

# **ELEMENTARY READING SKILLS CONTINUUM**

**TEXAS SCHOOL FOR THE BLIND  
AND VISUALLY IMPAIRED  
1978**

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## Adjustment Factors

- \_\_\_\_\_ Appears rested and free from excessive fatigue.
- \_\_\_\_\_ Appears to have high energy level.
- \_\_\_\_\_ Appears attentive.
- \_\_\_\_\_ Appears free of disabling fears (e.g., of task, teacher, other children).
- \_\_\_\_\_ Responds positively to teacher's oral directions.
- \_\_\_\_\_ Does not become easily disturbed over small setbacks.
- \_\_\_\_\_ Seems enthusiastic about tasks.
- \_\_\_\_\_ Relates positively to peers, teachers, etc..
- \_\_\_\_\_ Attempts tasks with minimal teacher attention.
- \_\_\_\_\_ Understands what reading is.

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# SECTION I

## Motor Development, Body Image, and Perceptive Skills

### Motor Development:

#### Gross Movement:

- \_\_\_\_\_ Performs stationary crawling.
- \_\_\_\_\_ Walks a balance beam.
- \_\_\_\_\_ Walks on a marked path.
- \_\_\_\_\_ Performs the jumping jack.
- \_\_\_\_\_ Crab walks.
- \_\_\_\_\_ Rolls.
- \_\_\_\_\_ Performs angel-in-snow feat.
- \_\_\_\_\_ Does sit-ups.
- \_\_\_\_\_ Does push-ups.
- \_\_\_\_\_ Stands on toes while counting aloud to ten.
- \_\_\_\_\_ With hands out to side, stands on one foot and counts to five.
- \_\_\_\_\_ Performs the prone leg lift.
- \_\_\_\_\_ Performs the prone head lift.
- \_\_\_\_\_ Performs the supine leg lift.
- \_\_\_\_\_ Performs the supine head lift.
- \_\_\_\_\_ Performs the stomach rock.
- \_\_\_\_\_ Has a coordinated walking gait.
- \_\_\_\_\_ Walks to a rhythmic beat.
- \_\_\_\_\_ Runs.
- \_\_\_\_\_ Runs backward.
- \_\_\_\_\_ Stands on tiptoes and walks forward and backward.
- \_\_\_\_\_ Jumps on springboard to music.
- \_\_\_\_\_ Jumps rope.
- \_\_\_\_\_ Hula-hoops.
- \_\_\_\_\_ Stacks blocks and checkers.
- \_\_\_\_\_ Walks with a book on head.
- \_\_\_\_\_ Bounces a basket ball to music.

#### Fine Movement:

- \_\_\_\_\_ Taps with pencils and fingers to beat of music.
- \_\_\_\_\_ Picks up small objects and puts in container.
- \_\_\_\_\_ Opens and closes a clothes pin.
- \_\_\_\_\_ Cuts with fork and knife.
- \_\_\_\_\_ Makes a fist.
- \_\_\_\_\_ Moves fingers up and down, thumbs in and out.
- \_\_\_\_\_ Squeezes a ball.
- \_\_\_\_\_ Picks up an object with toes.
- \_\_\_\_\_ Traces.
- \_\_\_\_\_ Plays jacks.

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**Body Image:**

- \_\_\_\_\_ Identifies self by name.
- \_\_\_\_\_ Identifies parts of own body.
- \_\_\_\_\_ Identifies others by name.
- \_\_\_\_\_ Locates body parts on others.
- \_\_\_\_\_ Generalizes to pictures or puppet different parts of body.
- \_\_\_\_\_ Completes body picture puzzles.
- \_\_\_\_\_ Identifies own sex verbally and appropriate identification with boy or girl.
- \_\_\_\_\_ Distinguishes between baby, child, adult.
- \_\_\_\_\_ Identifies roles of various family members.
- \_\_\_\_\_ Compares himself to others (e.g., age, weight, race, size).
- \_\_\_\_\_ Touches body parts to surroundings.
- \_\_\_\_\_ Imitates teacher in movement of specific body parts.
- \_\_\_\_\_ Moves specific body parts on command.
- \_\_\_\_\_ Points to objects in the room (e.g., above, below, under).
- \_\_\_\_\_ Identifies left and right hand and foot.
- \_\_\_\_\_ Identifies right and left of other body parts.
- \_\_\_\_\_ Moves designated body parts in a specific direction.
- \_\_\_\_\_ Crawls through, walks under, squeezes through, steps over and steps into.
- \_\_\_\_\_ Points to right and then turns in complete circle to right and vice/versa.
- \_\_\_\_\_ Sorts right and left gloves and shoes, fronts and back of clothing.
- \_\_\_\_\_ Responds to directions given in terms of north, south, east and west.
- \_\_\_\_\_ Marks from left and continues to right.
- \_\_\_\_\_ Identifies beginning, middle and end of a line.
- \_\_\_\_\_ Gives correct response to a yes or no question.

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## Perceptive Skills:

### Auditory:

- \_\_\_\_\_ Distinguishes loud and soft, high and low (pitch).
- \_\_\_\_\_ Distinguishes first and last sounds.
- \_\_\_\_\_ Tells if two sounds are alike or different.
- \_\_\_\_\_ Reproduces two and three syllable words.
- \_\_\_\_\_ Repeats series of numbers.
- \_\_\_\_\_ Tells if two words are alike or different.
- \_\_\_\_\_ Hears length of word (e.g., which is shorter? boy or elephant).
- \_\_\_\_\_ Tells if a given sound is at the beginning, end, or middle of a word.
- \_\_\_\_\_ Hears rhyming words.
- \_\_\_\_\_ Discriminates between sentences.

### Tactual:

- \_\_\_\_\_ Identifies objects in the environment.
- \_\_\_\_\_ Matches objects tactually.
- \_\_\_\_\_ Sorts objects with similar characteristics.
- \_\_\_\_\_ Matches different objects according to temperature, weight, texture, resiliency.
- \_\_\_\_\_ Matches and sorts objects of various sizes.
- \_\_\_\_\_ Does simple puzzles correctly positioned in reference to body.
- \_\_\_\_\_ Constructs outline forms of geometric shapes with clay.

- \_\_\_\_\_ Identifies environmental sounds.
- \_\_\_\_\_ Traces wire geometric shapes (e.g., square, circle, triangle).
- \_\_\_\_\_ Identifies wire geometric shapes (e.g., square circle, triangle).
- \_\_\_\_\_ Differentiates from a straight and curved line made with glue or yarn.
- \_\_\_\_\_ Identifies solid geometric shapes (e.g., square, circle, triangle).
- \_\_\_\_\_ Matches and sorts objects of various shapes.

### Visual:

- \_\_\_\_\_ Discriminates between light and dark.
- \_\_\_\_\_ Fixates on an object.
- \_\_\_\_\_ Tracks a moving object.
- \_\_\_\_\_ Identifies real objects in the environment visually.
- \_\_\_\_\_ Determines colors.
- \_\_\_\_\_ Discriminates differences in simple shapes of the same size.
- \_\_\_\_\_ Discriminates differences in size of objects that are the same shape and color.
- \_\_\_\_\_ Discriminates differences in the outline of simple shapes of the same size.
- \_\_\_\_\_ Names a picture of a single, simple object (e.g., an orange).
- \_\_\_\_\_ Recognizes a complicated picture of a single object.
- \_\_\_\_\_ Recognizes simple scenes in a picture.

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- \_\_\_\_\_ Interprets simple actions in a picture.
  - \_\_\_\_\_ Interprets complex actions in a picture.
  - \_\_\_\_\_ Matches a picture with one shown and removed.
  - \_\_\_\_\_ Discriminates differences in simple abstract drawings.
  - \_\_\_\_\_ Matches letters.
  - \_\_\_\_\_ Matches words.
  - \_\_\_\_\_ Matches a sentence.
  - \_\_\_\_\_ Matches a letter with one shown and removed.

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## SECTION II

### Comprehension

#### **Affective Responses:**

- \_\_\_\_\_ Wants to learn to read.
- \_\_\_\_\_ Likes to be read to.
- \_\_\_\_\_ Dramatizes stories.
- \_\_\_\_\_ Creatively illustrates stories.
- \_\_\_\_\_ Creates own stories and poems given an idea to start from.
- \_\_\_\_\_ Creates own stories and poems independently.

#### **Predicting and Extending:**

Predicts convergent outcomes from:

- \_\_\_\_\_ pictures
- \_\_\_\_\_ pictures and title
- \_\_\_\_\_ title
- \_\_\_\_\_ oral description
- \_\_\_\_\_ story situation
- \_\_\_\_\_ Predicts divergent outcomes.
- \_\_\_\_\_ Explains story character actions.
- \_\_\_\_\_ Explains gadget operations.
- \_\_\_\_\_ Generalizes from sets of information in stories (include task of identifying unstated main idea).
- \_\_\_\_\_ Restores omitted words in context.
- \_\_\_\_\_ Labels feelings of characters (e.g., sad, glad).
- \_\_\_\_\_ Explains why story characters hold certain viewpoints.
- \_\_\_\_\_ Substantiates conclusions.

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**Locating Information:**

\_\_\_\_\_ Finds verification of ideas and conclusions.

Locates specifics within written materials:

\_\_\_\_\_ phrases.

\_\_\_\_\_ sentences.

\_\_\_\_\_ paragraphs.

\_\_\_\_\_ page numbers.

\_\_\_\_\_ parts of a story (e.g., beginning, middle and end).

Locates information within book parts:

\_\_\_\_\_ titles and title page.

\_\_\_\_\_ stories.

\_\_\_\_\_ table of contents.

\_\_\_\_\_ indexes.

\_\_\_\_\_ glossary.

\_\_\_\_\_ footnotes.

\_\_\_\_\_ tables.

Locates information with reference materials:

\_\_\_\_\_ picture dictionaries.

\_\_\_\_\_ maps.

\_\_\_\_\_ dictionaries.

\_\_\_\_\_ encyclopedias.

\_\_\_\_\_ atlases.

\_\_\_\_\_ globes.

\_\_\_\_\_ telephone books.

\_\_\_\_\_ newspapers.

\_\_\_\_\_ classified ads.

\_\_\_\_\_ bus schedules.

\_\_\_\_\_ time lines.

Locates information using the following library materials:

\_\_\_\_\_ card catalogs.

\_\_\_\_\_ book classifications.

Remembering:

\_\_\_\_\_ Remembers simple sentence content.

\_\_\_\_\_ Remembers the content of two or more simple sentences in sequence.

\_\_\_\_\_ Remembers the factual content of complete and complex sentences and sentence sets.

\_\_\_\_\_ Remembers paragraph content.

\_\_\_\_\_ Remembers story content.

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**Organizing:**

Can retell:

- \_\_\_\_\_ sentence
- \_\_\_\_\_ sentence set
- \_\_\_\_\_ paragraph
- \_\_\_\_\_ story
- \_\_\_\_\_ Outlines orally the sequence of the story.
- \_\_\_\_\_ Outlines on paper.
- \_\_\_\_\_ Talks from an outline.

Reorganizes a communication into a:

- \_\_\_\_\_ cartoon
- \_\_\_\_\_ picture
- \_\_\_\_\_ picture sequence

**Evaluating Critically:**

Makes judgments about the desirability of a:

- \_\_\_\_\_ character
- \_\_\_\_\_ situation

Makes judgments about the validity of a:

- \_\_\_\_\_ story
- \_\_\_\_\_ description
- \_\_\_\_\_ argument
- \_\_\_\_\_ Makes judgments by using both external and internal comparison.

\_\_\_\_\_ Makes judgments about whether the author is trying to amuse, bias, etc. the reader.

Detects in reading materials the following propaganda techniques:

- \_\_\_\_\_ bad names (e.g., wallflower)
- \_\_\_\_\_ glad names (e.g., superstar)
- \_\_\_\_\_ transfer (e.g., the All-American Boy)
- \_\_\_\_\_ testimonial
- \_\_\_\_\_ band wagon technique
- \_\_\_\_\_ card stacking

Makes judgments about whether stories are fictional or non-fictional by noting:

- \_\_\_\_\_ reality
- \_\_\_\_\_ fantasy
- \_\_\_\_\_ exaggeration

**Basic Verbal Concepts:**

Understands:

- \_\_\_\_\_ around
- \_\_\_\_\_ away
- \_\_\_\_\_ by
- \_\_\_\_\_ far/near
- \_\_\_\_\_ here/there

- \_\_\_\_\_ in/out
- \_\_\_\_\_ off/on
- \_\_\_\_\_ open/close
- \_\_\_\_\_ to/from
- \_\_\_\_\_ up/down
- \_\_\_\_\_ front/back
- \_\_\_\_\_ middle/back
- \_\_\_\_\_ top/bottom

- \_\_\_\_\_ inside/outside
- \_\_\_\_\_ first/last
- \_\_\_\_\_ before/after
- \_\_\_\_\_ above/below
- \_\_\_\_\_ under/above
- \_\_\_\_\_ never/always
- \_\_\_\_\_ once/always
- \_\_\_\_\_ now/then

## SECTION III

### Word Attack Skills

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**Oral:**

\_\_\_\_\_ Associates a word with a picture or an object.

\_\_\_\_\_ Given a list of words orally, groups the words with the same beginning sound, middle sound and ending sound.

When given a word orally, recognizes single initial consonants and makes their sound:

_____ b	_____ k	_____ q	_____ w
_____ d	_____ l	_____ r	_____ x
_____ f	_____ m	_____ s	_____ y
_____ h	_____ n	_____ t	_____ z
_____ j	_____ p	_____ v	

When given a word orally, recognizes single consonant sounds in final opposition (e.g., hat):

_____ b	_____ k	_____ q	_____ w
_____ d	_____ l	_____ r	_____ x
_____ f	_____ m	_____ s	_____ y
_____ h	_____ n	_____ t	_____ z
_____ j	_____ p	_____ v	

When given a word orally, recognizes a single consonant sound in middle position (e.g., seven):

_____ b	_____ k	_____ q	_____ w
_____ d	_____ l	_____ r	_____ x
_____ f	_____ m	_____ s	_____ y
_____ h	_____ n	_____ t	_____ z
_____ j	_____ p	_____ v	

When given a list of words orally, groups the common initial consonant blend sounds (listed in order of difficulty):

_____ sh	_____ fr	_____ cl	_____ tw
_____ st	_____ wh	_____ gl	_____ sw
_____ bl	_____ th	_____ sp	
_____ pl	_____ ch	_____ sm	
_____ tr	_____ fl	_____ sn	

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\_\_\_\_\_ Identifies words by drawing lines between words in a phrase/sentence (e.g., that/big/brown/dog).

\_\_\_\_\_ Points to a letter named.

\_\_\_\_\_ Names the vowels.

\_\_\_\_\_ Given a word orally, recognizes single vowel sounds at the beginning, middle, and end of words.

\_\_\_\_\_ Recognizes orally, simple compound words (e.g., into, upon).

**Written:**

**Phonetic Attack Plan:**

Blend the sound of the beginning consonant, consonant blend, or digraph with:

\_\_\_\_\_ a. Short vowel sound of a single vowel in the middle of a word (e.g., black)

b. Long vowel sound when:

\_\_\_\_\_ there is one vowel and e on the end (e.g., blade).

\_\_\_\_\_ there is one vowel and it is on the end (e.g., open syllable as in bla).

\_\_\_\_\_ there are two vowels together (e.g., vowel digraph as in bread).

\* there are some exceptions (th, ch, wh and ph)

\_\_\_\_\_ c. Blend the above to a final consonant.

The following is a list of the consonants and vowels employed in the phonetic plan listed above:

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## CONSONANTS

### Single - Initial:

c  
d  
j  
s  
m  
g  
l  
h  
w  
n  
r  
t  
b  
f  
p  
k  
z  
y

### Single - Final:

d  
m  
c  
g  
l  
n  
r  
b  
t  
p

### Blends and Digraphs - Initial:

wh  
th  
ch  
ph  
sh  
sp  
dr  
pr  
tr  
fr  
br  
gr  
fl  
gl  
cl  
bl  
tw

### Blends and Digraphs - Final:

th  
ng  
nd  
ph

## VOWELS

### Short (Single):

a  
e  
i  
o  
u

### Long (Single):

a  
e  
i  
o  
u  
Silent e  
Y / vowel

### Digraphs and Diphthongs:

ea  
oo  
ay  
ee  
oy  
ai  
oa  
ou  
au  
oi  
oy  
ei  
ie

### Phonograms:

at  
et  
it  
ot  
ut  
ar  
er  
ir  
or  
ur  
ack  
all  
an  
ick  
ill  
ind  
et  
eat

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## Multi-Skill Attack Plan (for unknown words):

The following is a list of things to do when a student cannot immediately recognize a word in his reading. The structural analysis skills which follow are listed from simple to complex. As the student advances in reading skills, he should complete each of the check items more readily.

1. Try the context clues by quickly re-reading whatever segment (e.g., line, paragraph) is necessary to provide you with a clue. If you need more help, move to the next step.
2. Look for the largest structure in the word (e.g., root, syllable). If you find a possible root word, work out the adjoining affixes, etc. If you don't find the root word attempt to make visual breaks by noting large syllables. Apply the attached rules to them.
3. Using your context again, try various pronunciations of the most likely word or syllable sounds. If nothing happens, try other sounds.
4. Skip the word and continue on if it doesn't seem crucial to the meaning and doesn't appear often.
5. If it seems important, check its pronunciation in your dictionary.

## Structural Analysis Skills (necessary to use Multi-Skill Attack Plan):

### Roots, Compounds and Contractions:

- \_\_\_\_\_ Finds parts in compound words (e.g., cannot).
- \_\_\_\_\_ Finds common root words (e.g., faster, jumping, flyer, biggest, surprised, nearly).
- \_\_\_\_\_ Finds root words instantly.
- \_\_\_\_\_ Finds parts in new compounds (e.g., apple tree, farm house, every thing).
- \_\_\_\_\_ Locates new parts in compounds instantly.
- \_\_\_\_\_ Pronounces contracted forms (e.g., isn't, I'm, I'll).
- \_\_\_\_\_ Pronounces new contracted forms (e.g., we're, it's, can't, won't, let's, she's).
- \_\_\_\_\_ Pronounces new contracted forms instantly.

### Endings:

- \_\_\_\_\_ Inflects endings (e.g., s, ed, ing).
- \_\_\_\_\_ Inflects possessives (e.g., 's, Jane's).
- \_\_\_\_\_ Able to note comparisons (e.g., thick, thicker).
- \_\_\_\_\_ Able to read words that drop the final e (e.g., ride, riding).

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## Prefixes and Suffixes:

Reads prefixes:

\_\_\_\_\_ un  
\_\_\_\_\_ re  
\_\_\_\_\_ be  
\_\_\_\_\_ dis  
\_\_\_\_\_ in  
\_\_\_\_\_ ir  
\_\_\_\_\_ il  
\_\_\_\_\_ non  
\_\_\_\_\_ anti  
\_\_\_\_\_ pre  
\_\_\_\_\_ post  
\_\_\_\_\_ pro

Reads suffixes:

\_\_\_\_\_ ly  
\_\_\_\_\_ ness  
\_\_\_\_\_ en  
\_\_\_\_\_ ful  
\_\_\_\_\_ ish  
\_\_\_\_\_ ment  
\_\_\_\_\_ able  
\_\_\_\_\_ ant  
\_\_\_\_\_ ent  
\_\_\_\_\_ ance

## Syllables:

- \_\_\_\_\_ Tells the number of vowel sounds in a word (e.g., Bill, Billy, Billy Jo).
- \_\_\_\_\_ Knows that every syllable has a sounded vowel.
- \_\_\_\_\_ Uses the following generalization: When the first vowel sound in a word is followed by two consonants the first syllable usually ends with the first consonant (e.g., bul let, pic ture).
- \_\_\_\_\_ Knows that when the first vowel sound is followed by th, sh, ch, these combinations are not divided and go with the first or second syllable (e.g., dishes, mother).
- \_\_\_\_\_ Knows that when the first vowel sound is followed by a single consonant, that consonant usually begins the second syllable (e.g., station).
- \_\_\_\_\_ Knows that when a prefix is added to a root word, the root word is usually accented (e.g., inside).
- \_\_\_\_\_ Knows that in most two syllable words (excepting the prefixed ones), the first syllable is accented (e.g., happy).
- \_\_\_\_\_ Knows that in inflected or derived words, the primary accent usually falls on or within the root word (e.g., boxes, untie).
- \_\_\_\_\_ Knows that two vowel letters together in the last syllables of a word may be a clue to an accented final syllable (e.g., complain, conceal).
- \_\_\_\_\_ Knows that when there are two like consonant letters within a word, the syllable before the double consonant is usually accented (e.g., beginner, letter).

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## Dictionary:

Locates words in a picture dictionary.

Uses the dictionary pronunciation key to sound out unknown words:

_____ a	hat, cap	_____ ô	order
_____ a	age, face	_____ oi	oil, voice
_____ ã	care, air	_____ ou	house, out
_____ ä	father, far	_____ p	paper, cup
_____ b	bad, rob	_____ r	run, try
_____ ch	child, much	_____ s	say, yes
_____ d	did, red	_____ sh	she, rush
_____ e	let, best	_____ t	tell, it
_____ e	equal, elite	_____ th	them, smooth
_____ ér	term, learn	_____ u	cup, but
_____ f	fat, if	_____ u	full, put
_____ g	go, bag	_____ ü	rule, school
_____ h	he, how	_____ v	very, save
_____ i	it, pin	_____ w	will, woman
_____ i	ice	_____ y	young, yet
_____ j	jam	_____ z	zero, breeze
_____ k	kind, seek	Schwa e	
_____ l	land, coal	_____ about	
_____ m	me, am	_____ taken	
_____ n	no, in	_____ pencil	
_____ ng	long, ring	_____ lemon	
_____ o	hot, rock	_____ circus	
_____ o	open, go		

## Sight Words

*Note: The order in which words are listed are not necessarily in the order in which they are taught. Also, the student can use word form clues (e.g., configuration) to learn their sight words.*

### One

a	becau	first	in	new	said	this	what
about	se	for	into	no	she	throug	when
after	been	from	is	now	so	h	where
all	before	girl	it	of	some	to	which
an	boy	has	its	on	than	today	who
and	but	have	many	one	that	two	will
any	by	he	may	only	the	up	with
are	can	her	me	or	their	was	would
as	could	him	more	other	them	way	you
at	did	his	most	our	then	we	
be	do	I	much	out	these	well	
	down	if	my	over	they	were	

### Two

always	ask	away	both	call	city
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come	far	great	never	school	try
day	find	here	off	should	us
don't	found	house	own	show	use
done	get	kind	peace	shy	very
each	give	know	people	start	walk
enough	go	little	put	take	want
even	goes	long	read	thing	went
ever	going	look	right	think	work
every	good	love	saw	too	write

### Three

again	does	let	open	send	time
am	exit	light	play	small	under
another	had	like	please	soon	woman
back	help	made	poison	still	year
between	home	make	pretty	stop	your
black	how	man	same	tell	
bring	just	must	say	thank	
buy	keep	not	see	there	
danger	left	old	seem	those	

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## Section IV

### Language Arts

#### **Mechanics:**

The following skills are not in hierarchical order.

- \_\_\_\_\_ Uses correct punctuation (e.g., ending, commas) according to appropriate level.
- \_\_\_\_\_ Recognizes sentence patterns (appropriate level).
- \_\_\_\_\_ Writes varying sentence patterns.
- \_\_\_\_\_ Writes a paragraph (appropriate level).
- \_\_\_\_\_ Uses irregularly formed verbs.
- \_\_\_\_\_ Makes subject and verb form agree.
- \_\_\_\_\_ Writes letters, invitations, and addresses envelopes.
- \_\_\_\_\_ Uses indention properly.
- \_\_\_\_\_ Uses quotation marks.
- \_\_\_\_\_ Uses the apostrophe correctly (e.g., names, contractions).
- \_\_\_\_\_ Uses a/an correctly.
- \_\_\_\_\_ Uses pronoun forms.
- \_\_\_\_\_ Edits for an exact and clear expression of ideas.
- \_\_\_\_\_ Uses capitalization according to appropriate level.

#### **Spelling Skills:**

- \_\_\_\_\_ Given a letter orally, is able to recognize the letter from a list of 3. See Lippincott Pre-Primer and Primer level reading book.
- \_\_\_\_\_ Given a word orally, is able to recognize the word from a list of 3. All words have one syllable and have a short vowel in middle position (e.g., sun, ten, nut, hand, hunt) or have a short vowel in initial position (e.g., it, on, at). See Lippincott Pre-Primer and Primer level reading book.
- \_\_\_\_\_ Is able to spell words described as above.
- \_\_\_\_\_ Can spell single syllable words with magic e (e.g., mate, kite, cute).
- \_\_\_\_\_ Can spell words in primer level in the Lippincott Pre-Primer and Primer level reading book.
- \_\_\_\_\_ Can spell words described in table of contents of Lippincott Basic Spelling Books II-VI.

*Note: Spelling skills regarding the spelling of words with consonant blends, vowel diphthongs, etc. should be introduced at the same time as reading skills involving the same material.*

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## **Composition:**

### Vocabulary Building:

- \_\_\_\_\_ Shares new words discovered.
- \_\_\_\_\_ Keeps a record of new words.
- \_\_\_\_\_ Given a starter word, thinks of other related words (e.g., size, small, huge, enormous), using nouns, verbs, adverbs, and adjectives.
- \_\_\_\_\_ Elaborates on a basic verb concept in various situations (e.g., key word go ask: How would a squirrel move? How would a car move?)
- \_\_\_\_\_ Matches synonyms.
- \_\_\_\_\_ Matches antonyms.
- \_\_\_\_\_ Uses homonyms properly in sentences.

## **Descriptive Words and Phrases:**

- \_\_\_\_\_ Thinks of phrases and sentences orally to associate with a given topic (e.g., Rainy Day, teacher should encourage student to use phrases and sentences that include all the five senses).
- \_\_\_\_\_ Expands descriptively when given a core sentence (e.g., the trees bent ...).
- \_\_\_\_\_ Rearranges a sentence (e.g., The brown pony trotted down the woodland path.; Down the woodland path ...).
- \_\_\_\_\_ Constructs a sentence, when given parts or words of a sentence.
- \_\_\_\_\_ Thinks of a phrase or sentence to who, what, when, where, and how questions.
- \_\_\_\_\_ Lists sounds and smells that have been experienced.
- \_\_\_\_\_ Uses phrases and sentences to describe sensations, near and at a distance.
- \_\_\_\_\_ Chooses parts of a sentence from a who list, a where list, and a when list to add to a core sentence randomly and be able to tell whether it is a realistic or nonsensical sentence.

## **Remembering:**

- \_\_\_\_\_ Remembers simple sentence content.
- \_\_\_\_\_ Remembers the content of two or more simple sentences in sequences.
- \_\_\_\_\_ Remembers the factual content of complete and complex sentences and the sentence sets.
- \_\_\_\_\_ Remembers paragraph content.
- \_\_\_\_\_ Remembers story content.

## **Organizing:**

- \_\_\_\_\_ Retells a sentence.
- \_\_\_\_\_ Retells a sentence set.
- \_\_\_\_\_ Retells a paragraph.
- \_\_\_\_\_ Retells a story.

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- \_\_\_\_\_ Outlines orally the sequence of a story.
  - \_\_\_\_\_ Outlines on paper.
  - \_\_\_\_\_ Talks from an outline.
  - \_\_\_\_\_ Reorganizes a communication into a cartoon
  - \_\_\_\_\_ Reorganizes a communication into a picture.
  - \_\_\_\_\_ Reorganizes a communication into a picture sequence.

### **Writing a Story:**

Thinks of answers to the following questions:

- \_\_\_\_\_ Who is in the story?
- \_\_\_\_\_ Where does the story happen?
- \_\_\_\_\_ When did the story happen?
- \_\_\_\_\_ What happened in the story?
- \_\_\_\_\_ How did the people in the story feel?
- \_\_\_\_\_ Creates own story when given a story beginning or a topic.
- \_\_\_\_\_ Creates own story from scratch.
- \_\_\_\_\_ Proofreads own paper with a partner.
- \_\_\_\_\_ Shares original work with the rest of the class.
- \_\_\_\_\_ Completes a writing assignment which emphasizes mechanical correctness.

### **Imagination:**

- \_\_\_\_\_ Recognizes similes.
- \_\_\_\_\_ Expresses a comparison in simile form (e.g., busy as a bee).
- \_\_\_\_\_ Recognizes metaphors.
- \_\_\_\_\_ Expresses a comparison in metaphoric form (e.g., The wind blowing the curtain is like a ghost dancing.).
- \_\_\_\_\_ Exercises the option of using dialogue or not.

### **Writing Poems:**

- \_\_\_\_\_ Writes free verse.
- \_\_\_\_\_ Experiments with different kinds of poetry.

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## Handwriting:

*Note: The student that uses braille should be encouraged to use a pencil in the early grades and be taught to write his name in cursive/manuscript as soon as he shows interest. Teachers should make sure that the student holds the pencil correctly, from the moment they begin to use it.*

- \_\_\_\_\_ Points out and makes straight lines, circles, and curved lines.
- \_\_\_\_\_ Points out and makes up-and-down lines, across lines, and slanted lines.
- \_\_\_\_\_ Shown beginning pencil positions, can trace and copy dashed straight lines in the directions indicated.
- \_\_\_\_\_ Can trace and copy dashed up-and-down lines from top to bottom.
- \_\_\_\_\_ Can copy pictures made up of straight lines.
- \_\_\_\_\_ Can connect the dots in boxes with straight lines the way they are connected in model boxes.
- \_\_\_\_\_ Shown beginning pencil positions, can trace and copy dashed curved lines in the directions indicated.
- \_\_\_\_\_ Can trace dashed curved lines in pictures with smooth, rounded strokes.
- \_\_\_\_\_ Can copy pictures using curved lines.
- \_\_\_\_\_ Uses straight lines to connect dots in order to finish a picture.
- \_\_\_\_\_ Writes up-and-down lines from the top line to the base line and can write across lines from left to right.
- \_\_\_\_\_ Shown pencil positions, can trace and then copy capital letters of the alphabet.
- \_\_\_\_\_ Shown pencil positions, can trace and then copy lower case letters of the alphabet.
- \_\_\_\_\_ Shown pencil positions, can trace and then copy numerals.
- \_\_\_\_\_ Traces and then copies words.
- \_\_\_\_\_ Writes words without visual cues.
- \_\_\_\_\_ Keeps even margins when writing.
- \_\_\_\_\_ Keeps even spacing between words when writing.
- \_\_\_\_\_ Indents paragraph beginnings.
- \_\_\_\_\_ Shown pencil positions, can trace and then copy punctuation marks and mathematical notations.
- \_\_\_\_\_ Writes punctuation marks and mathematical notations without visual cues.

## Cursive:

- \_\_\_\_\_ Traces and then copies basic rainbow, rocker, slant, loop eee, and oval oooo strokes.
- \_\_\_\_\_ Writes basic strokes with visual cues.
- \_\_\_\_\_ Writes basic strokes without visual cues.
- \_\_\_\_\_ Traces and copies small and capital letters.
- \_\_\_\_\_ Writes small and capital letters without visual cues.
- \_\_\_\_\_ Forms the connective strokes properly in order to join letters together in words.

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\_\_\_\_\_ Writes correctly a cursive paragraph, using proper spacing and indentation.

### **Braille and Tactual Skills:**

*Note to Teachers: For braille students, particular attention should be paid to the tactual section of this continuum. All worksheets referred to are double spaced, unless otherwise specified. There are also things which the teacher should look for in all aspects of braille writing and reading. (Use the skills on the hand-written sheets but do not title them as they are on the sheets, just list them.)*

Distinguishes various sizes of basic geometric shapes:

\_\_\_\_\_ finds the smallest in a series

\_\_\_\_\_ finds the largest in a series

\_\_\_\_\_ identifies a small or large representation of a geometric shape as being that shape

\_\_\_\_\_ Follows a line of small geometric shapes from left to right, locating the beginning, unaided.

\_\_\_\_\_ Follows a line of geometric shapes of varying lengths to the end position.

Follows several lines of geometric shapes by:

\_\_\_\_\_ locating the beginning position on the top line

\_\_\_\_\_ moving fingers across each row to the end

\_\_\_\_\_ locating the beginning of the next line

\_\_\_\_\_ Follows several rows of geometric shapes, some of which are indented, without skipping any rows.

\_\_\_\_\_ Uses both hands consistently, in performing the above tasks.

\_\_\_\_\_ Performs tasks above, using rows of single spaced braille dots.

*Note: There is no letter meaning to be ascribed to the following combination of dots.*

\_\_\_\_\_ Given a worksheet of horizontal lines of braille dots (e.g., dots 1,2, dots 1,5) with regular breaks, the student can stop on the break, and state break each time a break occurs.

\_\_\_\_\_ Same as above with irregular breaks.

\_\_\_\_\_ Given a worksheet of horizontal dots (e.g., dot 1, dots 1,4,5 and 1,4, dots 1,2,4) student responds verbally by saying whether the dots are high or low.

\_\_\_\_\_ Same as above with student responding high, low, break.

\_\_\_\_\_ Given a worksheet of horizontal dots (e.g., dot 1, dots 1,4,5 and 1,2, dots 1,4 and 1,3, dots 1,2,4), verbally responds whether dots are high, middle, or low.

\_\_\_\_\_ Same as above but with breaks.

\_\_\_\_\_ Given a worksheet containing rows of dots (e.g., dot 1, dots 1,4 and 1,4,5, dots 1,2,4 and 1, dots 1,2,4 and 1,4, dots 1,4,5), verbally responds as to whether the dots are straight up and down and slanted.

\_\_\_\_\_ Given a worksheet of rows of braille dots (e.g., dots 1 and 1,4 and 1,4,5 and 1,2,4, dots 1 and 1,2, dots 1,2 and 1,4, dots 1,4,5 and 1,5, dots 1,5 and 1,4,5), verbally responds as to whether the dots are close together or far apart.

\_\_\_\_\_ Given a worksheet of rows of braille dots (e.g., dots 1 and 1,4, dots 1,4,5 and 1,2,4, dots 1 and 1,2, dots 1,2 and 1,4, dots 1,4,5 and 1,5, dots 1,5 and 1,2,4, dots 1 and

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1,2,4, dots 1,4 and 1,4,5), verbally responds as to whether the dots are straight up and down and close together or slanted

Given a worksheet of rows of braille dots (e.g., dots 1 and 1,2,4, dots 1 and 1,5, dots 1,4 and 1,4,5, dots 1,2 and 1,4,5, dots 1,3 and 1,5, dots 1,2 and 1,2,4), verbally responds as to whether the dots are slanted and close together, or slanted and far apart.

Given a worksheet of rows of braille dots (e.g., dots 1,2 and 1,2,4, dots 1 and 1,2,4, dots 1,2 and 1,4,5, dots 1 and 1,5, dots 1,5 and 1,2,4, dots 1 and 1,2, dots 1,4 and 1,5, dots 1,2 and 1,5, dots 1,4,5 and 1,5), verbally responds as to whether the dots are straight up and down, close together or far apart, slanted close together or far apart.

Given a worksheet of rows of braille dots (e.g., dots 1 and 1,4, dots 1 and 1,2,4, dots 1,2 and 1,4,5, dots 1 and 1,5, dots 1,5 and 1,2,4, dots 1 and 1,2, dots 1,4 and 1,5, dots 1,2 and 1,4, dots 1,4,5 and 1,5, dots 1,2 and 1,5), verbally responds as to whether the dots are straight up and down, slanted, close together, far apart, or side by side.

Given a worksheet containing rows consisting of 2 cells followed by a space, with dots ⠠ ⠠ ⠠ in the first cell, and some combination of 2 of the above dots in the 2nd cell, the student identifies the missing dot in the 2nd cell in terms of high, middle, or low.

Given a worksheet containing rows consisting of 2 braille cells, followed by a space, in which the first braille cell is a full cell sign, and the second cell contains only 5 dots in various combinations, the student identifies the missing dot in terms of right side, left side, and high, medium and low.

Given a worksheet containing rows of braille cells consisting of various numbers of dots, the student counts the dots.

Identifies the full cell parts in terms of high, medium, and low, and right side and left side. (the teacher should determine at her own discretion, that the student is fully aware that the above constitutes a full cell, to which nothing further will be added.)

Given a worksheet containing rows consisting of 2 cells followed by a space in which the first cell is a full cell and the second is a partial cell, the student identifies dots needed to make a full cell in terms of right side, left side, high, middle and low.

Given a worksheet containing rows of cells arranged in the following order: full cell def abc, full cell ... (repeat pattern to complete row), the student counts the number of cells in a row.

Identifies dot numbers given a full cell.

Given a worksheet containing rows consisting of 2 cells followed by a space in which the first cell is full and the second is partial, the student identifies the dots in the 2nd cell by number.

Given a worksheet containing rows consisting of a partial cell, followed by a space, the student identifies the dots by number.

Given a worksheet containing rows consisting of 2 cells followed by a space in which the first cell contains a ⠠ or ⠠, or ⠠⠠ or ⠠⠠⠠, and the second cell is full, the student identifies the dot or dots in the first cell by number.



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### **Directionality (reversals)**

1. of - with (dots 1,2,3,5,6 - dots 2,3,4,5,6)
2. er - q (dots 1,2,4,5,6 - dots 1,2,3,4,5)
3. ou - t (dots 1,2,5,6 - dots 2,3,4,5)
4. sh - m (dots 1,4,6 - dots 1,3,4)
5. u - ing (dots 1,3,6 - dots 3,4,6)

### **Composition**

1. Understands that letters can be words when there is a space before and a space after?
2. Understands that some characters stand for groups of letters (contractions)?
3. Understands that 5,6 and 4,6 are used before some letters to stand for groups of letters?
4. Understands the positioning of important punctuation marks?
5. Can explain the difference of braille cells and contractions having one or more meanings as they are used in sentences (e.g., dots 1,2,5 for h and have; dots 2,3,6 for 8 and his and questions mark and opening quote).
6. Realizes that some braille words are written with no spaces after them (e.g., in, into, by)?

### **Slate and Stylus:**

The slate and stylus may be used as an aid at any time when teaching braille skills. However, in the 3rd year the slate and stylus should definitely be introduced and used at regular intervals.

Slate and stylus should be started as soon as possible, but not before the student:

\_\_\_\_\_ Demonstrates proficiency on the braille writer and has a thorough knowledge of the braille code.

\_\_\_\_\_ Develops sufficient motor coordination.

Knows purpose of parts of the slate and is familiar with the stylus:

\_\_\_\_\_ can hold the slate so that it opens on the right side and put it down on the table, slightly opened.

\_\_\_\_\_ can tap paper into place between slate hinges resting on the table.

\_\_\_\_\_ can press the two outer hinges until a click is heard.

\_\_\_\_\_ can turn the slate over so that the slate is on the top of the paper and the hinge is on the right corner of the paper.

\_\_\_\_\_ knows to place stylus in upper right hand cell.

\_\_\_\_\_ Is able to punch dots 1,2,3,4,5,6 in correct order (e.g., starting with dot 1 in the upper right-hand corner and ending with dot 6 in the lower left-hand corner) and holding the stylus so that it is directly under the index finger in a vertical position and the wrist is down.

\_\_\_\_\_ Can make a row of full-cell characters across the page.

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\_\_\_\_\_ Can make three full-cell signs, skip one cell, and repeat across line; skip one line from top row or start 3 rows down from top of slate.

Advances paper according to the following steps:

\_\_\_\_\_ turns slate over and opens it (may read what was written in that position).

\_\_\_\_\_ locates top and bottom prongs on hinged side.

\_\_\_\_\_ moves paper up and puts bottom left hole on top left prong.

\_\_\_\_\_ closes slate so that bottom right hole is now on top right prong.

\_\_\_\_\_ clicks paper into place.

Letters should be introduced in the following series in order to avoid reversals:

Makes rows of the following letters:

\_\_\_\_\_ A, B, L, K

\_\_\_\_\_ C, G, P, Q

\_\_\_\_\_ rest of alphabet.

\_\_\_\_\_ Writes name using capitals properly.

\_\_\_\_\_ Writes words containing part-word signs.

\_\_\_\_\_ Writes whole word two-cell signs.

\_\_\_\_\_ Writes columns of words using appropriate margins.

\_\_\_\_\_ Writes sentences, paragraphs, letters, etc.