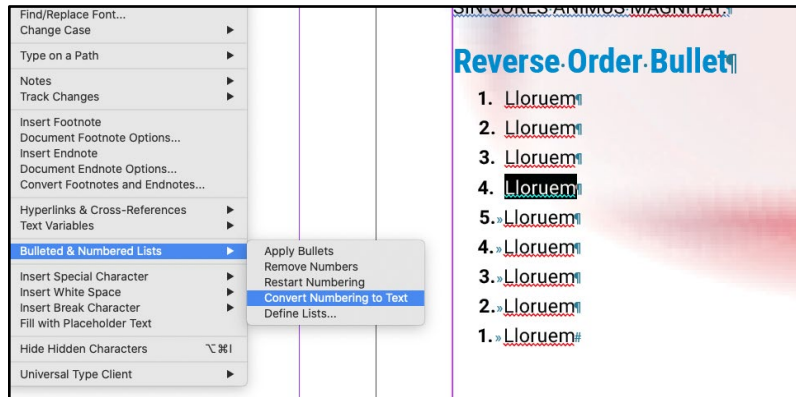
● **Reverse number order**

The number in the bullet list gets converted as text. The number is no longer embedded in the paragraph style sheet.



○ Current Test File Example

TEST\_Short Reads Decodable\_TG\_Lesson\_Template\_ATOMIC\_BestPract



XML Results

```

<paragraph justification="left_align" list="numbered_list">
  <content style="Numbered List Rever Order BEST PRACT" leading-ws="false" trailing-ws="true">Lloruem</content>
  <ranges>
    <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Lloruem</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="numbered_list">
  <content style="Numbered List Rever Order BEST PRACT" leading-ws="false" trailing-ws="true">Lloruem</content>
  <ranges>
    <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Lloruem</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Numbered List Rever Order BEST PRACT" leading-ws="false" trailing-ws="true">5. Lloruem</content>
  <ranges>
    <range style="Bold" font-family="Roboto" font-name="Bold" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false">5.</range>
    <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Lloruem</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Numbered List Rever Order BEST PRACT" leading-ws="false" trailing-ws="true">4. Lloruem</content>
  <ranges>
    <range style="Bold" font-family="Roboto" font-name="Bold" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false">4.</range>
    <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Lloruem</range>
  </ranges>

```

Outlined (or Circled) Text for Emphasis in Instruction

Assign unique paragraph/character style name(s) to this content consistently in order for the content to be treated as a unique element on the digital side.

Icons

Graphic symbols that can serve as decorative art or serve as a function for a program. Icons are created in multiple ways. Below are a few examples found in the templates.

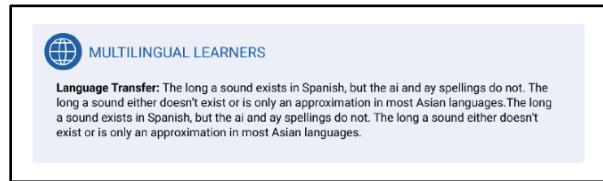
Embedded icons with external image links that need to appear in line with the text in the App are images that get extracted like all other images.



- 1) In the box unit below, both print and digital contain the icon art. The source file contains no distinguishing style sheets to indicate "Multilingual Learners."

Best Practice:

- o This content will need a unique style applied to the header content or an element label to the text box so that it can be associated with an icon on the Dev/App end.



**Note:** A test was made in Wiley Blevins-Word Study Card\_template against the engine, and the icon (currently not set as an inline graphic) "WB\_icon\_multilingual.ai" in sidebar content step 2 section 2, does appear in the transformation XML inline with the sidebar content following.

**Indesign Test file**

```

<name>WB_icon_multilingual.ai</name>
<path>Macintosh HD:Volumes:ActiveProducts:Product:Curriculum:Wiley Blevins Teaching Phonics K-3:C2IPRI4:Wiley Blevins Teaching Phonics K-3 Phonics Lessons:Art:WB_icon_multilingual.ai</path>
<type>Adobe Portable Document Format (PDF)</type>
</item>
<item type="textframe" master="false" label="Sidebar Step 2 - Section 2 - Multilingual Learners">
<id>2312</id>
<layer_id>317</layer_id>
<bounds x1="25.6646083333333" y1="19.9614482455727" x2="45.0179416666667" y2="34.8659664747394"/>
<textframe fill="PANTONE 361 C" stroke-type="Solid" stroke-weight="0.5" corner-tl-radius="0" corner-tl-option="NONE" corner-tr-radius="0" corner-tr-option="NONE" corner-bl-radius="0" corner-bl-option="NONE" corner-br-radius="0" corner-br-option="NONE" opacity="100" top-marker="step2-sidebar-multilingual-learners" type="container">
<paragraph justification="left_align" list="no_list" tg-section="step2-sidebar-multilingual-learners-text" _type="text" _section="step2-sidebar-multilingual-learners">
<content style="Box A Hed" leading-ws="false" trailing-ws="true">@xeff-Multilingual Learners</content>
</paragraph>
<paragraph justification="left_align" list="no_list" tg-section="step2-sidebar-multilingual-learners-text" _type="text" _section="step2-sidebar-multilingual-learners">
<content style="Box Body Text" leading-ws="false" trailing-ws="false">Total Physical Response: You can support multilingual learners by having children physically act out blending. For a five-letter word, for example, have five children represent the letters in the word. Have each child say the sound their letter stands for. Then ask each child to extend their sound and move closer to the next child. Finally, when all children are standing close together, have them blend the entire word.</content>
</paragraph>

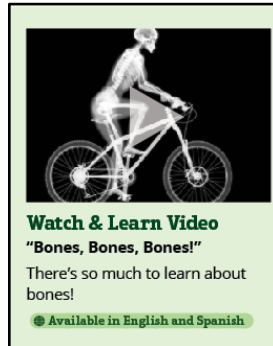
```



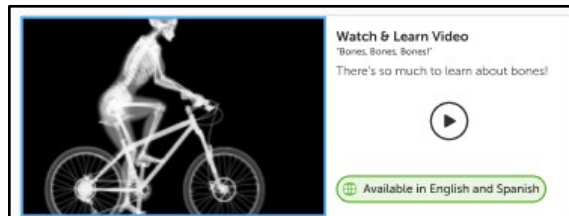
2) Lozenges that have icons in print will appear the same in digital:

**Read to Know TG Lesson Review**

- **Print** Icon below found in the Read to Know TG Review Lesson Template is a grouped object embedded in the paragraph.



- **Digital** Icon appearing on the App



**Best Practice**

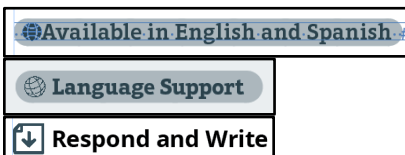
- This type of content needs a character style, “Lozenge” applied to it.

**Icons with external image links in the R4R provided templates**

**Wiley Blevins Lessons**



**Read to Know Lesson and Lesson Reviews**



**Example File**



<p><b>Connect to Reading</b></p> <p>Share the digital or print "Storybook: What Is Big?" (Workbook page XX). Help children read the book. Reinforce the letter name and sound for <i>Bb</i> when reading. Use the lesson planner on Program Guide page XX to guide children through a second reading of the book.</p>		<p><b>Content-Area Vocabulary</b></p> <p>There are no new content-area words in this text.</p> <p><b>Language Support</b></p> <p>Point out the word <i>stuck</i> in the title. Explain that this word has more than one meaning.</p> <ol style="list-style-type: none"> <li>1. It can be an action that involves a person or animal getting stuck somewhere. They cannot move or get out.</li> <li>2. Another meaning is to get stuck to something, such as a piece of corn getting stuck between your teeth.</li> <li>3. It can also tell about how a pointed object moved into something else, such as someone having stuck his or her finger into some cookie dough. (This is the past tense of <i>stick</i>.)</li> </ol> <p>Use actions and gestures to explain these meanings and point out that in this text, <i>Cat</i> getting stuck in a tree fits with the first meaning.</p>
<p><b>DIFFERENTIATION</b></p> <p><b>Front-load Content:</b> For children below grade-level expectations, have them listen to an audio recording of the book before the whole-group lesson or guide them through an echo-read. Discuss key ideas and vocabulary.</p>	<p><b>MULTILINGUAL LEARNERS</b></p> <p><b>Vocabulary Support:</b> During small-group time, introduce or reinforce the meanings of a few words from the book, such as: <i>big, bear, boat, bus, bug</i>. Use actions, pantomime, drawings, pictures, and simple definitions in both English and the child's home language (using a translation app, if needed).</p>	
<p><b>Write Letters and Spell Word</b></p> <p>Dictate the following sounds. Have children write the letters for the sounds: /b/, (b), /a/, (a), and another letter-sound you have taught. Continue by dictating this word: <i>big</i>. Display the letters and word and have children self-correct their answers.</p>	<p><b>DIFFERENTIATION</b></p> <p><b>Build in Review:</b> It is important that these activities be cumulative to monitor children's growth in recognizing letter-sounds and writing letters and simple words. Adjust the letters, sounds, and words used based on your phonics scope and sequence.</p>	

## Genre Exploration

Each Review text relates to a common Watch & Learn video that builds background and vocabulary genres. Review Book 2, *Cat Is Stuck*, is a fantasy. It tells a story using characters and events that could be life.

**English-Language Arts Focus:** Characteristics of genres

	<p><b>Watch &amp; Learn Video</b></p> <p><b>All Kinds of Books</b></p> <p>From fiction and nonfiction to comics and mysteries, discover all kinds of books!</p> <p>Available in English and Spanish</p>	<p><b>Review Book 2:</b></p> <p><b>Cat Is Stuck</b></p> <p><b>Fantasy</b> Cat is stuck in a tree! But Frog, Skunk, Chick, and Dog are on the way to help. Can they help her get down?</p> <p><b>Video focus on fiction:</b></p>
--	---	---

## After-Reading

**Discuss the Text.** Use the following questions to monitor comprehension and reinforce knowledge and vocabulary.

- *What is a skeleton? Why is it important?* **Key Ideas and Details/Content-Area Vocabulary**
- *Where is your spine? Why is it important?* **Key Ideas and Details**
- *What is one fact from this book you might like to share with a friend or family? Why?* **Retell/Reflect**

**Respond and Write.** Invite children to write and draw about key ideas from the text and to solve a riddle. **Informative/Explanatory**

**LANGUAGE VARIATION**

**Articulation Support:** When the letter *s* is added to a word ending in a consonant blend, such as *test* (*tests*), many speakers of African American English will drop the final sound. This is due to the phonological (pronunciation) rules of AAE that restrict final consonant blends. Therefore they will say *tes* or *tesses*. These students will need additional articulation support.

**CONNECTED TEXT**

**Extend the Reading:** To build fluency, have children read decodable text. For decodable book lesson guidance and recommended texts, see Program Guide page XX.

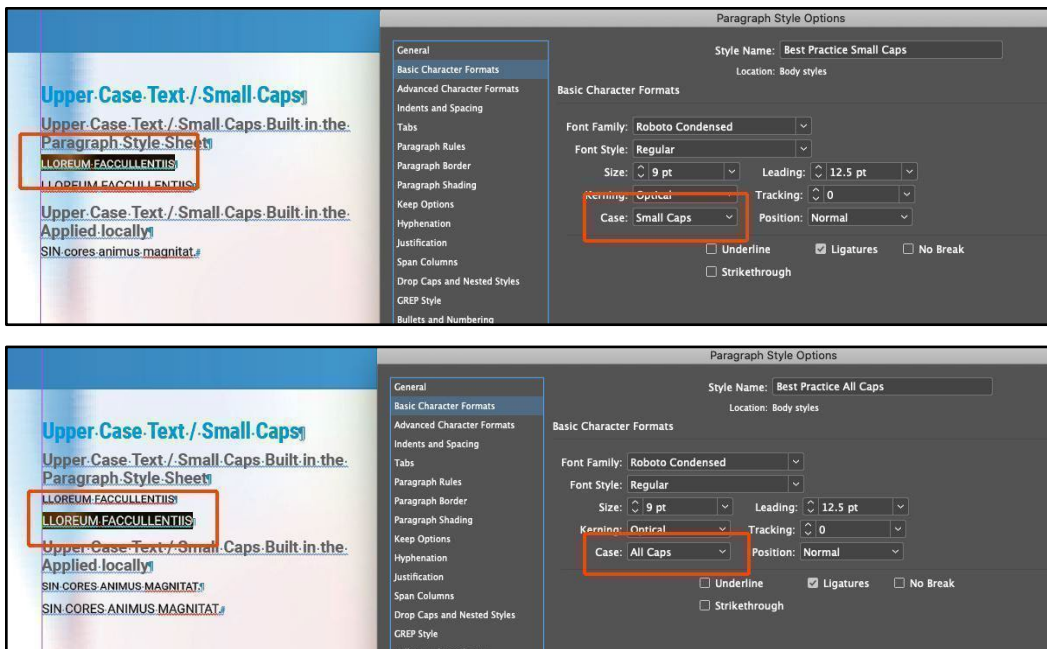


## Upper Case/Small Case Text

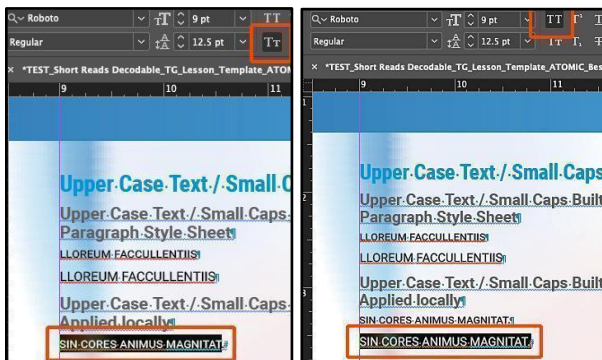
To ensure the correct font style rendering in digital for Upper Case and Small Case, the tool can/will read the All Caps/Small Caps **however** they are applied. Naturally, the best approach is setting the Case style in the paragraph style sheet.

To show how the engine works with “Cases,” we set two scenarios of how “Cases” are applied. The engine captures them differently:

### 1) Applying “Cases” in the Paragraph Style



### 2) Applying “Cases” using the Text Palette



## XML Results (Upper Case All Caps Text)



## 2 are successful but different results

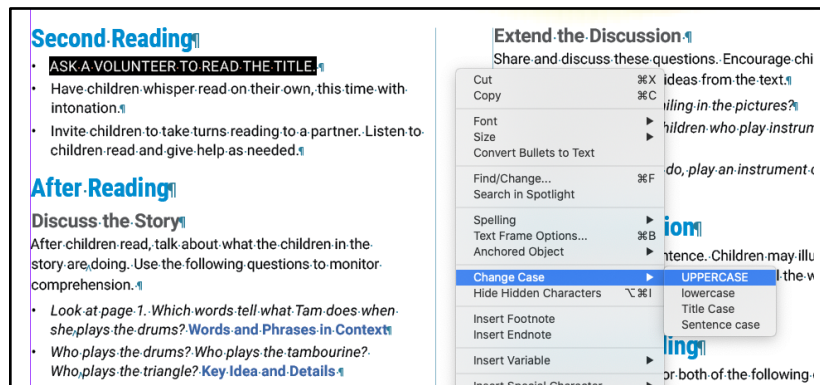
```
<content style="Body Text" leading-ws="false" trailing-ws="true">All Caps: Best Practice</content>
<range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization=
    NORMAL" leading-ws="false" trailing-ws="true">All Caps:</range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization=
    ALL_CAPS" leading-ws="false" trailing-ws="false">Best Practice</range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization=
    SMALL_CAPS" leading-ws="true" trailing-ws="true"/>
</range>
</paragraph>
<paragraph justification="left_align" list="no_list">
<content style="Body Text" leading-ws="false" trailing-ws="true">Superscript: Best Practice2</content>
</range>
```

```
<textframe>
<paragraph justification="left_align" list="no_list">
<content style="B Hed" leading-ws="false" trailing-ws="true">Upper Case Text / Small Caps</content>
<range>
  <range style="None" font-family="Roboto Condensed (TT)" font-name="Bold" font-size="16" color="c100n20y0k0" capitalization="NORMAL" leading-ws="false"
    trailing-ws="false">Upper Case Text / Small Caps</range>
  <range style="None" font-family="Roboto Condensed (TT)" font-name="Bold" font-size="16" color="c100n20y0k0" capitalization="NORMAL" leading-ws="true" trailing-ws=
    "true" condition="Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>
</range>
</paragraph>
<paragraph justification="left_align" list="no_list">
<content style="C Hed" leading-ws="false" trailing-ws="true">Upper Case Text / Small Caps Built in the Paragraph Style Sheet</content>
<range>
  <range style="None" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true" condition="
    Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>Upper Case Text / Small Caps Built in the Paragraph
    Style Sheet</range>
</range>
</paragraph>
<paragraph justification="left_align" list="no_list">
<content style="Best Practice Small Caps" leading-ws="false" trailing-ws="true">Llorem Faccullentiis</content>
<range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="SMALL_CAPS" leading-ws="false" trailing-ws="true"
    condition="Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>Llorem Faccullentiis</range>
</range>
</paragraph>
<paragraph justification="left_align" list="no_list">
<content style="Best Practice All Caps" leading-ws="false" trailing-ws="true">Llorem Faccullentiis</content>
<range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="ALL_CAPS" leading-ws="false" trailing-ws="false"
    condition="Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>Llorem Faccullentiis</range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="SMALL_CAPS" leading-ws="true" trailing-ws="true"
    condition="Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>
</range>
</paragraph>
<paragraph justification="left_align" list="no_list">
<content style="C Hed" leading-ws="false" trailing-ws="true">Upper Case Text / Small Caps Built in the Applied locally</content>
<range>
  <range style="None" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true" condition="
    Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>Upper Case Text / Small Caps Built in the Applied locally
</range>
</paragraph>
<paragraph justification="left_align" list="no_list">
<content style="Body Text" leading-ws="false" trailing-ws="true">Sin cores animus magnitat.</content>
<range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="SMALL_CAPS" leading-ws="false" trailing-ws="false"
    condition="Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>Sin cores animus magnitat</range>
  <range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true" condition=
    "Consonant Blends&#x3;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n"/>
</range>
</paragraph>
```

## 2) Selecting the desired text and changing the "Case"

### a) Select Text > Right click > Menu > Change Case

- Selecting text and changing the case will appear correctly in the range tag. **<range capitalization="ALL-CAPS">** tag to the content in the XML



## XML Results





```

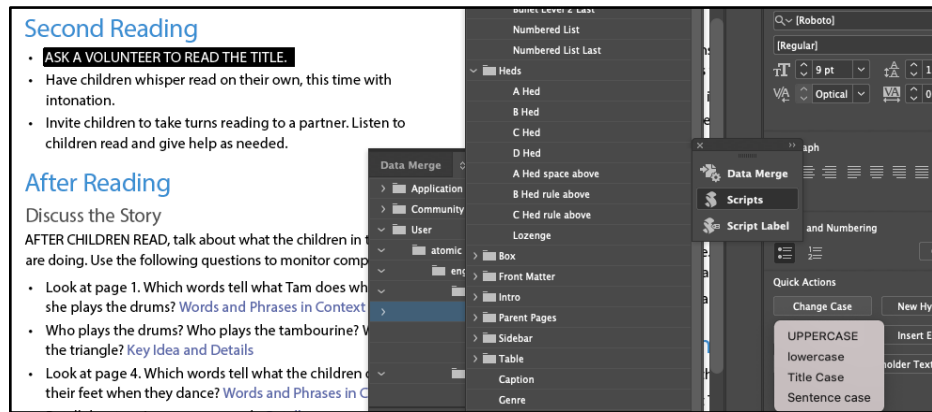
        capitalization="NORMAL" leading-ws="false" trailing-ws="true">Second Reading</range>
    </ranges>
</paragraph>
<paragraph justification="left_align" list="bullet_list">
<content style="Bullet" leading-ws="false" trailing-ws="true">ASK A VOLUNTEER TO READ THE TITLE.</content>
<ranges>
<range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="
NORMAL" leading-ws="false" trailing-ws="true">ASK A VOLUNTEER TO READ THE TITLE.</range>
</ranges>
</paragraph>
<paragraph justification="left_align" list="bullet_list">
<content style="Bullet" leading-ws="false" trailing-ws="true">Have children whisper read on their own, this ti
with intonation.</content>

```

b) Select Text > Properties Menu > Change Case

**Note:** This approach is NOT a Best Practice approach. The ideal approaches are the recommendations listed above.

- Selecting text and changing the case will NOT apply a **<range capitalization="ALL-CAPS">** tag to the content in the XML



**XML Results**

```

children in the story are doing. Use the following questions to monitor comprehension.</content>
<ranges>
<range style="None" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="
NORMAL" leading-ws="false" trailing-ws="true">AFTER CHILDREN READ, talk about what the children in the story
are doing. Use the following questions to monitor comprehension.</range>
</ranges>
</paragraph>

```

**Text Columns/Row Spacing & Layout**

This applies to situations where consistent whitespace between **words** and/or **sentences on a single line** are needed. (It does not apply to multiple lines intended to line up neatly into columns. The latter would be solved either with tabs or tables.)

There are two ways of applying whitespace throughout a single line of content:

- Customized Whitespace (present in the RTM Short Decodables template)
- Placing content in tables.



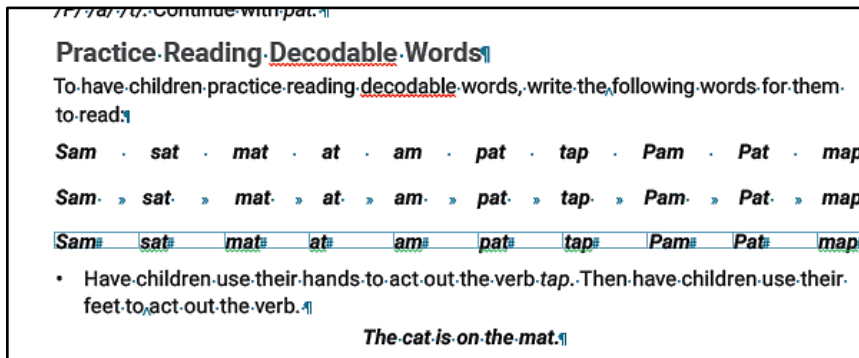
The following are examples of the InDesign layout and the XML Results

### Text Columns/Row Spacing & Layout Examples

- Customized Whitespace (present in the Short Decodable template)
- Replacing Whitespace with Unicode (adding a Unicode replacement based on the Unicode matrix provided. See **Special Characters** section)

Creating content as a table

### InDesign File



**Note:** The best practice approach is applying a unique paragraph style sheet like in the Short Reads Decodable Teacher Guide template

### XML Results for all Special Characters and Whitespaces

To match custom spacing in print for digital, in the digital matrix provided

[ACE-94 Special Characters](#), assigning a special character to say, six blank spaces is an approach.





In addition to assigning special characters to spacing, another recommended approach would be to apply a character style sheet such as "blank-space-2" or "blank-space-3" to any current space characters; the number added would be the number of spaces desired between the words.

## Fill in The Blanks/Write-on Lines (WOL)

Fill in the blanks and write-on lines are blank lines giving the reader the task to replace them with missing content. Currently, write-on lines are created with the character style "In-Line Graphic" (found in the Wiley Blevins Word Study Card Template.) The issue is that in some fonts in digital, multiple consecutive underscores may present as a white gap instead of a contiguous line; this depends on the font and can be different from print to digital.

As a recommended approach for the engine, fill-in-the-blanks and write-on lines should be consistently applied with unique character-style names. Decide on the different fill-in-the-blank lengths, for example, short, medium, long, and full width. Agreeing on a standard will help maintain consistency for rendering them in the application. There are two ways to apply fill-in-the-blanks and write-on lines:

- As Paragraph Styles and Character Styles

**Note:** Font families/typefaces are not being passed in the target XML because our application does not read them. Any special font added to that section of text would not appear.

### Write-on-Lines Using Paragraph styles and Character styles

Applying a unique paragraph style and/or a character style to a write-on-line (WOL) provides the Dev team an indicator that a write-on line is needed. It also gives markers when creating an XML Rule.

In the example below, the write-on lines styled with paragraph styles and character styles are given unique names. The paragraph style is Body (normal). The character style is where the



unique names are given. The WOL is created using the underline options and hitting the spacebar.

**Note:** WOL with an underline and hitting the spacebar (i.e., 20 spaces) will collapse to one space in the XML export (implicit rule).

**Best recommended approach:** 2 character style sheet for 2 WOLs.

- Character style sheet: **Write-On Line**
- Paragraph style sheet: **Write-On Line Full Width**

### Vocab Terms/Glossary Words/Key Words

If these become part of a glossary, it will be essential to know what these are so the export process can handle them. Because this type of content is at the character level, a unique character style name needs to get applied to this content. The engine will extract the style name.

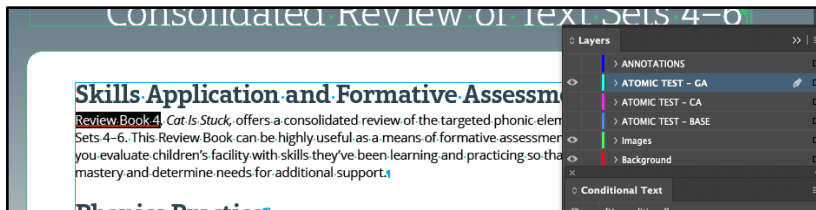
**Note:** The character style name given is under <range> in the XML data.

### Content for Different States

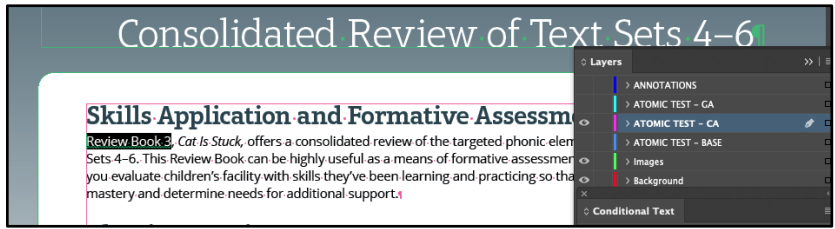
Content to be extracted for different states’ versions, like for California or Georgia, placed on separate layers. The engine is able to extract layers from InDesign and target the layer names. In the test case below, three layers were used, California, Georgia, and National (base layer). On each layer, content tested, “Review Book X”, was intentionally modified for the test.

InDesign File Example

#### TEST-Content-Different-States-ATOMIC



Georgia Layer (ATOMIC TEST - GA)



California Layer (ATOMIC TEST - CA)



Base Layer (ATOMIC TEST - BASE)

XML Results

```

1 <data>
2   <layers>
3     <layer visible="false">
4       <id>11469</id>
5       <name>ANNOTATIONS</name>
6     </layer>
7     <layer visible="false">
8       <id>15542</id>
9       <name>ATOMIC TEST - GA</name>
10    </layer>
11    <layer visible="false">
12      <id>15237</id>
13      <name>ATOMIC TEST - CA</name>
14    </layer>
15    <layer visible="true">
16      <id>345</id>
17      <name>ATOMIC TEST - BASE</name>
18    </layer>
19  </layers>

```

All Layers

```

</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Review
  Book 4, Cat Is Stuck, offers a consolidated review of the targeted phonic
  elements from Text Sets 4-6. This Review Book can be highly useful as a
  means of formative assessment as it can help you evaluate children's
  facility with skills they've been learning and practicing so that you can
  assess mastery and determine needs for additional support.</content>
  <ranges>
    <range style="[None]" font-family="Open Sans" font-name="Regular"
    font-size="9" color="Black" capitalization="NORMAL" leading-ws="false"
    trailing-ws="false" condition="ATOMIC TEST - GA">Review Book 4</range>
    <range style="[None]" font-family="Open Sans" font-name="Regular"
    font-size="9" color="Black" capitalization="NORMAL" leading-ws="false"
    trailing-ws="true"></range>
  </ranges>

```

Georgia Layer



```

</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Review
  Book 3, Cat Is Stuck, offers a consolidated review of the targeted phonic
  elements from Text Sets 4-6. This Review Book can be highly useful as a
  means of formative assessment as it can help you evaluate children's
  facility with skills they've been learning and practicing so that you can
  assess mastery and determine needs for additional support.</content>
  <ranges>
    <range style="[None]" font-family="Open Sans" font-name="Regular"
    font-size="9" color="Black" capitalization="NORMAL" leading-ws="false"
    trailing-ws="false" condition="ATOMIC TEST - CA">Review Book 3</range>
    <range style="[None]" font-family="Open Sans" font-name="Regular"
    font-size="9" color="Black" capitalization="NORMAL" leading-ws="false"
    trailing-ws="true"></range>
  </ranges>
</paragraph>

```

**California Layer**

```

corner-br-radius="0.9166666666666667" corner-br-option="ROUNDED_CORNER" opacity="
100">
  <paragraph justification="right_align" list="no_list" tg-marker="tab-right"
  _type="tab-item" _tab-title="LESSON">
    <content style="Header Right" leading-ws="false" trailing-ws="false">
    Review Book 2: Cat Is Stuck</content>
    <ranges>
      <range style="[None]" font-family="Aptifer Slab LT Pro" font-name="Bold"
      font-size="12" color="Paper" capitalization="NORMAL" leading-ws="false"
      trailing-ws="false">Review Book 2:</range>
      <range style="[None]" font-family="Aptifer Slab LT Pro" font-name="
      Regular" font-size="12" color="Paper" capitalization="NORMAL" leading-ws=

```

**Base Layer (National)**

### Threaded Text Boxes

InDesign text stories flowing to multiple boxes are “threaded” (linked). This approach in InDesign does not affect the engine. It can extract the content correctly and in the correct order. As a test case, we used the Read to Know TG Review Lesson, creating threaded text frames, and no issues were found.

**Side Note:** This has no bearing on content getting extracted, but as reference, in the XML Transformation, the engine gives markers when threaded content begins and ends.

### Credits

Assign a unique paragraph/character style named, “**Credits**” to this content in order for the content to be treated as a unique element on the digital side.

### Image “Display-Order”

The engine captures images but not in order. Compositors can add element labels to images so the digital app can know how they appear.



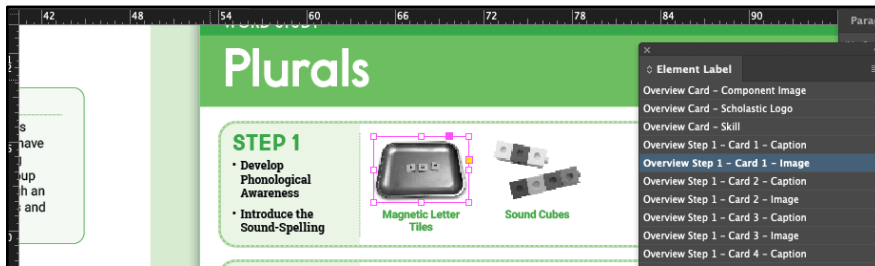
**Note:** Please follow the established naming convention to correctly name element labels.

However, if wireframe mapping for the digital app are available, you can name element labels to images in accordance to what the naming convention the Dev team will use for the digital app.

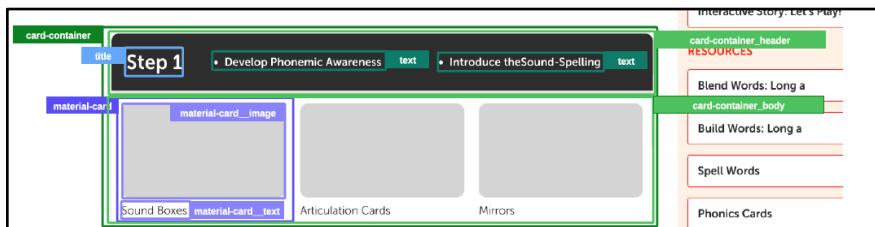
The Wiley Blevins Word Study Card template, **WBTPK3\_2023\_WSLC\_Plurals**, is a perfect example of this. In the InDesign file, the names of the element labels for the images in the Overview section were named to align with the naming convention the Dev team will use.

**InDesign File**

**WBTPK3\_2023\_WSLC\_Plurals**



**Wireframe Mapping - Wiley Blevins Overview Section**



**Special Characters**

Special Characters (glyphs) are non-alphanumeric characters that can be rendered on a standard, American-English keyboard. They are features (glyphs) used in everyday content. Examples: ® and ™. Soft returns and no break characters translate to a single space in the App. The XML converts these special characters to their encoded Unicode standard. A complete list of all the special characters within InDesign are below and provided in [ACE-94](#); the export processes will ensure the handling of all of these characters. However, the composition team



will need to update characters, not exporting as expected. Determine the best way to render these before transferring them to the App via a preview tool: [Unicode Converter](#)

## Special Characters Matrix

The Special Characters Matrix below is also available here: [Matrix \(Excel Sheet\)](#).

Name	Definition	Unicode	Symbol
<b>ARABIC_COMMA</b>	Inserts an Arabic comma.	U+060C	ﻭ
<b>ARABIC_KASHIDA</b>	Inserts an Arabic kashida.	U+0640	NA kashida inserted to stretch characters or to carry tashkil with no base letter also used with Adlam, Hanifi Rohingya, Mandaic, Manichaeen, Psalter Pahlavi, Sogdian, and Syriac
<b>ARABIC_QUESTION_MARK</b>	Inserts an Arabic question mark.	U+061F	؟
<b>ARABIC_SEMICOLON</b>	Inserts an Arabic semicolon.	U+061B	؛
<b>AUTO_PAGE_NUMBER</b>	Inserts an automatic page number.	NA (No Space)	NA (Hidden Character) Note: Hexa: 5341706E
<b>BULLET_CHARACTER</b>	Inserts a bullet character.	U+2022	•
<b>COLUMN_BREAK</b>	Inserts a column break.	NA (Single Space)	"NA (Hidden Character) Note: Hexa: 53436C42"





<b>COPYRIGHT_SYMBOL</b>	Inserts a copyright symbol.	U+00A9	©
<b>DEGREE_SYMBOL</b>	Inserts a degree symbol.	U+00B0	°
<b>DISCRETIONARY_HYPHEN</b>	Inserts a discretionary hyphen.	U+00AD	NA (Hidden Character) A discretionary hyphen is manually inserted where you, the user, want a word to break if and when that word appears at the end of a line. If the text reflows and the need for hyphenation is eliminated, the hyphen disappears.
<b>DISCRETIONARY_LINE_BREAK</b>	Inserts a discretionary line break.	U+200B	NA (Hidden Character) The difference between the two is that the former, the discretionary hyphen, breaks with a hyphen while a DLB just breaks, sans hyphen. DLBs are useful as occasional substitutes for manual line breaks or soft returns.
<b>DOTTED_CIRCLE</b>	Inserts a dotted circle.	U+25CC	⦿
<b>DOUBLE_LEFT_QUOTE</b>	Inserts a double left quote.	U+201C	“
<b>DOUBLE_RIGHT_QUOTE</b>	Inserts a double right quote.	U+201D	”
<b>DOUBLE_STRAIGHT_QUOTE</b>	Inserts a double straight quote.	U+201C	"



<b>ELLIPSIS_CHARACTER</b>	Inserts an ellipsis character.	U+2026	...
<b>EM_DASH</b>	Inserts an em dash.	U+2014	—
<b>EM_SPACE</b>	Inserts an em space.	U+2003	NA (Hidden Character)
<b>END_NESTED_STYLE</b>	Inserts an end nested style here character.	NA (No Space)	NA (Hidden Character)
<b>EN_DASH</b>	Inserts an en dash.	U+2014	—
<b>EN_SPACE</b>	Inserts an en space.	U+0020	NA (Hidden Character)
<b>EVEN_PAGE_BREAK</b>	Inserts a break to the next even page.	NA (No Space)	Hidden Character Asterisks are among the most common symbols used to indicate section breaks in a book.
<b>FIGURE_SPACE</b>	Inserts a figure space.	U+2007	NA (Hidden Character)
<b>FIXED_WIDTH_NONBREAKING_SPACE</b>	Inserts a fixed-width nonbreaking space.	U+00A0	NA (Hidden Character)
<b>FLUSH_SPACE</b>	Inserts a flush space.	NA (Single Space)	NA (Hidden Character)
<b>FOOTNOTE_SYMBOL</b>	Inserts a footnote symbol.	NA (No Space)	*, †, ‡, §,   , ¶



<b>FORCED_LINE_BREAK</b>	Inserts a forced line break.	U+000C	NA (Hidden Character)
<b>FRAME_BREAK</b>	Inserts a frame break.	NA (No Space)	NA (Hidden Character)
<b>HAIR_SPACE</b>	Inserts a hair space.	U+200A	NA (Hidden Character)
<b>HEBREW_GERESH</b>	Inserts a hebrew geresh.	U+05F3	'
<b>HEBREW_GERSHAYIM</b>	Inserts a hebrew gershayim.	U+05F4	"
<b>HEBREW_MAQAF</b>	Inserts a hebrew maqaf.	U+05Be	-
<b>HEBREW_SOF_PASUK</b>	Inserts a hebrew sof pasuk.	U+05C3	:
<b>INDENT_HERE_TAB</b>	Inserts an indent to the character.	NA (Single Space)	NA (Hidden Character)
<b>LEFT_TO_RIGHT_EMBEDDING</b>	Inserts a left to right embedding mark.	U+202A	NA (Hidden Character)
<b>LEFT_TO_RIGHT_MARK</b>	Inserts a left to right mark.	U+200E	NA (Hidden Character)
<b>LEFT_TO_RIGHT_OVERRIDE</b>	Inserts a left to right override mark.	U+202D	NA (Hidden Character)



<b>NEXT_PAGE_NUMBER</b>	Inserts the next page number.	U+2398	NA (Hidden Character)
<b>NONBREAKING_HYPHEN</b>	Inserts a nonbreaking hyphen.	U+2011	NA (Hidden Character)
<b>NONBREAKING_SPACE</b>	Inserts a nonbreaking space.	U+00A0	NA (Hidden Character)
<b>ODD_PAGE_BREAK</b>	Inserts a break to the next odd page.	NA (Single Space)	NA (Hidden Character)
<b>PAGE_BREAK</b>	Inserts a page break.	NA (Single Space)	Hidden Character. Asterisks are among the most common symbols used to indicate section breaks in a book.
<b>PARAGRAPH_SYMBOL</b>	Inserts a paragraph symbol.	U+00B6	¶
<b>POP_DIRECTIONAL_FORMATTING</b>	Inserts a pop directional formatting mark.	U+202C	NA (Hidden Character)
<b>PREVIOUS_PAGE_NUMBER</b>	Inserts the previous page number.	NA (No Space)	NA (Hidden Character)
<b>PUNCTUATION_SPACE</b>	Inserts a punctuation space.	U+0020	NA (Hidden Character)
<b>QUARTER_SPACE</b>	Inserts a quarter-width space.	U+0020	NA (Hidden Character)
<b>REGISTERED_TRADEMARK</b>	Inserts a registered trademark.	U+00AE	®



<b>RIGHT_INDENT_TAB</b>	Inserts a right indent tab.	NA (Single Space)	NA (Hidden Character)
<b>RIGHT_TO_LEFT_EMBEDDING</b>	Inserts a right to left embedding mark.	U+202B	NA (Hidden Character)
<b>RIGHT_TO_LEFT_MARK</b>	Inserts a right to left mark.	U+200F	NA (Hidden Character)
<b>RIGHT_TO_LEFT_OVERRIDE</b>	Inserts a right to left override mark.	U+202E	NA (Hidden Character)
<b>SECTION_MARKER</b>	Inserts a section marker.	NA (No Space)	NA (Hidden Character)
<b>SECTION_SYMBOL</b>	Inserts a section symbol.	U+00A7	NA (Hidden Character)
<b>SINGLE_LEFT_QUOTE</b>	Inserts a single left quote.	U+2018	'
<b>SINGLE_RIGHT_QUOTE</b>	Inserts a single right quote.	U+0027	'
<b>SINGLE_STRAIGHT_QUOTE</b>	Inserts a single straight quote.	U+0027	'
<b>SIXTH_SPACE</b>	Inserts a sixth-width space.	U+2006	NA (Hidden Character)
<b>TEXT_VARIABLE</b>	Inserts the specified text variable.	NA (No Space)	NA (Hidden Character)
<b>THIN_SPACE</b>	Inserts a thin space.	U+2009	NA (Hidden Character)





```
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Ampersat @</content>
  <ranges>
    <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Ampersat @</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Tilde ~</content>
  <ranges>
    <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Tilde ~</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Bullet Character •</content>
  <ranges>
    <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Bullet Character •</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Copyright Symbol ©</content>
  <ranges>
    <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Copyright Symbol ©</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Ellipse ...</content>
  <ranges>
    <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Ellipse ...</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Paragraph Symbol [SpecialCharacters.PARAGRAPH_SYMBOL]</content>
  <ranges>
    <range style="(None)" font-family="Roboto" font-name="Regular" font-size="10" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Paragraph Symbol [SpecialCharacters.PARAGRAPH_SYMBOL]</range>
  </ranges>
</paragraph>
<paragraph justification="left_align" list="no_list">
  <content style="Body Text" leading-ws="false" trailing-ws="true">Registered trademark Symbol ®</content>
  <ranges>
    <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Registered trademark Symbol ®</range>
  </ranges>
</paragraph>
```

```
1826 </ranges>
1827 <paragraph justification="left_align" list="no_list">
1828   <content style="Body Text" leading-ws="false" trailing-ws="true">Section Symbol [SpecialCharacters.SECTION_SYMBOL]</content>
1829   <ranges>
1830     <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Section Symbol [SpecialCharacters.SECTION_SYMBOL]</range>
1831   </ranges>
1832 </paragraph>
1833 <paragraph justification="left_align" list="no_list">
1834   <content style="Body Text" leading-ws="false" trailing-ws="true">Trademark Symbol ™</content>
1835   <ranges>
1836     <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Trademark Symbol ™</range>
1837   </ranges>
1838 </paragraph>
1839 <paragraph justification="left_align" list="no_list">
1840   <content style="Body Text" leading-ws="false" trailing-ws="true">Hyphens and Dashes</content>
1841   <ranges>
1842     <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Hyphens and Dashes</range>
1843   </ranges>
1844 </paragraph>
1845 <paragraph justification="left_align" list="no_list">
1846   <content style="Body Text" leading-ws="false" trailing-ws="true">Em Dash —</content>
1847   <ranges>
1848     <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Em Dash —</range>
1849   </ranges>
1850 </paragraph>
1851 <paragraph justification="left_align" list="no_list">
1852   <content style="Body Text" leading-ws="false" trailing-ws="true">En Dash —</content>
1853   <ranges>
1854     <range style="(None)" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">En Dash —</range>
1855   </ranges>
1856 </paragraph>
1857 <paragraph justification="left_align" list="no_list">
1858   <content style="C Hed" leading-ws="false" trailing-ws="true">Special Math Characters</content>
1859   <ranges>
1860     <range style="(None)" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false" condition="Consonant Blends&#x9;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n">Special Math Characters</range>
1861     <range style="(None)" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="true" trailing-ws="true"/>
1862   </ranges>
1863 </paragraph>
1864 <paragraph justification="left_align" list="no_list">
1865   <content style="Body Text" leading-ws="false" trailing-ws="true">Plus: U+002B +</content>
1866   <ranges>
```



```
1866 <ranges>
1867 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Plus: U+002B
1868 </ranges>
1869 </paragraph>
1870 <paragraph justification="left_align" list="no_list">
1871 <content style="Body Text" leading-ws="false" trailing-ws="true">Minus: U+2212 -</content>
1872 </ranges>
1873 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Minus:
1874 U+2212 -</range>
1875 </ranges>
1876 </paragraph>
1877 <paragraph justification="left_align" list="no_list">
1878 <content style="Body Text" leading-ws="false" trailing-ws="true">Division: U+00F7 ÷</content>
1879 </ranges>
1880 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Division:
1881 U+00F7 ÷</range>
1882 </ranges>
1883 </paragraph>
1884 <paragraph justification="left_align" list="no_list">
1885 <content style="Body Text" leading-ws="false" trailing-ws="true">Multiplication: U+00D7 ×</content>
1886 </ranges>
1887 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">
1888 Multiplication: U+00D7 ×</range>
1889 </ranges>
1890 </paragraph>
1891 <paragraph justification="left_align" list="no_list">
1892 <content style="Body Text" leading-ws="false" trailing-ws="true">Cent: U+00A2 ¢ =Dollar: U+0024 $</content>
1893 </ranges>
1894 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Cent: U+00A2
1895 ¢ =Dollar: U+0024 $</range>
1896 </ranges>
1897 </paragraph>
1898 <paragraph justification="left_align" list="no_list">
1899 <content style="Body Text" leading-ws="false" trailing-ws="true">Greater than: U+003E >&t; <Less than: U+003C &t;</content>
1900 </ranges>
1901 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Greater
1902 than: U+003E >&t; <Less than: U+003C &t;</range>
1903 </ranges>
1904 </paragraph>
1905 <paragraph justification="left_align" list="no_list">
1906 <content style="Body Text" leading-ws="false" trailing-ws="true">Equal: U+003D = <Not Equal to: U+2260 ≠</content>
1907 </ranges>
1908 </paragraph>
1909 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Equal:
1910 U+003D = <Not Equal to: U+2260 ≠</range>
1911 </ranges>
1912 </paragraph>
1913 <paragraph justification="left_align" list="no_list">
1914 <content style="Body Text" leading-ws="false" trailing-ws="true">Single quote (open & closing): Unicode for the opening and closing respectively: &#8216; &#8217;</content>
1915 </ranges>
1916 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Single quote
1917 (open & closing): Unicode for the opening and closing respectively: &#8216; &#8217;</range>
1918 </ranges>
1919 </paragraph>
1920 <paragraph justification="left_align" list="no_list">
1921 <content style="Body Text" leading-ws="false" trailing-ws="true">Fractions 1/3</content>
1922 </ranges>
1923 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true" condition="
1924 Consonant Blends&#x9;Single consonants /b/b, /k/k, /d/d, /t/t, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n">Fractions</range>
1925 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">1/3</range>
1926 </ranges>
1927 </paragraph>
1928 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Fraction
1929 with Whole Number 2 2/4</range>
1930 </ranges>
1931 </paragraph>
1932 <paragraph justification="left_align" list="no_list">
1933 <content style="C Head" leading-ws="false" trailing-ws="true">Text Styling</content>
1934 </ranges>
1935 <range style="[None]" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false" condition="
1936 Consonant Blends&#x9;Single consonants /b/b, /k/k, /d/d, /t/t, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n">Text Styling</range>
1937 <range style="[None]" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="true" trailing-ws="true"/>
1938 </ranges>
1939 </paragraph>
1940 <paragraph justification="left_align" list="no_list">
1941 <content style="Body Text" leading-ws="false" trailing-ws="true">Small Caps: Best Practice</content>
1942 </ranges>
1943 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="SMALL_CAPS" leading-ws="false" trailing-ws="true">Small Caps:</
1944 range>
1945 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="SMALL_CAPS" leading-ws="false" trailing-ws="true">Best
1946 Practice</range>
1947 </ranges>
1948 </paragraph>
```





```

1944 </paragraph>
1945 <paragraph justification="left_align" list="no_list">
1946 <content style="Body Text" leading-ws="false" trailing-ws="true">All Caps: Best Practice</content>
1947 <ranges>
1948 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">All Caps:</
range>
1949 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="ALL_CAPS" leading-ws="false" trailing-ws="false">Best
Practices</range>
1950 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="SMALL_CAPS" leading-ws="true" trailing-ws="true"/>
1951 </ranges>
1952 </paragraph>
1953 <paragraph justification="left_align" list="no_list">
1954 <content style="Body Text" leading-ws="false" trailing-ws="true">Superscript: Best Practice2</content>
1955 <ranges>
1956 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Superscript:
Best Practice2</range>
1957 </ranges>
1958 </paragraph>
1959 <paragraph justification="left_align" list="no_list">
1960 <content style="Body Text" leading-ws="false" trailing-ws="true">Underline: Best Practice</content>
1961 <ranges>
1962 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">Underline:
Best Practice</range>
1963 </ranges>
1964 </paragraph>
1965 <paragraph justification="left_align" list="no_list">
1966 <content style="Body Text" leading-ws="false" trailing-ws="true">Strikethrough: Best Practice</content>
1967 <ranges>
1968 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="true">
Strikethrough: Best Practice</range>
1969 </ranges>
1970 </paragraph>
1971 <paragraph justification="left_align" list="no_list">
1972 <content style="CG Head" leading-ws="false" trailing-ws="true">Whitespaces</content>
1973 <ranges>
1974 <range style="[None]" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false" condition="
Consonant Blends&#x9;Single consonants /b/b, /k/c, /d/d, /f/f, /g/g, /h/h, /j/j, /k/k, /l/l, /m/m, /n/n">whitespace</range>
1975 <range style="[None]" font-family="Roboto" font-name="Bold" font-size="12" color="Black" capitalization="NORMAL" leading-ws="true" trailing-ws="true"/>
1976 </ranges>
1977 </paragraph>
1978 <paragraph justification="left_align" list="no_list">
1979 <content style="Body Text" leading-ws="false" trailing-ws="true">Best Practice Best Practice Best Practice Best Practice|
SpecialCharacters.FIXED_WIDTH_NONBREAKING_SPACE|SpecialCharacters.HAIR_SPACE|Best Practice Best Practice Best Practice Best Practice|
SpecialCharacters.PUNCTUATION_SPACE|Best Practice|SpecialCharacters.FIGURE_SPACE|Best Practice|SpecialCharacters.FLUSH_SPACE|Best Practice Best Practice</content>
1980 <ranges>
1981 <range style="[None]" font-family="Roboto" font-name="Regular" font-size="9" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false">Best
Practice Best Practice Best Practice|SpecialCharacters.FIXED_WIDTH_NONBREAKING_SPACE|SpecialCharacters.HAIR_SPACE|Best Practice Best Practice Best
Practice Best Practice|SpecialCharacters.PUNCTUATION_SPACE|Best Practice|SpecialCharacters.FIGURE_SPACE|Best Practice|SpecialCharacters.FLUSH_SPACE|
Best Practice Best Practice</range>
1982 </ranges>
1983 </paragraph>
    
```

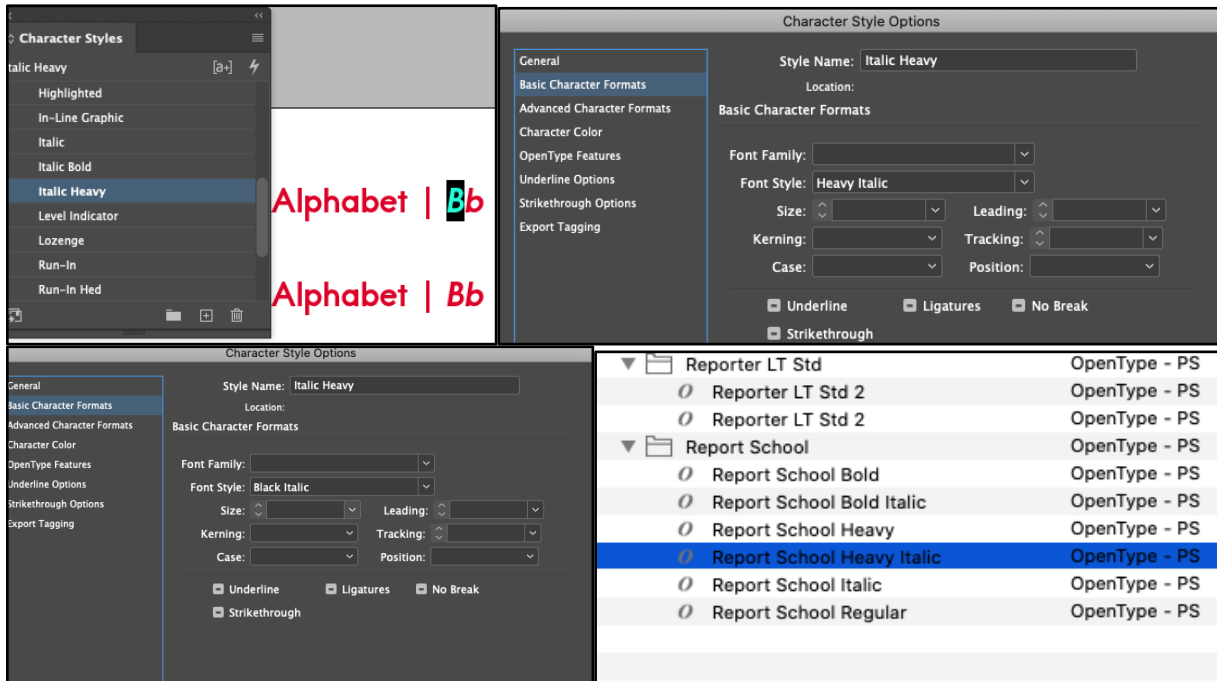
## A Style Applied When Style is not present in the Font Family

When there is a case where content is styled, and the font is not in the font family of the font, the engine will fail from the start. It will not run. In the case example “**TEST\_Wiley Blevins-Alphabet Lesson\_template\_ATOMIC,**” the style “Heavy Italic” is applied to the running header, but the character style “Black italic” is applied.

The engine will fail.



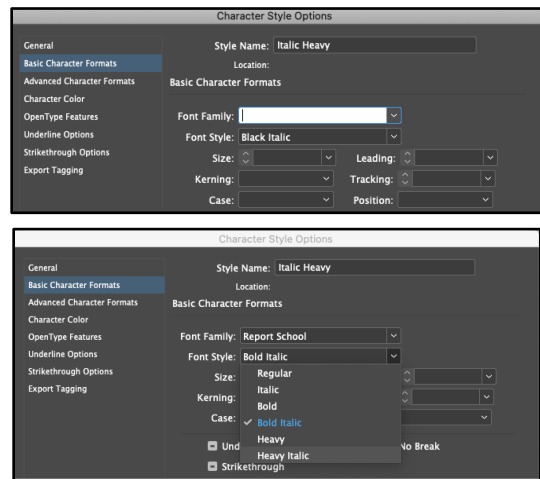
The engine fails to run from the start because “Black italic” is not part of the Font Family Report School. The correct font family that needs to get used is “Heavy Italic.” “Heavy italic” is part of the Report School font family.



If an error like this occurs:

- Review character styles in InDesign file, make sure the style in the font family exists and is correct in the Character Style panel, go to “Edit” and open the Character Style Options window.

On the left side of the window, scroll down to “Basic Character Formats” and then go to “Font Family.”



In the “Font Family” field, type in the font name (in the example it is *Report School* font). By typing in the font name the font family will appear. There you can see if the font style was correctly applied.

## Element Labels

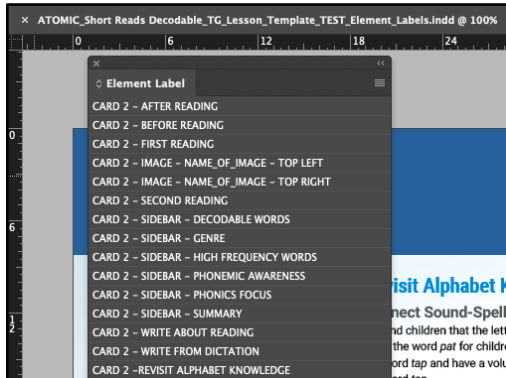
Element labels target content at the item frame level (one level above the text frame). Applying element labels to text frames organizes the content, simplifying XML Rules.



It also allows you to further target content at the; text frame, paragraph, and character level. See the Best Practice section, “Element Labels with Separated Text Frames for Creating Rules,” for more information.

**InDesign File Example (Set up to test Element Labels)**

**ATOMIC\_Short Reads Decodable\_TG\_Lesson\_Template\_TEST\_Element\_Labels**



**XML Results**

**ATOMIC\_Short Reads Decodable\_TG\_Lesson\_Template\_TEST\_Element\_Labels\_transformed.xml**

```

</textframe>
</item>
<item type="textframe" master="false" label="CARD · 2 · -REVISIT · ALPHABET · KNOWLEDGE">
  <id>43804</id>
  <layer_id>293</layer_id>
  <bounds x1="16.3333333333333" y1="8.2" x2="48" y2="20.325"/>
  <textframe tg-marker="main1">

```

**Text Frames**

Text frames help group and organize content into sections. Text Frames are important because tagging element labels to them act as markers when creating XML Rules. Applying element labels to text frames is recommended in creating XML Rules. In doing so, all the content in that text frame gets tagged at the most top-level (even before the text frame), simplifying the XML Rules.

**Note:** A recommended approach is separating content into individual text frames per section. See the Best Practice section, “Element Labels with Separated Text Frames for Creating Rules.”

**InDesign File Example (Set up to test Separate Text Frames)**



ATOMIC\_Short Reads Decodable\_TG\_Lesson\_Template\_TEST\_Element\_Labels

The screenshot shows a lesson plan template for 'Tap! Tap! Tap!' with the following sections:

- Genre:** Animal Fantasy. A story with animal characters who speak and act like humans.
- Summary:** Sam and Tam are pals. Sam was sitting when her friend Tam came by. Sam shows Tam the big books she wants to share. Tam pulls out the heavy book. They hold open the book together and read about real pandas in a real bamboo forest.
- Phonics Focus:**
  - short a sound /a/ spelled a
- Decodable Words with Targeted Sound-Spelling:**
  - Sam, Tam
  - sat
- New High-Frequency Words:**
  - and, now
- Phonemic Awareness and Sound-Spelling Reviews:**
  - /a/ spelled a
  - /i/ spelled i
  - /l/ spelled l

The main text area includes:

- Revisit Alphabet Knowledge:** Connect Sound-Spelling: Introduce /p/ spelled p. Revisit children that the letter p makes the /p/ sound that begins the word pat. Write the word pat for children and have a volunteer circle the letter p. Then write the word tap and have a volunteer circle the letter p that makes the /p/ sound that ends the word tap. Ask children to suggest other words that begin with the /p/ sound. List the words and have a volunteer circle the letter p in each one.
- Before Reading:** Model Blending Sounds to Make Words. Model for children how to use the /p/ sound to read new words. Write the letters P, a, f for children. Remind children that the letter a makes the /a/ sound in apple. Run your finger under the letters as you slowly blend together all the sounds to read the word Pat, /P/ /a/ /t/. Continue with pat. Practice Reading Decodable Words. To have children practice reading decodable words, write the following words for them to read: Sam sat mat at am pat tap Pam Pat map. Have children use their hands to act out the verb tap. Then have children use their feet to act out the verb. The cat is on the mat. Point out that the word pat can also be a name, and that the name Pat begins with an uppercase P. Introduce the High-Frequency Words: I, can. Write the high-frequency words I and can in a sentence. I can tap. Read aloud the sentence. Ask children to find and circle the high-frequency words I and can. Explain that the uppercase letter I is the word I. Help children segment the sounds in can, /k/ /a/ /n/. Elicit the letter to write for each sound. For /k/, write c for /k/, write a, and for /n/, write n. Have children read and spell the word can. Help children write the words I and can.
- First Reading:** Read the title and have children repeat it. Read aloud the story modeling how it should be read, echo-read it, or have children whisper-read on their own. Invite children to take turns reading to a partner. Listen to children read and give help as needed.

Element Labels with Separated Text Frames for Creating XML Rules

Using element labels with separated text frames is our recommended Best Practice approach to separating content. Tagging this way structures, isolates, and groups content more precisely. It also helps to create more generic XML Rules that do not target specific content. For example, when creating an XML Rule, markers are needed.

Markers are designated points targeting pieces of content that the engine captures and parses. Markers assigned to an element label are at the item level (top level, meaning one above text frame level). This allows you the flexibility to use additional markers (if needed) at the text frame, paragraph style, and character style. Element labels with separated text frames contain sections of content from the title through the end of a paragraph. Content with multiple sections (multiple titles and paragraphs) in one text frame will require XML rules that look at specific content to capture and separate content into sections. While this is not wrong, it creates more work and a less generic XML Rule file. Applying XML Rules with element labels in separated text frames simplifies the process because the content is isolated and contained in the element label and text frame. We created two XML Rule files, one **using element labels and**



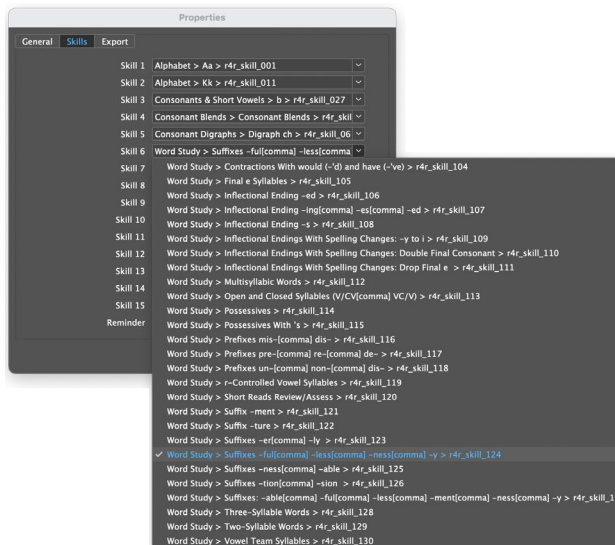
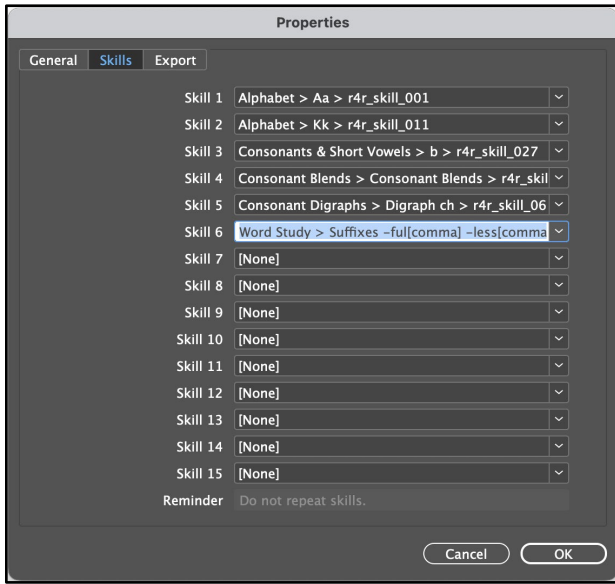
separated text frames ([Wiley Blevins ACE-28](#)) and the other **without** ([Read to Know TG Review Lesson ACE-93](#)). You can see how using element labels with separated text frames makes the content more structured and organized.

## Metadata

When we talk about metadata in this Best Practice document, we only reference metadata that will be a part of the composition workflow within InDesign/InCopy/Woodwing. We have defined that metadata to be the skills, unique UUIDs, Lesson IDs, Alt Text, and Cross-reference content; below are more details on each type.

## Skills

- Skill metadata will be added via WoodWing custom metadata fields tied to a WoodWing database object (Layout and/or Article). **The Production team will provide directions on how to add these skills.**



● XML Results (Skills Metadata)

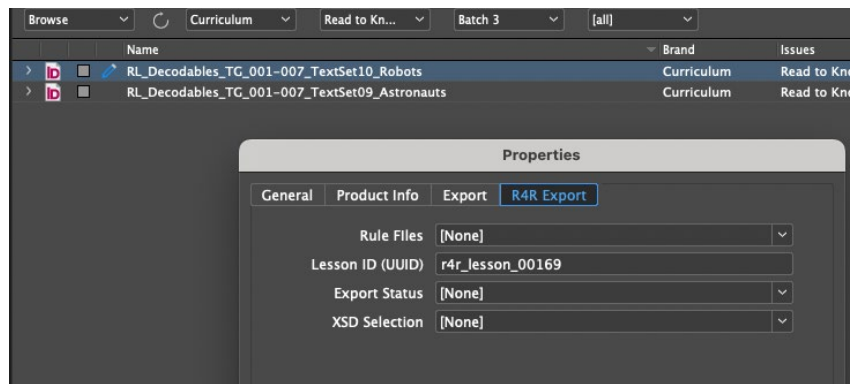
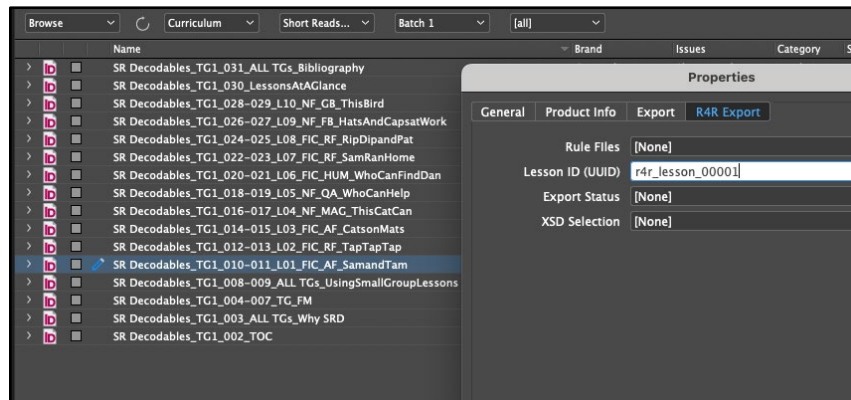
```

<C_PDF_PROFILE>None</C_PDF_PROFILE>
<C_PRODUCTID/>
<C_PROJECTCODE/>
<C_SELLER/>
<C_SKILL1>skill C</C_SKILL1>
<C_SKILL2>r4r_skill_034</C_SKILL2>
<C_SKILL3>r4r_skill_005</C_SKILL3>
<C_SKILL4>Single consonants /b/b; /k/c; /d/d; /t/t; /g/g; /h/h; /j/j; /k/k; /l/l; /m/m; /n/n; /p/p; /kw/q; /t/t; /f/s; /t/t; /v/v; /w/w; /ks/x; /y/y; /z/z; /z/s | Short vowels /a/a; /e/e; /i/i; /o/o; /u/u</C_SKILL4>
<C_TARGETAUDIENCE/>
<C_TRIGGERXML>1</C_TRIGGERXML>
<C_UNIT>0</C_UNIT>
<C_WEEK>0</C_WEEK>
    
```



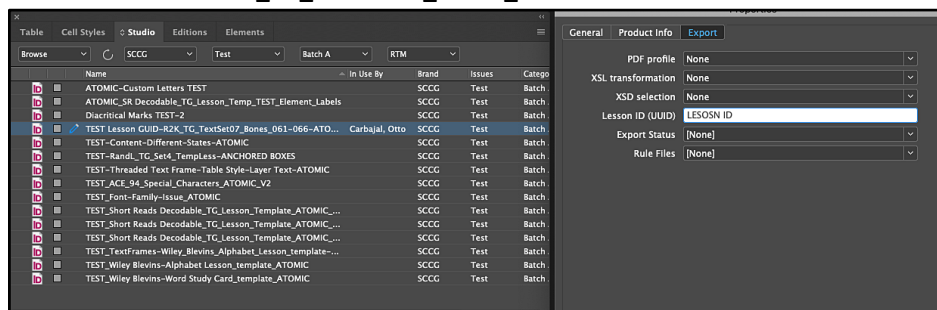
## UUID Lesson IDs

- Unique Lesson Identifier added via WoodWing custom metadata fields tied to a WoodWing database object (Layout and/or Article). Atomic to extract this data in XML/JSON. The Production team will provide directions on how to add these.
  - Felicia will create and assign the Lesson Ids in File Maker. Stephen and Joel will add these Ids to Woodwing.



For reference, we did a local test with the InDesign file on WoodWing Stage:

### TEST Lesson GUID-R2K\_TG\_TextSet07\_Bones\_061-066-ATOMIC





## XML Metadata Results

**Note:** Testing locally, the metadata is extracted in a separate XML file.

The reference below will not look like how the final data will look.

The final data will appear with all other data in one XML file.

```

1 <metadata>
2 <layout>
3 <<_ASSETTYPE></C_ASSETTYPE>
4 <<CS_ARTICLE_TEMPLATE_ID></C_CS_ARTICLE_TEMPLATE_ID>
5 <<CS_COMPONENTSET></C_CS_COMPONENTSET>
6 <<CS_CONVERSION_RULE_ID></C_CS_CONVERSION_RULE_ID>
7 <<CS_DE_COMPONENT_NAMES></C_CS_DE_COMPONENT_NAMES>
8 <<CS_FILEFORMATVERSION></C_CS_FILEFORMATVERSION>
9 <<CS_STYLEID></C_CS_STYLEID>
10 <<CS_SYNC_STATE></C_CS_SYNC_STATE>
11 <<CWP_DEEPCOPY></C_CWP_DEEPCOPY>
12 <<C_DAY></C_DAY>
13 <<C_EXPORTTRIGGERSTATUS></C_EXPORTTRIGGERSTATUS>
14 <<C_GRADE></C_GRADE>
15 <<C_HIRESPLACED></C_HIRESPLACED>
16 <<C_ISDROPPED></C_ISDROPPED>
17 <<C_ISKILLED></C_ISKILLED>
18 <<C_LESSONID_UUID></C_LESSONID_UUID>
19 <<C_LEVEL></C_LEVEL>
20 <<C_NOTE></C_NOTE>
21 <<C_PDF_PROFILE></C_PDF_PROFILE>
22 <<C_PRODUCTID></C_PRODUCTID>
23 <<C_PROJECTCODE></C_PROJECTCODE>
24 <<C_RASKILL01></C_RASKILL01>
25 <<C_RASKILL02></C_RASKILL02>
26 <<C_RASKILL03></C_RASKILL03>
27 <<C_RASKILL04></C_RASKILL04>
28 <<C_RASKILL05></C_RASKILL05>
29 <<C_RASKILL06></C_RASKILL06>
30 <<C_RASKILL07></C_RASKILL07>
31 <<C_RASKILL08></C_RASKILL08>
32 <<C_RASKILL09></C_RASKILL09>
33 <<C_RASKILL10></C_RASKILL10>
34 <<C_RASKILL11></C_RASKILL11>
35 <<C_RASKILL12></C_RASKILL12>
36 <<C_RASKILL13></C_RASKILL13>
37 <<C_RASKILL14></C_RASKILL14>
38 <<C_RASKILL15></C_RASKILL15>
39 <<C_RASKILLTABREMINDER></C_RASKILLTABREMINDER>
40 <<C_RULEFILES></C_RULEFILES>
41 <<C_SELLER></C_SELLER>
42 <<C_TARGETAUDIENCE></C_TARGETAUDIENCE>
43 <<C_UNIT></C_UNIT>
44 <<C_WEEK></C_WEEK>
45 <<C_WRITER></C_WRITER>
46 <<C_XMLTAGGED></C_XMLTAGGED>
47 <<C_XSD_SELECTION></C_XSD_SELECTION>
48 <<C_XSL_TRANSFORM></C_XSL_TRANSFORM>
49 <<Columns></Columns>
50 <<Comment></Comment>
51 <<ContentSource></ContentSource>
52 <<CopyrightMarked></CopyrightMarked>
53 <<Core_Basket></Core_Basket>
54 <<Core_ID></Core_ID>
55 <<Core_Issue></Core_Issue>
56 <<Core_MasterID></Core_MasterID>
57 <<Core_Name></Core_Name>
58 <<Core_Publication></Core_Publication>
59 <<Core_SectionBatch A></Core_SectionBatch A>
60 <<Core_SubPublication></Core_SubPublication>
61 <<Created></Created>
62 <<Creator></Creator>
63 <<Deadline></Deadline>
64 <<DeadlineSoft></DeadlineSoft>
65 <<DefaultDossierID></DefaultDossierID>
66 <<DefaultIssueName></DefaultIssueName>
67 <<DefaultPublicationName></DefaultPublicationName>
68 <<DocumentID></DocumentID>
69 <<Editions></Editions>
70 <<FileSize></FileSize>
71 <<Format></Format>
72 <<Height></Height>
73 <<KeyFramesEveryFrames></KeyFramesEveryFrames>
74 <<LatestVers></LatestVers>
75 <<LengthChars></LengthChars>
76 <<LengthLines></LengthLines>
77 <<LengthParas></LengthParas>
78 <<LengthWords></LengthWords>
79 <<LockedBy></LockedBy>
80 <<Messages></Messages>
81 <<Modified></Modified>
82 <<Modifier></Modifier>
83 <<Pages></Pages>
84 <<Rating></Rating>
85 <<Relations></Relations>
86 <<RouteTo></RouteTo>
87 <<Targets></Targets>
88 <<TypeLayout></TypeLayout>
89 <<Version></Version>
90 <<Width></Width>
91 </layout>
92 </articles>
93 </metadata>
    
```





## Alt Text

Adding Alt-text (Long and Short) embedded in image XMP was the desired approach. To see more information on how to add the Alt Text go to this document: [ACE-86 Example InDesign files that Include Images with XMP AltText and Long Text](#). The test file used in ACE-86 has both Long and Short Alt Text cases where the Alt Text was placed in the Keywords and Description fields.

**Note:** This approach applies to ALL embedded images that are linked. As such, the engine checks to see whether they have alt-text or not. Any image that has a link gets checked for alt-text. The only time that it doesn't is when you copy/paste an image into InDesign.

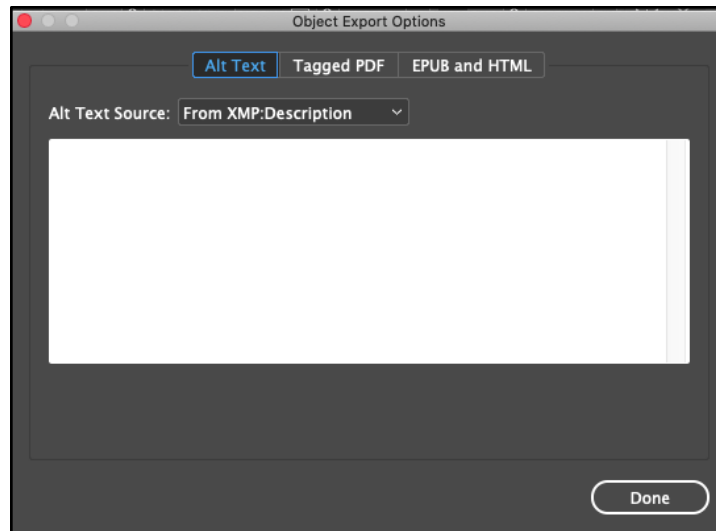
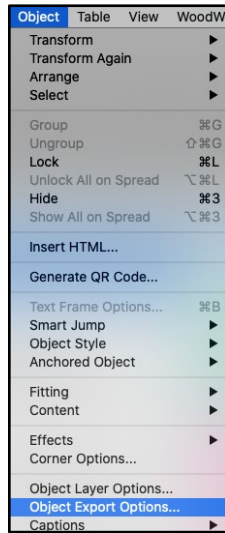
### Limitations for Alt Text embedded within an image

- The same image is being used in multiple places and requires different descriptions.
- The context of the alt-text changes when the image is cropped.

**Note:** These are Limitations for the Alt Text embedded within an image because alt text is being pulled from XMP. If you were to crop and create multiple images in InDesign based on the same source image, all these images will have the same alt-text.

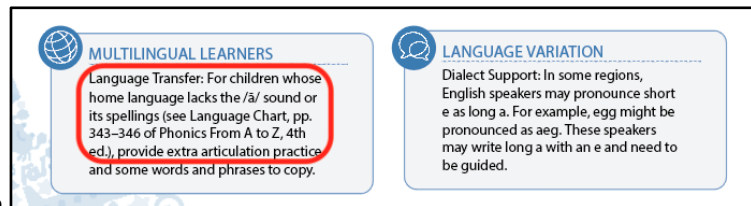
### Best Practice Approach

- Add Object Export Options > Alt Text field but it will only live in the InDesign file where the image is.



## Cross-Reference Content

In print, a cross-reference is a marker that tells the reader that there is relevant or more detailed information in another part of the book.



Wiley Blevins-Word Study Card\_template



Cross-References need to be changed for digital, for example, the page reference vs. a link to the lesson for digital. To see more details on how to add cross-reference content as conditional text in InDesign, review the documentation attached to ticket **ACE-83** ([ACE-83-CROSS REF InDesign EX FILE Conditional Text for Print vs Digital](#))

The ID information needed to add cross-reference content can be found on StagingArea location:

[/nyedproduct01.corp.scholasticinc.local/StagingArea/AutomatedXML/Generic\\_Content\\_Delivery\\_Imports/\[PROJECTCODE\]/Metadata/](#)

The types of cross-reference content might include:

- **A Limelight Video ID**, the resource to these IDs is found in Limelight.
  - Example: **digital-video\_id: ffa6e2053b5b45e5817dd946f1423837**
- **PDF IDs**, the resource to these IDs can be found in the R4R\_RESOURCES.csv in the StagingArea location listed above.
  - Example: **digital-pdf\_id: r4r\_res\_0001**
- **EPUB IDs**, the resource to these IDs for RTK are found in R4R\_RTK\_TEXTS.csv, the Short Reads ones are in R4R\_SR\_CARDS.csv (their IDs will look a bit different). These can be found in the StagingArea location listed above
  - Example: **digital-epub\_id: rtk\_text\_0005**
- **Lesson ID**: the resource to these IDs can be found in the R4R\_LESSONS.csv, which contains metadata about each lesson.

The first column has lesson ids.

  - Example: **digital-lesson\_id: r4r\_lesson\_0000**
- **Digital Text**: this resource would be coming from the editorial if it is something that is desired. The idea is that this would be text that would replace what's in print with something different for digital content.
  - Example: **digital-text: "in Lesson 1.2"**



- **Suppress Text:** if content needs to be suppressed (not shown) in the App, apply a conditional digital text but do not add any content. In the XML, you will still see the string of text you want to suppress, but it will have an attribute of condition="digital-text: " Engineering will know that if there is no content, it will get suppressed.
  - Example: **digital-text:**

### Conditional Text applied for Suppress Text

InDesign Test File: TEST-Suppressed Content-Atomic

#	Phonics Focus	Word and/or Syllable Type
Text Set 4#	Consonants and Short Vowels <i>(man, at)</i>	Inflectional Ending -s <i>(cats, dogs)</i>
	Single-Syllable Words With Open Long Vowels <i>(l, a)</i>	Possessives With 's <i>(Bob's)</i>
		Contractions With 's

### Target XML

```

89 <text justification="left_align" list="no_list">
90 <range style="Bold" leading-ws="false" trailing-ws="true" condition="digital-text:">Consolidated
91 Review:</range>
92 <range style="None" leading-ws="false" trailing-ws="true" condition="digital-text:">Cat Is Stuck
93 <range style="None" leading-ws="true" trailing-ws="true"></range>
    </text>
    
```

- **WB activities:** For the Overview section, we have step card containers; there are some material cards that are links to Wiley Blevin Activities to be handled with conditional text like so:  
**digital-wb\_activity\_id: r4r\_wbtp\_activity\_00048**

Conditional text applied directly on the range element within the text frame for "Blend Words: Plural"

- Example: **digital-wb\_activity\_id: r4r\_wbtp\_activity\_00048**

To add conditional text in InDesign



- Go to Window > Types & Table > Conditional Text
- Add the conditional text needed within the box and follow the naming conventions below for each one. It is important to include what the type of id is before the id in the exact same format listed below.
  - digital-video\_id: ffa6e2053b5b45e5817dd946f1423837
  - digital-pdf\_id: r4r\_res\_0001
  - digital-epub\_id: rtk\_text\_0005
  - digital-lesson\_id: r4r\_lesson\_00001
  - digital-text: in Lesson 1.2
  - digital-wb\_activity\_id: r4r\_wbtp\_activity\_00048
- Select the content you want to apply the conditional text to and select one or more conditions to apply to it as needed.

**STEP 5**

**Connect to Reading**

Use the digital or print "Interactive Story: One Too Many." Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children reread the story multiple times for fluency. Use the enhanced Decodable Text Lesson Planner (Program Guide, pp. 49–51) to focus on vocabulary, comprehension, writing, and building early reading behaviors, in addition to the work with

**DIFFERENTIATION**

Front-Load Content below grade-level. Have them listen to the story below the story and/or echo-read. Discuss vocabulary.

**Conditional Text**

- [Unconditional]
- ✓ digital-lesson\_id: r4r\_lesson\_00001
- ✓ digital-text: in Lesson 1.2
- New\_X\_Ref\_[prov by Joel]

Indicators: Show

2 conditions applied

In the XML, these conditions will appear under the `<range>` value as “condition.” If more than one condition is applied, it will be separated by a ‘ | ’ (see example below). Engineering confirmed that this works on their end as long as we include the ID type reference before the ID on the conditional text itself.



```
<range style="BODY REGULAR" font-family="Roboto" font-name="Regular" font-size="11" color="Black" capitalization="NORMAL" leading-ws="true" trailing-ws="true" condition="digital-lesson_id: r4r_lesson_00001"/>
<range style="BODY REGULAR" font-family="Roboto" font-name="Regular" font-size="11" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false" condition="digital-text: in Lesson 1.2|digital-lesson_id: r4r_lesson_00001">(Program Guide, pp. 49–51)</range>
<range style="BODY REGULAR" font-family="Roboto" font-name="Regular" font-size="11" color="Black" capitalization="NORMAL" leading-ws="true" trailing-ws="false">to focus on vocabulary, comprehension, writing, and building early reading behaviors, in addition to the work with decoding and fluency.</range>
```

## Tables

The engine is built to capture content inside a table starting from a table element.

You can override cells and rows with element names by tagging them with a unique paragraph-style sheet name. The engine also captures content styled within a cell when that content is also given a unique character style name.

**Note:** Indesign doesn't support ordering for different types of objects (paragraph/ table). So within a text frame, paragraphs are shown/ordered first, then all the tables are shown/ordered next. If you want to indicate, for example, table 1 is between paragraph 2 and paragraph 3, and/or table 2 is between paragraph 6 and paragraph 7. There is no good solution to handle this on the rule.xml side, but a good practice is to give the embedded table a unique paragraph style.

### Applying a Unique Paragraph Style to an Embedded Table

Applying a unique paragraph style to an embedded table allows the engine to capture that name and recognize it as a placeholder for a table, keeping it in line with the content.

In the test case **R2K\_TG\_TextSet06z\_ReviewBook\_02\_CatIsStuck (from the updated Read to Know TG Review Lesson template)**, there are **two** embedded tables styled differently. One table has an indent. The other does not.

- Apply paragraph style “Table” to embedded table with no indent.
- Apply paragraph style “Table Indent” to an embedded table with no indent.



**Note:** XML Rules target all tables with placeholder element tags in the XML.

They let the Development team know the sequence of the tables in the content.

**Test File**

**Paragraph Style: Table**

**Phonics Practice**  
 Consolidated Review: *Cat Is Stuck* targets phonic and word study elements from Text Sets 4-6 and cumulatively reviews all prior text sets.

	Phonics Focus	Word and/or Syllab
Text Set 4	Consonants and Short Vowels <i>(man, at)</i> Single-Syllable Words With Open Long Vowels <i>(l, o)</i>	Inflectional Ending -s <i>(cats, dogs)</i> Possessives With 's <i>(Bob's)</i> Contractions With 's <i>(it's)</i>
Text Set 5	Consonant Blends (Initial and Final) <i>(frog, nest)</i> Double Final Consonants <i>(puff, hill, pass)</i>	Inflectional Ending -ed <i>(called, asked)</i>
Text Set 6	Digraphs <i>sh, th, ch, wh, -tch, -ng, -nk</i>	Inflectional That Add a Syllab <i>(rested, wishes, jumping)</i> Contractions With 'll ( <i>will</i> ) <i>(he'll, she'll, we'll)</i>

**Genre Exploration**

**Paragraph Style: Table Indent**

lessons as needed to activate children's prior learning of the review skills.

**Review High-Frequency Words** Note that all high-frequency words introduced with previous text sets. You may wish to check children's review selected words as needed using instruction in the associated lessons.

Word	Introduced in Text Set
look	5
of	3
the	1
they	6
to	2
you	3

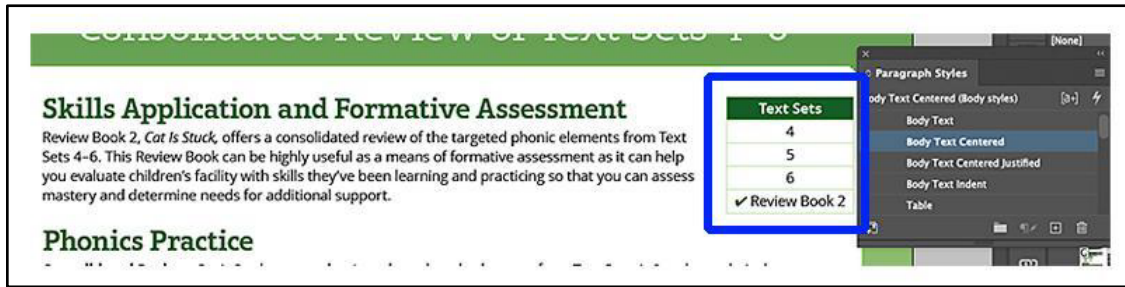
**Build Background**

**XML Results**

```

<section2-phonics-practice-text _type="text" _group="section 1 phonics practice" _insert-after="table-phonics-practice">Consolidated
Review: Cat Is Stuck targets phonic and word study elements from Text Sets 4-6 and cumulatively reviews all prior text sets.</
<table-phonics-practice-placeholder _type="table-placeholder" _group="section 1 phonics practice"></table-phonics-practice-placeholder>
<section3-genre-exploration-title _type="title" _group="section 1 genre exploration">Genre Exploration</
section3-genre-exploration-title>
<section3-genre-exploration-text _type="text" _group="section 1 genre exploration" _insert-after="table-ela_genre">Each Review text relat
    
```

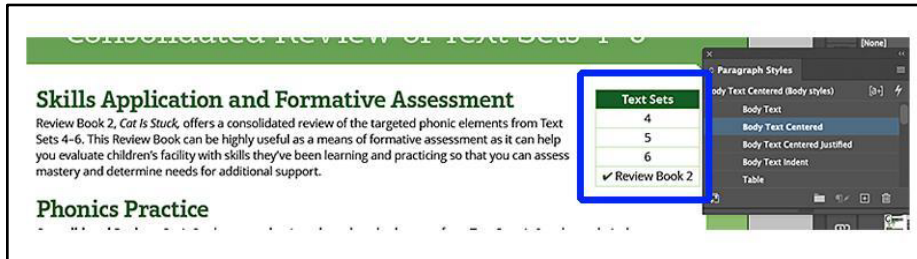
In cases when the table is a stand-alone, where it's in a text frame with no content before or after it, you do not need to do anything.



## Content on a Different Layer

Even though there was none found in any of the templates, we did a test case running the engine with content on a separate layer. We used the Read to Know TG Review Lesson in the text case, placing the "Text Sets table" on a different layer. The XML Transformation Results show the content was captured. There were no issues found.

## Test File



## XML Results

```
<at-a-glance>
<table-text_sets _type="table" _group="section 1 skills application">
  <row>
    <cell>
      <table-text_sets-header _type="table-header">Text Sets</table-text_sets-header>
    </cell>
  </row>
  <row>
    <cell>
      <table-text_sets-text _type="text">4</table-text_sets-text>
    </cell>
  </row>
  <row>
    <cell>
      <table-text_sets-text _type="text">5</table-text_sets-text>
    </cell>
  </row>
  <row>
    <cell>
      <table-text_sets-text _type="text">6</table-text_sets-text>
    </cell>
  </row>
  <row>
    <cell>
      <table-text_sets-text _type="text">✓ Review Book 2</table-text_sets-text>
    </cell>
  </row>
</table-text_sets>
```





## Diacritical Marks and Custom Letter Cases

Diacritical marks and custom letters are sometimes created as vector path files in InDesign. These vector path files are not exported by the engine with enough information for delivery to the digital team. For that reason, there are two alternatives that can be applied to ensure this kind of content is exported and translated properly to the digital team:

- **As text by applying a character styles**
- **As image with an external source file and applying an element label**

### As Text Applying Character Styles

For smaller custom letter(s) and smaller letter(s) with diacritical marks, especially those that appear in line with other text, apply one of the character styles listed below to the letter(s). The character style lets the Development team know the letter(s) need to be treated differently.

Character styles:

**Double Macron Below**

**Double Macron Above**

**Double Breve**

**Custom Letter**

### How to Apply Character Style to Letter(s) with a Diacritical Mark

In print, if an anchored image is being used for the letter(s) with a diacritical mark, you **do not** need to do anything with that image. It stays as is on the page for print. What gets used for digital is the character style you apply to the letter(s) that is in the text frame. The Development team will ignore the font that the character style was applied to and customize the letter(s).

1. Double-click on the text frame where the text is.





2. Select the letter(s) that have the diacritical mark and apply the character style.



**INDD**

Diacritical mark used for print

Character style

**XML**

```

<id=S436</id>
<layer_id=238</layer_id>
<bounds_x1="0.866666666666667" y1="6.28772965879265" x2="3.97777777777778" y2="17.42661854768154"/>
<textframe>
<paragraph justification="center_align" list="no_list" tg-section="card_text" _type="text" _section="card">
<content style="Body Text" leading-ws="false" trailing-ws="false"/></content>
<ranges>
<range style="[None]" font-family="Helvetica" font-name="Bold" font-size="80" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false"/>
<range style="Double Macron Above" font-family="Helvetica" font-name="Bold" font-size="80" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false"/>
<range style="[None]" font-family="Helvetica" font-name="Bold" font-size="80" color="Black" capitalization="NORMAL" leading-ws="false" trailing-ws="false"/>
</ranges>
</paragraph>
</textframe>
    
```

Follow the same steps for letter(s) with diacritical marks (s) featured in the Flash Cards and Articulation Cards, or Alphabet Cards in the future.

- Example: letter “oo”
- Example: letter “y”
- Example: letter “u”

### How to Apply Character Style to Custom Letter(s)

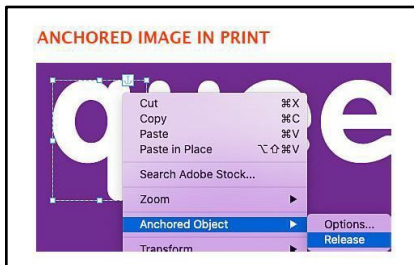
If an anchored image is being used for a custom letter for print, the same applies here. You **do not** need to do anything. What gets used for digital is the character style you apply to the letter(s) that is in the text frame. The Development team will ignore the font that the character style was applied to and customize the letter(s).



1. Click on the anchored image.



2. Right click on the anchored image and scroll down to **Anchor Release**.

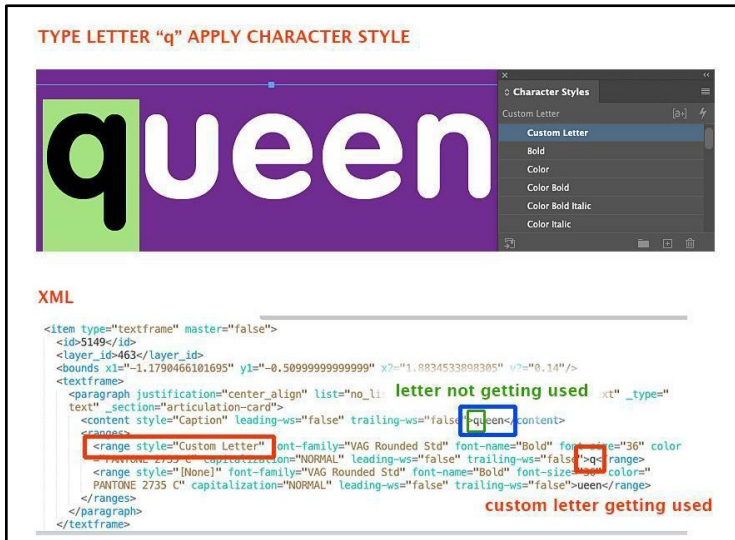


3. On the keyboard, do **Command X** to remove it temporarily.



4. Click the text frame. Type the letter **q**, then highlight it to apply the character style **Custom Letter**.

**Note:** This font will not get used. The character style you apply to it will.



5. After applying the character style, paste the image back in place to re-anchor the image being used for print.



Follow the same steps for custom letter(s) featured in the Flash Cards and Articulation Cards or Alphabet Cards in the future.

- lowercase "q" with the hanging serif at the bottom
- uppercase "M"
- lowercase "j"
- uppercase "l"

### As image with an external source

For large custom letter(s) and for large letter(s) with diacritical marks, such as the featured letters of an alphabet card, creating them as images and then applying element labels to them is best for digital.

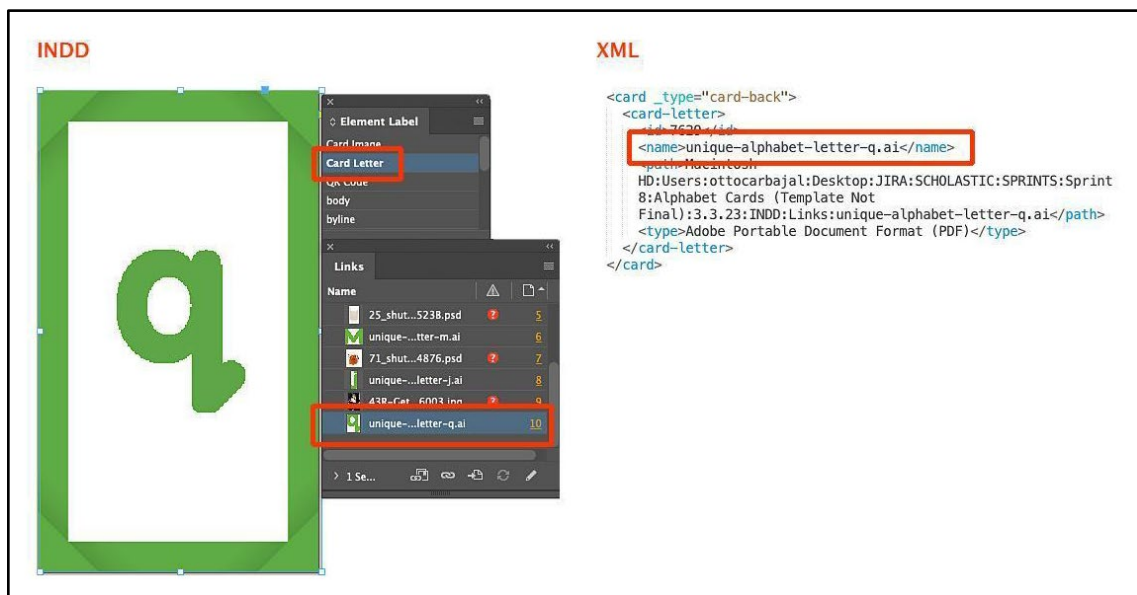


**Notes:**

- External sources for images can be .ai, .eps, pdf, .psd, tif, png, or svg
- Element labels cannot be applied to grouped objects.

**How to Apply an Element Label to an Image**

1. Place the image in the layout of the InDesign file.
2. Apply the element label **“Card Letter”** to the entire picture frame.

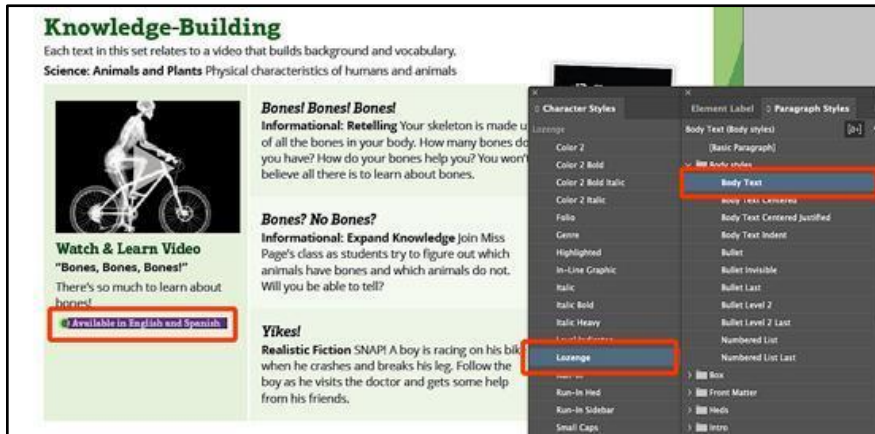


**Anchored Boxes**

The best practice from past workflows was avoiding anchored or embedded text box frames, as it previously prevented export as XML. This has changed. The engine can extract the content from anchored boxes. Below find an example of an anchored box being exported within the XML. There are no steps needed to extract this content; it is handled by the engine.

**Test file**

TEST-R2K\_TG\_TextSet07\_Bones\_061-066-ATOMIC



XML Results

TEST-R2K\_TG\_TextSet07\_Bones\_061-066-ATOMIC

```

<item type="graphic" master="false" label="graphic">
  <id=11856</id>
  <layer_id=345</layer_id>
  <anchor_parent_textframe="2129" anchor_position="INLINE_POSITION" anchor_point="BOTTOM_RIGHT_ANCHOR" space_above="0" x_offset="0"
  y_offset="-0.0277777777777778" horizontal_alignment="LEFT_ALIGN" horizontal_reference="TEXT_FRAME" vertical_alignment="BOTTOM_ALIGN"
  vertical_reference="LINE_BASELINE"/>
  <graphic>
    <name=Subjects.pdf</name>
    <path=\\Volumes\ActiveProducts\Product\Currículum\Read and Learn Decodable Texts\C21PR09\Read and Learn Decodable Texts Teacher
    Guide\Art\Subjects.pdf</path>
  </graphic>
</item>

<id=11700</id>
<layer_id=345</layer_id>
<anchor_parent_textframe="2087" anchor_position="INLINE_POSITION" anchor_point="BOTTOM_RIGHT_ANCHOR" space_above="0" x_offset="0"
y_offset="0" horizontal_alignment="LEFT_ALIGN" horizontal_reference="TEXT_FRAME" vertical_alignment="BOTTOM_ALIGN" vertical_reference=
"LINE_BASELINE"/>
<textframe>
  <paragraph justification="left_align" list="no_list">
    <content style="Body Text" leading-ws="true" trailing-ws="true">Available in English and Spanish</content>
    <range style="Lozenge" font-family="Aptifer Slab LT Pro" font-size="18" font-weight="normal" color="C=80 M=20 Y=100 K=47"
    leading-ws="true" trailing-ws="true">Available in English and Spanish</range>
  </ranges>
</paragraph>
</textframe>
</item>
    
```

Image frames with unique treatment/effects

Some image frames have effects applied to the image frames that possibly will need to export to the App. The following effects gets extracted by the engine:

- fill
- stroke-type
- stroke-weight
- corner-tl-radius
- corner-tl-option
- corner-bl-radius
- corner-bl-option
- corner-br-radius
- corner-br-option
- opacity{}



```
<textframe fill="None" stroke-type="Solid" stroke-weight="0" corner-tl-radius="0.16666666666667" corner-tl-option="NONE" corner-tr-radius="0.16666666666667" corner-tr-option="NONE" corner-bl-radius="0.16666666666667" corner-bl-option="NONE" corner-br-radius="0.16666666666667" corner-br-option="NONE" opacity="100">
```

\*For more details see ticket [ACE-55](#)



## Style Sheets Reference

### Paragraph Styles

- Bullet (type=list-item)
- Bullet Invisible (type=list-item)
- Bullet Invisible Last (type=list-item-end)
- Bullet Last (type=list-item-end)
- Bullet Last No Space (type=list-item-end)
- Bullet Level 2 (type=list-item)
- Bullet Level 2 Invisible (type=list-item) [Not sure if this applies, perhaps we should add for future use case.]
- Bullet Level 2 Invisible Last (type=list-item-end) [Not sure if this applies, perhaps we should add for future use case.]
- Bullet Level 2 Last (type=list-item-end)
- Bullet Level 2 Last No Space (type=list-item-end)
- Numbered List (type=list-item)
- Numbered List Invisible (type=list-item)
- Numbered List Invisible Last (type=list-item-end)
- Numbered List (type=list-item-end)
- Numbered List Last (type=list-item-end)
- Numbered List Last No Space (type=list-item-end)
- Sidebar Bullet (type=list-item)
- Sidebar Bullet Invisible (type=list-item) [Not sure if this applies, perhaps we should add it for future use cases.]
- Sidebar Bullet Last (type=list-item-end)
- Sidebar Bullet Last No Space (type=list-item-end)
- Sidebar Bullet Last Rule Below (type=list-item-end)
- Table Bullet (type=list-item)
- Table Bullet Invisible (type=list-item) [Not sure if this applies, perhaps we should add it for future use cases.]
- Table Bullet Invisible Last (type=list-item-end) [Not sure if this applies, perhaps we should add it for future use cases.]
- Table Bullet Last (type=list-item-end)
- Table Bullet Small (type=list-item)
- Table Bullet Small Invisible (type=list-item)
- Table Bullet Small Last (type=list-item-end)
- Table
- Table Indent





## Character Styles

- Bold
- Color
- Color Bold
- Color Bold Italic
- Color Italic
- Color 2
- Color 2 Bold
- Color 2 Bold Italic
- Color 2 Italic
- Custom Letter
- Double Breve
- Folio
- Highlighted
- In-Line Graphic
- Italic
- Italic Bold
- Italic Heavy
- Level Indicator
- Lozenge
- Macron Above
- Macron Below
- Quote Byline
- Run-In
- Run-In Hed
- Run-In Sidebar
- Small Caps
- Small Caps Color
- Teacher Talk
- Write-On Line
- Write-On Line Full  
Width