

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.

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.

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.

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.

-
- _____ 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.

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.

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.

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 | _____ in/out | _____ inside/outside |
| _____ away | _____ off/on | _____ first/last |
| _____ by | _____ open/close | _____ before/after |
| _____ far/near | _____ to/from | _____ above/below |
| _____ here/there | _____ up/down | _____ under/above |
| | _____ front/back | _____ never/always |
| | _____ middle/back | _____ once/always |
| | _____ top/bottom | _____ now/then |

SECTION III

Word Attack Skills

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	

_____ 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:

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

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).

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).

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
--------	-----	------	------	------	------

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	

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.

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.

-
- _____ 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.

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.

_____ 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

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.

_____ Completes all of the above listed tasks, given a single spaced worksheet.

Braille Writing Skills:

- _____ Identifies the parts and function of the parts of the braille writer.
- _____ Puts paper into the braille writer and locks it into place.
- _____ Correctly places his fingers on the braille writer keys.
- _____ Associates the position of the dot(s) on paper with the key(s) punched.
- _____ Writes lines of a specified pattern on braille writer.
- _____ Writes letters (or words).
- _____ Writes numbers in the lower part of the cell with the number sign.
- _____ Writes sentences with the proper spacing and punctuation.
- _____ Writes a paragraph with proper indentation, spacing, and punctuation.

Additional Braille Skills:

Teachers should be aware of and check the following although they are not specific skills to be taught.

General:

1. What fingers are used?
2. How is the next line found?
3. How is the book held?
4. Even flow when reading or stops and re-reads words?
5. Does the student make frequent return sweeps?
6. Does the student rub letters?
7. Does the student lose his place?
8. Are silent speech movements observed as he reads?
9. Is reading accompanied by rocking, poking, etc.?
10. Does the student have good posture?

Spacing

1. Intracellular (st sign: dots 3,4 and capital A: dots 6 and 1).
2. Interlinear (spaces between cells within a single line).
3. Intralinear (spaces between lines).

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.

_____ 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.