

# Braille Reading Standards

Adopted by the California State Board of Education  
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California Department of Education



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## **A Message from the State Superintendent of Public Instruction**

All students, including those who are blind or visually impaired, need strong literacy skills. William Rowland of the World Blind Union compared “the sound of the fingers on a braille page to a rustling garden. . . a garden of knowledge, a garden of beauty.” Recognizing the importance of braille literacy, in 2002 California legislators enacted Assembly Bill 2326, which called for the establishment of an advisory task force to develop braille reading standards.

In response to this legislation, I established the Braille Reading Standards Task Force to develop a comprehensive set of braille standards. These standards are carefully aligned with the English-Language Arts Content Standards for California Public Schools for print readers.

California is a leader in the nation in the area of braille literacy, and we are among the first states to develop braille standards. The standards recognize that students who are blind and visually impaired face many challenges. Because learning without sight is extremely difficult, we must provide these students with the support and materials they need to succeed.

I want to thank the task force members for being at the forefront of this effort. I appreciate their hard work and their tremendous commitment to producing the quality standards that are found in this document. These standards will greatly help the educational community to provide braille instruction for our students who are blind and visually impaired.

Jack O'Connell

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## Introduction

### *Braille: the key to opportunity*

Braille is the obvious literacy medium for blind people and is an essential component of any educational program serving children who are blind. Braille is a tactile reading and writing system designed for use by individuals who are blind, and it is the primary means by which they become literate.

In the writings of people who are blind, the literary braille code has been called “the key to opportunity” (Schroeder, 1989, p. 290), “the means of emancipation, the greatest gift to the blind” (Eldridge, 1979, p.331), “a viable equivalent of the print media . . . highly flexible and adaptable” (Stephens, 1989, p. 288), and “this marvelous vehicle . . . [that] holds the key to genuine literacy and independence” (Napier, 1988, p. 144). A 1996 study regarding employment among individuals who are blind reveals that braille use has a high correlation with employment (Ryles). In the sample group, 44 percent of individuals who read braille were unemployed compared to 77 percent of individuals who are blind or visually impaired who do not read braille.

In this modern information age, questions have arisen about the continued importance of the braille code as technology has increased accessibility to information for blind individuals. It should be noted that much of the best assistive technology combines speech and braille and requires knowledge of the braille code by the consumer. Even as speech output technology has improved, computer users throughout the world who are blind have found that the ability to use braille input and output devices, to refer to hard copy and refreshable braille products, and to read and write in a tactile medium has enhanced their professional and personal lives. Advances in technology have improved and increased the use of the braille code. As long as sighted computer users access information in print on the screen or in hard copy format, computer users who are blind must have a tactile equivalent. Writings on the braille code make it clear that “as long as print is the primary literacy medium of sighted people, Braille will be the primary literacy medium for blind people” (Wittenstein, 1994, p. 523).

In addition to typical literacy activities, persons who are blind use braille for many daily tasks that sighted persons take for granted, such as using recipes to cook, measuring wood before cutting it with a power tool, and reading aloud to their children. For persons who are blind, braille represents independence and equality as well as literacy—in the workplace, in the home, and in the community. The importance of the braille code is more recognized today than at any time in its history (Schroeder, 1989).

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*Note:* A glossary is included at the end of this document that explains the terminology used in the following pages.

## Braille Reading Standards

These *Braille Reading Standards* begin with a straightforward philosophy:

- The teaching and learning of the braille code is as essential for a blind child as the teaching and learning of the print code is for a sighted child.
- The teaching and learning of the braille code has more similarities to teaching and learning print than differences.
- There are unique aspects to teaching and learning the braille code that necessitate these standards.

The standards contained in this document represent a strong consensus of the task force members on the skills, knowledge, and abilities that all students who are blind should master in order to be literate. These standards are carefully aligned with the *English-Language Arts Content Standards* for print readers but emphasize the unique differences in learning to read and write through the sense of touch.

## Issues of Concern

Through the process of reaching consensus on these standards, this task force recognized several issues that may create obstacles to the implementation of the standards. Among the obstacles are the following:

*Time for instruction.* It is vital that children learning the braille code have at least as much direct instructional time in this literacy medium as children learning print. In many cases, children who are blind do not have sufficient access to a teacher knowledgeable in the braille code and in how to teach it. This severely limits the kind of continuous feedback that is vital in the emergence of early literacy skills.

*Attitudes.* Some professionals, parents, and children who are blind believe braille is a second-class medium unable to provide the same access as print. These negative and inaccurate attitudes can lead to decisions to substitute less efficient reading media and devices.

*Service delivery.* Most children who are blind are served by itinerant teachers who travel from school to school serving children in their home schools. This service delivery model can create an obstacle if the child does not have access to a classroom teacher with the knowledge of the braille code and of the teaching methodology of braille reading. Additionally, unlike sighted children who are frequently immersed in a print-friendly environment, children who are blind have fewer opportunities in their daily lives to interact with the braille code.

*Teacher Training.* Teachers of children who are blind need access to ongoing in-service training to enhance and refresh their university preparation activities. The opportunity to teach braille is one of the unique joys of this profession. Teachers need support, training, and time to provide these vital services

*Technology.* Although much of the assistive technology available enhances the use of braille, some people incorrectly believe that talking computers and audiotape can replace braille. However, access to information auditorily does not replace print or braille. It supplements these essential literacy media. It is also important to note that braille translation software, while a remarkable tool, is not sufficient to ensure accurate braille production. Use of such software requires persons knowledgeable about the braille code.

Age at onset of blindness. Children become blind at different times in their lives. Therefore, they may need to learn beginning braille literacy at any age and at any grade level, circumstances that provide additional challenges for students and teachers.

Inconsistency of methodologies. There is much debate regarding the optimum way to teach braille reading, particularly to children with additional learning needs. Research is also ongoing concerning when and how to introduce contracted braille to students. Practice varies widely.

Braille production standards. The quality of braille materials available varies widely. Access to certified transcribers varies widely as well. There must be a commitment to “dot-perfect” braille in our schools. Children who are blind deserve the same quality of materials as do print-reading children.

For children who are blind to attain true literacy, these obstacles must be overcome.

### *An Essential Discipline*

As stated in the introduction to the *English-Language Arts Contents Standards*, “The ability to communicate well—to read, write, listen, and speak—runs to the core of human experience. Language skills are essential tools not only because they serve as the necessary basis for further learning and career development but also because they enable the human spirit to be enriched, foster responsible citizenship, and preserve the collective memory of a nation” (p. v).

This is just as true for children who are blind as it is for those who are sighted. For children who are blind, the path to this “essential discipline” is the braille code.

### **The Braille Bias**

The task force believes that braille literacy is the foundation of all education for functionally blind students. Braille, the obvious method of reading for people who are blind, has been de-emphasized throughout the past several decades. Reading and writing for the student who is blind are becoming lost skills. Success depends upon the ability of a child to read and write, be it in print or braille. It is the conclusion of this task force that the child who is blind, in most cases today, is not offered the same opportunity as his or her sighted peer to become a successful and productive citizen.

The task force believes that the student who is blind is being denied a basic education right—the right to literacy.

Many reasons have been given for the de-emphasis of braille instruction, including the growing number of multidisabled blind children, audio materials, computers with speech, electronic magnification devices, the shortage of teachers qualified to teach braille, and increased student caseloads for teachers of students who are visually impaired. The following discussion is not intended to consider any of the factors mentioned above. This discussion centers on the attitudes toward the teaching of braille.

Some parents feel that their children who are blind should not learn braille. Overworked educators often also reinforce this attitude. Unfortunately, negative and mostly unfounded stereotypes exist around blindness. As a result, all too frequently a blind child is given a tape recorder instead of being taught braille. Although the teaching of braille is the teaching of a positive tool, braille instruction often is avoided for the wrong reasons.

This is a visually oriented world, and people who are blind should be able to access the vast amounts of printed material. The technology age has provided computers with synthesized speech, allowing blind people to bridge much of the gap to the print world.

Audio materials and magnification devices have their place in the lives of some people who are functionally blind. However, without the equivalent to a sighted person's pen and paper, a child who is blind falls behind. A blind student with braille skills is better able to compete and succeed in the real world (Ryles, 1996).

Braille instruction for the student who is blind is equivalent to literacy instruction for the sighted student. The teaching of braille is not the teaching of some exotic code or language or extracurricular class. Braille is the most critical and powerful literacy tool in the life of a person who is functionally blind (Ryles, 1996; Schroeder, 1989).

The task force believes that several decades of misguided attitudes surrounding the subject of braille instruction have resulted in too many blind people being deprived of this powerful tool. An all-out effort to reverse the attitudes toward braille instruction is essential for the education of the student who is blind.

## Getting Ready for Braille

Early learning experiences set the stage for the development of literacy skills. Children with normal vision are exposed, by direct instruction and through incidental learning, to a wide variety of experiences, beginning at birth. At least 80 percent of the information they take in from the world around them is taken in through vision (Hill & Blasch, 1980). For children who are blind or visually impaired to have equivalent experiences upon which they can build their concepts, they must also be exposed to the world around them but in ways that will enable them to learn about it through senses other than vision.

Children with little or no useable vision experience the world through their ears, their fingers, their skin, their noses, their mouths, and their movements. Because of this difference in input, children who are blind or visually impaired will not generally develop the same kinds of concepts about the world as their peers with sight do. Hence, learning experiences from infancy and the reinforcement of those experiences must be carefully constructed. What is learned must be carefully assessed and monitored by those knowledgeable about how children who are visually impaired learn. Otherwise, children who are blind and visually impaired are at risk of developing such significantly different concepts about the world that confusion and misunderstanding result, leading to later difficulties in all areas of learning, including literacy.

In addition to coming to school with a different set of senses with which to focus on the world, children who are blind and visually impaired often have other differences in learning style:

- Learning without sight takes more time. Children who are blind and visually impaired need the time to explore objects physically that sighted children can take in at a glance.
- Children who are blind and visually impaired will need help integrating what they experience tactually with what they hear, smell, and taste.
- One-on-one time will be needed with an adult for a child who is blind or visually impaired to learn the names of objects, understand terms for movements, and acquire other labels for the world that sighted children might acquire incidentally.
- For reasons not wholly understood, many blind and visually impaired children have “tactual defensiveness,” an unwillingness to use their hands for exploration. This reluctance to touch must be overcome through patience, special techniques, and sensitive encouragement on the part of adults.
- Often children who are blind and those who are visually impaired may learn to tune out much of the language they hear because it is based on what the speakers have seen. It does not fit these children’s experiences, so it does not make sense to them, and it is ignored.
- A teacher must help students integrate their knowledge with what they hear others saying. This assistance requires an especially close and sensitive bond—one in

which the child trusts the teacher yet does not become dependent on the teacher for learning.

## **Preschool**

Preschool programs set the stage for later school experiences and provide opportunities for children to learn “school behaviors,” such as sharing, taking turns, paying attention in a group, and following directions. Preschool programs that include children who are blind and visually impaired must also be organized to provide maximum opportunities for hands-on exploration, acquisition of fine and gross motor skills, kinesthetic development, development of language appropriate to their understanding for use in everyday activities (“pragmatic language”), and activities that promote interdependence and interaction with their peers.

Families of young children who are blind and visually impaired must work in partnership with teachers of students with visual impairments and other preschool teachers to ensure that the education their children are receiving is consistent and meets their student’s individual needs. Collaboration is essential to provide meaningful experiences that promote early literacy and readiness for reading and writing in braille.

### *Learning Environment*

Young children who are blind or visually impaired require:

- A learning environment that is organized, structured, and predictable
- A learning environment that emphasizes hands-on experiences, activities that promote exploration with the senses, real-life experiences, and interactions that nurture independence and relationships with peers
- A learning environment that is calm, free of visual and auditory clutter, and moves at a pace appropriate to the students’ needs
- Immersion in a “braille-rich world,” as sighted children are immersed in a “print-rich world,” with braille labels on objects where incidental print is found, braille books on shelves, and braille labels on personal items.

### *Learning Opportunities*

The curriculum for preschoolers who are blind and visually impaired should provide:

- Activities, such as cooking, “messy play,” and artwork, to engage their senses
- Opportunities for physical activities, including climbing, swinging, running, jumping, and riding on ride-on toys
- Books that include things to touch, including braille

- Opportunities for students to create their own stories, both “real” and “pretend,” that reflect their own experiences and chances to have these stories recorded for them, including in braille
- Opportunities for students to investigate books thoroughly and to learn the vocabulary of books (e.g., top, bottom, front, back, pages, covers, title, left to right) so that the children come to understand “how books work”
- Access to a braillewriter so that the students can “scribble” on it, much as sighted students “pretend to write”
- The opportunity for students, when they are ready, to learn tactile discrimination, braille letters, letter names, and sound-symbol relationships and to read lines of braille

### *Preschool Staff*

The staff in a preschool that includes blind and visually impaired children should:

- Receive information about normal development in blind children and monitor the children’s concept acquisition frequently to ensure it is meaningful and accurate.
- Help sighted students interact appropriately with the blind or visually impaired children.
- Monitor their students’ listening attention and ensure the students have opportunities to listen to and understand stories, songs, and poetry, such as nursery rhymes.
- Recognize the importance of families’ participation in early literacy experiences and encourage the students’ families to read to them regularly.

### *The Wider Community*

Preschool-age blind and visually impaired students should have access to:

- Opportunities for them and their families to meet and get to know competent braille readers, both older children and adults
- Opportunities for their families, friends, and general education teachers to learn the braille code, especially the braille alphabet, braille numbers, and punctuation

These tenets should be a part of the education of every child who is blind or visually impaired—not only in preschool but in kindergarten through twelfth grade as well.

### **Reading Instruction Prerequisites for All Children**

To learn to read, all children must demonstrate the specific skills noted below:

- The child’s cognitive ability is at five years of age or above.

- A typical five-year-old has an expressive vocabulary of several thousand words. The demonstration of expressive vocabulary may be oral, signed, or with the use of an augmentative communication device.
- The student understands that abstract symbols represent words and experiences. Meaning has to be attached to experiences.
- The child's attention span is at least ten minutes.
- A curiosity about books is evident.

### *Concept Development*

- Understanding that braille is a way of reading by using the fingers
- Curiosity about braille and braille books
- Interest in and attentiveness to stories told or read aloud and to songs sung
- Ability to remain engaged in a task for ten minutes while seated at a table
- Ability to follow one-step (preferably, two-step or more) directions
- Knowledge of left and right on his or her own body and on a page
- Understanding of "same" and "different" in a variety of contexts
- Interest in initiating activities

### *Tactile Skills*

- Willingness to touch a variety of materials, including a line of braille on a page
- Ability to sort materials into two or more categories by touch
- Ability to match objects from a given set of concrete objects, based on one variable (e.g., shape, size, texture)
- Ability to sort based on one category and to state or demonstrate differences among items (e.g., shape, size, and texture)
- Ability to identify like shapes in various positions (e.g., recognizes two triangles as the same even though one has the apex pointing up and the other has the apex pointing down)

### *Hand Skills*

- Skill and dexterity in making a variety of hand movements: pushing, pulling, twisting, turning, poking, tracing, squeezing, separating, joining, picking up, putting down, holding, cutting, and pasting
- Ability to use each hand independently in a coordinated manner to complete a task
- Sufficient finger strength and dexterity to form braille characters, using fingers correctly on a braillewriter while holding the stylus and slate correctly and punching dots

## Overview of the Braille Reading Standards

These braille standards are written in “tracking form” so that teachers, parents, and administrators can easily see the differences between learning to read using print (visual medium) and learning to read and write using braille (tactile medium). The braille standards are integrated with the *English–Language Arts Content Standards for California Public Schools* (adopted by the State Board of Education in 1997). Sections that have been eliminated from the *English–Language Arts Content Standards* are presented with a strike-through line. Added sections are underlined.

A quick perusal of the braille standards dramatically demonstrates the need for disability-specific instruction on a daily basis for students who are blind at early ages. There are twice the number of kindergarten English-language arts standards for braille readers. Print standards are expanded by about 25 percent for braille readers from grade one through grade six. The new standards that have been added are on the mechanics of reading and writing braille. These are critical skills that students who are blind need to master. The additional standards clearly demonstrate that braille learners must receive ongoing, systematic, daily instruction by trained teachers of the blind in kindergarten and elementary grades.

By the time blind students reach middle school, the braille standards have very few additions compared to the print standards. In middle school and high school, the effective use of specialized technology (e.g., braille electronic note-takers, computer and online sources of information, screen readers, scanners, braille/print translation software, and embossers) becomes essential for accessing information and researching and writing reports.

Because of the additional skills required to read and write braille, many students will take longer to acquire the skills in the early grades compared to print readers. If students acquire good, solid, specialized skills, they will be better able to keep up with sighted students.

The Nemeth braille code for mathematics and scientific notation is separate from the literary braille code.<sup>1</sup> Each code has approximately 200 braille contractions or signs. The print standards do not address how to read, write, and line up mathematical problems; these are addressed in the *Mathematics Content Standards for California Public Schools*. Braille mathematics standards do not exist. Although reading and writing skills for mathematics have to be specifically taught to a braille student, they are not discussed here because this document is limited to English–language arts. However, students need to learn to read and write the Nemeth code, as appropriate to the material introduced at each grade level.

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<sup>1</sup> The reader should be aware that an effort is under way to unify all braille codes (Unified English Braille Code).

A great deal of thought and discussion took place during the development of these standards with respect to the order in which the braillewriter, slate and stylus, and braille note-takers are taught and at what grade levels. Although there is great variation in practice, the decision should depend on the individual student's needs and strengths. The braillewriter requires finger strength, but it is neither sophisticated nor capable of doing what an electronic braille note-taker can do. These standards include the teaching of braille writing skills according to prevailing practice. The braillewriter is taught starting in kindergarten, and the slate and stylus are taught in third through fifth grades.

There is no research at this time that makes recommendations either about the order of teaching these tools or the specific grade levels at which they should be introduced. There is agreement, however, that the braillewriter, slate and stylus, and note-taker are essential tools for students who are blind and that students need to master all three before starting middle school if they are to be independent, successful students. In these standards the use of the note-taker is not assigned to any grade level. A suggested note-taker curriculum is found in Appendix A and should be taught when the student is ready to use braille word processing skills. Although most students start studying the note-taker after they have acquired basic braille reading and writing skills, there are students who began with the note-taker in first grade who have been very successful.

Research continues on the advantages of teaching students to read initially with contracted braille or to start with uncontracted braille and gradually make the transition to contracted braille. The assumption in this document is that most braille readers will be taught braille contractions as they are introduced in grade-level text and that the readers will spell words in both contracted and uncontracted forms.

Although these standards are grade-specific, they follow a sequential instructional pattern applicable for students who lose their vision after age three.

# KINDERGARTEN

## Reading/Braille Reading

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences in braille.

#### Concepts About Braille

- 1.1 Identify the front cover, back cover, and title page of a braille book.
  - a. Position the book approximately parallel to the desk or table and no higher than elbow level.
  - b. Turn braille pages correctly.
- 1.2 Move the fingers from left to right and from top to bottom on the brailled page, using the index, middle, and ring fingers of both hands.
- 1.3 Understand that brailled materials provide information.
  - a. Understand the difference between braille and print.
- 1.4 Recognize that sentences in braille are made up of separate words.
- 1.5 Distinguish brailled letters from words and understand that some braille letters also represent words.
  - a. Identify two braille symbols as being the same or different.
  - b. Identify two braille symbols as being the same or different when they are preceded and followed by a solid line.
  - c. Identify the one symbol that is different within a line of like symbols, using “l” and “c.”
  - d. Identify the one symbol that is different within a line of like symbols, using a variety of braille symbols for different lines.
  - e. Identify the one symbol that is different within a group of three symbols, two of which are identical.
  - f. Recognize a full braille cell.
  - g. State the number name (one through six) and the location (top left, middle left, and so forth) of each braille dot within a cell.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
  - a. Understand that the number sign changes the letters a through j to numbers.
  - b. Recognize the braille number sign and the digits 1–9 and 0.

- c. Understand that the braille dot 6 preceding a letter capitalizes the letter.
- d. Understand that words in full capitalization are preceded by two dot 6s.

### **Phonemic Awareness**

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

### **Decoding and Word Recognition**

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
  - a. Read simple high-frequency words in uncontracted braille.
  - b. Read simple high-frequency words in contracted braille.
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

### **Vocabulary and Concept Development**

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

## **2.0 Reading Comprehension**

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight*

(California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Informational Materials**

- 2.1 Locate the title, table of contents, name of author, name of illustrator, and page number.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Use pictures descriptions and context to make predictions about story content.
- 2.3 Connect life experiences and reality to the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text.

## **3.0 Literary Response and Analysis**

Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

## **4.0 Mechanics of Braille Reading**

Students understand the structural features of a page of braille. They use their hands and fingers efficiently to access braille symbols.

- 4.1 Locate the left side, right side, top, and bottom of a brailled page.
- 4.2 Scan the entire page to determine its contents.
- 4.3 Track, using the fingers of both hands and moving from left to right:
  - a. Track across like symbols that follow closely without a space between them.
  - b. Track across unlike symbols that follow closely without a space between them.
  - c. Track across like symbols that have one or two blank spaces between them.

- d. Track across unlike symbols that have one or two blank spaces between them.
- 4.4 Locate the beginning and end of each braille line.
- 4.5 Track evenly across lines of braille with both hands relaxed and fingers curved.
  - a. Use the pads of the fingers as the reading surface.
  - b. Keep the hands at an acute angle to the page.
  - c. Keep the tips of the fingers resting lightly and evenly on the reading line.
  - d. Keep the wrists aligned with the hands and arms.
  - e. Maintain a smooth, continuous movement.
- 4.6 Read braille characters with the index finger of either hand.
- 4.7 With both hands, use as many fingers as possible to read characters, detect the beginnings and ends of the lines, and reconfirm characters already read.
- 4.8 Move the fingers smoothly from line to line, from the top of the page to the bottom.
- 4.9 After stopping, resume tracking without losing place on the line.

## **Writing**

### **1.0 Writing Strategies**

Students braille words and brief sentences that are legible.

#### **Organization and Focus**

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Braille consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Braille by moving from left to right and from top to bottom.

#### **Braille Writing**

- 1.4 Braille uppercase and lowercase letters of the alphabet independently, attending to the form and proper fingering.

### **2.0 Mechanics of the Braillewriter**

Students identify the parts of a braillewriter and use a braillewriter correctly to write.

- 2.1 Identify and use the following parts of a braillewriter:
  - a. Cover and handle of the braillewriter
  - b. Spacing key
  - c. Backspacing key
  - d. Line-spacing key
  - e. Paper-release levers
  - f. Paper-feed knob
  - g. Embossing-head lever
  - h. Paper-support part
  - i. Feed roller
  - j. Embossing keys
  - k. Margin stops
  - l. Warning bell
- 2.2 Operate a braillewriter with assistance:
  - a. Position the braillewriter correctly on the work surface.
  - b. Move the embossing head to correct positions.
  - c. Rotate the paper-feed knob away from self.
  - d. Pull the paper-release lever all the way toward self.
  - e. Hold the paper against the paper support with one hand and close the paper-release lever with the other hand.
  - f. Roll the paper into the braillewriter until the paper is stopped by the left paper stop.
  - g. Depress the line-spacing key to lock the paper in position.
  - h. Remove the paper from the braillewriter.
- 2.3 Braille the alphabet independently, using proper fingering.
  - a. Produce uniform, clear dots by striking keys simultaneously.
  - b. Operate the spacing key with the thumb.
- 2.4 Braille the number sign and digits 1–9 and 0.
- 2.5 Correct braille errors.
- 2.6 Demonstrate knowledge of which key on a braillewriter corresponds to which dot in the braille cell.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

#### **Sentence Structure**

- 1.1 Recognize and use complete, coherent sentences when speaking.

#### **Spelling**

- 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen and respond to oral communication and recorded materials. They speak in clear and coherent sentences.

#### **Comprehension**

- 1.1 Understand and follow one- and two-step oral directions.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.2 Recite short poems, rhymes, and songs.
- 2.3 Relate an experience or creative story in a logical sequence.

## GRADE ONE

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### Concepts About Braille

1.1 Match oral words to brailled words.

1.2 Locate and identify the title and author of a reading selection.

1.3 Identify letters, braille contractions, signs, words, sentences, and punctuation, as introduced in the grade one reading program.

- a. Identify whole-word signs.
- b. Identify lower whole-word signs.
- c. Identify one-cell, whole-word, and part-word signs.
- d. Identify two-cell, initial-letter signs (dot 5, dots 4-5, dots 4-5-6).
- e. Identify two-cell, final-letter signs.
- f. Identify one-cell, lower-part word signs.
- g. Identify short-form words.
- h. Identify whole-word signs when they are joined to the word that follows.

##### Phonemic Awareness

1.4 Distinguish initial, medial, and final sounds in single-syllable words.

1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite).

1.6 Create and state a series of rhyming words, including consonant blends.

1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an).

1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat).

1.9 Segment single-syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).

## **Decoding and Word Recognition**

- 1.10 Generate the sounds from all the letters and letter patterns (corresponding braille contractions), including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- 1.11 Read common, irregular sight words (e.g., the, have, said, come, give, of) in contracted and uncontracted braille.
- 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations (corresponding braille contractions) to read words.
- 1.13 Read compound words and standard print contractions (e.g., didn't, hasn't, can't, I've) and recognize apostrophes and hyphens in braille.
- 1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking) with corresponding braille contractions.
- 1.15 Read common word families (e.g., -ite, -ate), including words containing braille contractions (e.g., -and, -ast, -ed).
- 1.16 Read aloud with fluency in a manner that sounds like natural speech.

## **Vocabulary and Concept Development**

- 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

## **2.0 Reading Comprehension**

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade one, students begin to make progress toward this goal.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

## **Structural Features of Informational Materials**

- 2.1 Identify text that uses sequence or other logical order.
  - a. Read braille books.
  - b. Read braille calendars.

- c. Read braille lists.
- d. Read braille schedules.
- e. Read braille charts.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Respond to who, what, when, where, and how questions.
- 2.3 Follow one-step brailled\_instructions.
- 2.4 Use context to resolve ambiguities about word and sentence meanings.
- 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).
- 2.6 Relate prior knowledge to textual information.
- 2.7 Retell the central ideas of simple expository or narrative passages.

### **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

#### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.
- 3.2 Describe the roles of authors and illustrators and their contributions to print and braille\_materials.
- 3.3 Recollect, talk, and write about books read during the school year.

### **4.0 Mechanics of Braille Reading**

Students use both hands, together and independently, to read braille.

#### **Use of Hands**

- 4.1 Use each hand independently during reading.
  - a. Track evenly (finish line) with right hand while positioning with the left hand.
  - b. Find the next line with the left hand.
  - c. Have the hands meet near the middle of the next line, then separate them to repeat the process.

## **Writing**

### **1.0 Writing Strategies**

Students compose clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### **Organization and Focus**

- 1.1 Select a focus when writing.
- 1.2 Use descriptive words when writing.

#### **Braille Writing**

- 1.3 Braille legibly and space, words and sentences appropriately.
  - a. Sit erectly, using correct posture and body position in relation to the braillewriter.
  - b. Place fingers appropriately on the braillewriter and apply sufficient pressure.
  - c. Use the braillewriter with a consistent rhythm.
- 1.4 Braille numbers in literary form.

### **2.0 Writing Applications (Genres and Their Characteristics)**

Students compose compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English, appropriate braille contractions, and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.
- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

### **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

## **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

### **Sentence Structure**

- 1.1 Write and speak in complete, coherent sentences.

### **Grammar**

- 1.2 Identify and correctly use singular and plural nouns.
- 1.3 Identify and correctly use standard print contractions (e.g., isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/her, hers, yours) in writing and speaking.

### **Punctuation**

- 1.4 Distinguish between declarative, exclamatory, and interrogative sentences.
- 1.5 Use a period, exclamation point, or question mark at the end of sentences.
- 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.

### **Capitalization**

- 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I.

### **Spelling**

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly, writing the words using contracted and uncontracted braille.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication and recorded materials. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### **Comprehension**

- 1.1 Listen attentively.
- 1.2 Ask questions for clarification and understanding.
- 1.3 Give, restate, and follow simple two-step directions.

## **Organization and Delivery of Oral Communication**

- 1.4 Stay on the topic when speaking.
- 1.5 Use descriptive words when speaking about people, places, things, and events.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Recite poems, rhymes, songs, and stories.
- 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
- 2.3 Relate an important life event or personal experience in a simple sequence.
- 2.4 Provide descriptions with careful attention to sensory detail.

## GRADE TWO

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) and corresponding braille contractions when reading.
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per) and apply appropriate braille code rules for syllabication.
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.
- 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).
- 1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies), irregular plurals (e.g., fly/ flies, wife/ wives), and corresponding braille contractions (e.g., child/children).
- 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.

##### Vocabulary and Concept Development

- 1.7 Understand and explain common antonyms and synonyms.
- 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.
  - a. Know and apply appropriate braille code rules to distinguish between compound words that are written in contracted and in uncontracted braille.
- 1.9 Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).
- 1.10 Identify simple multiple-meaning words.

#### 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information

from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

### **Structural Features of Informational Materials**

- 2.1 Use titles, volume numbers, tables of contents, and chapter headings to locate information in expository text.
  - a. Demonstrate understanding of the unique features of braille pagination.
  - b. Explain how braille page numbering corresponds to print page numbering (e.g., braille page 1, page a1, and page b1 may correspond to print page 1).
  - c. Find the beginning of a new print page after the separation line in the middle of a braille page.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 State the purpose in reading (i. e., tell what information is sought).
- 2.3 Use knowledge of the author's purpose(s) to comprehend informational text.
- 2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).
- 2.5 Restate facts and details in the text to clarify and organize ideas.
- 2.6 Recognize cause-and-effect relationships in a text.
- 2.7 Interpret information from diagrams, charts, and graphs encountered in the grade two curriculum.
  - a. Use transcriber's notes.
  - b. Use both hands in a coordinated fashion to access information simultaneously on two different pages (e.g., reading a graph or map with one hand and reading the accompanying key with the other hand; reading a question with one hand and maintaining the place on the question with that hand while using the other hand to locate the answer).
- 2.8 Follow two-step brailled instructions.

### **3.0. Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

#### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.1 Compare and contrast plots, settings, and characters presented by different authors.
- 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.
- 3.3 Compare and contrast different versions of the same stories that reflect different cultures.
- 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.

### **4.0 Mechanics of Braille Reading**

In grade one the students learn to use both hands together and independently to read braille. In grade two they use their hands more efficiently in an independent yet coordinated manner.

- 4.1 Turn the page with the left hand while the right hand finds the top of the next page.
- 4.2 Skim the page quickly to locate specific headings and information.

## **Writing**

### **1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### **Organization and Focus**

- 1.1 Group related ideas and maintain a consistent focus.

#### **Braille Writing**

- 1.2 Create readable documents with legible braille.
  - a. Properly align the document in the braillewriter.
  - b. Make corrections that are thorough and clean.

- c. Braille simple sentences from dictation, using capitals, periods, and question marks.

### **Research**

- 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas) and explore brailled samples.

### **Evaluation and Revision**

- 1.4 Revise original drafts to improve sequence and provide more descriptive detail.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

- 2.1 Write brief narratives based on their experiences:
  - a. Move through a logical sequence of events.
  - b. Describe the setting, characters, objects, and events in detail.
- 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### **Sentence Structure**

- 1.1 Distinguish between complete and incomplete sentences.
- 1.2 Recognize and use the correct word order in written sentences.

#### **Grammar**

- 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.

## **Punctuation**

- 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.
- 1.5 Use quotation marks correctly.

## **Capitalization**

- 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.

## **Spelling**

- 1.7 Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why), writing the words in contracted and uncontracted braille.
- 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication and recorded materials. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### **Comprehension**

- 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment).
- 1.2 Ask for clarification and explanation of stories and ideas.
- 1.3 Paraphrase information that has been shared orally by others.
- 1.4 Give and follow three- and four-step oral directions.

#### **Organization and Delivery of Oral Communication**

- 1.5 Organize presentations to maintain a clear focus.
- 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class).
- 1.7 Recount experiences in a logical sequence.
- 1.8 Retell stories, including characters, setting, and plot.
- 1.9 Report on a topic with supportive facts and details.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Face the listener when recounting experiences or presenting stories:
  - a. Move through a logical sequence of events.
  - b. Describe story elements (e.g., characters, plot, setting).
- 2.2 Face the listener when reporting on a topic with facts and details, drawing from several sources of information.

## GRADE THREE

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and the corresponding braille code and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### Decoding and Word Recognition

- 1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.
- 1.2 Decode regular multisyllabic words.
- 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

##### Vocabulary and Concept Development

- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).
- 1.6 Use sentence and word context to find the meaning of unknown words.
- 1.7 Use a braille dictionary to learn the meaning and other features of unknown words.
- 1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.

#### 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections *in Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade three, students make substantial progress toward this goal.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

### **Structural Features of Informational Materials**

- 2.1 Use titles, volume numbers, tables of contents, chapter headings, glossaries, and indexes to locate information in text.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.
- 2.3 Demonstrate comprehension by identifying answers in the text.
- 2.4 Recall major points in the text and make and modify predictions about forthcoming information.
- 2.5 Distinguish the main idea and supporting details in expository text.
- 2.6 Extract appropriate and significant information from the text, including problems and solutions.
- 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).

## **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.
- 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.
- 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.
- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
- 3.6 Identify the speaker or narrator in a selection.

## **Writing**

### **1.0 Writing Strategies**

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### **Organization and Focus**

- 1.1 Create a single paragraph:
  - a. Develop a topic sentence.
  - b. Include simple supporting facts and details.

#### **Braille Writing**

- 1.2 Braille legibly, set margins, and use correct spacing between words in a sentence.
  - a. Use correct braille formatting.

#### **Research**

- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia) and brailled samples.

#### **Evaluation and Revision**

- 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.

### **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade three outlined in Writing Standard 1.0, students:

- 2.1 Write narratives:
  - a. Provide a context within which an action takes place.
  - b. Include well-chosen details to develop the plot.
  - c. Provide insight into why the selected incident is memorable.

- 2.2 Write descriptions that use concrete sensory details appropriate to their experiences to present and support unified impressions of people, places, things, or experiences.
- 2.3 Write personal and formal letters, thank-you notes, and invitations:
  - a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
  - b. Include the date, proper salutation, body, closing, and signature.

### **3.0 Mechanics of the Slate and Stylus**

Students begin to use a slate and stylus correctly to write.

- 3.1 Identify and examine braille equipment: slate, stylus, braille paper, slate board, and boardless slate
- 3.2 Position the paper correctly in the slate for writing.
- 3.3 Grip the stylus so that it is perpendicular to slate.
- 3.4 Move the stylus from right side of slate to left.
- 3.5 Write various patterns (e.g., all top dots, all middle dots, all bottom dots, and so forth).
- 3.6 Write “easy” letters (e.g., “a,” “b,” “c,” “k,” “l”) with legible dots.
- 3.7 Write “easy” words (e.g., “call,” “ball,” “all”) with legible dots.
- 3.8 Write name with legible dots.
- 3.9 Write increasingly difficult letters and words with legible dots.
- 3.10 Verbally enumerate several uses of the slate (e.g., lists, phone numbers, labeling, note-taking, correspondence).

### **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

#### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

##### **Sentence Structure**

- 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.

## **Grammar**

- 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.
- 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking.
- 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.

## **Punctuation**

- 1.5 Punctuate dates, city and state, and titles of books correctly.
  - a. Use the number sign in dates and addresses.
  - b. Use the braille underline sign for titles of books.
- 1.6 Use commas in dates, locations, and addresses and for items in a series.

## **Capitalization**

- 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.

## **Spelling**

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair/hare).
- 1.9 Arrange words in alphabetic order.
- 1.10 Use applicable braille rules when writing and spelling at the grade three level (e.g., spell the word “then” using the “the” sign followed by the letter “n” rather than using the “th” sign followed by the “en” sign).

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication and recorded materials. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### **Comprehension**

- 1.1 Retell, paraphrase, and explain what has been said by a speaker.

- 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
- 1.3 Respond to questions with appropriate elaboration.
- 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

### **Organization and Delivery of Oral Communication**

- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.
- 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts).
- 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

### **Analysis and Evaluation of Oral and Media Communications**

- 1.10 Compare ideas and points of view expressed in broadcast, print and braille, and online media.
- 1.11 Distinguish between the speaker's opinions and verifiable facts.

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Make brief narrative presentations:
  - a. Provide a context for an incident that is the subject of the presentation.
  - b. Provide insight into why the selected incident is memorable.
  - c. Include well-chosen details to develop character, setting, and plot.
- 2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.

- 2.3 Make descriptive presentations that use concrete sensory details appropriate to their experiences to set forth and support unified impressions of people, places, things, or experiences.
- 2.4 Demonstrate awareness of audience location.
- 2.5 Demonstrate awareness that mannerisms can distract from the presentation.

## GRADE FOUR

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and corresponding braille code and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

##### Word Recognition

- 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.

##### Vocabulary and Concept Development

- 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
- 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.
- 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).
- 1.5 Use a thesaurus in an accessible format to determine related words and concepts.
- 1.6 Distinguish and interpret words with multiple meanings.

#### 2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

## **Structural Features of Informational Materials**

- 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.

## **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations (adapted) or transcriber's notes, titles, topic sentences, important words, and foreshadowing clues.
- 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
- 2.5 Compare and contrast information on the same topic after reading several passages or articles.
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.
- 2.7 Follow multiple-step instructions in a brailled basic technical manual (e.g., how to use computer commands or video games).

## **3.0 Literary Response and Analysis**

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

- 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

## **Writing**

### **1.0 Writing Strategies**

Students write clear, coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### **Organization and Focus**

- 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.
- 1.2 Create multiple-paragraph compositions:
  - a. Provide an introductory paragraph.
  - b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.
  - c. Include supporting paragraphs with simple facts, details, and explanations.
  - d. Conclude with a paragraph that summarizes the points.
  - e. Use correct indentation.
- 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).

#### **Braille Writing**

- 1.4 Braille fluidly and legibly, using a braillewriter.

#### **Research and Technology**

- 1.5 Quote or paraphrase information sources, citing them appropriately.
- 1.6 Locate information in reference texts by using organizational features and a variety of appropriate access tools, including braille, optical, recorded, and electronic aids (e.g., prefaces, appendixes).
- 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) and a variety of appropriate access tools, including braille, optical, recorded, and electronic tools, as aids to writing.
- 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those materials by using braille samples.

- 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive, screen reader, scanner, embosser, braille translation software).
  - a. Demonstrate basic electronic note-taking skills. (See Appendix A, Note-taker Curriculum Outline.)

## **Evaluation and Revision**

- 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade four outlined in Writing Standard 1.0, students:

- 2.1 Write narratives:
  - a. Relate ideas, observations, or recollections of an event or experience.
  - b. Provide a context to enable the reader to imagine the world of the event or experience.
  - c. Use concrete sensory details.
  - d. Provide insight into why the selected event or experience is memorable.
- 2.2 Write responses to literature:
  - a. Demonstrate an understanding of the literary work.
  - b. Support judgments through references to both the text and prior knowledge.
- 2.3 Write information reports:
  - a. Frame a central question about an issue or situation.
  - b. Include facts and details for focus.
  - c. Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).
- 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

### **3.0 Mechanics of the Slate and Stylus**

Students are efficient in using the slate/stylus strategies of grade three outlined in Writing Standard 3.0, Mechanics of the Slate and Stylus, and demonstrate correct braille writing skills to write short paragraphs.

- 3.1 Braille contractions and signs with legible dots, remove paper, check for accuracy, and replace the paper correctly in the slate.
- 3.2 Braille short sentences from dictation.
- 3.3 Mentally compose and braille a sentence.
- 3.4 Braille a short paragraph from dictation, up to four slate rows in length.
- 3.5 Reposition the slate further down the paper after all four rows in one position are filled.
- 3.6 Correct errors neatly.

### **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

#### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

##### **Sentence Structure**

- 1.1 Use simple and compound sentences in writing and speaking.
- 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.

##### **Grammar**

- 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.

##### **Punctuation**

- 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.
- 1.5 Use underlining, quotation marks, or italics to identify titles of documents.

## **Capitalization**

- 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.

## **Spelling**

- 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.
- 1.8 Use applicable braille rules when writing/spelling at the grade four level.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students listen critically and respond appropriately to oral communication and recorded materials. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

### **Comprehension**

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.
- 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures.
- 1.4 Give precise directions and instructions.

### **Organization and Delivery of Oral Communication**

- 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence.
- 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question).
- 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.
- 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information.
- 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.

## **Analysis and Evaluation of Oral Media Communication**

- 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade four outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Make narrative presentations:
  - a. Relate ideas, observations, or recollections about an event or experience.
  - b. Provide a context that enables the listener to imagine the circumstances of the event or experience.
  - c. Provide insight into why the selected event or experience is memorable.
- 2.2 Make informational presentations:
  - a. Frame a key question.
  - b. Include facts and details that help listeners to focus.
  - c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).
- 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.
- 2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.

## GRADE FIVE

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

##### Vocabulary and Concept Development

- 1.2 Use word origins to determine the meaning of unknown words.
- 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.
- 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).
- 1.5 Understand and explain the figurative and metaphorical use of words in context.

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

##### Structural Features of Informational Materials

- 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.

- 2.2 Analyze text that is organized in sequential or chronological order.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

### **Expository Critique**

- 2.5 Distinguish facts, supported inferences, and opinions in text.

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Identify the main problem or conflict of the plot and explain how it is resolved.
- 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- 3.4 Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.
- 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).

### **Literary Criticism**

- 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
- 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.

## **Writing**

### **1.0 Writing Strategies**

Students compose clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### **Organization and Focus**

- 1.1 Create multiple-paragraph narrative compositions:
  - a. Establish and develop a situation or plot.
  - b. Describe the setting.
  - c. Present an ending.
- 1.2 Create multiple-paragraph expository compositions:
  - a. Establish a topic, important ideas, or events in sequence or chronological order.
  - b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought.
  - c. Offer a concluding paragraph that summarizes important ideas and details.

#### **Research and Technology**

- 1.3 Use organizational features of brailled text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 1.4 Create simple print and braille documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks), using appropriate specialized hardware and software, including screen reader, scanner, embosser, electronic note-taker, and braille software.
  - a. Use electronic text and braille translation software to produce braille for personal use.
- 1.5 Use a thesaurus in an accessible format to identify alternative word choices and meanings.

#### **Evaluation and Revision**

- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences, using specialized hardware and software.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade five outlined in Writing Standard 1.0, students:

- 2.1 Write narratives:
  - a. Establish a plot, point of view, setting, and conflict.
  - b. Show, rather than tell, the events of the story.
- 2.2 Write responses to literature:
  - a. Demonstrate an understanding of a literary work.
  - b. Support judgments through references to the text and to prior knowledge.
  - c. Develop interpretations that exhibit careful reading and understanding.
- 2.3 Write research reports about important ideas, issues, or events by using the following guidelines:
  - a. Frame questions that direct the investigation.
  - b. Establish a controlling idea or topic.
  - c. Develop the topic with simple facts, details, examples, and explanations.
  - d. Locate sources of braille, electronic, and recorded materials.
- 2.4 Write persuasive letters or compositions:
  - a. State a clear position in support of a proposal.
  - b. Support a position with relevant evidence.
  - c. Follow a simple organizational pattern.
  - d. Address reader concerns.

## **3.0 Mechanics of the Slate and Stylus**

Using the slate/stylus strategies of grade three outlined in Writing Standard 3.0, students efficiently use the slate and stylus as a note-taking tool.

- 3.1 Listen to a speaker, interpret, and take braille notes.
- 3.2 Listen to recorded material, interpret, and take braille notes.
- 3.3 Read a braille text, interpret, and take braille notes.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### **Sentence Structure**

- 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.

#### **Grammar**

- 1.2 Identify and correctly use verbs that are often misused (e.g., lie/lay, sit/set, rise/raise), modifiers, and pronouns.

#### **Punctuation**

- 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.

#### **Capitalization**

- 1.4 Use correct capitalization.

#### **Spelling**

- 1.5 Spell roots, suffixes, prefixes, standard print contractions, and syllable constructions correctly.
- 1.6 Use applicable braille rules when writing and spelling at the grade five level.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### **Comprehension**

- 1.1 Ask questions that seek information not already discussed.

- 1.2 Interpret a speaker's verbal and nonverbal messages (when appropriate), purposes, and perspectives.
- 1.3 Make inferences or draw conclusions based on an oral report.

### **Organization and Delivery of Oral Communication**

- 1.4 Select a focus, organizational structure, and point of view for an oral presentation.
- 1.5 Clarify and support spoken ideas with evidence and examples.
- 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.

### **Analysis and Evaluation of Oral and Media Communications**

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade five outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Establish a situation, plot, point of view, and setting with descriptive words and phrases.
  - b. Show, rather than tell, the listener what happens.
- 2.2 Deliver informative presentations about an important idea, issue, or event by the following means:
  - a. Frame questions to direct the investigation.
  - b. Establish a controlling idea or topic.
  - c. Develop the topic with simple facts, details, examples, and explanations.
- 2.3 Deliver oral responses to literature:
  - a. Summarize significant events and details.

- b. Articulate an understanding of several ideas or images communicated by the literary work.
- c. Use examples or textual evidence from the work to support conclusions.

## GRADE SIX

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### Word Recognition

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

##### Vocabulary and Concept Development

- 1.2 Identify and interpret figurative language and words with multiple meanings.
- 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.
- 1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students continue to make progress toward this goal.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

##### Structural Features of Informational Materials

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.

- 2.2 Analyze text that uses the compare-and-contrast organizational pattern.

### **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
- 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).

### **Expository Critique**

- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions.
- 2.7 Make reasonable assertions about a text through accurate, supporting citations.
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Identify the forms of fiction and describe the major characteristics of each form.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.
- 3.3 Analyze the influence of setting on the problem and its resolution.
- 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.
- 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).

- 3.6 Identify and analyze features of themes conveyed through characters, actions, and images.
- 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.

### **Literary Criticism**

- 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

## **Writing**

### **1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### **Organization and Focus**

- 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.
- 1.2 Create multiple-paragraph expository compositions:
  - a. Engage the interest of the reader and state a clear purpose.
  - b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
  - c. Conclude with a detailed summary linked to the purpose of the composition.
- 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.

#### **Research and Technology**

- 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.
  - a. Design and publish print and braille documents, using appropriate adaptive computer technology to navigate the Internet and computer networks to access bulletin boards and databases.
  - b. Effectively use keyword searches, log-ins, log-outs, and e-mail addresses.

- c. Demonstrate ability to upload and download computer files from a computer and the Internet, using adaptive computer technology, electronic note-takers, and portable electronic storage devices.
- 1.5 Compose documents with appropriate formatting by using word-processing and computer navigation skills, principles of design (e.g., margins, tabs, spacing, columns, page orientation), and appropriate specialized hardware and software.
- a. Demonstrate ability to use a scanner, electronic text, and braille translation software to produce print and braille documents for others.

### **Evaluation and Revision**

- 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade six outlined in Writing Standard 1.0, students:

- 2.1 Write narratives:
- a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories.
  - b. Include sensory details and concrete language to develop plot and character.
  - c. Use a range of narrative devices (e.g., dialogue, suspense).
- 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):
- a. State the thesis or purpose.
  - b. Explain the situation.
  - c. Follow an organizational pattern appropriate to the type of composition.
  - d. Offer persuasive evidence to validate arguments and conclusions as needed.
- 2.3 Write research reports:
- a. Pose relevant questions with a scope narrow enough to be thoroughly covered.

- b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).
  - c. Include a bibliography.
- 2.4 Write responses to literature:
- a. Develop an interpretation exhibiting careful reading, understanding, and insight.
  - b. Organize the interpretation around several clear ideas, premises, or images.
  - c. Develop and justify the interpretation through sustained use of examples and textual evidence.
- 2.5 Write persuasive compositions:
- a. State a clear position on a proposition or proposal.
  - b. Support the position with organized and relevant evidence.
  - c. Anticipate and address reader concerns and counterarguments.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### **Sentence Structure**

- 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.

#### **Grammar**

- 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; and ensure that verbs agree with compound subjects.

#### **Punctuation**

- 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.

## **Capitalization**

- 1.4 Use correct capitalization.

## **Spelling**

- 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### **Comprehension**

- 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture).
- 1.2 Identify the tone, mood, and emotion conveyed in the oral communication.
- 1.3 Restate and execute multiple-step oral instructions and directions.

#### **Organization and Delivery of Oral Communication**

- 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.
- 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts.
- 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.

#### **Analysis and Evaluation of Oral and Media Communications**

- 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.
- 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.

### **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the

organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade six outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Establish a context, plot, and point of view.
  - b. Include sensory details and concrete language to develop the plot and character.
  - c. Use a range of narrative devices (e.g., dialogue, tension, or suspense).
- 2.2 Deliver informative presentations:
  - a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.
  - b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).
- 2.3 Deliver oral responses to literature:
  - a. Develop an interpretation exhibiting careful reading, understanding, and insight.
  - b. Organize the selected interpretation around several clear ideas, premises, or images.
  - c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.
- 2.4 Deliver persuasive presentations:
  - a. Provide a clear statement of the position.
  - b. Include relevant evidence.
  - c. Offer a logical sequence of information.
  - d. Engage the listener and foster acceptance of the proposition or proposal.
- 2.5 Deliver presentations on problems and solutions:
  - a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution.
  - b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.

## GRADE SEVEN

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### Vocabulary and Concept Development

- 1.1 Identify idioms, analogies, metaphors, and similes in prose and poetry.
- 1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
- 1.3 Clarify word meanings through the use of definition, example, restatement, or contrast.

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade seven, students make substantial progress toward this goal.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

##### Structural Features of Informational Materials

- 2.1 Understand and analyze the differences in structure and purpose between various categories of informational materials (e.g., textbooks, newspapers, instructional manuals, signs).
- 2.2 Locate information using a variety of consumer, workplace, and public documents, asking for assistance, as appropriate, to locate those documents.
- 2.3 Analyze text that uses the cause-and-effect organizational pattern.

## **Comprehension and Analysis of Grade-Level-Appropriate Text**

- 2.4 Identify and trace the development of an author's argument, point of view, or perspective in text.
- 2.5 Understand and explain the use of a simple mechanical device by following technical directions.

### **Expository Critique**

- 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Articulate the expressed purposes and characteristics of different forms of prose (e.g., short story, novel, novella, essay).

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).
- 3.3 Analyze characterization as delineated through a character's thoughts, words, speech patterns, and actions; the narrator's description; and the thoughts, words, and actions of other characters.
- 3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).
- 3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.

### **Literary Criticism**

- 3.6 Analyze a range of responses to a literary work and determine the extent to which the literary elements in the work shaped those responses.

## **Writing**

### **1.0 Writing Strategies**

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### **Organization and Focus**

- 1.1 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas.
- 1.2 Support all statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.
- 1.3 Use strategies of note-taking, outlining, and summarizing to impose structure on composition drafts, using a slate and stylus, braille note-taker, or notebook computer.

#### **Research and Technology**

- 1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research.
- 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations.
- 1.6 Create documents by using adapted computer hardware, a scanner, computer navigation software, word-processing skills, and publishing programs; develop simple databases and spreadsheets to manage information and prepare reports.
  - a. Create properly formatted braille documents.

#### **Evaluation and Revision**

- 1.7 Revise writing to improve organization and word choice after checking the logic of the ideas and the precision of the vocabulary.

### **2.0 Writing Applications (Genres and Their Characteristics)**

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. The writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade seven outlined in Writing Standard 1.0, students effectively use braillewriters, braille note-takers, notebook computers,

screen readers, braille/print translation software, scanners, printers, and braille embossers. Students:

- 2.1 Write fictional or autobiographical narratives:
  - a. Develop a standard plot line (having a beginning, conflict, rising action, climax, and denouement) and point of view.
  - b. Develop complex major and minor characters and a definite setting.
  - c. Use a range of appropriate strategies (e.g., dialogue; suspense; naming of specific narrative action, including movement, gestures, and expressions).
- 2.2 Write responses to literature:
  - a. Develop interpretations exhibiting careful reading, understanding, and insight.
  - b. Organize interpretations around several clear ideas, premises, or images from the literary work.
  - c. Justify interpretations through sustained use of examples and textual evidence.
- 2.3 Write research reports:
  - a. Pose relevant and tightly drawn questions about the topic.
  - b. Convey clear and accurate perspectives on the subject.
  - c. Include evidence compiled through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, a computer catalog, magazines, newspapers, dictionaries, and online resources).
  - d. Document reference sources by means of footnotes and a bibliography.
- 2.4 Write persuasive compositions:
  - a. State a clear position or perspective in support of a proposition or proposal.
  - b. Describe the points in support of the proposition, employing well-articulated evidence.
  - c. Anticipate and address reader concerns and counterarguments.
- 2.5 Write summaries of reading materials:
  - a. Include the main ideas and most significant details.
  - b. Use the student's own words, except for quotations.
  - c. Reflect underlying meaning, not just the superficial details.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to the grade level.

#### **Sentence Structure**

- 1.1 Place modifiers properly and use the active voice.

#### **Grammar**

- 1.2 Identify and use infinitives and participles and make clear references between pronouns and antecedents.
- 1.3 Identify all parts of speech and types and structure of sentences.
- 1.4 Demonstrate the mechanics of writing (e.g., quotation marks, commas at end of dependent clauses) and appropriate English usage (e.g., pronoun reference).

#### **Punctuation**

- 1.5 Identify hyphens, dashes, brackets, and semicolons and use them correctly.

#### **Capitalization**

- 1.6 Use correct capitalization.

#### **Spelling**

- 1.7 Spell derivatives correctly by applying the spellings of bases and affixes.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students evaluate the content of oral communication.

#### **Comprehension**

- 1.1 Ask probing questions to elicit information, including evidence to support the speaker's claims and conclusions.

- 1.2 Determine the speaker's attitude toward the subject.
- 1.3 Respond to persuasive messages with questions, challenges, or affirmations.

### **Organization and Delivery of Oral Communication**

- 1.4 Organize information to achieve particular purposes and to appeal to the background and interests of the audience.
- 1.5 Arrange supporting details, reasons, descriptions, and examples effectively and persuasively in relation to the audience.
- 1.6 Use speaking techniques, including voice modulation, inflection, tempo, enunciation, and facing the audience, for effective presentations.

### **Analysis and Evaluation of Oral and Media Communications**

- 1.7 Provide constructive feedback to speakers concerning the coherence and logic of a speech's content and delivery and its overall impact upon the listener.
- 1.8 Analyze the effect on the viewer of images, text, and sound in electronic journalism; identify the techniques used to achieve the effects in each instance studied.

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade seven outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Establish a context, standard plot line (having a beginning, conflict, rising action, climax, and denouement), and point of view.
  - b. Describe complex major and minor characters and a definite setting.
  - c. Use a range of appropriate strategies, including dialogue, suspense, and naming of specific narrative action (e.g., movement, gestures, expressions).
- 2.2 Deliver oral summaries of articles and books:
  - a. Include the main ideas of the event or article and the most significant details.

- b. Use the student's own words, except for material quoted from sources.
- c. Convey a comprehensive understanding of sources, not just superficial details.

2.3 Deliver research presentations:

- a. Pose relevant and concise questions about the topic.
- b. Convey clear and accurate perspectives on the subject.
- c. Include evidence generated through the formal research process (e.g., use of a card catalog, *Reader's Guide to Periodical Literature*, computer databases, magazines, newspapers, dictionaries, online resources.)
- d. Cite reference sources appropriately.

2.4 Deliver persuasive presentations:

- a. State a clear position or perspective in support of an argument or proposal.
- b. Describe the points in support of the argument and employ well-articulated evidence.

## GRADE EIGHT

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

##### Vocabulary and Concept Development

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
- 1.2 Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

##### Structural Features of Informational Materials

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
- 2.2 Analyze text that uses proposition and support patterns.

##### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas.

- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
- 2.5 Understand and explain the use of a complex mechanical device by following technical directions.
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.

### **Expository Critique**

- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
- 3.3 Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
- 3.4 Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
- 3.5 Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
- 3.6 Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.

### **Literary Criticism**

- 3.7 Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

## Writing

### 1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### Organization and Focus

- 1.1 Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
- 1.2 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
- 1.3 Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
- 1.4 Plan access strategies and conduct multiple-step information searches by using computer networks and modems.
- 1.5 Achieve an effective balance between researched information and original ideas.

#### Evaluation and Revision

- 1.6 Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive essays of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade eight outlined in Writing Standard 1.0, students effectively use braillewriters, braille note-takers, notebook computers, screen readers, braille/print translation software, scanners, printers, and braille embossers. Students:

- 2.1 Write biographies, autobiographies, short stories, or narratives:
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, or the writer's attitude about, the subject.
  - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

- 2.2 Write responses to literature:
  - a. Exhibit careful reading and insight in their interpretations.
  - b. Connect the student's own responses to the writer's techniques and to specific textual references.
  - c. Draw supported inferences about the effects of a literary work on its audience.
  - d. Support judgments through references to the text, other works, other authors, or to personal knowledge.
- 2.3 Write research reports:
  - a. Define a thesis.
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and display information on charts, maps, and graphs.
- 2.4 Write persuasive compositions:
  - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
  - b. Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion.
  - c. Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments.
- 2.5 Write documents related to career development, including simple business letters and job applications:
  - a. Present information purposefully and succinctly and meet the needs of the intended audience.
  - b. Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum).
- 2.6 Write technical documents:
  - a. Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization.
  - b. Include all the factors and variables that need to be considered.
  - c. Use formatting techniques (e.g., headings, differing fonts) to aid comprehension.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions appropriate to this grade level.

#### **Sentence Structure**

- 1.1 Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- 1.2 Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
- 1.3 Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.

#### **Grammar**

- 1.4 Edit written manuscripts to ensure that correct grammar is used.

#### **Punctuation and Capitalization**

- 1.5 Use correct punctuation and capitalization.

#### **Spelling**

- 1.6 Use correct spelling conventions.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

#### **Comprehension**

- 1.1 Analyze oral interpretations of literature, including language choice and delivery, and the effect of the interpretations on the listener.
- 1.2 Paraphrase a speaker's purpose and point of view and ask relevant questions concerning the speaker's content, delivery, and purpose.

## **Organization and Delivery of Oral Communication**

- 1.3 Organize information to achieve particular purposes by matching the message, vocabulary, voice modulation, expression, and tone to the audience and purpose.
- 1.4 Prepare a speech outline based upon a chosen pattern of organization, which generally includes an introduction; transitions, previews, and summaries; a logically developed body; and an effective conclusion.
- 1.5 Use precise language, action verbs, sensory details, appropriate and colorful modifiers, and the active rather than the passive voice in ways that enliven oral presentations.
- 1.6 Use appropriate grammar, word choice, enunciation, and pace during formal presentations.
- 1.7 Use audience feedback (e.g., verbal and nonverbal cues):
  - a. Reconsider and modify the organizational structure or plan.
  - b. Rearrange words and sentences to clarify the meaning.

## **Analysis and Evaluation of Oral and Media Communications**

- 1.8 Evaluate the credibility of a speaker (e.g., hidden agendas, slanted or biased material).
- 1.9 Interpret and evaluate the various ways in which visual image makers (e.g., graphic artists, illustrators, news photographers) communicate information and affect impressions and opinions.

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade eight outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations (e.g., biographical, autobiographical):
  - a. Relate a clear, coherent incident, event, or situation by using well-chosen details.
  - b. Reveal the significance of, and the subject's attitude about, the incident, event, or situation.
  - c. Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters).

- 2.2 Deliver oral responses to literature:
  - a. Interpret a reading and provide insight.
  - b. Connect the students' own responses to the writer's techniques and to specific textual references.
  - c. Draw supported inferences about the effects of a literary work on its audience.
  - d. Support judgments through references to the text, other works, other authors, or personal knowledge.
- 2.3 Deliver research presentations:
  - a. Define a thesis.
  - b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all relevant perspectives on the topic, as appropriate.
  - c. Use a variety of primary and secondary sources and distinguish the nature and value of each.
  - d. Organize and record information on charts, maps, and graphs.
- 2.4 Deliver persuasive presentations:
  - a. Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment).
  - b. Differentiate fact from opinion and support arguments with detailed evidence, examples, and reasoning.
  - c. Anticipate and answer listener concerns and counterarguments effectively through the inclusion and arrangement of details, reasons, examples, and other elements.
  - d. Maintain a reasonable tone.
- 2.5 Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.

## GRADES NINE AND TEN

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

##### Vocabulary and Concept Development

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
- 1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word narcissistic drawn from the myth of Narcissus and Echo).

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* (California Department of Education, 1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

##### Structural Features of Informational Materials

- 2.1 Using tactile graphics and transcriber's notes, analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
- 2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.

##### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.3 Generate relevant questions about readings on issues that can be researched.

- 2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
- 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
- 2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).

### **Expository Critique**

- 2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
- 2.8 Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
- 3.4 Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
- 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.

- 3.6 Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
- 3.7 Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
- 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
- 3.9 Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
- 3.10 Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.

### **Literary Criticism**

- 3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
- 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

## **Writing**

### **1.0 Writing Strategies**

Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.

#### **Organization and Focus**

- 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
- 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

#### **Research and Technology**

- 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

- 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
- 1.5 Synthesize information from multiple sources, using braille, optical aids, recorded aids, and electronic aids, and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, and online resources).
- 1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.
- 1.7 Locate, acquire, and use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., braille samples of the *Modern Language Association Handbook*, *The Chicago Manual of Style*).
- 1.8 Design and publish print and braille documents that are correctly formatted by using advanced publishing software and graphic programs.

### **Evaluation and Revision**

- 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades nine and ten outlined in Writing Standard 1.0, students effectively use braillewriters, braille note-takers, notebook computers, screen readers, braille/print translation software, scanners, printers, and braille embossers. Students:

- 2.1 Write biographical or autobiographical narratives or short stories:
  - a. Relate a sequence of events and communicate the significance of the events to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

- d. Pace the presentation of actions to accommodate changes in time and mood.
  - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
- a. Demonstrate a comprehensive grasp of the significant ideas of literary works.
  - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write expository compositions, including analytical essays and research reports:
- a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - b. Convey information and ideas from primary and secondary sources accurately and coherently.
  - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.
  - d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
  - e. Anticipate and address readers' potential misunderstandings, biases, and expectations.
  - f. Use technical terms and notations accurately.
- 2.4 Write persuasive compositions:
- a. Structure ideas and arguments in a sustained and logical fashion.
  - b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
  - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
  - d. Address readers' concerns, counterclaims, biases, and expectations.

- 2.5 Write business letters:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - c. Highlight central ideas or images.
  - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.
- 2.6 Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):
  - a. Report information and convey ideas logically and correctly.
  - b. Offer detailed and accurate specifications.
  - c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).
  - d. Anticipate readers' problems, mistakes, and misunderstandings.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

#### **Grammar and Mechanics of Writing**

- 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
- 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
- 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

#### **Manuscript Form**

- 1.4 Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

- 1.5 Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material (e.g., in-text citation, use of direct quotations, paraphrasing) with appropriate citations.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

#### **Comprehension**

- 1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.
- 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.

#### **Organization and Delivery of Oral Communication**

- 1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause.
- 1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).
- 1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate.
- 1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance.
- 1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.
- 1.8 Produce concise notes for extemporaneous delivery.
- 1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, facing the audience) for presentations.

## **Analysis and Evaluation of Oral and Media Communications**

- 1.10 Analyze historically significant speeches (e.g., Abraham Lincoln’s “Gettysburg Address,” Martin Luther King, Jr.’s “I Have a Dream”) to find the rhetorical devices and features that make them memorable.
- 1.11 Assess how language and delivery affect the mood and tone of the oral communication and make an impact on the audience.
- 1.12 Evaluate the clarity, quality, effectiveness, and general coherence of a speaker’s important points, arguments, evidence, organization of ideas, delivery, diction, and syntax.
- 1.13 Analyze the types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.
- 1.14 Identify the aesthetic effects of a media presentation and evaluate the techniques used to create them.

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine the traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades nine and ten outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver narrative presentations:
  - a. Narrate a sequence of events and communicate their significance to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of characters.
  - d. Pace the presentation of actions to accommodate time or mood changes.
- 2.2 Deliver expository presentations:
  - a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.
  - b. Convey information and ideas from primary and secondary sources accurately and coherently.
  - c. Make distinctions between the relative value and significance of specific data, facts, and ideas.

- d. Include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs.
  - e. Anticipate and address the listener's potential misunderstandings, biases, and expectations.
  - f. Use technical terms and notations accurately.
- 2.3 Apply appropriate interviewing techniques:
- a. Prepare and ask relevant questions.
  - b. Make notes of responses.
  - c. Use language that conveys maturity, sensitivity, and respect.
  - d. Respond correctly and effectively to questions.
  - e. Demonstrate knowledge of the subject or organization.
  - f. Compile and report responses.
  - g. Evaluate the effectiveness of the interview.
- 2.4 Deliver oral responses to literature:
- a. Advance a judgment demonstrating a comprehensive grasp of the significant ideas of works or passages (i.e., make and support warranted assertions about the text).
  - b. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - c. Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - d. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.5 Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects):
- a. Structure ideas and arguments in a coherent, logical fashion.
  - b. Use rhetorical devices to support assertions (e.g., by appeal to logic through reasoning; by appeal to emotion or ethical belief; by use of personal anecdote, case study, or analogy).
  - c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
  - d. Anticipate and address the listener's concerns and counterarguments.
- 2.6 Deliver descriptive presentations:
- a. Establish clearly the speaker's point of view on the subject of the presentation.

- b. Establish clearly the speaker's relationship with that subject (e.g., dispassionate observation, personal involvement).
- c. Use effective, factual descriptions of appearance, concrete images, shifting perspectives and vantage points, and sensory details.

## GRADES ELEVEN AND TWELVE

### Reading

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

##### Vocabulary and Concept Development

- 1.1 Trace the etymology of significant terms used in political science and history.
- 1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

#### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

The grade-level-appropriate materials **must** be made available in braille to braille readers in a timely manner.

##### Structural Features of Informational Materials

- 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

##### Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents and asking for help to locate those documents.

- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

### **Expository Critique**

- 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

## **3.0 Literary Response and Analysis**

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.

### **Structural Features of Literature**

- 3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

### **Narrative Analysis of Grade-Level-Appropriate Text**

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.3 Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.
- 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.
- 3.5 Analyze recognized works of American literature representing a variety of genres and traditions:
  - a. Trace the development of American literature from the colonial period forward.
  - b. Contrast the major periods, themes, styles, and trends and describe how works by members of different cultures relate to one another in each period.

- c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.
- 3.6 Analyze the way in which authors through the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings (e.g., how the archetypes of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Macbeth*).
- 3.7 Analyze recognized works of world literature from a variety of authors:
  - a. Contrast the major literary forms, techniques, and characteristics of the major literary periods (e.g., Homeric Greece, medieval, romantic, neoclassic, modern).
  - b. Relate literary works and authors to the major themes and issues of their eras.
  - c. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

### **Literary Criticism**

- 3.8. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)
- 3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

## **Writing**

### **1.0 Writing Strategies**

Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process.

#### **Organization and Focus**

- 1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.
- 1.2 Use point of view, characterization, style (e.g., use of irony), and related elements for specific rhetorical and aesthetic purpose

- 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- 1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.
- 1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.

### **Research and Technology**

- 1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).
- 1.7 Use systematic strategies, adaptive computer hardware and software, a scanner, an electronic note-taker, and computer storage devices to organize and record information (e.g., anecdotal scripting, annotated bibliographies).
- 1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

### **Evaluation and Revision**

- 1.9 Revise text, using a braille note-taker or a computer with a screen reader, to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

## **2.0 Writing Applications (Genres and Their Characteristics)**

Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students effectively use braillewriters, braille note-takers, notebook computers, screen readers, braille/print translation software, scanners, printers, and braille embossers. Students:

- 2.1 Write fictional, autobiographical, or biographical narratives:
  - a. Narrate a sequence of events and communicate their significance to the audience.
  - b. Locate scenes and incidents in specific places.
  - c. Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.

- d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes.
  - e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.
- 2.2 Write responses to literature:
- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.3 Write reflective compositions:
- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.
- 2.4 Write historical investigation reports:
- a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
  - e. Include a formal bibliography.
- 2.5 Write job applications and résumés:
- a. Provide clear and purposeful information and address the intended audience appropriately.

- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - c. Modify the tone to fit the purpose and audience.
  - d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.
- 2.6 Deliver multimedia presentations:
- a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

## **Written and Oral English Language Conventions**

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

### **1.0 Written and Oral English Language Conventions**

Students write and speak with a command of standard English conventions.

- 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage.
- 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization.
- 1.3 Reflect appropriate manuscript requirements in writing.

## **Listening and Speaking**

### **1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

## **Comprehension**

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

## **Organization and Delivery of Oral Communication**

- 1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.
- 1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:
  - a. Inductive and deductive reasoning
  - b. Syllogisms and analogies
- 1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
- 1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- 1.8 Use effective and interesting language, including:
  - a. Informal expressions for effect
  - b. Standard American English for clarity
  - c. Technical language for specificity
- 1.9 Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- 1.10 Evaluate when to use different kinds of effects (e.g., visual, music, sound, graphics) to create effective productions.

## **Analysis and Evaluation of Oral and Media Communications**

- 1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.
- 1.12 Identify logical fallacies used in oral addresses (e.g., attack ad hominen, false causality, red herring, overgeneralization, bandwagon effect).

- 1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g., Orson Welles' radio broadcast "War of the Worlds").

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grades eleven and twelve outlined in Listening and Speaking Standard 1.0, students:

- 2.1 Deliver reflective presentations:
  - a. Explore the significance of personal experiences, events, conditions, or concerns, using appropriate rhetorical strategies (e.g., narration, description, exposition, persuasion).
  - b. Draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life.
  - c. Maintain a balance between describing the incident and relating it to more general, abstract ideas.
- 2.2 Deliver oral reports on historical investigations:
  - a. Use exposition, narration, description, persuasion, or some combination of those to support the thesis.
  - b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.
  - c. Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance the presentation.
  - d. Include information on all relevant perspectives and consider the validity and reliability of sources.
- 2.3 Deliver oral responses to literature:
  - a. Demonstrate a comprehensive understanding of the significant ideas of literary works (e.g., make assertions about the text that are reasonable and supportable).

- b. Analyze the imagery, language, universal themes, and unique aspects of the text through the use of rhetorical strategies (e.g., narration, description, persuasion, exposition, a combination of those strategies).
  - c. Support important ideas and viewpoints through accurate and detailed references to the text or to other works.
  - d. Demonstrate an awareness of the author's use of stylistic devices and an appreciation of the effects created.
  - e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.
- 2.4 Deliver multimedia presentations:
- a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.
- 2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

## APPENDIX A

### NOTETAKER CURRICULUM OUTLINE

This curricular outline provides the reader with basic information on teaching blind students to use the various electronic braille notetaking devices now available. Because of the wide range of options of these new writing and research tools, this outline cannot cover all the available devices and applications. Therefore, the task force decided to emphasize those areas that are common to all the devices and that are critical to braille literacy.

#### **Getting Started**

Adjust Speech—volume, rate, pitch

(Touch)\* Cursor

Exiting the Current Activity

Menus

(Thumb Keys)\*

#### **Word Processor**

Create a Document

Select a Document

Read a Document

Listen to a Document

Top of document, Bottom of document, Whole document, Sentences,  
Words, Characters, Moving to either end of a line

Insert Time and Date

Format Menu

Center a line

Right justification

Edit a Document

Insert text

Delete text

Delete menu

Quick commands

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\*Items in parentheses apply to BrailleNote only.

Search a document  
Find and replace  
Spell checker

## **Emboss and Print**

## **General Functions**

Display Date  
Display Time  
(Toggle for Thumb Keys)\*  
Setting Keyboard Voice  
Braille Display Options  
    Braille display on/off  
    Preferred reading grade  
Review Voice  
    Speech  
    Punctuation level  
    Number format  
    Power status

## **Advanced Word Processing**

### Block Commands

Append block to clipboard, Copy block to clipboard, Delete block, Insert file, Move block to clipboard, Paste clipboard, Read block, Store block, Top marker insertion, Bottom marker insertion, Erase file and exit keyword

## **File Manager**

### File Manager Menu

Directory, Copy file, Erase file, Rename file, Move file, Protection, Translate file, Folder manager

### Folder Manager Menu

Create folder, Rename folder, Erase folder

## **Utilities**

Set time and date

## APPENDIX B

### BRaille RESOURCES AND MATERIALS

#### I. Braille Readiness

##### A. Tactual Discrimination/Object Identification

1. Sensory Stimulation Kit/Tactual-Kinesthetic Component (birth to six years). **APH**
2. Patterns Prebraille Program: Instructions for Making Tactual Readiness Books, The Book of Toys, Paper Book, Button Book, Pairs Book, Width Book. **APH**
3. On the Way to Literacy: Storybooks (two to five years)—Something Special, Book About Me, Geraldine’s Blanket, Giggly-Wiggly, Snickety-Snick. **APH**
4. Tactile Treasures. **APH**

##### B. Tactual Discrimination/Texture Identification

1. Sensory Stimulation Kit/Tactual-Kinesthetic Component. **APH**
2. Large Textured Block (five years and older). **APH**
3. Sensory Cylinder Set (three years and older). **APH**
4. Textured Matching Blocks (three years and older). **APH**
5. On the Way to Literacy: Storybooks (two to five years)—That’s Not My Bear. **APH**
6. Oakmont Tactile Readiness Books. **Oakmont Visual Aids Workshop**

##### C. Tactual Discrimination/Awareness of Braille

1. On the Way to Literacy: Storybooks. **APH**
2. Preparatory Reading Program for Visually Handicapped Children (PREP) (three to six years). **APH**
3. Mangold Developmental Program of Tactile Perception and Braille Letter Recognition. **ETA**

##### D. Tactual Discrimination/Flat Shape Identification

1. Shape Board (four years and older). **APH**
2. Puzzle Form Board Kit (three years and older). **APH**
3. Formboard with Removable Hands (five years and older). **APH**
4. Geometric Forms (five years and older). **APH**
5. Chang Tactual Diagram Kit (six years and older). **APH**

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*Note:* The key to the acronyms (resources) appears at the end of this appendix.

- E. Tactual Discrimination/Molded Object and Shape Identification
  - 1. Tactile Treasures: Math and Language Concepts for Young Children with Visual Impairments (four years and older). **APH**
  - 2. On the Way to Literacy: Storybooks (three to five years)—Jennifer's Messes, Gobs of Gum, Roly-Poly Man, Jellybean Jungle, Thingamajig. **APH**
- F. Tactual Discrimination/Raised Lines and Shapes Identification
  - 1. Touch and Tell, Volumes I and II (five years and older). **APH**
  - 2. Tactual Discrimination Worksheets, Parts 1–3 (five years and older). **APH**
  - 3. Tactile Treasures. **APH**
  - 4. Preparatory Reading Program for Visually Handicapped Children (PREP). **APH**
  - 5. On the Way to Literacy: Storybooks—The Longest Noodle, That Terrible, Awful Day, The Caterpillar, Silly Squiggles, Bumpy Rolls Away, The Blue Balloon, The Gumdrop Tree. **APH**
  - 6. Patterns Prebraille Program: Form Books. **APH**
  - 7. Oakmont Tactile Readiness Books. **Oakmont Visual Aids Workshop**
- G. Tactually Discriminates/Identifies Cutouts of Objects
  - 1. Patterns Prebraille Program: Instructions for Making Tactual Readiness Books—Playground Book, Pet Book, Zoo Book, Book of Things, The Book of Things That Go. **APH**
  - 2. Tactile Treasures. **APH**
- H. Discrimination of Braille Shapes
  - 1. Classroom Calendar Kit (four to ten years). **APH**
  - 2. Touch and Tell, Volume III. **APH**
  - 3. Tactual Discrimination Worksheets, Part 4. **APH**
  - 4. Mangold Developmental Program of Tactile Perception. **ETA**

## **II. Braille Readiness**

- A. Identification of Braille Units
  - 1. Mangold Developmental Program of Tactile Perception. **ETA**
  - 2. Expanded Dolch Word Cards (six years and older). **APH**
  - 3. Grade 2 Braille Cards (five years and older). **APH**
  - 4. Individual Calendar Kit (four to ten years). **APH**
  - 5. Patterns: The Primary Braille Reading Program. **APH**

B. Development of Reading Skills and Speed

1. Patterns: The Primary Braille Reading Program. **APH**
2. Patterns Library Series. **APH**
3. Braille Too, An Instructional Braille Reading and Writing Program for Secondary Students. **Grant Wood Area Education Agency**
4. Braille Code Recognition (BCR) Materials (ten years and older). **APH**
5. ABC's of Braille. **APH**
6. Braille FUNdamentals. **TSBVI**

**III. Braille Writing**

A. Braillewriter

1. Patterns: The Primary Braille Spelling and English Program. **APH**
2. Swing Cell. **APH**
3. Swing Cell Compact. **APH**
4. Braillewriting Dot by Dot. **APH**

B. Braille Notetaker

1. Braille Lite Teaching Curriculum. **FS**
2. Braille Note & Braille Lite Curricula. **CSB**

C. Slate and Stylus

1. Teaching the Braille Slate and Stylus. **ETA**
2. Braille Writing Dot by Dot. **APH**
3. Peg Slate. **APH**
4. Big Cell. **APH**

**IV. Braille Reading and Writing for Print Readers and Former Print Readers**

- A. Handbook for Learning to Read Braille By Sight. **APH**
- B. The Braille Connection (teen–adult). **APH**
- C. Just Enough to Know Better: A Braille Primer for Parents. **NBP**

**V. Support and Teacher Material**

A. Manuals and Code Books

1. Braille Transcription, A Manual for Teachers. **CSMT**
2. Programmed Instruction in Braille. **SCALARS Publishing**
3. Instruction Manual for Braille Transcribing, 2000. **APH**

4. Braille Formats: Principles of Print to Braille Transcription. **APH**
  5. Alphabetical Index of Braille Signs. **APH**
  6. (Pocket) Chart of Braille Characters and Contractions (in braille only). **APH**
  7. Burns Braille Transcription Dictionary. **AFB Press**
  8. Literary Braille Practice Sentences. **ETA**
  9. Guidelines and Games for Teaching Efficient Braille Reading. **AFB Press**
  10. Braille Specifications for Print Materials Adopted by the California State Board of Education. **CSMT**
- B. Manuals and Code Books: Math and Science
1. Introduction to Braille Math. **APH**
  2. Learning the Nemeth Braille Code: A Manual for Teachers and Students. **APH**
  3. The Nemeth Braille Code for Mathematics and Science Notation. **APH**
  4. Provisional Braille Code for Computer Notation. **APH**
  5. Nemeth Code Reference Sheet. **APH**
  6. Nemeth Reference Sheets. **NBP**
  7. Computer Braille Code. **APH**
- C. Manuals and Code Books: Music
1. Braille Music Chart. **APH**
  2. Introduction to Braille Music Transcription. **APH**
  3. MusicBraille Code, 1997. **APH**

## Resources

**AFB Press.** American Foundation for the Blind, 11 Penn Plaza, Suite 300, New York, NY 10001; (800) 232-3044; FAX (412) 741-0609; <http://www.afb.org>

**APH.** American Printing House for the Blind, P.O. Box 6084, 1839 Frankfort Ave., Louisville, KY 40206-0085; (800) 223-1839; <http://www.aph.org/>

**CCB.** California Council of the Blind, 578 B St., Hayward, CA 94541; (510) 537-7877; FAX (510) 537-7830; <http://www.ccbnet.org/>

**CSB.** California School for the Blind, 500 Walnut Ave., Fremont, CA 94536; (510) 794-3800; <http://www.csb-cde.ca.gov/>

**CSMT.** Clearinghouse for Specialized Media and Technology, 1430 N St., Sacramento, CA 95814; (916) 445-5103; FAX (916) 323-9732; <http://www.cde.ca.gov/re/pn/sm>

**CTEVH.** California Transcribers and Educators of the Visually Handicapped, 714 N. Vermont Ave., Los Angeles, CA 90039; (323) 666-2211; <http://www.ctevh.org>

**ETA.** Exceptional Teaching Aids, 20102 Woodbine Ave., Castro Valley, CA 94546; (800) 549-6999; (510) 582-4859; FAX (510) 582-5911.

**FS.** Freedom Scientific, 11800 31<sup>st</sup> Court North, St. Petersburg, FL 33716-1805; (800) 444-4443; FAX (727) 803-8001; <http://www.freedomscientific.com/>

**Grant Wood Area Education Agency,** Marketing Dept., 4401 Sixth St. SW, Cedar Rapids, IA 52404; (800) 332-8488; (319) 399-6714; FAX (319) 399-6457

**Oakmont Visual Aids Workshop,** 310 White Oak Dr., Santa Rosa, CA 95409; (707) 539-8030

**Tack-Tiles, LLC Ltd.,** P.O. Box 475, Plaistow, NH 03865; (800) 822-5845; <http://www.tack-tiles.com/>; e-mail: [braille@tack-tiles.com](mailto:braille@tack-tiles.com)

**NBP.** National Braille Press, 88 St. Stephen St., Boston, MA 02115; (800) 548-7323; <http://www.nbp.org/>

**NFBC.** National Federation of the Blind of California, 175 E. Olive Ave., Burbank, CA 91502; (818) 558-6524; e-mail: [nfbcal@sbcglobal.net](mailto:nfbcal@sbcglobal.net)

**SCALARS Publishing,** P.O. Box 382834, Germantown, TN 38183-2834; (901) 737-0001

**TSBVI.** Texas School for the Blind and Visually Impaired, 1100 West 45<sup>th</sup> St., Austin, TX 78756; <http://www.tsbvi.edu/>

## GLOSSARY

*APH*—American Printing House for the Blind. APH is the major supplier of educational materials for visually impaired children.

*Assistive technology*—Any item, piece of equipment, or system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities.

*Blindness*—The inability to see; absence or severe reduction of vision. See also *functionally blind* and *legally blind*.

*Braille*—A tactile code system, consisting of raised dots organized in cells, used by persons who are blind for reading and writing. Each braille cell consists of up to six dots, which are arranged in different patterns to represent letters, numbers, symbols, and words.

*Braille notetakers*—A small electronic talking device that is configured like a braillewriter but uses a series of commands to produce braille. This device can be used with a standard computer to print out assignments in print or in braille.

*Braillewriter*—A machine used to produce embossed braille symbols.

*Clearinghouse for Specialized Media and Technology (CSMT)*—A unit of the California Department of Education. The CSMT administers the American Printing House federal quota program as well as reader services for blind teachers, and it provides instructional resources in special formats for students who are blind.

*Compensatory skills*—Any technique, habit, or activity—such as daily living, social, and emotional skills—that must be developed to overcome a severe visual impairment.

*Contracted braille*—Sometimes referred to as grade two braille. Contractions are signs that represent whole words, parts of words, or letter combinations. There are 189 contractions in the braille code.

*Federal quota program*—A federal program administered by the American Printing House for the Blind (APH) and its ex officio trustee in each state that provides adapted educational materials and equipment to eligible students who meet the definition of blindness.

*Functionally blind*—A student whose primary channels for learning are tactual and auditory.

*Individualized education program (IEP)*—A written plan for a special education student that is developed and implemented in accordance with the IEP team and that is designed to meet the assessed needs of the student. Federal law includes specific requirements related to literacy for blind students.

*Individuals with Disabilities Education Act (IDEA)*—The IDEA ensures a free, appropriate public education in the least restrictive environment for all students and youths with disabilities.

*Legally blind*—Central visual acuity of 20/200 or less in the better eye after best correction with conventional spectacle lenses or visual acuity better than 20/200 if there is a field defect in

which the widest diameter of the visual field is no greater than 20 degrees. In the United States this definition has been established primarily for economic and legal purposes.

*Learning Media Assessment (LMA)*—A comprehensive assessment to determine a student’s reading and writing medium—print, braille, auditory, or a combination of modes.

*Literacy*—The ability to read and to write with proficiency.

*Nemeth code*—A braille code for mathematics and scientific notation.

*Other braille codes*—In addition to the Nemeth code, there is the literary braille code made up of rules for the use of contracted and uncontracted braille, a computer braille code, a foreign language code, and a music code.

*Quota funds*—Funds earmarked by federal legislation for students who are registered by the American Printing House for the Blind. Each state receives specialized funds for books and materials for the blind. In California quota funds are managed by CSMT.

*SELPA*—Special education local plan area. A consortium of school districts that provide services for students with disabilities.

*Slate and stylus*—A note-taking device. The slate is a flat implement made out of metal or plastic that has rows of braille cells on it; braille is produced by pushing the stylus through the holes in the slate to make braille dots.

*Textbook format*—Specialized braille rules that specify how pages, tables, graphs, and pictures in texts will be organized.

*Uncontracted braille*—The braille symbols that represent the alphabet; sometimes referred to as grade one braille.

*UEBC*—Unified English Braille Code.

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