

COMPANION GUIDE

“There is a wonder in reading in braille that the sighted will never know: to touch words and have them touch you back.” --Jim Fiebig

INTRODUCTION

When the Braille standards were first developed, it was evident that, to be most effective, a companion guide would have to be an essential component of the standards. Because literacy development and braille instruction are neither identical nor are they mutually exclusive, teaching a child to read and write, to understand phonics and, at the same time, develop braille skills requires multiple team members. It is both exciting and daunting to assume responsibility for the literacy development of a braille student. This guide can help. It is not meant to be all inclusive; rather, it is designed only to be a guide to help IEP goal development, to build collaboration within a team, as well as to point out specific areas to consider for instruction.

Like all learners, the braille student will not move fluidly from standard to standard. Gaps in learning as well as the individual learner’s aptitude for the variety of material covered in the standards guarantees that progress will be splintered. However, in general, a student should master the standards of the previous grade level before moving to the next age group of standards. **This means that the skills acquired at one grade level become the prerequisite skills for the next grade.** Many skills will require multiple years of work, though, before the student is considered to have mastered the skill. The NM Literacy Standards assume children enter school for the first time with a wide breadth of exposure to the world and to the world of print. This exposure is often quite limited for the tactile learner. Therefore, levels of proficiency must be considered. Skills may be emerging, developing or proficient. A student should show progress (moving from one proficiency level to another) before moving to the next set of standards.

The guide for these braille standards is built around several core tenets: the importance of collaboration, roles of individual team members, characteristics of the tactile learner, best practices for braille instruction, and the role of assistive technology in literacy.

A special thank you to the teachers who developed both the braille standards and this companion guide: Caroline Benavidez, TSVI; Kitty Edstrand, TSVI; Aleesha Homza, TSVI; Julie Johnson, TSVI; Linda Lyle, TSVI; Gail Wagner, TSVI.

COLLABORATION

Collaboration is essential and cannot be underestimated. A team that has learned to respect and value each member's expertise, that can communicate well and that has shared goals for the braille student will experience success. The collaboration must be deliberate. It is important to set aside time at the beginning of the year to understand how this specific primary classroom setting operates and to build joint planning time between the classroom staff and the TSVI (teacher of students with visual impairments) into each week. It is also important to understand the importance of one-on-one instruction with the TSVI as well as the vital role time in the primary educational setting plays for instruction and integration of skills. Respecting the importance of both of these instructional milieus, having materials ready to be transcribed and receiving braille materials back in a timely manner are only a few of the components of a healthy collaboration.

ROLES

TSVI role

A braille student lives in a sighted world. The TSVI is essential for the development of a myriad of skills that others learn visually. The TSVI also has an essential role in supporting the staff in a student's primary educational setting to help them acquire new ways of looking at learning and providing enough training and support to help the classroom staff feel confident in their roles. The TSVI's ultimate role is to work themselves out of a job. During the years when a braille student is acquiring literacy skills, the TSVI will have a very active role in the student's education. As the student becomes proficient in reading and writing braille and develops technology skills that support ongoing learning, the TSVI will be able to decrease service time and become more of a support rather than the essential provider of intensive direct instruction.

A primary role of the TSVI is to decide which approach will be used to teach the braille code, reading and writing. There are multiple approaches (i.e., Building on Patterns, adapting general education curriculum, etc.). The answer is often dependent on variables such as the TSVI's comfort level teaching reading, the type of primary educational setting, the entry skill level of the student. The TSVI will also assess the student's progress in mastering the braille code and will work with the classroom team to make sure that assessments related to fluency and comprehension are accessible. While the standards point to the direction for instruction they do not explicitly detail how to "get there". The TSVI assumes responsibility for establishing the approach.

Another essential role of the TSVI is to pre-teach or introduce teaching materials that will be used in the upcoming lessons in the primary educational setting. Not only does this prepare the student by giving him/her the information that will be needed, but it begins to develop skills in isolation. These skills will be generalized and further developed in the classroom. It is important NOT to take ownership of the topic/materials that the classroom teacher is or needs to be teaching. A collaborative team approach can help define the roles and responsibilities for each project.

Regardless of classroom setting, the successful braille student must learn an organizational system that can be used to manage materials. At its basic level, the student needs to keep track of their work and the learning implements related to braille. This also applies to a system for locating information within a braille document so that it can be found easily later (i.e., peers highlight and circle words in their print copies; the braille student will need an alternate system). The student needs to understand that the “print way” is different from the braille way but the braille way must be employed when the print words “highlight” and “circle” are used. The TSVI will need to teach these organizational systems.

The TSVI is also responsible for making decisions related to the student’s technology use including direct assistive technology instruction, the training of classroom staff in its use in the classroom setting, and troubleshooting any problems related to its use in that setting.

Other aspects of the TSVI role include providing classroom staff with braille “cheat” sheets and reference materials to help reinforce proper braille, providing on-going training and support to the braille student’s team and ensuring that braille materials are in the hands of the student in a timely manner.

Classroom Teacher’s Role

The classroom teacher assumes responsibility for teaching a braille student to read and to write effectively as well as to meet all the standards that the other students in the classroom must meet. To do this, he/she will have to acquire specific skills including, but not limited to developing a classroom structure and layout that is effective for the tactual learner; learning to describe pictures and other learning materials; building collaboration time into the week; as well as making a commitment to have all materials used in the classroom available and accessible to the braille student. It is important to examine one’s own attitude about blindness and to explore beliefs about the capabilities of individuals who are blind. The classroom attitudes about blindness will play a major role in the braille student’s learning. It is important that the classroom teacher and team are comfortable asking for help and training, for problem-solving with others and for exercising a flexibility in thinking about learning and about teaching students who are blind.

Many components of braille will be pre-taught by the TSVI in isolation and then will be used in context in the primary educational setting. It will be increasingly important to learn foundational information about braille and to reinforce the skills being taught in isolation. In addition, it will be helpful to understand how a braillewriter works and to be able to troubleshoot when issues arise.

Educational Assistant

In general, it is usually more effective to assign an educational assistant to a classroom rather than to a specific student. There are several reasons for this. An educational assistant whose only role is the tactile learner, invariably becomes that student’s instructor. The EA may become the interpreter of classroom instruction rather than a support when the student is confused or struggling. EAs, assigned to only one student, may become that student’s

only 'friend'. Finally, without clear boundaries and guidelines, a student who has an assigned EA over multiple years, may often become dependent on the EA in ways that hamper the student's natural move to independence.

The presence of classroom EAs is encouraged, particularly during the years literacy skills are emerging. During this time, there is an increased need for adapted materials as well as an increased workload in classroom organization and management. An additional adult can be instrumental in helping the classroom run smoothly.

Braille Transcriptionist Role

Braille transcription needs are met in one of two ways by a district. Some districts have their own transcriptionist whose responsibilities include meeting the braille needs of the classroom as well as ordering textbooks in braille. These positions usually have established timelines for submitting requests and for delivery of braille materials. Because of the timeline, it is seldom possible to have a last-minute request for braille materials unless the TSVI can transcribe these requests. Organization and pre-planning are required to ensure that the braille student has the same materials as his/her sighted peers. Certification for the transcriptionist position is preferred. To enroll an employee in the literary braille transcription program, contact <https://nfb.org>. Information can be found on their website under programs and services. At the time this document was prepared, there was no cost for the coursework.

Other districts depend upon their TSVI to provide classroom braille and to place orders for textbooks. If this is the case, it is imperative that the classroom instructor and the TSVI set clear guidelines regarding timely requests for braille materials. It is equally important that district administrators understand braille production is an increased demand on their TSVI. Thus, the TSVI will need additional time and compensation for the increased work.

THE TACTUAL LEARNER

Students who are blind learn differently than students with sight. Two significant differences are discussed here. Other learning differences exist and can be discussed with the student's TSVI.

1. Visual learners learn whole to part; tactual learners learn part to whole. The visual system permits a learner to take in the big picture (i.e., where everyone is sitting in the classroom, everything on the promethean board, an entire page of print). The tactual learner can 'see' whatever is under his/her fingers or within his/her arm's reach. Exploration is needed to reach out and explore more of the environment and then, take the time to put the information that has come in parts into a whole picture. Neither way is better, but most instructors assume whole to part learning when providing instruction. Part to whole learning requires increased time and, at times, some direct instruction to promote understanding.

2. Observation and imitation. Most learning occurs indirectly and happens when a student observes something (i.e., this is how you make the letter 'a') and then imitates it. With practice, the letter 'a' looks increasingly like the one observed. Because this mode of indirect learning is not available to the tactual learner, it is imperative that other strategies are used. Descriptions, time to explore materials and spaces, opportunities to ask questions and to learn basic information about a new topic prior to the whole class instruction can help the tactual learner keep pace with his/her peers.
 - a. Description of visual material. There is an art to describing pictures and other materials effectively. The TSVI will have an essential role in teaching the other instructional staff to do this. It is not necessary to describe every detail; in fact, too much information can be confusing. However, without the essentials, the tactual learner will miss many important concepts in the lesson. This is particularly important in the early years when most literacy materials are visually based. It is also important as students are expected to interpret graphs, charts, maps.
 - b. Hand over vs. under hand support. It is easy to guide a student's hand to something that they need to explore using a hand under hand method. This is always preferable to taking hold of a student's hand and pulling it toward the item. With hand under hand support, the student maintains control of his/her hand and is not passively pulled to something or has an object suddenly appear in his/her hand. The TSVI can teach this respectful technique.
 - c. Pre-teaching. To promote understanding, pre-teaching concepts and/or asking the TSVI to teach related tactual concepts is essential. It is also important to allow time, prior to instruction, to let the tactual learner explore unfamiliar materials that will be used in the lesson.

GENERAL PRACTICES

There is a great deal of fluidity in the teaching of any student. Working with a team that is built around the needs of a braille student requires some specialized skills. It is important to remember that there is no single way, no cut and dried method that will meet every student's needs across every possible learning scenario. There are many judgement calls made throughout the instructional day. Clear communication and collaboration will help make these judgement calls easier and more consistent.

Define roles on the team. As the team learns to work together, areas can be identified where role release can be practiced. This will vary by team. More seasoned TSVIs and classroom instructors, who have taught a braille student before, may enjoy more role release and a more fluid approach to roles than teams that have less experience. Collaboration is essential to make sure roles are understood and respected.

Beginning in Pre-K and continuing throughout the student's schooling, any time the students in the primary educational setting are given a book or other learning material, the student learning braille **must** have their own copy in braille. This goes beyond material handed out in class; it includes material found on walls such as posters, charts, etc. To make sure a

braille student has this information, requires pre-planning. A conversation between the classroom staff and the TSVI can set timing guidelines so that there is ample time to get materials transcribed and back to the classroom for use.

The amount of print used in a classroom on any day can be a daunting task when it must be transcribed. When preparing to transcribe a text, a rule of thumb is to transcribe everything in the text. As the teacher and TSVI come to know the student and better understand the student's knowledge base and competency level, it becomes more obvious which texts and which part of the text needs to be transcribed. Again, this is a fluid process and decisions should be made thoughtfully and with assessment data to back the decision.

Assessment of braille skills is frequently referenced in this guide. Ongoing assessment is essential. In addition to acquisition of the braille code, braille reading fluency and comprehension must also be assessed regularly. The TSVI's role is particularly important in grades K-2 because classroom level assessments are frequently visually based.

When working with a braille student in their primary educational setting, it will quickly become evident that braille is different in its presentation than print. In braille, there is no letter-to-letter correspondence in words; all the visual descriptors in print (i.e., paragraph indentations, capitalization, page headings, etc.) must be noted within the braille code. Consequently, it requires additional time for the student learning braille to navigate through the text (i.e., find their place in a text or to scan a braille paragraph to identify the main idea, etc.) These organizational braille skills will need to be directly taught by the TSVI. The classroom staff will also need to develop these organizational skills in order to support the student in the classroom.

Whenever possible, select real objects for the braille student to explore. Models and small representations are occasionally necessary but, the **real** object is always preferred.

ACCESSIBLE TECHNOLOGY

Because technology is an essential tool that is used to develop literacy skills, it must also be addressed in this document. At the time this tool was developed, there were no technology standards in New Mexico for elementary and middle school education. However, computers and tablets are present in classrooms and are often assigned to students for home use. Group work is often completed with the use of technology and many, many resources can only be accessed online. The braille student must begin to develop technology skills in elementary school, not only in order to meet the standards requirements, but, also, to participate fully with their peers. For that reason, throughout this document, TSVIs are encouraged to provide direct instruction in keyboarding skills, electronic braille production devices, refreshable braille displays, etc. Throughout the standards and the companion guide, this is referred to as "accessible electronic text."

Of all the skills that must be taught in addition to braille, keyboarding may be considered one of the most fundamental skills a student who is blind must master. Sighted peers "hunt and peck" as preschoolers and often become quite proficient at producing text via this method. A tactile learner must systematically learn to use a Qwerty keyboard efficiently. If, by third

grade, a student is to be proficient on a keyboard, formal keyboarding instruction must begin by first grade. The classroom staff as well as the school's computer educator should be a part of this process; but they will need support and training from the TSVI. Classroom staff must work closely with the student's TSVI to make sure keyboard skills are generalized to the classroom and that equipment is available, accessible and functions properly.

TERMS

The following terms are used throughout this document.

Accessible electronic text refers to printed material that has been converted to an electronic format so that it is accessible using a refreshable braille display.

Audible text: refers to printed material that has been converted to an electronic format so that it is accessible using a screen reader or other digital listening device.

Hand-under-hand instruction is a method of placing one's hand under a child's hand and guiding the child's hand to the object. This method of instruction is active in that the locus of control belongs to the child (i.e., he/she can move their hand at will).

Interlining is the process of adding print to a braille document exactly as it appears in braille. No corrections are made. This system is used to grade a student's work.

Peers refers to students who are visual learners/print readers.

Pre-teaching refers to the time spent with the braille learner prior to a lesson. This time is used to teach concepts that will be used in the lesson as well as to permit the student time to handle materials that will be used during instruction. Both the general education teacher and the TSVI will have roles pre-teaching.

"Print Way" vs. "Braille Way". This concept is used throughout this document to emphasize that print and braille have their own sets of rules. Rules and vocabulary that apply to print, may not apply in braille. The braille learner must learn the vocabulary of print rules but be able to apply the braille practice. For example, a teacher may ask her class to find the print that is bold. The braille student must be taught what those instructions mean in braille; and then, be able to find the correct passage. This is true for most braille indicators; the print language has an indicator in braille. But the print way/braille way also includes many contractions. When a teacher asks the class to find the word "h-e-r-e", the braille student needs to find a dot 5, h. The TSVI will play an essential role in teaching the student as well as helping the staff in the classroom understand the differences between print and braille.

Read means to tactually read with one's fingers (students do NOT read braille with their eyes).

Refreshable braille displays are assistive technology devices for displaying braille characters, usually by means of round-tipped pins raised through holes in a flat surface. The display is used to read text output.

“*Spell out*” refers to spelling out words in uncontracted braille so that a student can look for letter combinations, word families, diphthongs, etc. Contracted braille, in these types of activities, can complicate the lesson. The rules surrounding each contraction may make the letter combinations obscure.

Student refers to the student who is learning braille. All other students are referred to as print readers or peers.

“*Timely manner*” refers to requests for braille materials, setting up blindness training for general education staff, etc. While there is no specific definition for “timely manner”, it is strongly recommended that each team establish the meaning of the term for themselves. When everyone understands the timeline for a request related to the braille learner, the collaborative process flows more smoothly.

Touch typing refers to a learned system of typing that does not depend on vision. The student learns the location of each letter and symbol on a keyboard, and, through muscle memory, locates it when typing.

USING THE GUIDE

This guide is not all inclusive. It is meant to support an educational team as they develop and IEP and set literacy goals for a student. The guide is designed to support collaborative initiatives within a team as well as to point out specific areas to consider for instruction. The guide assumes that the student will be instructed and will have the same goals as his/her peers for mastery of the standard’s content.

Each grade level standards in the Companion Guide are divided into student skills, TSVI role, and classroom teacher role. The skills listed in the previous grade are considered the pre-requisite skills for the standard. The skills listed within the standard do not replace the skills taught to all students in the classroom. They are considered to be additional because they are specific to the student’s unique learning needs related to blindness.

If a standard does not have specific skills listed or guides for the TSVI or the classroom teacher, it doesn’t mean the skills or instruction are not needed or are not VI specific. It is just that this guide is not all inclusive and it is assumed instruction for the braille student within this standard is similar to the instruction given to print readers.

Many of the skills listed have a notation (ECC) following the skill. This indicates that the skill is part of at least one other area of the Expanded Core Curriculum for students who are blind/visually impaired (ECC). Most of these relate to social skills, self-determination skills, compensatory skills and technology skills and indicate that the skill may also be addressed as part of the ECC. More information about the ECC can be found in Appendix C.

The assessment of braille skills is frequently referenced in this guide. Ongoing assessment related to the braille code is essential and is the responsibility of the TSVI. In addition to the acquisition of the braille code, braille reading fluency and comprehension must also be assessed regularly. This is a shared responsibility between the classroom teacher and the TSVI. The TSVI’s role is particularly important in grades K-2 because classroom level

assessments are frequently visually based. Good communication and collaboration among team members will ensure that the braille student is making progress in all areas of literacy.

Occasionally, the word (Resources) will appear under the TSVI or Classroom Teacher section. A specific resource has been provided in the resources section to help teach this concept. For example, standards 3RI4-3RI6, under the TSVI section refers to creating tactile graphics of visual features on a computer screen (i.e., sidebar). Windows templates are available to help a TSVI create a tactile graphic to teach this standard and information about the resource is provided.

A question that will invariably arise is how much service time from at TSVI will a braille student need? While this answer will vary from student to student, a general rule of thumb is that the braille student should receive the same amount of time for braille instruction that his/her peers receive for print instruction.

APPENDIX A: Pre-requisite Skills

A preschool or kindergarten student will need certain pre-requisite skills that are considered essential for success in a braille literacy program. It should not be assumed that these pre-requisite skills are all-inclusive. However, if they are not present, direct instruction will need to be provided to help the student become ready to learn. In addition to the skills listed in this appendix, it may be helpful to look at the skills from the previous year and to consider them to be part of the pre-requisites for the next set of standards. By the time a child is enrolled as a kindergarten student, he/she should have a minimum of a developing proficiency in the following pre-requisite skills.

- Able to explore small and large items using a differentiated approach (fingers vs. full hand).
- Attention span/time on task should be long enough to complete a kindergarten tabletop task, to listen to a story, participate in a group activity.
- Able to follow 2-4 step directions.
- Able to identify small objects with tactile exploration.
- Able to ask questions in order to get specific information.
- Able to demonstrate pre-writing skills.
 - Able to scribble with crayon. May use a piece of screen under paper and crayon to give tactile feedback.
 - Demonstrates finger strength: able to push down the keys of a braillewriter hard enough to create a braille cell on the page.
 - Adequate finger isolation and hand strength to create several lines of adequately legible “braille”.
 - Is able to move hand from braillewriter’s keys to paper after making cells in order to “check work”.
- Understands how to hold, manipulate and identify objects and important features of an object to get information.
- Is able to handle objects for their intended purpose.

- Uses two hands to complete a task.
- Search exploration with hands in multiple environments.
- Able to find own desk or place in circle; able to orient self in classroom to find exit, bathroom, etc.

APPENDIX B: Foundational Skills

For the purpose of this document, foundational skills are considered to be early learning skills that all students need to master. However, a student who is blind may begin their education with a deficit in one or more of these areas compared to their peers. At least some degree of acquisition of these skills is required prior to starting a braille program.

- Able to actively listen.
- Interacts appropriately as part of a group.
- Demonstrates sorting and matching skills.
- Demonstrates same and different skills.
- Has auditory discrimination skills. In addition to the auditory discrimination skills needed for phonics, the braille student must be able to use those skills to orient his/her body to speaker; is able find a small group in the classroom by their sound, etc.)
- Able to take turns; wait for turn.

APPENDIX C: The Expanded Core Curriculum (ECC)

The following information about the ECC was adapted from the Texas School for the Blind and Visually Impaired's website, www.tsbvi.edu. The term expanded core curriculum (ECC) is used to define concepts and skills that often require specialized instruction with students who are blind or visually impaired to compensate for decreased opportunities to learn incidentally by observing others. In addition to the general education core curriculum that all students are taught, students with visual impairments, starting at birth, also need instruction in the ECC. The ECC areas include (A) needs that result from the visual impairment that enable the student "to be involved in and make progress in the general education curriculum; and (B) other educational needs that result from the child's disability" as required by IDEA (34 CFR 300.320 (a)(2)(A)(B)). There are nine areas defined in the ECC. Four of the areas are essential to consider when developing a literacy plan for a student. They include social skills, compensatory skills, assistive technology and self-determination.

Assistive Technology

Assistive technology refers to all assistive and adaptive tools and services that promote communication, access and learning. It can include electronic equipment such as switches, mobile devices, and portable notetakers; computer access such as magnification software, screen readers, and keyboarding; and low-tech devices such as a braillewriter. Student skills listed in this document cross over to assistive technology.

Career Education

Career education is the hands-on instruction that provides experiences about jobs. It includes developing work-related skills such as assuming responsibility, punctuality, and staying on task. Career education provides opportunities for students to explore and discover strengths and interests and plan for transition to adult life.

Compensatory Skills

Compensatory skills include skills necessary for accessing the core curriculum including concept development; communication modes; organization and study skills; access to print materials; and the use of braille/Nemeth, tactile graphics, object and/or tactile symbols, sign language, and audio materials. Most of the ECC skills listed in this document are compensatory.

Independent Living Skills

Independent living skills include the tasks and functions people perform in daily life to increase their independence and contribute to the family structure. Most of these skills are learned by the general population through observation and imitation but must be directly taught to the student who is blind. These skills include personal hygiene, eating skills, food preparation, time and money management, clothing care, and household tasks.

Orientation and Mobility (O&M)

O&M instruction enables students of all ages and motor abilities to be oriented to their surroundings and to move as independently and safely as possible. Students learn about themselves and their environments, including home, school, and community. O&M lessons incorporate skills ranging from basic body image, spatial relationships, and purposeful movement to cane usage, travel in the community, and use of public transportation. Having O&M skills enables students to acquire independence to the greatest extent possible, based on their individual needs and abilities.

Recreation and Leisure

Being unable to observe others reduces awareness of recreation and leisure options. Instruction in recreation and leisure skills will ensure that students with visual impairments will have opportunities to explore, experience, and choose physical and leisure-time activities, both organized and individual, that they enjoy. This instruction should focus on the development of life-long skills.

Self-Determination

Self-determination includes choice-making, decision-making, problem solving, personal advocacy, assertiveness, and goal setting. Students with visual impairments often have fewer opportunities to develop and practice the specific skills that lead to self-determination. Students who know and value who they are and who have self-determination skills become effective advocates for themselves and therefore have more control over their lives. Many self-determination skills are learned in the classroom.

Sensory Efficiency

Sensory efficiency includes instruction in the use of vision, hearing, touch, smell, and taste. It also addresses the development of the proprioceptive, kinesthetic, and vestibular systems. Learning to use their senses efficiently, including the use of optical devices, will enable students with visual impairments to access and participate in activities in school, home, and community environments.

Social Interaction Skills

Social interaction skills include awareness of body language, gestures, facial expressions, and personal space. Instruction also includes learning about interpersonal relationships, self-control, and human sexuality. Almost all social skills are learned by visually observing other people. Instruction in social interaction skills in school, work, and recreational settings is crucial. Having appropriate social skills can often mean the difference between social isolation and a fulfilling life as an adult.

APPENDIX D: Essentials for Including Student Who is Blind in Classroom

The following is a list of things that classroom teachers need to consider when including a student who is blind into the classroom. The list will vary by the type of classroom, the age of student, as well as the skill level of the student. A collaborative discussion among the team members can determine which of the following are important and how they should be addressed.

- Finding desk, place in circle, locating important areas of classroom
- Waiting for turn
- Taking turns
- Appropriate way to ask for help or get teacher's attention in a group
- Organizational system for keeping track of materials.
- Organizational system for editing braille work
- Method for working on materials in lap or on a clipboard
- Classroom orientation; independently travel in classroom
- Using listening skills for orientation
- Looking at speaker
- Turning to group when speaking

APPENDIX E: General Notes for Grades 6-12

By the time a student enters middle school, it is assumed that he/she has successfully completed the braille literacy standards through 5th grade. However, braille instruction, assistive technology instruction as well as instruction in the expanded core curriculum continues. The following may be helpful when planning an appropriate program of study with the braille learner.

- STARS class code: The New Mexico PED has a code for a braille class. One code is used in grades 1-8 and the other for high school. The same code can be used each

year. The content of the braille class and grading of the class is typically managed by the TSVI. The class can be used to support a student's need for specific skill building such as learning braille. But, it can also be used, particularly during high school years, to provide time for research or development of a research project; to continue to develop study skills; etc.

- Grades 1-8 STARS code: 1283
- High School STARS code: 12832000
- Ordering accessible materials: By middle school, a student should be able to order materials independently. The resource section of this document lists multiple sites that can be used.

RESOURCES

The following section focuses on resources that are available to teachers, families and students. A short list of diverse, highly recommended resources is listed first. Among those, the American Printing House for the Blind is a resource that should be familiar to all educators. A catalog can be accessed from their website, www.aph.org. Because new products are continually released, no attempt has been made to list all of the available materials found in the APH catalog. Hopefully, all students in New Mexico who are enrolled in a braille instruction program are registered with the state's Instructional Resource Center (IRC). Materials found in the APH catalog can be ordered through the IRC using federal quota funds. A braille student's TSVI will have additional information about APH.

Go Here First!

American Printing House for the Blind: [APH Homepage](#) and [APH Catalogs](#) (many items available on federal quota funds)

[Paths to Literacy](#): foundational information, activities, and ideas from the field

[National Federation of the Blind \(NFB\) Resources](#): Educational resources, braille lessons, materials, etc.

[National Braille Press \(NBP\)](#): Free braille resources, tactile graphic guidelines, phonics books, etc.

[Texas School for the Blind & Visually Impaired \(TSBVI\) Resources](#): Curricular publications, articles, assessments, webinars, etc.

[Pinterest](#): Search for keywords related to braille, emergent literacy, reading, etc)

Emergent Literacy

Websites

Paths to Literacy:

[Literacy Basics](#)

[What is Emergent Literacy?](#)

[Teaching Braille to Young Children](#)

AFB Overview of Braille Literacy: [Braille](#)

Materials

[APH Products Catalog](#): find materials for emergent literacy in “Early Childhood” section

[Alphabet Sound Learning tubs](#) and similar items that are hands-on and can add braille

Search for commercial items with braille on them (i.e., letter magnets, blocks, etc.)

Resources

[I-M-ABLE: Individualized Meaning-Centered Approach to Braille Literacy Education](#) (Wormsley, D. P., 2016, APH Press).

[Preschool/PreK Building on Patterns \(APH\)](#): webpage for resources and support; teacher kit, braille kit, and student kits from APH catalog.

[Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy](#) (Swenson, A. M., 2015, APH Press).

[Mangold Braille Program](#): Curriculum (3 units) for teaching tracking and beginning braille.

[Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write](#) (Erickson, K.A. & Koppenhaver, D. A., 2020, Brookes Publishing).

[Introducing Braille](#) (Hudson, L., 2014, Perkins): iBook available on iTunes.

[Tar Heel Reader](#) : collection of free, easy-to-read, accessible books that you can search or create your own (control for contractions, add braille, use with braille display, etc.)

[Great Expectations: Bringing Picture Books to Life for Blind Kids \(NBP\)](#): program to help parents and teachers bring picture books to life for blind children; offers book suggestions and related/supplemental activities for each book.

Assessment/Checklist

[The Oregon Project for Preschool Children who are Blind or Visually Impaired \(6th Edition, SOESD\)](#): assessment checklist and curriculum for children birth to 6 who are blind or visually impaired.

[Assessment of Braille Literacy Skills: Unified English Braille](#) (ABLS; Region 4 online store): braille literacy skills checklist aligned with four guiding principles of meaningful braille literacy skills.

[Pre-Braille Assessment](#) from Paths to Literacy: downloadable checklist of pre-braille skills/concepts.

[ECOTs/KOTs](#) (Specific to New Mexico, but offers rubrics aligned with literacy standards for early childhood and beginning kindergarten.)

How to Get Braille Books

Paths to Literacy page on resources for [Free Braille Books](#)

Twin Vision books

[Seedlings Braille Books](#)

[National Library Service: Braille and Audio Reading Download](#)

[New Mexico State Library](#): select “Print Disabled” from drop-down menu.

[National Braille Press](#): select “Kids Programs” from menu.

[American Action Fund for Blind Children and Adults Resources](#)

[NFB Braille Reading Pals Club](#)

[NMSBVI Library](#): Selections or contact the librarian for specific requests.

[Learning Ally](#): tools and resources for accessible books.

E-book reader apps for print disabilities: [Bookshare App](#), [Dolphin Easy Reader App](#), mainstream readers (i.e. Kindle, Nook, iBooks, Google Play Books, but would need speech/playback and/or pairing to braille display).

APH catalog

Braille Instruction

Websites/Blogs

[Instructional Strategies for Teaching Braille Literacy](#)

[Building Your Language Arts Toolkit \(APH\)](#)

Teaching Students with Visual Impairments: www.TeachingVisuallyImpaired.com

Resources

[Braille Spelling Dictionary \(UEB\)](#) (National Braille Press)

[Scalars Braille Enthusiast Dictionary \(UEB\)](#) (Scalars Publishing)

[Instructional Strategies for Braille Literacy](#) (Wormsley, D. P. & D’Andrea, F. M., 1997, APH Press)

[*Beginning with Braille: Firsthand Experiences with a Balanced Approach to Literacy*](#) (Swenson, A. M., 2015, APH Press)

[*Reading Connections: Strategies for Teaching Students with Visual Impairments*](#) (Kamei-Hannan, C. & Ricci, L. A., 2015, APH Press)

[*Natural Order of Braille Contractions*](#) (Robertson & Manuel, 2021): article regarding teaching contractions as they occur in literature.

[*Braille Brain*](#) (Paths To Literacy training program to promote literacy and STEM for TSVIs, paraprofessionals, parents, and other team members)

[Braille Authority of North America](#) (Codebooks & Guidance Documents)

[International Council on Unified English Braille](#) (UEB Rulebook)

[UEB Practice Sentences \(2nd edition\)](#)

[Hadley Braille Quick Reference Chart \(pdf\)](#)

[UEB Contraction Progress Chart](#)

Curricula

Building on Patterns ([APH Products Catalog](#), search under English Language Arts section): curricula by grade level, Kindergarten to 2nd Grade.

[Braille FUNdamentals \(UEB\)](#) (TSBVI): program for teaching the braille code.

[Mangold Braille Program](#): Curriculum (3 units) for teaching tracking and beginning braille.

[*I-M-ABLE: Individualized Meaning-Centered Approach to Braille Literacy Education*](#) (Wormsley, D. P., 2016, APH Press)

[Braille Too: The Next Generation](#) (BRL2 Publishing): For secondary students/student who already know how to read print.

Resources to support reading and assessment in braille

[TeachersPayTeachers](#), for grade level worksheets (to be adapted)

[EdHelper.com](#) (to create worksheets)

[Tradebooks controlled for contractions](#)

[National Braille Press: Braille Textbooks](#) search and order phonics books from NBP.

[Paths to Literacy: Dapdots](#) (early reader books resource)

[Word Melodies: Emerging Reading and Writing App](#) (Perkins Learning Resource)

[Reading A-Z](#) (not specific to braille, but helpful for teaching reading)

[Words Their Way](#) (Bear, Invernizzi, Templeton, & Johnston; 2019; Pearson Publishing) (needs to be adapted for braille, includes spelling activities, manipulating cards, etc.)*

[Tabletop Pocket Chart](#) (Lakeshore Learning)

APH Products (a few suggestions):

[Word Play House](#) (APH product): for identifying words/word families

[Sight Words Activity Express](#) (APH product): for learning sight words

[The Braille Buzz](#) (APH Product)

Reading Inventory Material (i.e. [Jerry Johns' Basic Reading Inventory](#), [Reading A to Z](#) fluency passages)

General checklists/assessments to help monitor braille literacy:

[The Oregon Project for Preschool Children who are Blind or Visually Impaired \(6th Edition, SOESD\)](#): assessment checklist and curriculum for children birth to 6 who are blind or visually impaired.

[Assessment of Braille Literacy Skills: Unified English Braille](#) (ABLS; Region 4 online store): braille literacy skills checklist aligned with four guiding principles of meaningful braille literacy skills).

[EVALS: Evaluating Visually Impaired Students](#) (TSBVI)

Writing

Paths To Literacy: Writing Resources

[Overview of Writing](#)

[Teaching Braille Writing](#)

4 Square Writing Method (conduct internet search for more information and resources; easy to adapt for braille student)

[Tactile Editing Marks Kit](#) (APH Product)

Inclusion

[Making It Work: Educating the Blind/Visually Impaired Student in the Regular School](#) (Castellano, C., 2006, Information Age Publishing)

Tactile Graphics

[Creating Tactile Graphics Images](#) (Perkins)

APH Products (a few suggestions)

[Tactile Treasures](#) (APH Product)

[Teaching Touch Kit](#) (APH Product)

[Setting the Stage for Tactile Understanding Kit](#) (APH Product)

[Tactile Graphics Kit](#) (APH Product)

[Guidelines and Standards for Tactile Graphics](#) (BANA)

[Because Pictures Matter](#) (NBP): Guide for creating tactile graphics

Strategies for marking braille:

Wiki Stix work well as highlighting for triple-spaced passages for marking key details.

Teach use of writing utensil for tactile marking/highlighting

Use of screen board and crayon

Assistive/Access Technology Resources

[Quick Reference Guides \(JAWS, VoiceOver, iOS Gestures, Narrator, Magnification, etc.\)](#)

[TechVision](#) website by Dr. Denise Robinson (online resource, videos, etc.)

[Paths to Technology](#) blog/website

[An overview of Braille Devices](#)

[Access Technology for Blind and Low Vision Accessibility](#) (Sui, Y. T. & Presley, I., 2019, APH Press)

National Braille Press: Word/Windows templates

[Speed and Accuracy Measures of School-Age Readers With Visual Impairments Using a Refreshable Braille Display](#) (research article)

[Michigan Assistive Technology Guidelines](#)

Keyboarding

[Talking Typer](#) (APH download)

[TypingClub.com](#) (free online resource for typing, need to ensure accessibility for braille/speech output)

Service Time

[Ensuring High Quality Instruction for Students in Braille Literacy Programs](#) (Koenig, A.J. & Holbrook, M.C., 2000, JVIB)

[Visual Impairment Scale of Service Intensity of Texas \(VISSIT\)](#)

[MI Severity Scales](#)

Universal Design for Learning

[Overview of UDL for Students with Visual Impairments](#)

[New Mexico UDL team](#) (NMUDL): reach out for support and suggestions in NM

Pre-K Literacy Standards

5.2 Demonstrates the ability to attend, understand, and follow increasingly complex directions.

<p>SKILLS</p> <ul style="list-style-type: none"> • Understands/responds to attending cue words (i.e., look at this, I'm holding...) (ECC) • Asks questions when he/she does not understand. (ECC) 	
<p>TSVI</p> <ul style="list-style-type: none"> • Adapt classroom materials as needed so students can access and participate in a multi-modal way (i.e., visual schedule). • Ongoing assessment of environmental accommodations is needed to support evolving instruction. • Train classroom staff in use of descriptive language and how to make classroom cues accessible/meaningful to braille student. • Note: students at this age look around at peers to see what others are doing and imitate to participate/understand directions. Braille student may need to be specifically shown or given hands-on demonstration to understand the direction. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Adapt environment as needed and use descriptive language to gain student's attention along with sighted peers.

6.1 Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.

<p>SKILLS</p> <ul style="list-style-type: none"> • Orients to speaker; maintains topic; initiates/responds to conversation, nonverbal behaviors, space. (ECC)

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Observe student in primary setting during a variety of structured and unstructured activities and provide information and support to classroom team to develop social skills. (ECC) • Work with classroom team to explain necessity of part to whole; repeated, hands-on activities for experience/concept development. 	<ul style="list-style-type: none"> • Remediate gaps in understanding caused by lack of experience student has had compared to peers. • Provide opportunities to share experiences between peers and student as a way to build conversation skills

7.2 Demonstrates comprehension of a braille story “read aloud” by asking relevant questions or providing key details in literacy texts.

SKILLS	
<ul style="list-style-type: none"> • Handles book/tracks braille on pages as book is read out loud to class. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Ensure student has background knowledge and hands-on experience with the concepts in the book being read aloud prior to assessing comprehension. • Pre-teach and use objects and props to increase understanding of texts used in class. • Braille the whole copy of the book. Adapt the braille copy of book to skills being taught (i.e., keywords, repeated phrases, whole text, tracking, etc.) 	<ul style="list-style-type: none"> • Ensure that student has an accessible copy of a book each time a big book is used or if peers have their individual copies. • Note: Student may not have background knowledge or experience to understand the concepts/events in a read aloud text. • Work with TSVI to address background knowledge of student through hands-on experiences and props/real objects.

7.3a Shows an understanding of the basic concepts of braille and braille reading mechanics.

SKILLS
<ul style="list-style-type: none"> • Tactually discriminates between objects, textures, foods, etc. • Uses two hands together (i.e., uses one hand as stabilizer or places marker while using other hand to complete task). • Uses hands to track left to right; uses proper technique (i.e., finger pads, left to right, no scrubbing). • Identifies beginning/end of tactile line. • Identifies top/bottom/sides of objects, page, tactile graphics.

- Identifies common objects by touch.
- Identifies 2-dimensional shapes (i.e., either line drawing or embossed).
- Shows ability to tactually search page to locate raised symbols.
- Begins tactual discrimination of dots (i.e., same/different characters in a line, number of dots, etc.)
- Continues development of same/different concepts.
- Matches/identifies textures, shapes and objects.

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Begin formal braille instruction with student. • Provide in-service to classroom staff on braille alphabet and basics. • Teach attributes of the book (i.e., cover, back, pages, etc.); have student follow along in own copy of book with classroom instruction. • Ensure that page turning occurs at the same time in braille copy and print copy. • Note to transcriber: Braille materials in such a way that pages match the book/materials that will be used in the classroom lesson. • Include tactile markers/meaningful tactile graphics to correspond to classroom materials. • Braille the whole copy of the book. Adapt the braille copy of book to skills being taught (i.e., keywords, repeated phrases, whole text, tracking, etc.). • Teach braille reading mechanics (i.e., start left to right, top to bottom, tracking across lines with two hands, use fingerpads, etc.). • Redirect/stop scrubbing and scratching dots. • Encourage students to self-monitor/reflect/correct for proper reading habits. • Expose student to a variety of braille reading materials. 	<ul style="list-style-type: none"> • Coordinate with TSVI to create adapted materials in a timely manner. • Classroom staff should learn braille alphabet and basic punctuation in order to produce braille words/materials. • Reinforce/monitor book handling skills of student (i.e., turning pages, orienting paper/book, following along in their own braille copy since student does not have picture cues to self-monitor.) • Reinforce orienting a braille paper/book. • Reinforce student turning pages; say aloud, “turn the page” when turning pages of class copy. • Reinforce braille reading mechanics concepts (i.e., left to right, top to bottom, no scrubbing and use of finger pads). • Reinforce two hands on braille page for reading; work with TSVI to encourage self-monitoring/correction of proper techniques. • Provide multiple opportunities for student to complete finger isolation tasks, tactile identification of objects tasks, hand strengthening tasks, etc. • Reinforce same/different.

<ul style="list-style-type: none"> • Provide classroom with multiple braille books for self-selection access (i.e., picture books with braille so peers can read, too). • Address same/different through multiple materials, language/terms, and classification of concepts. • Note: Most braille programs are designed with the language of same/different, so it needs to be addressed across contexts. For example, “Make a match, make yours look like mine—same,” etc. • Work towards increasing student’s tolerance and participation using hand under hand technique. 	
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7.3b Understands that braille carries meaning.

<p>SKILLS</p> <ul style="list-style-type: none"> • Recognizes braille as braille in a book or in the environment (i.e., braille labels, braille books, braille signage). 	
<p>TSVI</p> <ul style="list-style-type: none"> • Label personal items with student’s name. • Work towards the student being able to identify their name in braille from other words/names. • Label classroom print with braille. Show student where environmental braille is located. • Encourage student to ask, “What’s this mean?” when they encounter braille. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Have braille materials available for the student. • Provide opportunity for student to touch braille while telling stories. • Point out braille signs in school building; work with TSVI to provide environmental braille.

7.4a Recognizes and generates rhyming sounds in spoken language.

7.4b Demonstrates understanding of spoken words, syllables, and sounds (phonemes).

7.5a Shows an understanding of alphabetic knowledge with braille letters.

SKILLS	
<ul style="list-style-type: none"> • Begins to identify letters in isolation/spaces between letters. • Begins to tactually discriminate dots (i.e., same/different characters in a line, number of dots and orientation of dots). 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Make braille materials available in the primary classroom setting, including braille labels for environmental print. • Provide direct instruction in the braille alphabet and tactile discrimination of dots (i.e. number of dots and their orientation). • Introduce student to a tactile version of each print letter. Note: While the student does not need to master the print version, they need exposure to what their peers are studying 	<ul style="list-style-type: none"> • Reinforce exposure to alphabet in braille. • Keep braille alphabet cards at student's desk. • Work with TSVI to place braille labels on everything in classroom that student could encounter.

7.5b Knows and applies letter-sound correspondence and beginning sound-recognition skills.

SKILLS	
<ul style="list-style-type: none"> • Work with classroom teacher to ensure braille copy of needed materials is provided. • Pre-teach letters in braille prior to use in class. • Introduce organizational strategies for managing braille materials (i.e. cards on a ring, page with letters, pocket folders, etc.). • Use and teach student and general education staff how to use clipped right corner on flashcard or paper for orientation 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Work with classroom teacher to ensure braille copy of needed materials is provided. • Pre-teach letters in braille prior to use in class. • Introduce organizational strategies for managing braille materials (i.e. cards on a ring, page with letters, pocket folders, etc.). • Use and teach student and general education staff how to use clipped right corner on flashcard or paper for orientation 	<ul style="list-style-type: none"> • Ensure that student has a braille copy of alphabet cards, words, or other visual materials used in classroom.

8.3 Understands how to apply the early stages of drawing and writing using braille or other physical representation (tactile graphics, textures, whole/partial objects, etc.)_to convey meaning.

SKILLS

- Demonstrates adequate hand strength to create several lines of adequately legible “braille scribble”.
- Isolates fingers on both hands (i.e., finger dexterity, press individual keys of braillewriter with appropriate finger placement.)
- Produces several letters and lines consistently.
- Understands pre-writing lines/directions (i.e., line up, line down, line across, circle, cross, top/bottom/middle) and begins print letter formation of their name.
- Able to participate in writing lessons with peers.
- Understands proper treatment of the braillewriter.
- Begins to help with loading braille paper in braillewriter; rolling paper in, pressing enter key, etc.
- Tactually explores graphic while attending to accompanying verbal description.
- Begins to create tactile graphics/representations (i.e., clay, textures, color on textures) with and without assistance.

TSVI

- Train classroom staff in early braille writing mechanics.
- Teach parts of the braillewriter and how it works to classroom staff.
- Braille materials as needed for classroom.
- Train classroom staff in tactile representation (i.e., identifying the salient items in pictures rather than making an exact tactile representation; story boxes; etc.).
- Introduce student to braille production materials (i.e., braillewriter, Mountbatten, swing cell, etc.).
Teach student about print letters for print writing lessons and begin exposure to writing letters of their name for future signature.
- Use real whole/partial objects and textures as much as possible.

CLASSROOM TEACHER

- Provide tactile representation or story boxes to student. Work with TSVI to identify stories and times when this strategy is appropriate.
- Provide opportunities for scribbling on braillewriter throughout the day.
- When peers write, student writes on braillewriter.
- Provide a variety of tactile materials during art projects.
- Require student to participate in traditional writing lessons with peers using traditional print as well as braille materials.

Kindergarten Reading Standards (Braille)

Reading Standards for Literature: Kindergarten (KRL)

Key Ideas and Details

KRL1. With prompting and support, ask and answer questions about key details in a braille or audible_text.

KRL2. With prompting and support, retell familiar stories, including key details.

KRL3. With prompting and support, identify characters, settings and major events in a story.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Pre-teach concepts for classroom stories as necessary.• Note: At this age, story details, characters, setting, and events are given in the illustrations. The classroom teacher needs to know what is important to describe in the picture or to give representation because describing every aspect can be overwhelming to the student.• Consult with and train instructional staff in picture description.	<ul style="list-style-type: none">• Note: Story details, characters, setting, and events, at this age, are largely given in the illustrations. The student will rely on verbal description to know what is important. Describing every aspect of a picture can be overwhelming. When using real or model objects, off topic objects can confuse the student.• Student will need help identifying visual details and concepts.• Collaborate with TSVI to develop descriptive skills.

Craft and Structure

KRL4. Ask and answer questions about unknown words in a braille or audible text.

KRL5. Recognize common types of braille or audible texts (i.e. storybooks, poems).

KRL6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

SKILLS
<ul style="list-style-type: none">• Identifies same/different and labels for comparing and contrasting.• Uses compensatory methods of recognizing facial features and body language associated with different feelings. (ECC)• Uses descriptive language, asks questions for clarification. (ECC)

<ul style="list-style-type: none"> • Holds, manipulates and identifies important features of an object to get the information needed. • Handles and presents objects for their intended purpose. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Continually assess as pre-teaching concepts may be needed. • Practice tactile and auditory discrimination tasks. • Ensure student has learned facial features/body language associated with different feelings. • Note: Be aware that tactile defensiveness/learning differences may impact concept development in how to categorize sensory information (i.e., sight/smell, sight touch, etc.) • Consult with and train instructional staff in using descriptive language. 	<ul style="list-style-type: none"> • Student will need help identifying visual details and concepts. • Use descriptive language to describe illustrations as needed for understanding. • Assess for mastery of same/difference across content areas. (ECC)

Integration of Knowledge and Ideas

KRL7. With prompting and support, describe the relationship between described illustrations, including tactual illustrations, real objects or object representation and the story in which they appear (i.e. what moment in a story an illustration depicts).

KRL8. Not applicable

KRL9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

<p>SKILLS</p> <ul style="list-style-type: none"> • Handles and presents objects for their intended purpose. • Distinguishes and interprets raised-line representations. • Tactually recognizes models of real objects.
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TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide tactile graphics, models, and/or real objects associated with the given story. • Check for understanding of the concepts related to these props and correct any confusion. • Teach grade appropriate raised-line representation. • Provide instruction and experiences, when possible, that teach obscure concepts such as adventurous. 	<ul style="list-style-type: none"> • Work collaboratively with the TSVI to provide alternatives to illustrations such as tactile graphics, adding textures to books or other materials, or providing real objects or models. Make sure it is relevant to the content/text on the page. • Note: What may be meaningful or stand out to the sighted person, is not always meaningful to the tactile learner. • Note: Understand that many experiences used to describe complex concepts such as “adventurous”, may not be understood by, or be familiar to student.

Range of Reading and Level of Text Complexity

KRL10. Actively engage in group reading activities with purpose and understanding.

SKILLS	
<ul style="list-style-type: none"> • Handles a book appropriately and orients it correctly. • Demonstrates tactile search pattern to locate braille on a page of a book. • Tracks left to right, top to bottom with braille materials. • Engages with braille materials simultaneously and with skill progression through the year in order to follow along during group instruction. • Uses listening skills and group interaction skills. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Note: because of limited one-on one instructional time with the TSVI, additional instruction in braille and hand techniques for reading may need to take place during classroom reading time. • Collaborate with classroom teacher to ensure that group reading instruction and activities are accessible to the student. This could include providing braille copies, props, verbal description, etc. and guidance for their efficient use. • Note: Student needs to be engaged in the same way as peers even though it looks different. How this happens depends on the lesson, the student, and 	<ul style="list-style-type: none"> • Give opportunity for student to read out loud to build confidence. • Collaborate with the TSVI to ensure student can engage and participate in planned reading instruction and activities. This will mean having braille copies and props to represent and/or clarify whatever materials peers are accessing. • Note: Be aware that the student needs to be engaged in the same way as peers even though it looks different. It may look different depending on the lesson. • Work with TSVI to strategize how this can happen for the student.

the collaboration between TSVI and classroom teacher.	
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Reading Standards for Informational Text: Kindergarten (KRI)

Key Ideas and Details

KRI1. With prompting and support, ask and answer questions about key details in a braille or audible text.

KRI2. With prompting and support, identify the main topic and retell key details of a braille or audible text.

KRI3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a braille or audible text.

<p>SKILLS</p> <ul style="list-style-type: none"> • Physically manipulates learning tools appropriately. • Uses crayon or other tactile means for highlighting or pointing to words. • Uses two hands to complete a task (i.e., find the letter/symbol: one hand to keep the place, other hand marks the target.). 	
<p>TSVI</p> <ul style="list-style-type: none"> • Check to make sure student understands main topic and key details from the methods and materials the classroom teacher is using during whole-group activities. • If classroom teacher is using text, worksheets, graphic organizers, create alternative ways or adapted materials and methods for the student to indicate understanding. • Pre-teach methods that student will use to demonstrate understanding. Provide opportunities to practice. • Introduce tools that will be used for tactile marking (i.e., play with wiki stix, explore tactile editing tools, scribble with screen board and crayons). • Teach student how to use two hands to complete a task. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Note: Peers may use such responses as circling or physically marking, pointing, etc., to identify main topic and key details of text. Provide alternative method for student to indicate their understanding. • Work with TSVI to ensure accessibility of worksheets for student. • Collaborate with TSVI for strategies and indicators that student is actively participating and demonstrating understanding during group instruction.

Craft and Structure

KRI4. With prompting and support, ask and answer questions about unknown words in a braille or audible text.

KRI5. Identify the tactual illustrations and the braille on the front cover, back cover, and title page of a braille_book.

KRI6. Name the author and illustrator of a braille or audible text and define the role of each in presenting the ideas or information in the text.

SKILLS	
<ul style="list-style-type: none">• Holds, manipulates, and identifies important features of an object to get the information.• Identifies parts of a book.• Tactilely searches pattern to find braille on a page or in a specific part of a book.	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• If classroom teacher is using text, worksheets, graphic organizers, create alternative ways or adapted materials and methods for the student to indicate understanding.• Pre-teach methods that student will use to demonstrate understanding. Provide opportunities to practice.• Introduce tools that will be used for tactile marking (i.e., play with wiki stix, explore tactile editing tools, scribble with screen board and crayons).• Teach student how to use two hands to complete a task.	<ul style="list-style-type: none">• Student will need help identifying visual details and concepts.• Use descriptive language to describe illustrations as needed for understanding.• Assess for mastery of same/difference across content areas. (ECC)

Integration of Knowledge and Ideas

KRI7. With prompting and support, describe the relationship between the tactual and/or described illustrations, including real objects or object representation, and the braille text in which they appear (i.e., what person, place, thing, or idea in the text an illustration depicts.)

KRI8. With prompting and support, identify the reasons an author gives to support points in a braille or audible text.

KRI9. With prompting and support, identify basic similarities in and differences between two braille or audible texts on the same topic (i.e., in tactual illustrations, including described illustrations, real objects or object representation descriptions, or procedures).

SKILLS

<ul style="list-style-type: none"> • Identifies same and different. • Handles and presents objects for their intended purpose. • Distinguishes and interprets raised-line representations. • Tactually recognizes models of real objects. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide tactile graphics, models, and/or real objects associated with the given story. • Check for understanding of the concepts related to these props and correct any confusion. • Teach grade appropriate raised-line representation. 	<ul style="list-style-type: none"> • Note: As with their peers, kindergarten exposes the student to new concepts, unfamiliar materials, and new social and learning behaviors. Additionally, the student is acquiring blind-specific skills and methods. It is important to take this into account when measuring progress. • Note: Same and different concepts and activities are often visual (i.e., by color, look, a visual difference). These concepts are more abstract and take longer to learn for braille students as they must touch and tactually recognize the similarities and differences. This takes deliberate and repeated opportunities, and specific language, to learn. • Collaborate with TSVI to determine specific strategies, language and lessons needed.

Range of Reading and Level of Text Complexity

KRI10. Actively engage in group reading activities with purpose and understanding.

SKILLS	
<ul style="list-style-type: none"> • Actively listens and appropriately interacts as part of a group. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Note: because of limited one-on one instructional time with the TSVI, additional instruction in braille and hand techniques for reading may need to take place during classroom reading time. • Collaborate with classroom teacher to ensure that group reading instruction and activities are accessible to the student. This could include providing braille 	<ul style="list-style-type: none"> • Give opportunity for student to read out loud to build confidence. • Collaborate with the TSVI to ensure student can engage and participate in planned reading instruction and activities. This will mean having braille copies and props to represent and/or clarify whatever materials peers are accessing.

<p>copies, props, verbal description, etc. and guidance for their efficient use.</p> <ul style="list-style-type: none"> • Note: Braille student needs to be engaged in the same way as their peers even though it looks different. How this happens depends on the lesson, the student, and the collaboration between TSVI and classroom teacher. 	<ul style="list-style-type: none"> • Note: Be aware that the student needs to be engaged in the same way as peers even though it looks different. It may look different depending on the lesson. • Work with TSVI to strategize how this can happen for the student.
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Reading Standards: Foundational Skills: Kindergarten (KRF)

KRF1. Demonstrate understanding of the organization and basic features of braille.

- Follow braille words, using two hands together, from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of braille letters and contractions.
- Understand that words are separated by spaces in braille.
- Recognize and name all upper- and lowercase letters of the alphabet in braille.

SKILLS

- Demonstrates the ability to sort and match. (ECC)
- Demonstrates the ability to tactually discriminate: same/different. (ECC)
- Demonstrates emerging ability to tactually discriminate braille letters in isolation and as part of high/frequency/sight words.
- Tactually identifies the space between braille characters and words.

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Because large leaps in reading ability are expected during this grade, as much direct instruction as possible for the acquisition of braille should be assigned. • Teach braille alphabet for lower and upper case letters; teach braille capital indicator. • Teach and use words for hand movements, left to right, top to bottom for use in reading braille. • Teach tracking pattern of hands. • Teach that the “space” separates one word from another. • Use the language associated with braille reading (i.e., contraction, braille spelling vs print spelling, indicators, etc.) • Watch for braille character confusions and provide extra practice for mastery (i.e., l and e, corner letters, contractions, etc.) 	<ul style="list-style-type: none"> • Ensure that student has equivalent materials to accompany direct instruction. • Work with TSVI to determine if the text being taught is meaningful and if braille versions of materials may need supplementing (i.e., more words/full sentences vs labels, re-write story to include more braille target words/contractions, tactual model with same label, etc.). • Note: TSVI will make a decision about which approach will be used to teach braille and reading: Building on Patterns, adapting classroom curriculum, controlling for contractions.... there is no right answer... STANDARD TELLS US WHERE TO GO BUT NOT HOW TO GET THERE!

KRF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

SKILLS	
<ul style="list-style-type: none"> • Demonstrates the ability to auditorily discriminate. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Braille copies of reference materials (i.e., classroom posters) or any materials that are used in lessons (i.e., phonics lessons). 	<ul style="list-style-type: none"> • Use descriptive language, props.

KRF3. Know and apply grade- level phonics and word analysis skills in decoding words. Know and apply braille contractions that appear in grade level words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Tactually read, in braille, using uncontracted and contracted braille, common high-frequency sight_words. (i.e., the, of, to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

SKILLS	
<ul style="list-style-type: none"> • Decodes alphabet and known contractions in isolation. • Tactually recognizes sight words in braille (uncontracted and contracted). • Demonstrates emerging concepts: contractions, indicators (no print equivalent features, print way vs braille way). • Attempts/demonstrates beginning understanding of two-handed tracking, left to right, top to bottom while decoding vs just scanning/tracking. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Give multiple and varied opportunities to practice sight words, word families, rhyming words, etc. being taught. • Closely monitor for letter vs contraction confusions. • Note: Braille reading is done as whole-shape of word vs letter by letter. • Provide adequate instruction to teach whole-shape concept. • Teach multiple strategies for identifying whole words and word families (i.e., whole shape, decoding letter by letter, etc.) • Consult/train instructional staff in techniques for learning print/braille differences and “print way vs braille way”. • Pre-teach the words and contractions that will be used in lesson. • Provide braille instruction parallel to phonics and words being taught in reading curriculum and class sight words. • Provide ample opportunities for practice. 	<ul style="list-style-type: none"> • Understand differences in learning print/braille and “print way vs braille way”. • Understand contractions. • Be aware that peers depend on information around the room (i.e., posters, board, etc.) to help with instruction. Student will need braille copies of these reference materials easily accessible at their desk. • Student will need tactile representations (real objects when possible) of pictures that convey information on the reference materials. • Collaborate with TSVI to ensure all materials are meaningful and accessible. • Work with TSVI to ensure materials are made ahead of time before lesson and student has opportunity for pre-teaching.

<ul style="list-style-type: none"> • Ensure that all games and activities used in the classroom are accessible and that student participates actively. 	
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KRF4. Tactually read emergent-reader braille texts with purpose and understanding.

<p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrates emerging tracking and decoding skills. • Demonstrates understanding of braille punctuation parallel to print punctuation that's been introduced. • Tactually identifies/understands capital indicator. • Self-advocates to ask for picture description, clarification, or meaning of unknown concepts. (ECC) • Actively listens and interacts during lesson; attends to lesson and stays on topic; nonverbal body language shows attention/inattention (i.e., head up vs. down). (ECC) 	
<p>TSVI</p> <ul style="list-style-type: none"> • Practice re-reading texts of braille words/contractions. • Provide grade level sight words and high frequency use words in braille. • Provide experiences, tactile representations, props, etc. to ensure student has concepts and access to pictures that correspond to the text. • Talk about the pictures before the story is read and let the student know what is in the book. • Create student's emergent reader book with meaningful contractions and words (i.e., "I like...", "I see..." books). • Teach print and braille punctuation; may provide tactile version of print punctuation to give the student the concept of what is being taught in print. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Talk about the pictures before the story is read and let the student know what is in the book.

Writing Standards: Kindergarten (KW)

Text Types and Purposes

KW1. Use a combination of tactile drawing, or other physical representation, dictating, and braille writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (i.e., My favorite book is...).

KW2. Use a combination tactile drawing, or other physical representation, dictating, and braille writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

KW3. Use a combination of tactile drawing, or physical representation, dictating, and braille writing to narrate a single event or several loosely linked events, tell about events in the order in which they occurred, and provide a reaction to what happened.

SKILLS	
<ul style="list-style-type: none"> • Possesses finger strength and isolation to produce characters on the braillewriter. • Operates the braillewriter with proper finger placement. • Uses known contractions and letters in writing; uses inventive spelling that may include contractions. • Creates tactile representations related to writing. Describes/narrates representation to adults and peers. • Demonstrates understanding of turn-taking and active listening in conversations; group social interaction skills. (ECC) • Demonstrates understanding that what student is saying is being written down. "Reads" back to adult. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Teach and practice "dictating" (i.e., what it is, how it works, how it is a possible tool for their future when a situation requires "sighted help"). Transcribe "dictated" writing so student can interact with their own words. (ECC) • Practice cooperative writing. When writing for student, have student braille the words they know or are working on in class. • Provide opportunities to "scribble" on the braillewriter when peers are scribbling. Have student "read" back what is written. • Involve student in procedure of writing braille for classroom materials so student is exposed to more writing purposes. • Expose student to and provide opportunities for independent practice 	<ul style="list-style-type: none"> • Student should be actively writing or drawing during lessons in which their peers are writing/drawing. • Consult with TSVI to determine the best tactile methods for drawing or creating physical representation. • Give student opportunity to practice writing skills used in the classroom (i.e., student gets to braille their word(s) when peers are getting to write a word on the board during group instruction. • Give TSVI lists of words for lessons to braille for an answer key; or, have a stack of vocabulary cards that have print and braille on them so all students are using the same materials. • Reinforce self-monitoring and self-correcting (i.e., ask student to read their

<p>with accessible technology and other braille writing tools.</p> <ul style="list-style-type: none"> • Teach social interaction skills related to group work, peer review of writing. (ECC) • Interline/transcribe student and peer work as needed for class activities. • Provide braille copies of reference/instructional materials that peers might be using during writing lessons. 	<p>answer to you; provide opportunity to help student correct their work).</p> <ul style="list-style-type: none"> • Consult with OT and refer for evaluation if needed.
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Production and Distribution of Writing

KW4. Begins in Grade 3

KW5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

KW6. With guidance and support from adults, explore a variety of accessible digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

KW7. Participate in shared research and writing projects (i.e. explore a number of books by a favorite author and express opinions about them.)

KW8. With guidance and support from adults, recall information from experiences or gather information from provided accessible sources to answer a question.

KW9. Begins in grade 4

Range of Writing

KW10. Begins in grade 3

Language Standards: Kindergarten (KL)

Conventions of Standard English

KL1. Demonstrate command of the conventions of standard English grammar and usage when producing braille or speaking.

- a. Produce many upper- and lowercase letters in braille, using the capital indicator to indicate uppercase.
- b. Using uncontracted and contracted braille, use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (i.e. dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (i.e. who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (i.e. to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.

SKILLS	
<ul style="list-style-type: none"> • Demonstrates organizational skills and ability to find requested curriculum materials. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide the student with curriculum/reference materials, (i.e., sheets, cards, etc.) that are manageable with interlined print to use when reading/writing. • Provide instruction to quickly find needed words. • Introduce a way to organize and access materials in the general education classroom. Note: “manageable”: consider student’s ability to find requested information. (i.e., What array size on a card, how many cards, size of cards, etc.). • Use pre-made materials. • Use cards as curriculum materials; they may be more manageable for a kindergartner than whole pieces of paper. • Introduce an organizational system to student to keep track of various classroom materials and personal materials. • Begin to teach capital indicator for reading and writing. 	<ul style="list-style-type: none"> • Note: Curriculum materials include things like alphabet, reminder posters, spelling tricks, or other materials peers use for lessons that student will also need to access. Curriculum/reference materials look different in kindergarten than in older grades. • Consider what is appropriate for the student and what they can USE at this level. • Provide print copies of reference materials to TSVI to transcribe and interline for student. • Reinforce use of materials in classroom. • Reinforce use of capital indicator.

- KL2. Demonstrate command of the conventions of standard English capitalization, punctuation, spelling in both uncontracted and contracted braille when writing.
- Capitalize the first word in a sentence and the pronoun I, using the braille capital indicator.
 - Recognize and name braille end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically in uncontracted braille, drawing on knowledge of sound-letter relationships.

SKILLS	
<ul style="list-style-type: none"> Demonstrates capital indicator, ending punctuation, most of alphabet, beginning contractions, when writing. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> Teach capital indicator, ending punctuation, the alphabet, and begin contractions. 	<ul style="list-style-type: none"> Collaborate with TSVI to have materials available in braille.

Knowledge of Language

KL3. Begins in grade 2

Vocabulary Acquisition and Use

- KL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- Identify new meanings for familiar words and apply them accurately (i.e. knowing duck is a bird and learning the verb to duck).
 - Use the most frequently occurring inflections and affixes (i.e. -ed, -s, -re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

SKILLS

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Point out new contractions when they occur, explain what it is. Student will not have mastery of every encountered contraction. 	<ul style="list-style-type: none"> • Describe/point out language patterns that are being used, contractions encountered, etc. • Position student so you have quick access to the tactile materials you are using when teaching on the board. The student needs to be close to the teacher rather than close to the board

KL5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (i.e. shapes, foods) to gain a sense of concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (i.e. note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (i.e. walk, march, strut, prance) by acting out the meanings.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Use real objects and experiences whenever possible. • Make sure student has access to demonstrations (can touch materials) to ensure understanding. Check for depth of knowledge. 	<ul style="list-style-type: none"> • Use real objects and experiences whenever possible. • Make sure student has access to demonstrations (can touch materials) to ensure understanding. • Collaborate with other staff/related service providers to plan meaningful experience related to lesson. • Check and ensure depth of knowledge.

KL6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

SKILLS

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Use real objects and experiences whenever possible.• Make sure student has access to demonstrations (can touch materials) to ensure understanding. Check for depth of knowledge.	<ul style="list-style-type: none">• Position student with peers so they can participate in conversations (not on side with paraprofessional or EA, etc.).• Build in opportunities for the student to interact and practice what's being taught.

1st Grade Reading Standards (Braille)

Reading Standards for Literature: 1st Grade (RL1)

Key Ideas and Details

1RL1. Ask and answer questions about key details in a braille or audible text.

1RL2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1RL3. Describe characters, settings, and major events in a story, using key details.

SKILLS	
<ul style="list-style-type: none">• Speaks clearly to others with the appropriate body language. (ECC)• Raises hand to ask questions. (ECC)• Manages own materials. (ECC)• Demonstrates book handling skills.	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Provide braille version of read aloud materials.• Provide/consult on appropriate props/objects for recall/retelling and sequencing.• Work with classroom teacher to ensure braille student has access to clues, picture details, etc. that may be needed to answer questions about the text.• Monitor and directly teach attention behaviors, hand-raising, non-verbal body language.• Begin to teach a system for material management (see student skills list).	<ul style="list-style-type: none">• Important events, characters, and details in stories are emphasized in these standards. Sighted students use picture clues to help them extract information and organize it; the braille student will need hands-on props and models to help with recalling and retelling. When possible, use real objects. Consult with the TSVI.• Provide opportunities and alternate ways to teach sequencing; tell stories with beginning, middle, end.

Craft and Structure

1RL4. Identify words and phrases in braille or audible stories or poems that suggest feelings or appeal to the senses.

1RL5. Explain major differences between braille or audible books that tell stories and braille or audible books that give information, drawing on a wide reading of a range of text types.

1RL6. Identify who is telling the story at various points in a braille or audible text.

<p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrates an understanding of same/different using tactile objects; identifies object; labels as same/different; uses for comparing and contrasting. • Uses compensatory methods of recognizing facial features, body language associated with different feelings. (ECC) 	
<p>TSVI</p> <ul style="list-style-type: none"> • Pre-teach concepts and specific vocabulary that may be needed in the primary classroom setting. • Pre-teach “text types” and their tactile features, such as tactile scanning to determine if text is story, poem, or other. • Monitor concept development and the student’s understanding of facial features/body language associated with different feelings. (ECC) • Develop lessons that teach tactile and auditory discrimination. • Monitor any tactile defensiveness/learning differences that may impact concept development (i.e., how to categorize sensory information: sight/smell; sight/touch; etc.) (ECC) • Consult/train instructional staff to use descriptive language and image description. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Provide support to help student identify visual details and concepts communicated in the text. • Consult with TSVI to acquire skills to use descriptive language effectively. This includes learning what is important in the picture for understanding. Describing every aspect can be overwhelming. Giving off-topic information can confuse the student. • Ensure student has mastery of same/different across content areas and concepts in order for student to compare/contrast or explain differences. • Consult with TSVI to work ahead to ensure that “text types” are appropriately transcribed and pre-taught to the student.

Integration of Knowledge and Ideas

1RL7. Use tactual and/or described illustrations including real objects or object representation and details in a braille or audible story to describe its characters, setting, or events.

1RL8. (Not applicable to literature)

1RL9. Compare and contrast the adventures and experiences of characters in braille or audible stories.

<p>SKILLS</p> <ul style="list-style-type: none"> • Handles and presents objects for their intended purpose. • Tactually recognizes features or details of real objects when real objects are not available.
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<ul style="list-style-type: none"> • Self-advocates by asking questions or requesting a description or real objects to clarify details in a story. (ECC) • Distinguishes and interprets tactile graphics with increasing complexity. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide tactile graphics, models, real objects, and hands-on experiences as needed. May need to pre-teach the graphic/model and/or concepts related to the model for the student to use it during classroom lesson. • Consult with classroom teacher in order to provide instruction and experiences that teach underlying concepts, (i.e., “adventurous”), that may be needed in order for student to comprehend and use details from the story. • Teach raised line representation that is developmentally appropriate. • Create/consult with classroom staff regarding tactile graphics/adding textures to books/materials. Ensure that they are relevant and meaningful to the content/text on the page. • Provide opportunities for student to practice listening and re-telling stories using real objects and object representations. 	<ul style="list-style-type: none"> • Develop an understanding of the underlying concepts that must be understood by a student in order to comprehend the “adventures” and “experiences” of characters. Many things that might be adventurous in a story might not be understood by the student. • Consult with TSVI in order to develop skills in description and tactile representation of details in a story. What may be meaningful or stand out to the sighted student is not always meaningful to the tactile learner.

Range of Reading and Level of Text Complexity

1RL10. With prompting and support, read braille prose and poetry of appropriate complexity for grade 1.

SKILLS	
<ul style="list-style-type: none"> • Tactually orients books, places hands on braille appropriately for reading. • Uses tactile scanning left to right, top to bottom to distinguish text type. • Uses and refines two-handed technique for reading. 	
TSVI	CLASSROOM TEACHER

<ul style="list-style-type: none"> • Teach reading technique simultaneously with reading instruction. • Teach newly encountered words and/or contractions. • Incorporate multiple reading of the same short passage to increase fluency. • Because grade-level texts are picture dependent, create books that can be used to provide enough reading practice at grade level and that student can read independently. 	<ul style="list-style-type: none"> • Give opportunities for braille student to read out loud to build confidence. • Work with TSVI to learn what reading technique/skills to monitor/reinforce for student; understand braille basics (i.e., contracted vs. uncontracted braille).
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Reading Standards for Informational Text: 1st Grade (1RI)

Key Ideas and Details

1RI1. Ask and answer questions about key details in a braille or audible text.

1RI2. Identify the topic and key details of a braille or audible text.

1RI3. Describe the connection between two individuals, events, ideas, or pieces of information in a braille or audible text.

SKILLS

- Physically manipulates learning tools appropriately.
- Uses crayon or other tactile means for highlighting or pointing to words.
- Uses two hands to complete a task (i.e., find the word/line, keep the place, other hand marks).
- Distinguishes and interprets tactile graphics with increasing complexity.

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Introduce strategies for marking braille text. • Teach student how to use two hands to complete a task, such as using one hand as a place marker while the other “does the work” 	<ul style="list-style-type: none"> • Consult with TSVI to develop a method for student to demonstrate understanding (i.e., alternatives to highlighting, pointing, etc.) • Ensure opportunity for braille student to use the same materials as their peers and demonstrate the same skills as peers (i.e., for marking text, circling answers, etc.).

Craft and Structure

1RI4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a braille or audible text.

1RI5. Using physical brailled text and accessible electronic text, know and use various braille text features (i.e. headings, tables of contents, glossaries, accessible electronic menus, icons) to locate key facts or information in the text.

1RI6. Distinguish between information provided by tactual pictures and/or descriptions or other tactual illustrations, including real objects or object representation and information provided by the words in a braille text.

SKILLS	
<ul style="list-style-type: none"> • Correlates print text features with braille indicators (i.e., underline, bold print, italics). • Correlates electronic menus, icons with accessible technology language. • Distinguishes and interprets tactile graphics with increasing complexity. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Pre-teach braille text features: headings table of contents, glossary, etc. • Support student in primary classroom setting by pointing out text features as classroom teacher identifies them with the rest of the class. • Consult/train instructional staff to use descriptive language and image description. 	<ul style="list-style-type: none"> • Utilize real life props and/or hand-under-hand demonstrations of presented concepts. • Communicate with TSVI regarding text features being taught in class and be aware of braille transcription version. Some features will need to be pre-taught by TSVI or taught simultaneously in class. • Consult with TSVI to acquire skills to use descriptive language effectively. This includes learning what is important in the picture for understanding. Describing every aspect can be overwhelming.

	Giving off-topic information can confuse the braille student.
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Integration of Knowledge and Ideas

1RI7. Use the tactual illustrations (and/or descriptions, real objects or object representation) and details in a braille text to describe its key ideas.

1RI8. Identify the reasons an author gives to support points in a braille or audible text.

1RI9. Identify basic similarities in and differences between two braille or audible texts on the same topic (i.e., in tactual illustrations, including described illustrations, real objects or object representation, descriptions, or procedures).

SKILLS	
<ul style="list-style-type: none"> • Handles and presents objects for their intended purpose. • Tactually recognizes features or details of models of real objects when real objects are not available. • Self-advocates by asking questions or requesting a description or real objects to clarify details in a text. (ECC) • Distinguishes and interprets tactile graphics with increasing complexity. • Has generalized skill of what similarities and differences are in a variety of topics and materials through multiple senses. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide tactile graphics, models, real objects, and hands-on experiences as needed. • Pre-teach the graphic/model and/or concepts related to the model in order for student to use it during classroom lesson. • Consult with classroom teacher to provide instruction and experiences of concepts that may be needed in order for student to comprehend and use details from the text. • Teach raised line representation that is developmentally appropriate. • Create/consult with instructional staff regarding tactile graphics/adding textures to books/materials. Ensure that they are relevant and meaningful to the content/text on the page. 	<ul style="list-style-type: none"> • Preview text with TSVI for concepts or objects that may need to be pre-taught to the student. • Remember that what may be meaningful or stand out to the sighted person is not always meaningful to the tactile learner—consult with TSVI when needing to describe or provide tactile representations of details in a text. • Directly teach similarities and differences that may appear visually in the lesson (i.e., spring leaves vs autumn leaves, colors associated with concepts, etc.), to ensure that braille student understands the overall concept of the visual information in order to identify similarities and differences.

Range of Reading and Level of Text Complexity

1RI10. With prompting and support, read informational braille texts appropriately complex for grade 1.

SKILLS <ul style="list-style-type: none">• Tactually orients books, places hands on braille appropriately for reading.• Uses tactile scanning left to right, top to bottom to distinguish text type.• Uses and refines two-handed technique for reading.	
TSVI <ul style="list-style-type: none">• Teach reading technique simultaneously with reading instruction.• Teach newly encountered words and/or contractions.• Incorporate multiple reading of the same short passage to increase fluency.• Because grade-level texts are picture dependent, create books that can be used to provide enough reading practice at grade level and that student can read independently.	CLASSROOM TEACHER <ul style="list-style-type: none">• Give opportunities for braille student to read out loud to build confidence.• Work with TSVI to learn what reading technique/skills to monitor/reinforce for student; understand braille basics (i.e., contracted vs. uncontracted braille)

Reading Standards Foundational Skills: 1st Grade (1RF)

Braille Concepts

1RF1. Demonstrate understanding of the organization and basic features of braille.

a. Recognize the distinguishing features of a sentence (i.e., first word, braille capital sign, braille ending punctuation).

SKILLS <ul style="list-style-type: none">• Demonstrates ability to tactually discriminate—same/different with objects, textures, braille words, braille letters, and braille symbols.• Uses indicators, space, and some punctuation.
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TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Because large leaps in reading ability are expected during this grade, as much direct instruction in braille as possible should be assigned. • Pre-teach braille punctuation, indicators, contractions, sight words, etc. that may be needed for classroom lesson. • Teach braille capital indicator and ending punctuation. • Teach “space” that separates words in braille. • Teach and use words for hand movements, left to right, top to bottom. • Teach two-handed tracking pattern. 	<ul style="list-style-type: none"> • Collaborate with TSVI to ensure braille student has equivalent materials in braille to accompany direct instruction. • Consult with TSVI to be aware of student’s braille reading skills. • Communicate with TSVI to ensure that braille materials are ready in time; and, that concepts that may need to be pre-taught are taught.

Phonological Awareness

- 1RF2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide braille copies of reference materials (i.e., classroom posters) or any materials that are used in lessons (i.e., phonics lessons) as appropriate. • Amount of reference materials in braille need to reflect the needs of the student as well as the purpose of the lesson. • Use descriptive language, hands-on props, or real objects as needed to supplement any visual/picture cues that may be used in reading instruction. 	

Phonics and Word Recognition

1RF3. Know and apply grade-level phonics and word analysis skills in decoding words.

Know and apply braille contractions that appear in grade level words.

- a. Know the spelling-sound correspondences in uncontracted braille and braille contractions for common consonant digraphs.
- b. Decode regularly spelled one-syllable words, in uncontracted and contracted braille that occur in grade-level text.
- c. Know final -e and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a brailled word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Tactually read braille words with inflectional endings.
- g. Tactually recognize and read grade-appropriate irregularly spelled braille words (both contracted and uncontracted).

SKILLS	
<ul style="list-style-type: none"> • Demonstrates concepts of contractions, indicators (i.e., print way vs braille way). • Uses two-handed tracking, left to right, top to bottom while decoding. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Give additional multiple and varied opportunities to practice word families including the braille contractions found in each word family (i.e., use games such as Bingo and Go-Fish.) • Consult/train instructional staff in differences encountered when learning print/braille. • Teach instructional staff “print way” vs “braille way.” • Pre-teach contractions/provide braille instruction parallel to phonics and words being taught in reading curriculum. • Work with classroom teacher to understand his/her lesson structure and expectations in order to make sure classroom teacher has lesson and on-going supplies that are relevant and appropriate. This is particularly important for the content addressed in this standard with word families, word play, etc. • Work closely with classroom teacher in order to effectively embed braille and 	<ul style="list-style-type: none"> • Understand differences in learning print/braille and “print way vs. braille way.” • Understand what contractions are, how they’re used, and that several kinds exist so braille is not transcribed with exact letter-for-letter correspondence. • Preview words and examples that will be used for reading lessons. Consult with TSVI to determine contractions and provide appropriate braille materials. For example, if working on “ou” words, there may be several different contractions that are used to write words with “ou”. • Consult with TSVI to consider using uncontracted braille during phonics lessons for the “spell-out”. • Ask TSVI to teach the contracted version during or after lesson. If possible, or if words are going to be used again, make note of words used in the lesson and give to TSVI for contracted braille version.

<p>blindness-specific skills into classroom lessons in ways that are meaningful to the teacher and classroom.</p> <ul style="list-style-type: none"> • Must have on-going assessment and progress monitoring to immediately address identified deficits. This is crucial for planning direct instruction and practice during this early acquisition phase. 	<ul style="list-style-type: none"> • Must have ongoing assessment and progress monitoring to immediately address identified deficits. This is crucial for planning direct instruction and practice during this early acquisition phase.
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Fluency

1RF4. Tactually read braille text with sufficient accuracy and fluency to support comprehension.

- Read grade-level braille text with purpose and understanding.
- Read grade-level braille text orally with proper hand and finger technique, accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p>SKILLS</p> <ul style="list-style-type: none"> • Uses two-handed tracking, left to right, top to bottom while decoding. 	
<p>TSVI</p> <ul style="list-style-type: none"> • Repeat readings of braille words/contractions and reading level texts to increase proficiency and fluency. • Provide grade level sight words/high frequency use words in braille. • Train classroom staff to monitor and reinforce two-handed tracking/reading skills. • Collaborate with classroom teacher about fluency strategies as needed. • Train classroom teachers to ask questions about the braille (i.e., can you spell it? What dots are you feeling?) • Provide and teach use of braille reference chart. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Provide braille text whenever other students are using print. • Use descriptions of pictures to provide context cues. • Collaborate with TSVI about fluency strategies as needed. • Monitor and reinforce two-handed tracking/reading skills. • Be aware that content comprehension issues may actually be a braille issue; make note of miscues and communicate with TSVI to determine if it's confusion with the braille code vs comprehension of the material.

Writing Standards: 1st Grade (1W)

Text Types and Purposes

1W1. Using braille, produce opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

1W2. Using braille, produce informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

1W3. Using braille, produce narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SKILLS	
<ul style="list-style-type: none"> • Possesses finger strength and isolation to produce characters on the braillewriter. • Demonstrates appropriate use of braillewriter, including proper finger placement. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Assess student’s use of braille production devices and skills (i.e., use of braillewriter, finger dexterity, finger strength, etc.). (ECC) • Ensure student can produce individual letters, punctuation, indicators, and learned contractions accurately. • Use student’s braille production to monitor his/her understanding of braille code and address identified deficits. 	<ul style="list-style-type: none"> • Braille student should be actively writing during instruction when peers are writing, including during group work. • Writing expectation level for braille student should match the classroom (i.e., inventive spelling, braille errors, use of capital indicator, and omissions).

Production and Distribution of Writing

1W4. (Begins in Grade 3)

1W5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen braille writing as needed.

1W6. With guidance and support from adults, use a variety of accessible digital tools to produce and publish writing, including in collaboration with peers.

1W7. Participate in shared research and writing projects (i.e., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

1W8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

1W9. Begins in grade 4.

1W10. Begins in grade 3.

SKILLS

<ul style="list-style-type: none"> • Demonstrates tactile editing skills including self-monitoring and correcting work. • Uses accessible digital tools at appropriate times. (ECC) • Engages in collaborative conversation, topic maintenance, and ask questions. (ECC) • Self-advocates with peers (i.e., use names of peers, ask questions when not sure of the topic, etc.). (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Consult with classroom teacher regarding writing organizers and other strategies that are used by sighted students in this grade. • Introduce an organizational system for writing (i.e., 4-square method). • Prepare blank organizers that can be used as a template for inserting writing elements. • Because these standards involve collaboration within a group or with peers, ensure that braille student has access to the writing of peers. • Introduce tactile editing strategies. • Lessons need to be supported with digital texts and read-aloud books. Grade-level resources are very picture driven. Provide descriptions and pre-teach concepts to ensure student can talk about and write about the topic. • Pre-teach use of accessible “digital tools” that student will use in class with peers. • Teach, role play, monitor social skills needed to engage in group research and writing activities. (ECC) • Introduce QWERTY and keyboarding skills, Voiceover, keyboarding on iPad/touch screen, Braille notetakers, text to speech or any UDL. (ECC) • Provide activities that increase finger dexterity for keyboarding/navigating screens. 	<ul style="list-style-type: none"> • Braille student should be actively writing during instruction when peers are writing. • Make sure braille student has access to technology and relevant braille materials. Work with TSVI to provide materials and topics that will need to be provided in braille; some concepts/topics may need to be pre-taught to student. • When small groups are doing research, make sure student has opportunities to use accessible technology and braille copies to provide information to the group. • Make sure braille student is grouped with sighted peers and has access to collaborative work. • Reinforce self-monitoring and self-correcting (i.e., ask student to read their answer to you; provide opportunity to help student correct their work). • Braille student needs access to QWERTY keyboard when other students have access.

Language Standards: 1st Grade (1L)

Conventions of Standard English

1L1. Demonstrate command of the conventions of standard English grammar and usage when producing uncontracted and contracted braille or speaking

- a. Produce all upper- and lowercase letters in braille, with proper brailewriter mechanics, using the capital indicator to indicate the uppercase letters.
- b. Use common, proper, and possessive nouns, using the braille apostrophe.
- c. Use singular and plural nouns with matching verbs in basic sentences (i.e., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (i.e., I, me, my, they, them, their, anyone, everything).
- e. Use verbs to convey a sense of past, present, and future (i.e. Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (i.e., and, but, or, so, because).
- h. Use determiners (i.e. articles, demonstratives).
- i. Use frequently occurring prepositions (i.e., during, beyond, toward).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

1L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in both uncontracted and contracted braille when writing.

- a. Capitalize dates and names of people using the braille capital indicator.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words, including braille contractions, with common spelling patterns and for frequently occurring irregular words.
- e. Spell untaught words phonetically, drawing on phonemic awareness, uncontracted and contracted braille and spelling conventions.

Knowledge of Language

1L3. Begins in grade 2

Vocabulary Acquisition and Use

1L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (i.e., look) and their inflectional forms (i.e. looks, looking)

1L5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (i.e., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (i.e., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (i.e., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (i.e., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (i.e., large, gigantic) by defining or choosing them or by acting out the meanings.

1L6. Use words and phrases acquired through conversations, reading and being read to, and responding to braille texts, including using frequently occurring conjunctions to signal simple relationships (i.e., because).

SKILLS	
<ul style="list-style-type: none"> • Uses accessible digital tools at appropriate times. (ECC) • Engages in collaborative conversation, topic maintenance, and ask questions. (ECC) • Demonstrates appropriate use of braillewriter, including proper finger placement. • Demonstrates tactile editing skills including self-monitoring and correcting work. • 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide braille student with accessible reference materials at their desk when other students have reference materials they can see on the walls (i.e., alphabet, word walls, posters). • Ensure all class materials are accessible (i.e., braille, props, tactile graphics) and meaningful to the student. • Pre-teach braille code needed for classroom activities. • Introduce use of reference materials needed/to be used in classroom. • Monitor closely for errors and confusions. • Monitor tracking/hand movement/finger movements to promote fluency. • Directly teach and emphasize the use of braille contractions presented in this grade. • Monitor comprehension/fluency/decoding skills as needed. • Interline/transcribe student and peer work as needed for class activities. 	<ul style="list-style-type: none"> • If immediate monitoring of braille production is not possible, analyze TSVIs corrected work for errors and confusions in what is being taught in class. • Note: TSVI will monitor for braille code errors but will transcribe student work as written for monitoring by classroom teacher. • Know proper fingering for braille production in order to provide reminders/feedback to student. • Know how to use braillewriter; check regularly to make sure it works properly. • Reinforce self-monitoring and self-correcting (ex: ask student to read their answer to you; provide opportunity to help student correct their work). • Work with TSVI, as needed, to create structure for spelling tests. • Provide adequate narrative and description during whole-group

<ul style="list-style-type: none">• Check braillewriter regularly to make sure it works properly.• Teach classroom teacher to check braillewriter.• Teach both the spelling and the associated braille contractions. Use extra exercises such as spelling units that incorporate a variety of uses of the given words to help instill the differences between braille spelling and print spelling (i.e., vocabulary cards that can be sorted and compared).• Provide classroom teacher (and parents) with both contracted and uncontracted spelling as needed.	<p>instruction; make sure instruction on words is not entirely visually dependent (i.e., use descriptive language while pointing/using gestures for “here” and “hear”).</p> <ul style="list-style-type: none">• Concept development is essential; careful consideration is necessary because many concepts are demonstrated visually to the whole class.
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2nd Grade Reading Standards (Braille)

Reading Standards for Literature: 2nd Grade (2RL)

Key Ideas and Details

2RL1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in both braille and audible_text.

2RL2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2RL3. Describe how characters in a story respond to major events and challenges.

SKILLS <ul style="list-style-type: none">• Uses audible text playing devices or programs independently.• Listens with focus on details as related to grade level genres and literature.• Answers questions with “Specificity.”	
TSVI <ul style="list-style-type: none">• Pre-teach key vocabulary, character names, etc. in braille.• Assignments in this and the next section often involve independent reading. Make sure the student has passages or books on the given assignments at their disposal in a timely manner to complete the assignment. At least one passage should be in braille.	CLASSROOM TEACHER <ul style="list-style-type: none">• Role play/act out/assign roles to play parts of story to help understanding of characters and events.• Pre-teach differences in types of stories (i.e., fables, folktales).• Collaborate with TSVI if additional support is needed to ensure student understands concepts that have been taught (i.e., who, what, where, why, characters).• Act out whole or parts of stories to ensure characters and events are understood.• Ensure TSVI has materials for lesson in order to transcribe, pre-teach (i.e., braille, concepts, etc.), and collect props as needed.

Craft and Structure

2RL4. Describe how words and phrases (i.e., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in both a braille and audible story, poem, or song.

2RL5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2RL6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Make sure student understands dialogue and how it is indicated with braille quotation marks. • Provide practice opportunity if student will be expected to read out loud. 	<ul style="list-style-type: none"> • Experiment and practice talking in different voices while understanding it is the same person talking. • Role-play characters if needed.

Integration of Knowledge and Ideas

2RL7. Use information gained from the described illustrations, including tactual illustrations, real objects or object representation, and words in a braille or accessible digital text to demonstrate understanding of its characters, setting, or plot.

2RL8. (Not applicable to literature)

2RL9. Compare and contrast two or more versions of the same story (i.e., Cinderella stories) by different authors or from different cultures.

SKILLS	
<ul style="list-style-type: none"> • Moves from part to whole when reading graph or chart. • Understands how tactile representations relate to real objects and experiences. • Self-advocates by asking questions or requesting a description or real objects to clarify details in a story. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Introduce/teach assistive technology. • Pre-teach access/device for “accessible text.” • Consult with classroom teacher on use of models/representations appropriate for student. • Pre-teach any material that will be used in student’s primary educational setting as needed. • Make sure materials are available in classroom for use during lesson so that they can be used in context. • Teach tactile graphics (part to whole vs. whole to part). 	<ul style="list-style-type: none"> • Explicitly teach different cultures involved in literature/literacy activities. • Can have students (whole class) create tactile representations/graphics that go along with studied stories.

<ul style="list-style-type: none"> • Check braille materials to ensure that all graphs/charts and illustrations are included in braille texts. • Produce tactile illustrations and gather real objects or representations prior to lesson; pre-teach/re-teach as necessary, especially with new materials/illustrations to ensure student will be able to interpret tactile graphic during class lesson. 	
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Range of Reading and Level of Text Complexity

2RL10. By the end of the year, read and comprehend braille literature, including stories and poetry, in the grades 2–3_text complexity band proficiently, with scaffolding as needed at the high end of the range.

<p>SKILLS</p> <ul style="list-style-type: none"> • Continues to make progress in use of two-handed reading technique, as appropriate for the student. 	
<p>TSVI</p> <ul style="list-style-type: none"> • Provide teacher-made and student-made books to practice certain contractions or newly encountered words. • Continue to monitor fluency to ensure progress. • Make sure student has access to a variety of braille materials at their grade level around topics of student interest at both their instructional and independent reading level. • Conduct reading inventory in braille. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Give recommendations to TSVI of book titles that peers are reading, or topics that may interest student

Reading Standards for Informational Text: 2nd Grade (2RI)

Key Ideas and Details

2RI1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in both braille and audible text.

2RI2. Identify the main topic of a multi-paragraph braille and audible text as well as the focus of specific paragraphs within both the braille and audible text.

2RI3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in both braille and audible text.

SKILLS	
<ul style="list-style-type: none"> • Uses audible text playing devices or programs independently. • Listens with focus on details as related to grade level informational text. • Answers questions with “Specificity.” 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Pre-teach/provide hands-on experiences of concepts in informational texts. • Consult with teacher on classroom projects to ensure accessibility for student. 	<ul style="list-style-type: none"> • Provide hands-on experiences of scientific concepts, historical events, etc. found in the informational texts.

Craft and Structure

2RI4. Determine the meaning of words and phrases in both braille and audible text relevant to a grade 2 topic or subject area.

2RI5. Using physical brailled text and accessible electronic text, know and use various braille text features (i.e., captions, bold print, subheadings, glossaries, indexes, accessible electronic menus, icons) to locate key facts or information in the text efficiently.

2RI6. Identify the main purpose of a braille and audible text, including what the author wants to answer, explain, or describe.

SKILLS	
<ul style="list-style-type: none"> • Understands and uses features of braille text (i.e., indicators, unique structures of braille text, transcribers notes, etc.). • Understands and uses concepts of computer access (i.e., menu, desktop, icons, files, etc.). • Understands and uses keyboard shortcuts and special gestures (i.e., for touch screen devices) for accessing educational technology devices in both speech output and electronic braille. • Uses audible text playing devices or programs independently. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Pre-teach concepts and appearance/tactile layout features of text (i.e., font type, bold text, etc.); corresponding braille indicators; special 	<ul style="list-style-type: none"> • Note: Braille student needs to encounter text features just as sighted peers do. However, what is important in print to the sighted learner, may not be relevant to the early braille user.

<p>formatting (i.e., headings, captions, transcribers' notes, etc.).</p> <ul style="list-style-type: none"> • Teach text features with braille hardcopy to show student the whole text prior to teaching it with accessible electronic texts. • Collaborate with classroom teacher about what text features are being taught in classroom and what braille version looks like. • Accessible electronic text looks different for each grade depending on what child has learned in both braille hard copies and electronic formats. • Note: just because it is in braille, doesn't mean it is accessible unless student has been taught the braille formatting/indicators needed to understand text formatting. • Teach tactile representation of computer "menu," "desktop," and "icons," so student gets concept of what sighted peers are seeing. • Teach electronic means for looking up words (i.e., web browser search; Voice Assistants). • Although student may acquire definition audibly, ensure they know the appropriate spelling in contracted braille. • Continue to develop tactual scanning of text for key ideas, specific words, etc. Provide practice for skimming quickly for certain elements. 	<ul style="list-style-type: none"> • Give verbal descriptions of text features (i.e., bold, italics, captions, headings, etc.) as they appear in print. • Note: Text features in braille may be significantly different than those in print. • Consult with TSVI to understand which details of the text features are important to teach in braille and how braille formatting and text features differ. • Frequent collaboration with TSVI in developing and understanding of present levels of braille knowledge is vital at this time.
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Integration of Knowledge and Ideas

2RI7. Explain how specific tactile graphic and/or described images (i.e., a diagram showing how a machine works) contribute to and clarify both braille and audible text.

2RI8. Describe how reasons support specific points the author makes in both a braille and audible text.

2RI9. Compare and contrast the most important points presented by two braille and audible texts on the same topic.

SKILLS

<ul style="list-style-type: none"> • Uses audible text playing devices or programs independently. • Is able to move from part to whole when reading graph or chart. • Understands and uses tactile representations to relate to concepts in informational texts. • Self-advocates by asking questions or requesting a description or real objects to clarify details in informational text and graphics. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Ensure tactile graphic reading skills are at grade level (identify the tactile graphic and then read it successfully). • Pre-teach/provide hands-on experiences of concepts in texts and tactile graphics. • Provide tactile graphics both as the sighted student sees it and a copy of the graphic adapted for student to read. Note: this is helpful during the learning process so that the student can begin to learn that there is more information given visually or that the material is presented differently visually. • Use 3D printer or models as appropriate. 	<ul style="list-style-type: none"> • Note: Whole-part learning differences impact the amount of time it takes a student who is blind to read a tactile graphic. • Pre-teach/provide hands-on experiences of concepts in texts and tactile graphics. • Know that there are differences between a tactile graphic and its visual counterpart. Tactile graphics do not provide as much information.

Range of Reading and Level of Text Complexity

2RI10. By the end of year, read and comprehend informational braille texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<p>SKILLS</p> <ul style="list-style-type: none"> • Uses proper hand technique for braille reading (progressing).
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TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Monitor student’s concept development and understanding to ensure comprehension of given texts. • Look ahead at curriculum topics that will be used by classroom staff to begin planning ahead on concepts and materials that will likely need to be pre-taught. 	<ul style="list-style-type: none"> • Collaborate with TSVI about upcoming curriculum topics. • Continue monitoring student’s concept development to ensure it matches that of peers.

Reading Standards Foundational Skills: 2nd Grade (2RF)

Phonics and Word Recognition

2RF3. Know and apply grade-level phonics and word analysis skills in decoding words written in contracted and uncontracted braille.

- Distinguish long and short vowels when reading regularly spelled one-syllable words in braille.
- Know spelling-sound correspondences for additional common vowel teams in braille.
- Decode regularly spelled two-syllable words with long vowels in braille.
- Decode words with common prefixes and suffixes in braille.
- Identify words with inconsistent but common spelling-sound correspondences in braille.
- Recognize and read grade-appropriate irregularly spelled words in braille.

SKILLS	
<ul style="list-style-type: none"> • Decodes words with new contractions. • Recognizes and decodes uncontracted and contracted braille (i.e. print way and braille way) in a variety of contexts. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Pre-teach words/contractions that will be used in reading lessons. • Provide instruction to classroom teacher about braille contractions used in word families (i.e., contraction preferences may change shape of the word). • Note: decoding word families: tactile learners can learn the “shape of the word” under their fingers as well as individual letters and contractions. • Use multiple strategies to teach word families and configurations. 	<ul style="list-style-type: none"> • Make sure student has adapted learning materials as concepts are being taught and reinforced. • Work with TSVI to ensure that student has braille knowledge needed for reading lesson (i.e., phonics, word families, etc.). • Note: contractions change the configuration of a printed word. A TSVI should review spelling lists, etc., to help classroom teacher understand how these words change when contracted. Two examples:

<ul style="list-style-type: none"> • Assess and monitor braille contractions. 	<ul style="list-style-type: none"> • (1) h(ea)t; he(ar)t. (ea) and e(ar) do not look alike. • (2) Green (print); gre(en) (braille) is confusing because a student who is blind will not necessarily recognize that green is spelled with two e's. • Develop understanding of contractions and check with TSVI on what contractions are part of a lesson. • When confusion occurs, clarify with TSVI to see if it is a braille/print confusion vs a lack of understanding.
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Fluency

2RF4. Tactually read braille text with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level braille text with purpose and understanding.
- b. Read grade-level braille text-orally with proper hand and finger technique, accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

<p>SKILLS</p> <ul style="list-style-type: none"> • Continues to make progress in use of two-handed reading technique, as appropriate for the student. 	
<p>TSVI</p> <ul style="list-style-type: none"> • Provide instruction/opportunity to ensure fluency continues to progress along with decoding. • Assess/monitor reading efficiency and fluency. • Continue to develop two-handed reading technique. • Note: Recognize that individual students may begin to develop unique reading techniques that are more efficient for them. • Conduct reading inventory in braille. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Provide many short opportunities for braille reading practice of same passage(s)/words throughout the day to practice while avoiding tactile fatigue.

Writing Standards: 2nd Grade (2W)

Text Types and Purposes

2W1. Using braille, produce opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (i.e., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

2W2. Using braille, produce informative/explanatory texts, in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

2W3. Using braille, produce narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SKILLS	
<ul style="list-style-type: none"> Independently manages braille writing materials. Self-advocates to ask questions about an unfamiliar topic. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> Provide instruction in various braille writing devices (i.e. Perkins, braille displays, braille notetakers, etc.). Help student with concept development particular to the topic being discussed in classroom setting. Interline student's braille work. Monitor/assess spelling, use of contractions, etc. in writing. Note: As part of the assessment, occasionally emboss student's writing or have student create hard copy braille in order to ensure braille input is correct. Teach student to use both braille input devices and computer keyboarding. 	<ul style="list-style-type: none"> Provide materials to TSVI within agreed time to ensure student has materials in braille. Check in with student to ensure they have/understand concepts related to topics. Monitor student's use of organizational system used for writing; fine tune as needed.

Production and Distribution of Writing

2W4. (Begins in grade 3)

2W5. With guidance and support from adults and peers, focus on a topic and strengthen braille writing as needed by revising and editing.

2W6. With guidance and support from adults, use a variety of digitally accessible tools to produce and publish writing, including in collaboration with peers.

SKILLS

<ul style="list-style-type: none"> • Demonstrates understanding and emerging knowledge of computers/AT devices that may be used in group/class projects. • Begins to develop early note taking and basic editing skills on various devices. • Begins to develop a technique for tactile editing and revisions in braille. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Pre-teach computer access (i.e., screen reader/keyboarding) for use during group projects. • Teach and use tactile editing system. Note: Consult with classroom teacher. • Continue instruction in QWERTY and keyboarding skills, screen readers (for desktop and smart devices), keyboarding on touch screen, braille notetakers, navigating screens, text to speech, use of any UDL. • Continue to develop finger dexterity for keyboarding and braille production. 	<ul style="list-style-type: none"> • Use tactile editing system to provide feedback on interlined braille writing. • Student needs techniques to record information for later reference. Note taking skills that can be referenced later should be developed.

Research to Build and Present Knowledge

2W7. Participate in shared research and writing projects (i.e., read a number of books on a single topic to produce a report; record science observations).

2W8. Recall information from experiences or gather information from provided sources to answer a question.

2W9. (Begins in grade 4)

<p>SKILLS</p> <ul style="list-style-type: none"> • Begins to manage and organize materials for long-term projects (i.e., lists of books). (ECC) • Actively participates in group conversations with appropriate social skills. (ECC)

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Adapt materials to allow braille input/notetaking for student to participate in group research projects/ fill out forms. • Create adapted versions of templates/worksheets that are provided by classroom teacher for gathering information. 	<ul style="list-style-type: none"> • Braille student needs techniques to record information for later reference. • Note taking skills should begin to develop.

Range of Writing

2W10. (Begins in grade 3)

Language Standards: 2nd Grade (2L)

Conventions of Standard English

2L1. Demonstrate command of the conventions of standard English grammar and usage when producing braille or speaking.

- a. Use collective nouns (i.e., group).
- b. Form and use frequently occurring irregular plural nouns (i.e., feet, children, teeth, mice, fish).
- c. Use reflexive pronouns (i.e., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (i.e., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (i.e., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

SKILLS	
<ul style="list-style-type: none"> • Understands and demonstrates differences in conversational vs formal speaking/writing. (ECC) • Demonstrates awareness of body language and appropriate use of nonverbal body language when speaking. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Ensure classroom lessons (i.e., pocket charts, group activity materials, smartboard activities, etc.) are accessible to the tactile learner. 	<ul style="list-style-type: none"> • Monitor student's understanding of the non-verbal components of speaking. • Work with TSVI to provide vocabulary, lessons, and activities ahead of time so TSVI can make braille version as needed.

	<ul style="list-style-type: none"> • Note: Regardless of the instructional setting, ensure student has their own copy of material. Often, this standard is introduced as whole-group, but braille student will need own copy of whatever is being presented on board, in big book, pocket charts, etc.
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- 2L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in both uncontracted and contracted braille, when writing.
- Capitalize holidays, product names, and geographic names, using the braille indicator.
 - Use commas in greetings and closings of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing words (i.e. cage → badge; boy → boil) using both contracted and uncontracted braille.
 - Consult accessible reference materials, including beginning dictionaries, as needed to check and correct spellings.

<p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrates beginning use of talking dictionary and other accessible reference materials. • Uses capitalization indicator, comma, and other punctuation appropriately. • Uses contracted braille. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Teach/monitor use of braille capitalization indicator and other punctuation. • Provide/teach braille dictionary and talking dictionary. • Teach use of accessible reference materials. • Teach spelling patterns in contracted and uncontracted braille. 	<ul style="list-style-type: none"> • Note: Students need immediate feedback. Asking student to read material back to teacher ensures that student has written what they think they wrote. • Check in by having student read material back to make sure student is using appropriate capitalization, etc.

Knowledge of Language

- 2L3. Use knowledge of language and its conventions when writing in braille, speaking, reading braille text, or listening.
- Compare formal and informal uses of English.

Vocabulary Acquisition and Use

2L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known prefix is added to a known word (i.e. happy/unhappy, tell/retell).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (i.e. addition, additional).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (i.e. birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- e. Use accessible glossaries and beginning dictionaries, both braille and digital, to determine or clarify the meaning of words and phrases.

SKILLS	
<ul style="list-style-type: none"> • Demonstrates beginning use of talking dictionary and other accessible reference materials. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Ensure classroom materials are accessible in braille. • Help student with concept development related to new words and “nuances.” • Provide/teach braille dictionary and talking dictionary. 	

2L5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (i.e., describe foods that are spicy or juicy).
- b. Distinguish shades of meaning among closely related verbs (i.e., toss, throw, hurl) and closely related adjectives (i.e., thin, slender, skinny, scrawny).

2L6. Use words and phrases acquired through conversations, reading and being read to, and responding to accessible texts, including using adjectives and adverbs to describe (i.e., When other kids are happy that makes me happy).

SKILLS
<ul style="list-style-type: none"> • Self-advocates to ask questions about an unfamiliar topic. (ECC)

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Ensure classroom materials are accessible in braille.• Help braille student with hands-on concept development or real experiences related to new words and “nuances.”	<ul style="list-style-type: none">• Help student with concept development related to new words and “nuances.”

3rd Grade Reading Standards (Braille)

Reading Standards for Literature: 3rd Grade (3RL)

Key Ideas and details

3RL1. Ask and answer questions to demonstrate understanding of both braille and audible text, referring explicitly to the text as the basis for the answers.

3RL2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in both braille and audible text.

3RL3. Describe characters in a story (i.e., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

SKILLS <ul style="list-style-type: none">• Uses audible text playing devices or programs independently.• Listens with focus on details as related to grade level genres and literature.• Answers questions with “Specificity.”	
TSVI	CLASSROOM TEACHER

Craft and Structure

3RL4. Determine the meaning of words and phrases as they are used in both braille and audible text, distinguishing literal from nonliteral language.

3RL5. Refer to parts of stories, dramas, and poems when writing or speaking about both braille and audible text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

3RL6. Distinguish their own point of view from that of the narrator or those of the characters.

SKILLS <ul style="list-style-type: none">• Tactually skims braille material to look for a specific item (i.e., paragraph, heading, indentation, etc.).• Identifies and locates structural elements in a text commensurate with peers (i.e., chapter heading, line of poetry, specific paragraph, role in a play, etc.) in order to navigate the type of text.• Self-advocates to ask questions about an unfamiliar topic. (ECC)	
TSVI	CLASSROOM TEACHER

<ul style="list-style-type: none"> • Make sure student can locate central ideas and other important information in text. • Teach structure in braille and how to skim the text for the element, special indicators, etc. • Teach new grade level indicators and review previously taught material. 	<ul style="list-style-type: none"> • Reinforce student’s understanding of braille structure to support their ability to skim or find specific elements in a text (i.e., chapter, stanza, paragraph, etc.). • Allow extra time the student may need to tactually find the specific element in the braille text. Note: Tactual scanning is a slower process than visual scanning.
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Integration of Knowledge and Ideas

3RL7. Explain how specific aspects of a text’s described illustrations, including tactual illustrations, real objects or object representation, contribute to what is conveyed by the words in a story (i.e. create mood, emphasize aspects of a character or setting).

3RL8. (Not applicable to literature)

3RL9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (i.e., in books from a series).

<p>SKILLS</p> <ul style="list-style-type: none"> • Understands where to locate transcriber notes. • Interprets tactile illustrations, ask questions to clarify. (ECC) • Asks questions to clarify information that may be in an omitted picture. (ECC) 	
<p>TSVI</p> <ul style="list-style-type: none"> • Produce tactile illustrations and gather real objects or representations prior to the lesson. • Pre-teach/re-teach as necessary, especially with new materials/illustrations to ensure student will be able to interpret tactile graphic during class lesson. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Collaborate with TSVI ahead of time to ensure illustrations are appropriately accessible (i.e., description, tactile adaptations, object representation, etc.). • Allow student time to preview materials.

Range of Reading and Level of Text Complexity

3RL10. By the end of the year, read and comprehend braille literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

<p>SKILLS</p> <ul style="list-style-type: none"> • Consistently uses a two-handed reading technique, as appropriate for the student.
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TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Review RL 1-9 • Make sure student has access to a variety of braille materials at their grade level around topics of student interest at both their instructional and independent reading level. 	<ul style="list-style-type: none"> • Review RL 1-9 • Give recommendations to TSVI of book titles that peers are reading, or topics that may interest student.

Reading Standards for Informational Text: 3rd Grade (3RI)

Key Ideas and details

3RI1. Ask and answer questions to demonstrate understanding of both braille and audible text, referring explicitly to the text as the basis for the answers.

3RI2. Determine the main idea of both braille and audible text; recount the key details and explain how they support the main idea.

3RI3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in both braille and audible text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

3RI4. Determine the meaning of general academic and domain-specific words and phrases in both braille and audible text relevant to a grade 3 topic or subject area.

3RI5. With braille text (and electronic formats when appropriate), use text features and accessible_search tools (i.e., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

3RI6. Distinguish their own point of view from that of the author of a text.

SKILLS	
<ul style="list-style-type: none"> • Uses accessible search tools on a computer including key words, sidebars, hyperlinks. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Teach elements such as key words, sidebars, hyperlinks as they specifically appear in braille text. • Create tactile graphics of what the feature looks like on the screen/in print (i.e., what a sidebar looks like visually). 	<ul style="list-style-type: none"> • Collaborate with TSVI to ensure that elements have been pre-taught. • If helpful, ask TSVI for braille/print copy of how these text features and search tools are set up in braille. Reinforce for student as necessary.

Integration of Knowledge and Ideas

3RI7. Use information gained from illustrations, (i.e., maps, photographs) including described illustrations, tactual illustrations, real objects or object representation, or tactile graphics and the words in a braille text to demonstrate understanding of the text (i.e., where, when, why, and how key events occur).

3RI8. Describe the logical connection between particular sentences and paragraphs in a braille text (i.e., comparison, cause/effect, first/second/third in a sequence).

3RI9. Compare and contrast the most important points and key details presented in two texts, using at least one braille text, on the same topic.

SKILLS <ul style="list-style-type: none">• Uses and interprets described/tactile illustrations to demonstrate understanding of the text.• Interprets tactile maps and other elements stated in the standard.• Understands where to locate transcriber notes.• Asks questions to clarify information that may be in an omitted picture. (ECC)	
TSVI <ul style="list-style-type: none">• Produce tactile illustrations and gather real objects or representations.• Provide direct instruction in interpreting tactile illustrations.• Collaborate with classroom staff to provide student an alternative method to demonstrate “logical connections” expected in Standard 3RI8.	CLASSROOM TEACHER <ul style="list-style-type: none">• Collaborate with TSVI in order to reinforce and provide instruction in interpreting tactile graphics.• Help student with concept development specific to the topic.• Help student understand that pictures are chosen for a specific concept of the story.• Collaborate with TSVI to find alternative ways for student to demonstrate “logical connections” between specific sentences/paragraphs in braille text.

Range of Reading and Level of Text Complexity

3RI10. By the end of the year, read and comprehend informational texts in braille, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

SKILLS <ul style="list-style-type: none">• Uses a two-handed reading technique consistently, as appropriate for the student.

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Review skills from RI 1-9. • Look ahead at curriculum topics that will be used by classroom staff to begin planning ahead on concepts and materials that will likely need to be pre-taught. 	<ul style="list-style-type: none"> • Review skills from RI 1-9 • Look ahead at curriculum topics that will be used by classroom staff to begin planning ahead on concepts and materials that will likely need to be pre-taught.

Reading Standards Foundational Skills: 3rd Grade (3RF)

Phonics and Word Recognition

3RF3. Know and apply grade-level phonics and word analysis skills in decoding words written in contracted and uncontracted braille.

- Identify and know the meaning of the most common prefixes and derivational suffixes in braille.
- Decode braille words with common Latin suffixes.
- Decode multi-syllable braille words.
- Read grade-appropriate irregularly spelled braille words.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide ongoing assessment and progress monitoring to make sure student knows all contractions, uncontracted braille, punctuation, indicators such as caps bold, italics, etc., and teach to fill in gaps. 	<ul style="list-style-type: none"> • Understand differences in learning print/braille and “print way vs braille way”. • Understand what contractions are, how they are used, and that several kinds of contractions exist so that braille is not transcribed with exact letter-to-letter correspondence. • Preview words and examples that will be used for reading lessons in order for TSVI to determine contractions and provide appropriate braille materials (i.e., if working on “ou” words, there may be several different contractions that are used to write words with “ou”). • Ensure that student has adapted learning materials as concepts are introduced and/or reinforced.

	<ul style="list-style-type: none"> • Through assessment, ensure student is acquiring grade-level phonics and word analysis skills commiserate with peers.
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Fluency

3RF4. Read braille with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level braille text with purpose and understanding.
- b. Read grade-level braille prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Conduct braille reading inventories to monitor comprehension and fluency. Provide interventions as necessary. 	<ul style="list-style-type: none"> • Provide braille text when other students are using print. • Use descriptions of pictures to provide context clues. • Collaborate with TSVI about fluency strategies as needed. • Note: Be aware that confusion and comprehension may be a braille issue; make note of miscues and communicate with TSVI to determine if it is confusion with the braille code. • Provide many short opportunities for braille reading practice of same passage(s)/words throughout the day to practice and avoid tactile fatigue.

Writing Standards: 3rd Grade (3W)

Text Types and Purposes

3W1. Using braille, write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (i.e., because, therefore, since, for example) to connect

opinion and reasons.

d. Provide a concluding statement or section.

3W2. Using braille, write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. Introduce a topic and group related information together; include described illustrations, tactual illustrations, real objects or object representation, when useful to aiding comprehension.

b. Develop the topic with facts, definitions, and details.

c. Use linking words and phrases (i.e., also, another, and, more, but) to connect ideas within categories of information.

d. Provide a concluding statement or section.

3W3. Using braille, write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

SKILLS	
<ul style="list-style-type: none">• Chooses media/materials that they think is best for their story to convey meaning and uses material to create tactile representation.• Understands the connection between the topic and appropriate illustration.• Uses sighted “reader” to help choose picture. (ECC)	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Help student with concept development particular to the topic.• Provide direct instruction in how to create illustration or tactile representation or to describe image/illustration for others.• Provide a variety of textures/materials for student to choose from to create tactile representations.• Provide direct instruction on “purposeful presentation” (i.e., why a particular image is chosen and how to aid understanding).• Teach the details in pictures that support the text—that pictures are chosen for a	<ul style="list-style-type: none">• In order to broaden concept of “illustration,” include objects, textures, materials, manipulatives, etc., providing opportunities for all students to use objects or object representation to further describe their work and convey meaning.• Collaborate with TSVI to create list of accessible illustration alternatives that can be used in various lessons, including word pictures, “pictures in your head,” physical representation, etc.• Note: An appropriate practice is for the student to receive sighted help when choosing an illustration to accompany their work.

<p>specific concept and that the student can/should do that also. (3RI7)</p> <ul style="list-style-type: none"> • Teach student to direct/use a “sighted reader” to help pick a specific picture that represents the concepts in their writing. (ECC) • Teach student to ask questions that will help them determine why the picture is important and what information is conveyed. (ECC) 	
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Production and Distribution of Writing

3W4. With guidance and support from adults, use braille to produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

3W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing using braille. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3).

3W6. With guidance and support from adults, use accessible technology to produce and publish writing (using keyboarding skills, QWERTY or braille keyboard) as well as to interact and collaborate with others.

<p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrates age-appropriate skills using QWERTY keyboard or braille input device. • Uses screen reading technology on variety of devices. • Use touch-typing techniques for keyboarding/navigating screen on variety of devices. • Uses text to speech or UDL tools on a variety of devices. 	
<p>TSVI</p> <ul style="list-style-type: none"> • Continue instruction in QWERTY and keyboarding skills, screen readers (for desktop and smart devices), keyboarding on touch screen, braille notetakers, navigating screens, text to speech, use of any UDL. • Continue developing editing skills and techniques that address grade-level expectations. 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Become familiar with specific devices that the student uses and understand their general uses, as well as basic functions. • Collaborate with TSVI to receive training in basic screen reader commands for desktop and smart devices used in class. • Collaborate with TSVI in order to reinforce keyboarding skills. • Ensure student uses editing skills and techniques commiserate with peers.

Research to Build and Present Knowledge

3W7. Conduct short research projects that build knowledge about a topic.

3W8. Recall information from experiences or gather information from braille and accessible digital sources; take brief notes on sources and sort evidence into provided categories.

3W9. (Begins in grade 4)

SKILLS	
<ul style="list-style-type: none"> • Demonstrates use of accessible reference materials and digital resources. • Uses an efficient system for taking notes and organizing information. • Manages and organizes materials for long-term projects. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Ensure that student has accessible research materials available (i.e., braille, on-line, etc.). • Continue to provide instruction in structured note-taking methods. 	<ul style="list-style-type: none"> • Coordinate with TSVI about research topics so materials can be available. • Reinforce note-taking methods taught by TSVI. • Monitor material organization system and fine-tune as needed.

Range of Writing

3W10. Using braille, write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Provide instruction and support to ensure student has assistive technology skills to meet upcoming demands of general education task production. • Ensure that student is competent, at grade level, with braille writing skills, to meet task demands (i.e., accuracy, code knowledge, self-correcting). 	<ul style="list-style-type: none"> • Note: Dictation is not a substitution for writing at this grade level.

Language Standards: 3rd Grade (3L)

Conventions of Standard English

3L1. Demonstrate command of the conventions of standard English grammar and usage when producing braille or speaking

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (i.e. childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (i.e. I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.*
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Review previous grades. Instruct to mastery level in this grade.	

3L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling in both uncontracted and contracted braille when writing.

- a. Capitalize appropriate words in titles using braille indicator.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling, in contracted braille, for high-frequency and other studied words and for adding suffixes to base words (i.e., sitting, smiled, cries, happiness).
- f. Use spelling patterns and generalizations (i.e., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, braille contractions) in writing words.
- g. Consult accessible reference materials, including beginning dictionaries, as needed to check and correct spellings.

SKILLS

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Conduct braille assessment to ensure student has needed knowledge to meet these standards. • Teach how to use available braille and digital resources to self-check spelling and contractions. 	

Knowledge of Language

3L3. Use knowledge of language and its conventions when writing in braille, speaking, reading braille text, or listening.

- a. Choose words and phrases for effect. *
- b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

3L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 braille reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (i.e., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (i.e., company, companion).
- d. Use accessible glossaries or beginning dictionaries, both braille and digital, to determine or clarify the precise meaning of key words and phrases.

3L5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (i.e., take steps).
- b. Identify real-life connections between words and their use (i.e., describe people who are friendly or helpful).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (i.e., knew, believed, suspected, heard, wondered).

3L6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (i.e., After dinner that night we went looking for them).

SKILLS

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Continue to monitor and instruct in the use of accessible glossaries or dictionaries, both braille and digital.	

Reading Standards: 4th Grade

Reading Standards for Literature: 4th Grade (4RL)

Key Ideas and details

4RL1. Refer to details and examples in a braille text when explaining what the text says explicitly and when drawing inferences from the text.

4RL2. Determine a theme of a story, drama, or poem from details in the braille text; summarize the text.

4RL3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the braille text (i.e., a character's thoughts, words, or actions).

SKILLS	
<ul style="list-style-type: none">• Uses tactile editing/marking to locate and return to specific braille text.• Uses knowledge of layout/braille formatting to identify key vocabulary, indexes, headings, etc. that may be displayed differently than in print.	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Provide instruction in alternative method(s) to document supporting text (i.e., write/braille notes, fill in blanks, tactile marking/stickers, jot down page numbers, etc.)• Note: It is a balancing act between using an electronic braille display and continuing hard copy braille. Student needs to master skimming and flipping through the book to find specific details/vocabulary.• Teach student to find specific details and vocabulary in both hard copy braille and electronic braille display.• Preview braille formatting of student's texts. Note: be prepared for differences between texts/transcribers/subject area.• Collaborate with classroom staff to know the expectations of the teacher for that text and plan how to teach the student how to find those elements in the braille text while class is working in print.	<ul style="list-style-type: none">• Note: The process for keeping track of supporting text is different in braille and on the computer than it is in print. It is, however, as important for a tactile learner to develop these skills as it is for a sighted learner.• Collaborate with TSVI to share expectations for the text/assignment and plan how to teach student to find these elements in the braille text while class is working in print.

Craft and Structure

4RL4. Determine the meaning of words and phrases as they are used in a braille text, including those that allude to significant characters found in mythology (i.e., Herculean).

4RL5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (i.e., verse, rhythm, meter) and drama (i.e., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

4RL6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Reinforce and monitor student's ability to use braille text to find essential elements.	<ul style="list-style-type: none">• Reinforce student's understanding of braille structure to support their ability to skim or find specific elements in a text (chapter, stanza, paragraph, etc.).• Allow the time the student may need to tactually find the specific element in the braille text.• Note: Tactual scanning takes longer than visual scanning.

Integration of Knowledge and Ideas

4RL7. Make connections between the braille text of a story or drama and a described visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4RL8. (Not applicable to literature)

4RL9. Compare and contrast the treatment of similar themes and topics (i.e., opposition of good and evil) and patterns of events (i.e., the quest) in stories, myths, and traditional literature from different cultures.

SKILLS
<ul style="list-style-type: none">• Asks for access (i.e., tactile, auditory, etc.) to the concept/material that everyone else is using. (ECC)• Understands symbolic visual concepts (i.e. using a red scarf as fire in a play) and uses language to describe the connection between symbolic and concrete.• Uses listening skills to recognize cues, gather information, and make connections from oral and visual presentations.

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Monitor visual or oral presentation of text and provide tactile model/objects to supplement the description as needed or possible. • Have student describe more abstract/entirely visual concepts from text (i.e., skyline) to monitor and check their concept development. • Provide tactile model and explanations as needed. • Help classroom team provide audio described version of movies and videos when available. Provide training or resources on audio description guidelines as needed. • Teach listening skills that help student recognize cues, gather information, and make connections from oral and visual presentations. • Continue to teach student to ask politely when they need to explore/touch something. (ECC) 	<ul style="list-style-type: none"> • Provide time for student to tactually explore what is being presented visually to the rest of the class, (i.e., diorama, costume, etc.). Note: This can occur before the lesson. • Note: Audio description is often available for movies and videos. If not available, remember to describe visual elements as the movie plays. • Teach listening skills that help student recognize cues, gather information, and make connections from oral and visual presentations.

Range of Reading and Level of Text Complexity

4RL10. By the end of the year, read and comprehend braille literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SKILLS	
<ul style="list-style-type: none"> • Demonstrates an understanding of the places to order braille materials by helping order books in a variety of formats. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Review RL 1-9 • Make sure student has access to a variety of braille materials at their grade level around topics of student interest at both their instructional and independent reading level. • Although other media may be used, ensure that an adequate amount of 	<ul style="list-style-type: none"> • Review skills from RL 1-9 • Give recommendations to TSVI of book titles that peers are reading, or topics that may interest student.

braille reading continues to be used throughout the day.	
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Reading Standards for Informational Text: 4th Grade (4RI)

Key Ideas and details

4RI1. Refer to details and examples in a braille text when explaining what the text says explicitly and when drawing inferences from the text.

4RI2. Determine the main idea of a braille text and explain how it is supported by key details; summarize the text.

4RI3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical braille text, including what happened and why, based on specific information in the text.

<p>SKILLS</p> <ul style="list-style-type: none"> • Uses tactile editing/marking to locate and return to specific braille text. • Uses knowledge of layout/braille formatting to identify key vocabulary, indexes, headings, etc. that may be displayed differently than in print. 	
<p>TSVI</p> <ul style="list-style-type: none"> • Provide instruction in alternative method(s) to document supporting text (i.e., write/braille notes, fill in blanks, tactile marking/stickers, jot down page numbers, etc.) • Note: It is a balancing act between using electronic braille display and continuing hard copy braille. Student needs to master skimming and flipping through the book to find specific details/vocabulary as well as ways to mark both hard copy braille and electronic braille display. • Teach student to find specific details and vocabulary in both hard copy braille and electronic braille display. • Preview braille formatting of student's texts. Note: be prepared for differences between texts/transcribers/subject area. • Collaborate with classroom teacher to know the expectations of the teacher for that text and plan how to teach the 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Note: The process for keeping track of supporting text is different in braille and on the computer than it is in print. It is, however, as important for a tactile learner to develop these skills as it is for a sighted learner. • Collaborate with TSVI to share expectations for the text/assignment and plan how to teach student to find these elements in the braille text while class is working in print.

student how to find those elements in the braille text while class is working in print.	
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Craft and Structure

4RI4. Determine the meaning of general academic and domain-specific words or phrases in a braille text relevant to a grade 4 topic or subject area.

4RI5. Describe the overall structure (i.e., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a braille text or part of a text.

4RI6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

4RI7. Interpret information presented visually and described, orally, or quantitatively, described or presented as a tactile graphic (i.e., in charts, graphs, diagrams, timelines, animations, or interactive elements on accessible_Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4RI8. Explain how an author uses reasons and evidence to support particular points in a braille text.

4RI9. Integrate information from two braille texts on the same topic in order to write or speak about the subject knowledgeably.

SKILLS	
<ul style="list-style-type: none"> • Uses tactile editing/marking to locate and return to specific braille text. • Uses knowledge of layout/braille formatting to identify key vocabulary, indexes, headings, etc. that may be displayed differently than in print. • Asks for access (i.e., tactile, auditory, etc.) to the concept/material/graphic that everyone else is using. (ECC) • Understands tactile or described graphic information and uses language to explain how it contributes to the text. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Monitor visual or oral presentation of text and provide tactile model/objects to supplement the description as needed or possible. • Ensure student can describe more abstract/entirely visual concepts from text to monitor and check their concept development. • Produce tactile graphics as listed in 4RL7 from accessible web pages. 	<ul style="list-style-type: none"> • Collaborate with TSVI ahead of time to ensure illustrations are appropriately accessible (i.e., description, tactile adaptations, object representation, etc.). • Provide time for student to tactually explore what is being presented to the rest of the class to look at (i.e., diorama, costume, etc.). Note: This can occur before the lesson.

<ul style="list-style-type: none"> • Ensure student can interpret and extract information from tactile graphics developed from accessible web pages. • Continue to teach student to ask politely when they need to explore/touch something. (ECC) 	<ul style="list-style-type: none"> • Collaborate with TSVI to preview websites to ensure accessibility or otherwise ensure the student has a means for getting the same information. • Note: The student's ability to navigate websites and internet resources may not be comparable to peers as they learn to use screen reading software and keyboard commands.
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Range of Reading and Level of Text Complexity

4RI10. By the end of year, read and comprehend informational braille texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Review skills from RI 1-9 • Look ahead at curriculum topics that will be used by classroom staff to begin planning ahead on concepts and materials that will likely need to be pre-taught. 	<ul style="list-style-type: none"> • Review skills from RI 1-9 • Identify topics and concepts that will be taught in upcoming lessons and collaborate with TSVI so that concepts can be pre-taught.

Reading Standards Foundational Skills: 4th Grade (4RF)

Phonics and Word Recognition

4RF3. Know and apply grade-level phonics and word analysis skills in decoding words written in braille.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (i.e., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context in braille.

SKILLS

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Review previous grades; be sure to instruct to mastery level. 	<ul style="list-style-type: none"> • Collaborate with TSVI to ensure accurate assessment of student skills and address any braille confusions that are still taking place.

Fluency

4RF4. Read braille texts with sufficient accuracy and fluency to support comprehension.

- Read grade-level braille text with purpose and understanding.
- Read grade-level braille prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Conduct braille reading inventories to monitor comprehension and fluency. Provide interventions as necessary. • Continue to monitor student's application of text structures in braille and how to skim the text for the element, special indicators, etc. 	<ul style="list-style-type: none"> • Provide opportunity for student to read braille aloud to ensure sufficient accuracy and fluency to support comprehension. • Identify problem areas and discuss with TSVI to determine the need for re-teaching.

Writing Standards: 4th Grade (4W)

Text Types and Purposes

4W1. Write opinion pieces in braille on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (i.e., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

4W2. Write informative/explanatory texts in braille to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (i.e., headings), illustrations, and multimedia when useful to aiding

comprehension.

- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (i.e., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

4W3. Write narratives in braille to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Review previous grades. Instruct to mastery level.• Continue instruction, as needed, in braille writing skills, including formatting (i.e., headings).• Teach braille formatting that has not yet been introduced (i.e., multi-level headings) as it is being taught in the classroom.• Teach braille specifics of organizational elements (i.e., what’s unique about the braille way to do it—full caps, bold, headings, etc.) so the student can produce what he/she learned in reading in their writing.	<ul style="list-style-type: none">• Note: Skills and concepts need frequent repetition before mastery is achieved. This is particularly important when student is both learning braille and learning to use braille to gain information.• Provide opportunities for practice and feedback.

Production and Distribution of Writing

4W4. Produce clear and coherent writing in braille in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

4W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).

4W6. With some guidance and support from adults, use accessible technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

<p>SKILLS</p> <ul style="list-style-type: none"> • With adult support, selects appropriate assistive technology for the task. (ECC) • Is able to use touch-typing and keyboard commands to produce written work. (ECC) • Demonstrates equal participation and responsibility for group work. (ECC) • Independently uses appropriate social skills for peer interactions and group work. (ECC) 	
<p>TSVI</p> <ul style="list-style-type: none"> • Continue instruction and monitoring of computer/internet navigation/ keyboarding skills/assistive technology for reading/writing comparable to their peers. • Work with classroom teacher to develop system for braille student to access peers' work in order to collaborate (i.e., online file sharing and word processing platforms paired with braille display, hard copy braille of peers' work, etc.). • Continue to monitor student's social interaction and collaboration skills. (ECC) • Continue instruction in braille writing skills with a focus on formatting (i.e., headings). • Teach braille formatting that has not been introduced (i.e., multi-level headings) that is being taught in the classroom. • Teach braille specifics of organizational elements (What's unique about the braille way; i.e.: full caps, bold, headings, 	<p>CLASSROOM TEACHER</p> <ul style="list-style-type: none"> • Collaborate with TSVI to develop a system to ensure student work that may be shared among peers is accessible for the braille student. • Support student in choosing appropriate assistive technology for each specific task. • Monitor student's social interaction and collaboration skills.

etc.) so student can produce what they have learned in reading in their writing.	
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Research to Build and Present Knowledge

4W7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

4W8. Recall relevant information from experiences or gather relevant information from braille and accessible digital sources; take notes and categorize information and provide a list of sources.

4W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 4 Reading standards to literature (i.e., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [i.e. a character’s thoughts, words, or actions].”).

b. Apply grade 4 Reading standards to informational texts (i.e., “Explain how an author uses reasons and evidence to support particular points in a text”).

<p>SKILLS</p> <ul style="list-style-type: none"> • Uses organizational skills to keep track of “research project” sources, etc. on paper, with accessible electronic text, and/or with assistive technology. (ECC) 	
<p>TSVI</p>	<p>CLASSROOM TEACHER</p>
<ul style="list-style-type: none"> • Continue to monitor student’s note-taking methods and use of organizational system. Provide direct instruction to fill in gaps. 	<ul style="list-style-type: none"> • Continue to monitor student’s note-taking methods and use of organizational system.

Range of Writing

W410. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

<p>SKILLS</p>

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Ensure that student is producing writing routinely with both braillewriter and assistive technology. 	<ul style="list-style-type: none"> • Provide opportunities for student to produce writing routinely with both braillewriter and assistive technology.

Language Standards: 4th Grade (4L)

Conventions of Standard English

4L1. Demonstrate command of the conventions of standard English grammar and usage when writing in braille or speaking.

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (i.e., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (i.e., can, may, must) to convey various conditions.
- Order adjectives within sentences according to conventional patterns (i.e., a small red bag rather than a red small bag).
- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
- Correctly use frequently confused words (i.e., to, too, two; there, their).*

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Continue instruction in the use of contractions, punctuation, and braille-specific indicators as needed. 	

4L2. Demonstrate command of the conventions of standard English capitalization, punctuation, spelling, braille contractions and composition signs when writing.

- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Continue monitoring spelling in both uncontracted and contracted braille. 	

Knowledge of Language

4L3. Use knowledge of language and its conventions when using braille for writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely. *
- b. Choose punctuation for effect. *
- c. Differentiate between contexts that call for formal English (i.e. presenting ideas) and situations where informal discourse is appropriate (i.e. small-group discussion).

Vocabulary Acquisition and Use

4L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (i.e., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (i.e., telegraph, photograph, autograph).
- c. Consult reference materials (i.e., dictionaries, glossaries, thesauruses), both braille and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Teach pronunciation braille indicators as needed (i.e. long and short vowels, etc.).	

4L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (i.e., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

4L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (i.e., quizzed, whined, stammered) and that are basic to a particular topic (i.e., wildlife, conservation, and endangered when discussing animal preservation).

Reading Standards: 5th Grade

Reading Standards for Literature: 5th Grade (5RL)

Key Ideas and details

5RL1. Quote accurately from a text when explaining what the braille text says explicitly and when drawing inferences from the text.

5RL2. Determine a theme of a story, drama, or poem from details in the braille text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the braille text.

5RL3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the braille text (i.e., how characters interact).

SKILLS	
<ul style="list-style-type: none">• Uses tactile editing/marking to locate and return to specific braille text.• Uses concept knowledge of layout/braille formatting to quickly identify key vocabulary, indexes, headings, etc. that may be displayed differently than print.	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Continue instruction in established system to document supporting text. Note: this includes write/braille notes, fill in blanks, tactile marking/stickers, jot down page numbers, etc.• Ensure student can use braille display for reading tasks.• Continue instruction as needed in skimming and flipping through braille text to find specific details/vocabulary/etc.• Ensure student uses a balance between hard copy braille, electronic braille, and auditory versions of classroom text.• Preview braille formatting of classroom text.• Note: Transcription differences exist between texts/transcribers/subject area.• Collaborate with classroom teacher to know the expectations for that text and plan how to pre-teach those elements so that the student can work independently in the classroom.	<ul style="list-style-type: none">• Collaborate with TSVI to share the expectations for the text/assignment.• Note: TSVI will need time to pre-teach newly introduced elements so that student can work independently in the classroom.

Craft and Structure

5RL4. Determine the meaning of words and phrases as they are used in a braille text, including figurative language such as metaphors and similes.

5RL5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5RL6. Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

5RL7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a braille text (i.e., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

5RL8. (Not applicable to literature)

5RL9. Compare and contrast stories in the same genre (i.e., mysteries and adventure stories) on their approaches to similar themes and topics.

SKILLS	
<ul style="list-style-type: none">• Asks for access (i.e., tactile, auditory, etc.) to the concept/material that everyone else is using. (ECC)• Understands symbolic visual concepts (i.e. using a red scarf as fire in a play) to analyze and make connections between symbolic and concrete elements.	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Preview visual or oral presentation of text and provide tactile model and explanation of concepts as needed.• Have student describe more abstract/entirely visual concepts from text (i.e., skyline) to monitor and check concept development.• Pre-teach multimedia elements that will be used in classroom lessons.• Collaborate with classroom teacher to provide ideas and alternatives for graphic novels/illustrated text (i.e., what is the purpose of the media, illustration, text, etc.)• Teach appropriate language to use when asking to explore/touch something. (ECC)	<ul style="list-style-type: none">• Allow opportunity to tactually explore what's being presented to the rest of the class visually (i.e., diorama, costume, etc.). Note: This can be done prior to the lesson so that student has concept ahead of time.

Range of Reading and Level of Text Complexity

5RL10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 braille text complexity band independently and proficiently.

SKILLS <ul style="list-style-type: none">• Orders books independently, selecting the format appropriate for the type of book and purpose for which it will be used.	
TSVI <ul style="list-style-type: none">• Review skills from RL 1-9.• Make sure student has access to a variety of braille materials at their grade level around topics of student interest at both their instructional and independent reading level.	CLASSROOM TEACHER <ul style="list-style-type: none">• Review skills from RL 1-9• Give recommendations to TSVI of book titles that peers are reading, or topics that may interest student.• Note: Student needs to remain fluent in braille. Braille materials should be the primary source and should be made available; audiobooks may supplement but are not a replacement for braille.

Reading Standards for Informational Text: 5th Grade (5RI)

Key Ideas and details

5RI1. Quote accurately from a braille text when explaining what the text says explicitly and when drawing inferences from the text.

5RI2. Determine two or more main ideas of a braille text and explain how they are supported by key details; summarize the text.

5RI3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical braille text based on specific information in the text.

SKILLS <ul style="list-style-type: none">• Uses tactile editing/marking to locate and return to specific braille text.• Uses knowledge of layout/braille formatting to quickly identify key vocabulary, indexes, headings, etc. that may be displayed differently than print.

TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Continue instruction in established system to document supporting text. Note: this includes write/braille notes, fill in blanks, tactile marking/stickers, jot down page numbers, etc. • Ensure student can use braille display for reading tasks. • Continue instruction as needed in skimming and flipping through braille text to find specific details/vocabulary/etc. • Ensure student uses a balance between hard copy braille, electronic braille, and auditory versions of classroom text. • Preview braille formatting of classroom text. • Note: Transcription differences exist between texts/transcribers/subject area. • Collaborate with classroom teacher to know the expectations for that text and plan how to pre-teach the student to find those elements so they can work independently in the classroom. 	<ul style="list-style-type: none"> • Collaborate with TSVI to share the expectations for the text/assignment. Note: TSVI will need time to pre-teach newly introduced elements so that student can work independently in the classroom.

Craft and Structure

5RI4. Determine the meaning of general academic and domain-specific words and phrases in a braille text relevant to a grade 5 topic or subject area.

5RI5. Compare and contrast the overall structure (i.e., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more braille texts.

5RI6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Preview sources student has selected and pre-teach visual components included in the text (i.e., charts, maps, graphs, timelines). 	

Integration of Knowledge and Ideas

5RI7. Draw on information from multiple braille or accessible digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5RI8. Explain how an author uses reasons and evidence to support particular points in a braille text, identifying which reasons and evidence support which point(s).

5RI9. Integrate information from several braille or other accessible texts on the same topic in order to write or speak about the subject knowledgeably.

SKILLS	
<ul style="list-style-type: none"> • Asks for access (i.e., tactile, auditory, etc.) to the concept/material that everyone else is using. (ECC) • Understands visual concepts (i.e., timelines, science models, etc.) to analyze and make connections between sources. 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Continue instruction in established system to document supporting text. Note: this includes write/braille notes, fill in blanks, tactile marking/stickers, jot down page numbers, etc. • Preview sources and pre-teach visual components included in the text (i.e., charts, maps, graphs, timelines). 	<ul style="list-style-type: none"> • Allow opportunity to tactually explore what's being presented to the rest of the class visually. Note: This can be done prior to the lesson so that student has concept ahead of time.

Range of Reading and Level of Text Complexity

5RI10. By the end of the year, read and comprehend informational braille texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Review skills from RI 1-9 • Look ahead at curriculum topics that will be used by classroom staff to begin planning ahead on concepts and materials that will likely need to be pre-taught. 	<ul style="list-style-type: none"> • Review skills from RI 1-9 • Identify topics and concepts that will be taught in upcoming lessons and collaborate with TSVI so that concepts can be pre-taught.

Reading Standards Foundational Skills: 5th Grade (5RF)

Phonics and Word Recognition

5RF3. Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (i.e., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">Assess to make sure student knows all contracted/uncontracted braille, punctuation, indicators (i.e., capitalization, bold, italics, etc.) and teach to fill-in gaps.	

Fluency

5RF4. Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level braille text with purpose and understanding.

b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">Conduct braille reading inventories to monitor comprehension and fluency.Provide interventions as necessary.	<ul style="list-style-type: none">Provide opportunity for student to read braille aloud to ensure sufficient accuracy and fluency to support comprehension.Identify problem areas and discuss with TSVI to determine the need for re-teaching.

Writing Standards: 5th Grade (5W)

Text Types and Purposes

W1. Produce opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure

- in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (i.e., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented.

5W2. Produce informative/explanatory braille texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (i.e., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (i.e., in contrast, especially).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

5W3. Produce narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Review previous grades; instruct to mastery level and to provide instruction and practice to continue development of braille writing skills, including formatting. • Teach braille formatting that may not have been introduced as it is being taught in the classroom. • Teach braille specifics of organizational elements (i.e., what’s unique about the braille way; how to braille full caps, bold, 	<ul style="list-style-type: none"> • Note: Skills and concepts need frequent repetition before mastery is achieved. This is particularly important when student is both learning braille and learning to use braille to gain information. • Provide opportunities for practice and feedback.

headings, etc.) to produce grade level appropriate writing.	
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Production and Distribution of Writing

5W4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5W5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

5W6. With some guidance and support from adults, use accessible technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SKILLS	
<ul style="list-style-type: none"> • With adult support, selects appropriate assistive technology (i.e., braille input or QWERTY keyboard) for the task. (ECC) • Uses touch-typing and keyboard commands to produce written work. (ECC) • Demonstrates equal participation and responsibility for group work. (ECC) • Independently uses appropriate social skills for peer interactions and group work. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Continued instruction toward mastery of computer/keyboarding skills/assistive technology for reading/writing. • Teach appropriate ways to peer review materials (ECC) • Note: If electronic dictation is used, then student will need to learn proofreading skills to read and correct their work prior to publishing the final draft. 	<ul style="list-style-type: none"> • Collaborate with TSVI to ensure student work that may be shared between peers is accessible for braille student. • If electronic dictation is used, collaborate with TSVI to ensure that student has learned proofreading skills to read and correct their work prior to publishing the final draft.

Research to Build and Present Knowledge

5W7. Conduct short research projects that use several accessible sources to build knowledge through investigation of different aspects of a topic.

5W8. Recall relevant information from experiences or gather relevant information from braille and accessible digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

5W9. Draw evidence from literary or informational accessible texts to support analysis, reflection, and research.

a. Apply grade 5 Reading standards to literature (i.e., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [i.e. how characters interact]”).

b. Apply grade 5 Reading standards to informational texts (i.e., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

SKILLS	
<ul style="list-style-type: none"> • Uses organizational skills to keep track of “research project” sources, etc. on paper, with accessible electronic text, and/or with assistive technology. (ECC) 	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Teach student how to keep track of sources, information gathered, ideas (i.e., making lists, note-taking) in both braille and accessible technology. • Provide at least one hard copy braille source as part of “accessible sources” in order to maintain braille efficiency. 	

Range of Writing

5W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none"> • Ensure that student is producing writing routinely with both braillewriter and assistive technology. 	

Language Standards: 5th Grade (5L)

Conventions of Standard English

5L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (i.e., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.*
- e. Use correlative conjunctions (i.e., either/or, neither/nor).

5L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.*
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words yes and no (i.e., Yes, thank you), to set off a tag question from the rest of the sentence (i.e., It's true, isn't it?), and to indicate direct address (i.e., Is that you, Steve?).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Continue to teach the use of contractions, punctuation, and braille-specific indicators to mastery level.	

Knowledge of Language

5L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (i.e., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

5L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (i.e., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (i.e., photograph, photosynthesis).
- c. Consult reference materials (i.e., dictionaries, glossaries, thesauruses), both braille and

digitally accessible, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Continued instruction toward mastery in use of reference materials in both braille and accessible technology.	

5L5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (i.e., synonyms, antonyms, homographs) to better understand each of the words.

SKILLS	
TSVI	CLASSROOM TEACHER
<ul style="list-style-type: none">• Provide opportunities to discuss and expand understanding of figurative language and nuances in word meanings	

5L6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (i.e., however, although, nevertheless, similarly, moreover, in addition, etc.).