



# Utah Braille Core Standards

Aligned with the Utah Core Curriculum Standards for English Language Arts K–6

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*“There is a wonder in reading that the sighted will never know; to touch words and have them touch you back.”*

~ *Jim Fiebig* ~

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Larry K. Shumway  
State Superintendent of Public Instruction  
Completed 2011

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## Table of Contents

Utah Braille Core Standards Committee .....	5
Special Acknowledgements.....	6
Braille Reading Beliefs.....	7
Introduction.....	8
Early Intervention and Preschool Considerations.....	9
Challenges to Braille Instruction .....	12
Kindergarten Language Arts.....	15
First Grade Language Arts .....	24
Second Grade Language Arts .....	35
Third Grade Language Arts.....	44
Fourth Grade Language Arts .....	52
Fifth Grade Language Arts.....	60
Sixth Grade Language Arts .....	67
Appendix A .....	74
Prerequisite Braille Notetaker Skills .....	74
References .....	75

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**Sharon Sacks, Ph. D.** – Director of Curriculum and Professional Development at the California School for the Blind, American Foundation for the Blind, California State University.

**Missy Garber, Ph. D.** – Pennsylvania College of Optometry; Vision Support Teacher, Montgomery County Intermediate Unit, Pennsylvania; National Center for Leadership in Visual Impairment, Salus University, Pennsylvania.

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## Braille Reading Beliefs

- Aligning the instruction of Braille to the state core curriculum allows students who use Braille to be included and more alike than different in academic expectations.
- Instruction and learning of the Braille Code is as essential for a child who is blind as instruction and learning of the print code is for a sighted child.
- The learning of Braille at the highest level of instruction will allow students to obtain the highest level of lifelong learning.
- Braille readers have a compelling emotional tie to Braille; the longer a student is a Braille reader, the stronger the tie.

## Introduction

Literacy is essential for all learners. It is critical that literacy be considered and addressed in a unique way for a child who is blind or visually impaired. Literacy is taught to all children through their individual means of communication. For the child who is blind or visually impaired literacy is accessed through the braille code. This tactile medium for blind and visually impaired students will allow them complete access to the general curriculum. Using the braille code will ensure successful educational outcomes for these students.

In order to serve the children of the state of Utah who are blind and or visually impaired, this document has been prepared to describe the alignment of instruction of braille to the Utah State Core Curriculum. The Utah State Language Arts Core Curriculum represents those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide the foundation on which subsequent learning may be built.

These braille standards are carefully aligned with the Utah Language Arts Core Curriculum for print readers at each grade level Kindergarten through sixth grade. The emphasis is the unique differences in learning through the sense of touch. The skills for Braille instruction have been “inserted” and bolded throughout this document to indicate where the Braille instruction differs or is in addition to the regular State Core curriculum expectations.



# Early Intervention and Preschool Considerations

## Early Intervention

In Utah, our Early Intervention Program (EI) for blind and visually impaired students is coordinated through an Interagency Agreement between the Utah State Health Department, Utah State Office of Education, and Utah Schools for the Deaf and the Blind. This collaboration enables early identification of children with sensory disabilities who may be blind, visually impaired, or deafblind.

Where children have been found eligible for EI services the intended instruction is based on early learning skills. These skills include pre-braille, pre-literacy, daily living, gross and fine motor skills, language development, orientation and mobility, and socialization skills.

These early intervention services for students with visual impairments set the stage for early literacy. As these skills develop and the child reaches the age of three, the carry over to pre-school expectations for early literacy will be established.

## Preschool

Preschools should enable the child to progress toward achieving age-appropriate and developmental milestones. They are designed to impart life experiences and learning expectations for school achievement, and teach concepts such as turn taking, sharing, paying attention, and following directions, etc. The preschool for the blind or visually impaired student must also provide the maximum opportunity for hands-on experiences. This exploration will aid in the development and acquisition of fine and gross motor skills, kinesthetic skills, and development of language appropriate to their understanding for use in the everyday activities. Pragmatic language and activities that promote interdependence and interaction with their peers assures better outcomes for learning.

Collaboration with families, preschool teachers, teachers of the visually impaired, and any other related service is essential to provide meaningful experiences that promote early literacy and readiness for reading and writing in braille. The goal of the preschool programs is to meet each child's individual needs and to do so by establishing the collaboration between all stakeholders for the child.

### **How will the Blind or Visually Impaired preschool child learn best?**

The environment is important for all children. To be successful, the child who is blind or visually impaired will need the following considerations:

- ❖ A learning environment that is organized, structured, and predictable.
- ❖ A learning environment that produces the correct light and placement of the child for learning.

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

### **What kinds of learning opportunities will a child who is blind or visually impaired receive in a preschool?**

The learning opportunities for preschool children should be wide and varied. It should also be highly impacted by hands-on experiences such as:

- ❖ Use of "messy play" with things like water tables, sand boxes, artwork, and cooking activities.
- ❖ Physical activities including climbing, swinging, running, jumping, using exercise equipment (large rubber balls, ropes, etc.).
- ❖ Having books that include things to touch, including braille books.
- ❖ Having children create their own stories, both real and pretend, that reflect their own experiences and chances to have these stories recorded for them including in braille.
- ❖ Learn the vocabulary of books (e.g., top, bottom, front, back, pages, covers, title, and left to right, so that the children come to understand "how books work.")
- ❖ Access to a braillewriter so that the students can "scribble" on it, much as sighted children "pretend to write."
- ❖ The opportunity, when they are ready, to learn tactile discrimination, braille letters, letter names, and sound-symbol relationships and to read lines of braille.

### **How should the preschool staff prepare for the child who is blind or visually impaired?**

The preschool staff where blind or visually impaired children are part of the class should:

- ❖ Receive information about normal development in blind children and monitor the children's concept acquisition frequently to ensure it is meaningful and accurate.
- ❖ Help sighted students interact appropriately with the blind or visually impaired children.
- ❖ Monitor blind or visually impaired children's listening attention and ensure the children have opportunities to listen to and understand stories, songs, and poetry, such as nursery rhymes.

- ❖ Recognize the importance of families' participation in early literacy experiences and encourage the student's families to read to them regularly.

### **What kind of access to the community is expected for preschoolers?**

Being involved with families and school as a partnership will be a strength when entering into the broader community for experience and learning. Collaboration with the community will be essential. This includes the following:

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

# Challenges to Braille Instruction

Although challenges to braille instruction are expected, the following topics indicate the need for differentiated thinking about approaches to resolution of these challenges.

**Assessment of Students** – Driven by assessment, the decision to have a student learn braille should be informed by the assessment process. This should include the full spectrum of assessments available for the blind and visually impaired and individualized to each student's need (i.e., students with low vision might learn to read print and braille simultaneously).

**Direct Instructional Time** – It has been found that teaching braille is “time-intensive,” and that the student should receive at least the same amount of time in direct instruction in braille literacy as their sighted peers receive reading instruction for print. Teaching the emergence of early literary skills in braille will also facilitate continuous feedback vital to success for early learners.

**Service Delivery Patterns** - Itinerant teachers tend to travel from school-to-school, serving students in their homes and in their schools. Itinerant teachers may then leave the student without direct instruction unless there is communication with other stakeholders, such as the classroom teacher, with knowledge about the braille code and teaching methodology for braille reading. The relationship between the itinerant teacher and the classroom teacher will strengthen the service delivery of students learning braille. Families also become an important part of the extended learning that takes place.

**Teacher Training** – Teachers of students who are blind or visually impaired need access to ongoing in-service training in the field of vision.

**Technology** – Currently there is a push to obtain assistive technology for the students who are blind and visually impaired. Talking computer programs and other assistive devices are being designed to be implemented in classrooms. It is important to remember that access to information auditorily does not replace print or braille. Braille translation software is not sufficient to ensure accurate braille production. Therefore, the use of such software requires persons knowledgeable about the braille code.

**Age at Onset of Blindness** – For a variety of reasons, children become blind at different times in their lives. This creates a challenge for the teacher and the student as they figure out how to begin braille literacy at any age and any grade level.

**Differences in Methodologies** – There is an ongoing debate about the most successful way to teach braille reading instruction. This includes discussions about students with additional disabilities and learning needs. There is also research being done about when is the best time to

introduce “uncontracted” braille to students. Uncontracted braille has no contractions. It does use the same symbols as are used in contracted braille to show capitalization, italics, numbers, and punctuation.

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

### **Some Other Challenges to Consider**

- It is recognized that literacy and reading skills are essential tools for all children. Braille is the tool that blind and visually impaired students use as a necessary basis for further learning.
- We must assure that students who are blind and visually impaired are afforded the same opportunity to learn language through braille.
- Success depends upon the ability of a child to read and write, whether in print or braille.
- Because this is a “visual” world we live in, we must make the printed word readily available for all blind and visually impaired students.
- Audio materials and magnification devices have their place in the lives of some people who are functionally blind. However, just as the sighted person has a pen and paper, the blind or visually impaired student needs to be taught the slate and stylus.
- Braille instruction is a necessary part of the education of a student who is blind or visually impaired.

# Utah Braille Core Standards

Aligned with the Utah Core Curriculum Standards for  
English Language Arts K–6

## Kindergarten

# Kindergarten Language Arts

**Standard 1 K: (Oral Language) Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**Objective 1:** Develop language through listening and speaking.

- a. Listen attentively.
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions).
- c. Speak clearly and audibly with expression in communicating ideas.
- d. Speak in complete sentences.

**Objective 2:** Develop language through viewing media, **described video, tactile representation, adaptive technology, etc.**, and presenting.

- a. View a variety of media presentations attentively.

**Standard 2 K: (Concepts of Print and Braille) Students develop an understanding of how *brailled* language works.**

**Objective 1:** Demonstrate an understanding that **braille** carries “**the**” message.

- a. Recognize that **braille** carries different messages.
- b. Identify messages in common environmental **braille** (e.g., signs, boxes, wrappers).
- c. **Develop an awareness of messages conveyed through common print (e.g., signs, boxes, wrappers).**
- d. **Understand that braille and print are two different means of representing the same message.**
- e. **Contracted braille will be taught as it is introduced in the literacy curriculum.**
- f. **Differentiate between brailled letters and words and understand that some brailled letters also represent words.**
  - i. **Identify two brailled symbols as being the same or different.**
  - ii. **Identify two brailled symbols as being the same or different when they are preceded and followed by a solid line.**
  - iii. **Identify the one symbol that is different within a line of like symbols, using “l” and “c.”**

- iv. Identify the one symbol that is different within a line of like symbols, using a variety of braille symbols for different lines.
- v. Identify the one symbol that is different within a group of three symbols, two of which are identical.
- vi. Recognize a full braille cell.
- vii. State the number name (one through six) and the location (top left, middle left, and so forth) of each braille dot within a cell.

**Objective 2:** Demonstrate knowledge of the concepts of braille within a text.

- a. Identify front/back, top/bottom, left/right, of a braille text/book.
  - i. Position the book approximately parallel to the desk or table and no higher than elbow level.
  - ii. Turn braille pages correctly.
  - iii. Move the fingers from left to right and from top to bottom on the brailled page, using the index, middle, and ring fingers above hands.
- b. Discriminate between upper- and lower-case letters, numbers, and words in braille text.
  - i. Understand that the number sign changes the letters (a) through (j) to numbers.
  - ii. Recognize the braille number sign and the digits 1-9 and 0.
  - iii. Understand that the braille “dot six” preceding a letter capitalizes the letter.
  - iv. Understand that words in full capitalization are preceded by two “dot sixes.”
- c. Show the sequence of braille by pointing left to right with a return sweep.
  - i. Move the fingers from left to right and from top to bottom on the brailled page, using the index, middle, and ring fingers of both hands.
- d. Identify where braille begins and ends on a page.
- e. Identify punctuation in braille (e.g., periods, question marks, exclamation points).

**Objective 3:** Demonstrate knowledge of the mechanics of braille reading.

- a. Students understand the structural features of a page of braille. They use their hands and fingers efficiently to access braille symbols.
- b. Locate the left side, right side, top, bottom, of a brailled page.
- c. Scan the entire page to determine the contents.



- d. Track using the fingers of both hands and moving from left to right.
  - i. Track across like symbols that follow closely without a space between them.
  - ii. Track across unlike symbols that follow closely without a space between them.
  - iii. Track across like symbols that have one or two blank spaces between them.
  - iv. Track across unlike symbols that have one or two blank spaces between them.
- e. Locate the beginning and the end of each braille line.
- f. Track evenly across the lines of braille with both hands relaxed and fingers curved.
  - i. Use the pads of the fingers as the reading surface.
  - ii. Keep the hands at an acute angle to the page.
  - iii. Keep the tips of the fingers resting lightly and evenly on the reading line.
  - iv. Keep the wrists aligned with the hands and the arms.
  - v. Maintain a smooth and continuous movement.
- g. Read braille characters with the index finger of either hand.
- h. With both hands, use as many fingers as possible to read characters, detect the beginnings and ends of the lines, and reconfirm characters already read.
- i. Move the fingers smoothly from line to line, from the top of the page to the bottom.
- j. After stopping, resume tracking without losing place on the line.

**Standard 3 K: (Phonological and Phonemic Awareness) Students develop phonological and phonemic awareness.**

**Objective 1:** Demonstrate phonological awareness.

- a. Count the number of words in a sentence.
- b. Identify and create a series of rhyming words orally (e.g., cat, bat, sat, \_\_\_\_).
- c. Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., six snakes sold snacks and sodas).

**Objective 2:** (Oddity tasks) Recognize like and unlike word parts.

- a. Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, pig).
- b. Identify the words with the same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, then).

**Objective 3:** (Blending) Orally blend word parts.

- a. Blend syllables to make words (e.g., /ta/.../ble/, table).
- b. Blend onset and rime to make words (e.g., /p/.../an/, pan).
- c. Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).

**Objective 4:** (Segmenting) Orally segment words into word parts.

- a. Segment words into syllables (e.g., table, /ta/.../ble/).
- b. Segment words into onset and rime (e.g., pan /p/.../an/).

**Objective 5:** (Manipulation) Orally manipulate phonemes in words and syllable.

- a. Substitute initial sound (e.g., replace first sound in mat to /s/, say “sat”).
- b. Substitute initial sound to create new words (e.g., replace the first sound in mat with letters of the alphabet).

**Standard 4 K: (Phonics and Spelling) Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing *in braille*.**

**Objective 1:** Demonstrate an understanding of the relationship between letters and sounds **and apply appropriate braille code rules for syllabication.**

- a. Name all upper- and lower-case letters of the alphabet in random order.
- b. Match consonant and short vowel sounds to the correct letter.
- c. Blend simple cvc sounds into one-syllable words.

**Objective 2:** Use knowledge of structural analysis to decode words **using corresponding braille contractions.**

**Objective 3:** Spell words **in braille** correctly.

- a. Hear and write letters to represent single sounds in words.
- b. Spell a small number of grade level words (e.g., you, the, to, is).
- c. Spell first name correctly.

**Objective 4:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of words.
- b. Associate the spelling of new words with that of known words.

**Standard 5 K: (Fluency) Students develop reading fluency to read aloud grade level *braille* text effortlessly without hesitation.**

**Objective 1:** Read aloud grade level **braille** text with appropriate speed and accuracy.

- a. Read **braille** alphabet letters in random order with automaticity.
- b. Read **braille** numerals from zero to ten in random order with automaticity.

**Objective 2:** Read aloud grade level **braille** effortlessly with clarity.

- a. Use appropriate intonation and expression during unison oral reading with the teacher.
- b. Read with automaticity approximately 25 high-frequency sight words in uncontracted and contracted braille.

**Standard 6 K: (Vocabulary) Students learn and use grade level vocabulary to increase understanding and read *braille* fluently.**

**Objective 1:** Learn new words through listening and reading **braille** widely.

- a. Use new vocabulary learned by listening, reading **braille**, and discussing a variety of genres.
- b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).
- c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls **in braille presented within student's reach, tactile graphics**).

**Standard 7 K: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text *in braille*.**

**Objective 1:** Identify purposes of **braille** text.

- a. Discuss purpose for reading.
- b. Discuss author's purpose.

**Objective 2:** Apply strategies to comprehend text in **braille**.

- a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
- b. Ask questions about **braille**.
- c. Make predictions using **tactile graphics, described media**, title, and prior knowledge.
- d. Make inferences and draw conclusions from **brailled** text.
- e. Retell identifying key ideas.
- f. Compile information from **braille** text.

**Objective 3:** Recognize and use features of narrative and informational **braille** text.

- a. Identify beginning, middle, and ending of braille text.
- b. View a variety of simple genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy.
- c. Identify information from **tactile graphics and described media**.
- d. Recognize information as real/make believe.
- e. **Experience** a variety of informational texts in **braille** (e.g., picture books).

**Standard 8 K: (Writing) Students write *braille* daily to communicate effectively for a variety of purposes and audiences.**

**Objective 1:** (Pre-writing) Prepare to write by gathering and organizing information and ideas.

- a. Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.
- b. Select topics from generated ideas.

**Objective 2:** Compose a written draft in **braille**.

- a. Draft ideas on paper, utilizing tactile representations with braille labels/words.
- b. Select appropriate words to convey meaning.

**Objective 3:** Revise by elaborating and clarifying a written draft.

**Objective 4:** Edit written **braille** draft for conventions.

- a. Edit writing of first name for appropriate capital and lower-case letters.
- b. Edit writing for the spelling of a key word.

**Objective 5:** Use fluent and legible braille writing to communicate.

- a. Write or braille all upper- and lower-case letters of the alphabet and numerals 0–9 using proper form, proportions, and spacing.
- b. Braille upper-case and lower-case letters of the alphabet independently, attending to the form and proper fingering.
- c. Write with increasing fluency in forming braille letters and numerals.
- d. Write name legibly using correct manuscript form.

**Objective 6:** Write in different forms and genres.

- a. Produce personal braille writing (e.g., “All About Me” books, notes).
- b. Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity.
- c. Produce functional braille text (e.g., ABC books, labels, signs).
- d. Share illustrations and writing with others.
- e. Take part in producing group products.

**Standard 9 K: (Mechanics) Students will produce materials using the mechanics of braille in reading and writing.**

**Objective 1:** Students will learn the structural features of informational materials.

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

**Objective 2:** Students will identify the parts of a braillewriter.

- a. Identify and use the following parts of a braillewriter:
  - i. Cover and handle of the brailier
  - ii. Spacing key
  - iii. Back spacing key
  - iv. Paper-release levers
  - v. Paper-feed knob
  - vi. Embossing-head lever
  - vii. Paper-support part
  - viii. Feed roller
  - ix. Embossing keys
  - x. Margin stops
  - xi. Warning bell

**b. Operate a braillewriter with assistance.**

- i. Position the braillewriter correctly on the work surface.**
- ii. Move the embossing head to correct position.**
- iii. Rotate the paper-feed knob away from self.**
- iv. Pull the paper-release lever all the way towards self.**
- v. Hold the paper against the paper support with one hand and close the paper-release lever with the other hand.**
- vi. Roll the paper into the braillewriter until the paper is stopped by the left paper stop.**
- vii. Depress the line-spacing key to lock the paper in position.**
- viii. Remove the paper from the braillewriter.**

**Objective 3: Students will use a braillewriter correctly.**

- a. Students braille words in brief sentences that are legible.**
- b. Correct braille errors.**
- c. Demonstrate knowledge of which key on the braillewriter corresponds to which dot in the braille cell.**
- d. Organization and focus:**
  - i. Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.**
  - ii. Braille cvc words (i.e., demonstrate the alphabetic principle).**
  - iii. Braille by moving from left to right and from top to bottom.**

**Objective 4: Students use both hands, together and independently, to read braille.**

**Objective 5: Penmanship and braille writing.**

- a. Braille upper- and lower-case letters of the alphabet independently, attending to the form and proper fingering.**

**Objective 6: Students use the slate and stylus correctly to write.**

**Objective 7: Students will demonstrate electronic notetaking skills.**

# Utah Braille Core Standards

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English Language Arts K–6

## First Grade

# First Grade Language Arts

**Standard 1 1<sup>st</sup>: (Oral Language) Students Develop Language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**Objective 1:** Listen attentively.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions; restate, clarify, and question).
- c. Speak clearly and audibly with expression in communicating ideas.
- d. Speak in complete sentences.

**Objective 2:** Develop language through viewing media, **described video, tactile representation, adaptive technology, etc.**, and presenting.

- a. Identify specific purpose(s) for viewing media (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).

**Standard 2 1<sup>st</sup>: (Concepts of Print and Braille) Students develop an understanding of how *brailled* language works.**

**Objective 1:** Demonstrate an understanding that **braille** carries “**the**” message.

- a. Recognize that **braille** carries different messages.
- b. Identify messages in common environmental **braille**.
- c. **Develop an awareness of messages conveyed through common print (e.g., signs, boxes, wrappers).**
- d. **Understand that braille and print are two different means of representing the same message.**

**Objective 2:** Demonstrate knowledge of **the concepts of braille** within a text.

- a. **Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.**
  - i. **Match oral words to brailled words.**
  - ii. **Locate and identify the title and author of a reading selection.**



- iii. Identify letters, braille contractions, signs, words, sentences, and punctuation, as introduced in the grade one reading program.
  - 1. Identify whole-word signs.
  - 2. Identify lower whole-word signs.
  - 3. Identify one-cell, whole-word, and part-word signs.
  - 4. Identify two-cell, initial-letter signs (dot 5, dots 4-5, dots 4-5-6).
  - 5. Identify two-cell, final-letter signs.
  - 6. Identify one-cell, lower-part word signs.
  - 7. Identify short-form words.are joined to the word that follows.

- b. Identify whole-word signs when they discriminate between letters, words, and sentences in **braille**.
- c. Match oral words to **braille** words while reading.
- d. Identify punctuation in **braille** (i.e., periods, question marks, exclamation points).

**Objective 3: Demonstrate knowledge of the mechanics of braille reading.**

- a. Students use both hands, together and independently, to read braille (i.e., use of hands).
  - i. Use each hand independently during reading.
  - ii. Track evenly (finish line) with right hand while positioning with the left hand.
  - iii. Find the next line with the left hand.
  - iv. Have the hands meet near the middle of the next line, then separate them to repeat the process.
- b. Locate the left side, right side, top, bottom, of a brailled page.
- c. Scan the entire page to determine contents.
- d. Locate the left side, right side, top, and bottom of a brailled page.
  - i. Track across like symbols that follow closely without a space between them.
  - ii. Track across unlike symbols that follow closely without a space between them.
  - iii. Track across like symbols that have one or two blank spaces between them.
  - iv. Track across unlike symbols that have one of two blank spaces between them.

- e. Locate the beginning and the end of each braille line.
- f. Track evenly across the lines of braille with both hands relaxed and fingers curved.
  - i. Use the pads of the fingers as the reading surface.
  - ii. Keep the hands at an acute angle to the page.
  - iii. Keep the tips of the fingers resting lightly and evenly on the reading line.
  - iv. Keep the wrists aligned with the hands and the arms.
  - v. Maintain a smooth, continuous movement.
- g. Read braille characters with the index finger of either hand.
- h. With both hands, use as many fingers as possible to read characters, detect the beginnings and ends of the lines, and reconfirm characters already read.
- i. Move the fingers smoothly from line to line, from the top of the page to the bottom.
- j. After stopping, resume tracking without losing place on the line.
- k. Read braille characters with the index finger of either hand.
- l. With both hands, use as many fingers as possible to read characters, detect the beginnings and ends of the lines, and reconfirm characters already read.
- m. Move the fingers smoothly from line to line, from the top of the page to the bottom.
- n. After stopping, resume tracking without losing place on the line.

**Standard 3 1<sup>st</sup>: (Phonological and Phonemic Awareness) Students develop phonological and phonemic awareness.**

**Objective 1:** Demonstrate phonological awareness.

- a. Count the number of syllables in words.
- b. Count the number of syllables in a first name.

**Objective 2:** (Oddity tasks) Recognize like and unlike word parts.

- a. Identify words with same beginning consonant sounds (e.g., man, sat, sick) and ending consonant sounds (e.g., man, sat, ten) in a series.
- b. Identify words with the same medial sounds in a series of words (e.g., long vowel sound: take, late, feet; short vowel sound: top, cat, pan; middle consonant sound: kitten, missing, lesson).

**Objective 3:** (Blending) Orally blend word parts.

- a. Blend syllables to make words (e.g., /ta/.../ble/, table).
- b. Blend onset and rime to make words (e.g., /p/.../an/, pan).
- c. Blend individual phonemes to make words (e.g., /s/.../a/... /t/, sat).

**Objective 4:** (Segmenting) Orally segment words into word parts.

- a. Segment words into syllables (e.g., table, /ta/.../ble/).
- b. Segment words into onset and rime (e.g., pan, /p/.../an/).
- c. Segment words into individual phonemes (e.g., sat, /s/... /a/... /t/).
- d. Substitute initial and final sounds (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say map).

**Objective 5:** (Manipulation) Orally manipulate phonemes in words and syllables.

- a. Substitute initial and final sounds (e.g., replace first sound in mat to /s/, say sat; replace last sound in mat with /p/, say “map”).
- b. Substitute vowel in words (e.g., replace middle sound in map to /o/, say “mop”).
- c. Delete syllable in words (e.g., say “baker” without the /ba/, say “ker”).
- d. Delete initial and final sounds in words (e.g., say “sun” without the /s/, say “un”; say “hit” without the /t/, say “hi”).
- e. Delete initial phoneme and final phoneme in blends (e.g., say “step” without the /s/, say “tep”; say “best” without the /t/, say “bes”).

**Standard 4 1<sup>st</sup>: (Phonetics and Spelling) Students use phonetics and other strategies to decode and spell unfamiliar words while reading and writing *in braille*.**

**Objective 1:** Demonstrate an understanding of the relationship between letters and sounds and **apply appropriate braille code rules for syllabication.**

- a. Braille letters to represent spoken sounds of all letters of the alphabet in random order.
- b. Identify and pronounce sounds for consonants, consonant blends (e.g., br, st, fl) and consonant digraphs (e.g., ch, sh, wh, th) accurately in words.
- c. Identify and pronounce sounds for short and long vowels, using patterns (e.g., vc, vcv, cvc, cvvc, cvcv, cvc-silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in words.
- d. Identify and pronounce sounds for r-controlled vowels accurately in one syllable words (e.g., ar, or, er).

- e. Identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words (e.g., /g/.../oa/... /t/, goat).

**Objective 2:** Use knowledge of structural analysis to decode words **using corresponding braille contractions**.

- a. Identify and read grade level contractions (**i.e., I'll, won't, don't**) and compound words **in braille**.
- b. Identify sound patterns and apply knowledge to decode one-syllable words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).
- c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in one syllable words (e.g., ee, ie, ea, e).
- d. Use knowledge of root words and suffixes to decode words (i.e., -ful, -ly, -er).
- e. Use letter patterns to decode words (e.g., phonograms/word families/onset and rime: -ack, -ail, -ake).

**Objective 3:** Spell words in **braille** correctly.

- a. Write in **braille** sounds heard in words in the correct order.
- b. Hear and write **in contracted and uncontracted braille** beginning, middle, and ending consonant sounds to spell one-syllable words.
- c. Spell short vowel words with consonant blends and digraphs **in contracted and uncontracted braille** (e.g., bl, st, nt, sh, wh, th).
- d. Spell an increasing number of grade level high-frequency and irregular words correctly **in contracted and uncontracted braille** (e.g., bear, gone, could).
- e. Learn the spellings of irregular and difficult words **in contracted and uncontracted braille** (e.g., river, house, animal).

**Objective 4:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Associate the spelling of new words with that of known words and word patterns.
- c. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent "e" on the end of a word, two vowels together).

**Standard 5 1<sup>st</sup>: (Fluency) Students develop reading fluency to read aloud grade level *braille* text effortlessly without hesitation.**

**Objective 1:** Read aloud grade level **braille** text with appropriate speed and accuracy.

- a. Read grade level **braille** text at a rate of approximately 60 wpm.

**Objective 2:** Read aloud grade level Braille effortlessly with clarity.

- a. Read grade level **braille** text with an accuracy rate of 95–100%.
- b. Read grade level **braille** text in three-to-four-word phrases using intonation, expression, and punctuation cues.
- c. Read with automaticity 100 first grade high frequency **brailled** words.

**Standard 6 1<sup>st</sup>: (Vocabulary) Students learn and use grade level vocabulary to increase understanding and read *braille* fluently.**

**Objective 1:** Learn new words through listening and reading **braille** widely.

- a. Use new vocabulary learned by listening, reading **braille**, and discussing a variety of genres.
- b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).
- c. Use resources to learn new words by relating them to known words (e.g., books, charts, word walls **in braille presented within student's reach, tactile graphics**, and simple dictionaries).

**Standard 7 1<sup>st</sup>: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text *in braille*.**

**Objective 1:** Identify purposes of **braille** text.

- a. Discuss purpose for reading.
- b. Discuss author's purpose.

**Objective 2:** Apply strategies to comprehend text in braille.

- a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
- b. Ask questions about text read aloud and independently.
- c. Make predictions using **tactile graphics, described media**, title, and prior knowledge.
- d. Make inferences and draw conclusions from **brailled** text.

- e. Identify topic/main idea from **brailled** text; note details.
- f. Retell using important ideas/events; summarize supporting details in sequence.
- g. Compile information from **braille** text.

**Objective 3:** Recognize and use features of narrative and informational **braille** text.

- a. Identify beginning, middle, and end; characters; setting; problem/resolution.
- b. Identify different genres: nursery rhymes, fairy tales, poems, realistic fiction, fantasy, fables.
- c. Identify information from captions, diagrams, **tactile graphics and described media**.
- d. Identify multiple facts in grade level informational **braille** text.
- e. Locate facts from informational **braille** texts (e.g., picture books, grade level informational books, **tactile graphics and described media**).

**Standard 8 1<sup>st</sup>: (Writing) Students write *braille* daily to communicate effectively for a variety of purposes and audiences.**

**Objective 1:** (Pre-writing) Prepare to write by gathering and organizing information and ideas.

- a. Generate ideas for writing by reading, discussing literature and informational text, drawing, looking at books, being read to, and reflecting on personal experiences.
- b. Select topics from generated ideas.
- c. Identify audience for writing.

**Objective 2:** Compose a written draft.

- a. Draft ideas on paper in an organized manner (e.g., beginning, middle, and end) utilizing words and sentences.
- b. Select appropriate words to convey meaning.

**Objective 3:** Revise by elaborating and clarifying a written draft.

- a. Revise draft to add details.
- b. Revise draft using descriptive words.
- c. Write in complete sentences.

**Objective 4:** Edit written **braille** draft for conventions.

- a. Edit writing for capitals in names, first word of a sentence, the pronoun “I”, and correct ending punctuation (i.e., periods, question marks).
- b. Edit for spelling of grade level-appropriate words (e.g., would, down, made, write).
- c. Edit for standard grammar (i.e., complete sentences).
- d. Edit for appropriate formatting features (i.e., spacing, margins, titles).

**Objective 5:** Use fluent and legible **braille writing** to communicate.

- a. **Write or braille** all upper- and lower-case letters of the alphabet and numerals 0–9 using proper form, proportions, and spacing.
- b. Write with increasing fluency in forming **braille** letters and numerals.
- c. Produce legible documents with manuscript **braille**.

**Objective 6:** Write in different forms and genres.

- a. Produce personal **braille writing** (e.g., journals, lists, friendly notes and letters, personal experiences, family stories, literature responses).
- b. Produce traditional and imaginative stories, narrative, and formula poetry as a shared writing activity.
- c. Produce functional **braille** text (e.g., ABC books, lists, labels, signs, how-to books, observations).
- d. Share writing with others using illustrations to add meaning to published works.
- e. Publish group and individual products.

**Standard 9 1<sup>st</sup>: (Mechanics) Students will produce materials using the mechanics of *braille* in reading and writing.**

**Objective 1:** Students will learn the structural features of informational materials.

- a. **Identify text that uses sequence or other logical order.**
  - i. **Read braille books.**
  - ii. **Read braille calendars.**
  - iii. **Read braille lists.**
  - iv. **Read braille schedules.**
  - v. **Read braille charts.**

**Objective 2:** Students will identify the parts of a braillewriter.

- a. **Identify and use the following parts of a braillewriter:**

- i. Cover and handle of the brailier
  - ii. Spacing key
  - iii. Back spacing key
  - iv. Paper release levers
  - v. Paper feed knob
  - vi. Embossing-head lever
  - vii. Paper-support part
  - viii. Feed roller
  - ix. Embossing keys
  - x. Margin stops
  - xi. Warning bell
- b. Operate a braillewriter with assistance.
- i. Position the braillewriter correctly on the work surface.
  - ii. Move the embossing head to correct position.
  - iii. Rotate the paper-feed knob away from self.
  - iv. Pull the paper-release lever all the way towards self.
  - v. Hold the paper against the paper support with one hand and close the paper-release lever with the other hand.
  - vi. Roll the paper into the braillewriter until the paper is stopped by the left paper stop.
  - vii. Depress the line-spacing key to lock the paper in position.
  - viii. Remove the paper from the braillewriter.

**Objective 3: Students will use a braillewriter correctly to write.**

- a. Students braille words in brief sentences that are legible.
- b. Organization and focus:
  - i. Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
  - ii. Braille consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
  - iii. Braille by moving from left to right and from top to bottom.

**Objective 4: Students use both hands, together and independently, to read braille.**

- a. Use of hands independently during reading.



- i. Track evenly (finish line) with right hand while positioning with the left hand.**
- ii. Find the next line with the left hand.**
- iii. Have the hands meet near the middle of the next line, and then separate them to repeat the process.**

**Objective 5: Penmanship and braille writing.**

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

# Utah Braille Core Standards

Aligned with the Utah Core Curriculum Standards for  
English Language Arts K–6

**Second Grade**

## Second Grade Language Arts

**Standard 1 2<sup>nd</sup>: (Oral Language) Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**Objective 1:** Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions; restate, clarify, question, and summarize).
- c. Speak clearly and audibly with expression in communicating ideas.
- d. Speak in complete sentences with appropriate subject-verb agreement.

**Objective 2:** Develop language through viewing media, **described video, tactile representation, adaptive technology, etc.**, and presenting.

- a. Identify specific purpose(s) for viewing media **and tactile graphics** (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction).

**Standard 2 2<sup>nd</sup>: (Concepts of Print and Braille) Students develop an understanding of how *brailled* language works.**

**Objective 1:** Demonstrate an understanding that **braille** carries “**the**” message.

- a. **Develop an awareness of messages conveyed through common print.**
- b. **Understand that braille and print are two different means of representing the same message.**

**Objective 2:** Demonstrate knowledge of the **concepts of braille** within a text.

Mastered and maintained.

**Objective 3:** Demonstrate knowledge of the mechanics of braille reading.

- a. **In grade one, the students learn to use both hands together and independently to read braille. In grade two they use their hands more efficiently in an independent yet coordinated manner.**
  - i. **Turn the page with the left hand while the right hand finds the top of the next page.**
  - ii. **Skim the page quickly to locate specific headings and information.**

**Standard 3 2<sup>nd</sup>: (Phonological and Phonemic Awareness) Students develop phonological and phonemic awareness.**

**Objective 1:** Demonstrate phonological awareness.

Mastered and maintained.

**Objective 2:** Recognize like and unlike word parts (odddity tasks).

Mastered and maintained.

**Objective 3:** (Blending) Orally blend word parts.

Mastered and maintained.

**Objective 4:** (Segmenting) Orally segment words into word parts.

Mastered and maintained.

**Objective 5:** (Manipulation) Orally manipulate phonemes in words and syllables.

Mastered and maintained.

**Standard 4 2<sup>nd</sup>: (Phonics and Spelling) Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing *in braille*.**

**Objective 1:** Demonstrate an understanding of the relationship between letters and sounds **and apply appropriate braille code rules for syllabication.**

- a. Identify and pronounce all vowel diphthongs (e.g., oi, oy, aw, au) and consonant digraphs (e.g., ch, sh, th, wh) accurately in words.
- b. Identify and pronounce sounds for short and long vowels, using patterns (e.g., cvc, cvvc, cvcv, cvc silent e), and vowel digraphs (e.g., ea, ee, ie, oa, ai, ay, oo, ow) accurately in two-syllable words.
- c. Identify and pronounce r-controlled vowel patterns in words (e.g., ar, or, er).
- d. Identify and blend letter sounds to pronounce words.

**Objective 2:** Use knowledge of structural analysis to decode **words using corresponding braille contractions.**

- a. Identify and read grade level contractions and compound words.
- b. Identify sound patterns and apply knowledge to decode words (e.g., blends, digraphs, vowel patterns, r-controlled vowels).
- c. Demonstrate an understanding of representing same sound with different patterns by decoding these patterns accurately in isolation and in text (e.g., ee, ea, ei, e).

- d. Use knowledge of root words and prefixes (e.g., re, un, mis) and suffixes (e.g., s, es, ed, ing, est, ly) to decode words.
- e. Use letter and syllable patterns to pronounce multisyllabic words.

**Objective 3: Spell words in braille correctly.**

- a. Use knowledge of word families, patterns, and common letter combinations to spell new words.
- b. Spell words with short and long vowel sounds, r-controlled words, words with consonant blends, consonant, and vowel digraphs.
- c. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., believe, answer).
- d. Learn the spellings of irregular and difficult words (e.g., because, animals, before, answer, weight).

**Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).**

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Visualize words while writing.
- c. Associate the spelling of new words with that of known words and word patterns.
- d. Use spelling generalities to assist spelling of new words (e.g., one vowel between two consonants, silent “e” on the end of a word, two vowels together).

**Standard 5 2<sup>nd</sup>: (Fluency) Students develop reading fluency to read aloud grade level *braille* text effortlessly without hesitation.**

**Objective 1:** Read aloud grade level **braille** text with appropriate speed and accuracy.

- a. Read grade level **braille** at a rate of approximately 80 wpm.
- b. Read grade level **braille** text with an accuracy rate of 95–100%.

**Objective 2:** Read aloud grade level **braille** effortlessly with clarity.

- a. Read grade level **braille** text in three-to-four-word phrases using intonation, expression, and punctuation cues.
- b. Read with automaticity 200 second grade high-frequency **braille** words.

**Standard 6 2<sup>nd</sup>: (Vocabulary) Students learn and use grade level vocabulary to increase understanding and read *braille* fluently.**

**Objective 1:** Learn new words through listening and reading braille widely.

- a. Use new vocabulary learned by listening, reading **braille**, and discussing a variety of genres.
- b. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math).

**Objective 2:** Use multiple resources to learn new words by relating them to known words and/or concepts.

- a. Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries).
- b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., liquid: milk, water, punch).

**Objective 3:** Use structural analysis and context clues to determine meanings of words.

- a. Identify meanings of words using prefixes and suffixes (e.g., do/undo, write/rewrite, happy/happiness, help/helper/helpful).
- b. Use context to determine meanings of unknown key words (e.g., the store clerk glared at the children as they looked at the toys).
- c. Use context to determine meanings of synonyms, antonyms, homonyms (e.g., sun/son), and multiple meaning words (e.g., ring).

**Standard 7 2<sup>nd</sup>: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text *in braille*.**

**Objective 1:** Identify purposes of **braille** text.

- a. Identify purpose for reading.
- b. Identify author's purpose.

**Objective 2:** Apply strategies to comprehend text **in braille**.

- a. Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).
- b. Ask questions about text read aloud and independently.
- c. Form mental pictures to aid understanding of text.
- d. Make and confirm predictions while reading using title, **tactile graphics, described media, brailled text**, and/or prior knowledge.
- e. Make inferences and draw conclusions from **brailled** text.

- f. Identify topic/main idea from **brailled** text; note details.
- g. Retell using important ideas/events; summarize supporting details in sequence.
- h. Monitor and clarify understanding applying fix-up strategies while interacting with text.
- i. Compile information from **braille** text.

**Objective 3:** Recognize and use features of narrative and informational **braille** text.

- a. Identify characters, setting, sequence of events, problem/resolution.
- b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, and folk tales.
- c. Identify information from captions, diagrams, charts, graphs, table of contents, **tactile graphics and described media**.
- d. Identify different structures in **braille** text (e.g., compare/contrast, cause/effect).
- e. Locate facts from a variety of **brailled and electronic** informational texts (e.g., newspapers, magazines, **books, calendars, lists, schedules and charts**, and other resources).
- f. **Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in literature K–12 illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.**
  - i. **Structural features of informational materials:**
    - 1. **Use titles, volume numbers, tables of contents, and chapter headings to locate information in expository text.**
    - 2. **Demonstrate understanding of the unique features of braille pagination.**

3. Explain how braille page numbering corresponds to print page numbering (e.g., braille page 1, page a1, and page b1 may correspond to print page 1).
  4. Explain how braille page numbering corresponds to print page numbering (e.g., braille page 1, page a1, and page b1 may correspond to print page 1).
- ii. Comprehension and analysis of grade-level-appropriate text.
1. State the purpose in reading (i.e., tell what information is sought).
  2. Use knowledge of the author's purpose(s) to comprehend informational text.
  3. Use knowledge of the author's purpose(s) to comprehend informational text.
  4. Restate facts and details in the text to clarify and organize ideas.
  5. Recognize cause-and-effect relationships in a text.
  6. Interpret information from diagrams, charts, and graphs encountered in the grade two curriculum.
    - a. Use transcriber's notes.
    - b. Use both hands in a coordinated fashion to access information simultaneously on two different pages (e.g., reading a graph or map with one hand and reading the accompanying key with the other hand; reading a question with one hand and maintaining the place on the question with that hand while using the other hand to locate the answer).
  7. Follow two-step brailled instructions.

**Standard 8 2<sup>nd</sup>: (Writing) Students write *braille* daily to communicate effectively for a variety of purposes and audiences.**

**Objective 1:** Prepare to write by gathering and organizing information and ideas (pre-writing).

- a. Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.
- b. Select topics from generated ideas.
- c. Identify audience, purpose, and form for writing.



**Objective 2:** Compose a written draft.

- a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details).
- b. Use voice in writing (e.g., express feelings, opinions).
- c. Select appropriate words to convey meaning.

**Objective 3:** Revise by elaborating and clarifying a written draft.

- a. Revise draft to add details, strengthen word choice, and reorder content.
- b. Enhance fluency by using a variety of complete sentences (e.g., varied sentence length, simple and complex sentences).
- c. Revise writing, considering the suggestions of others.
- d. Identify and use effectively leads and strong endings.

**Objective 4:** Edit written draft for conventions.

- a. Edit writing for capitals in names, first word of a sentence, the pronoun “I,” correct punctuation of sentence endings, greetings and closings of letters, dates, and contractions.
- b. Edit for spelling of grade level-appropriate words.
- c. Edit for standard grammar (e.g., subject-verb agreement).
- d. Edit for appropriate formatting features (e.g., margins, indentations, titles).

**Objective 5:** Use fluent and legible **braille** writing to communicate.

- a. Write or **braille** demonstrating mastery of all upper- and lower-case manuscript letters and numerals using proper form, proportions, and spacing.
- b. Increase fluency in forming **braille** letters and numerals.
- c. Produce legible documents with **braille writing**.

**Objective 6:** Write in different forms and genres.

- a. Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).
- b. Produce traditional and imaginative stories, narrative, and formula poetry as an individual/  
shared writing activity.
- c. Produce informational **braille** text (e.g., ABC books, how-to books, observations).
- d. Produce writing to persuade (e.g., express opinions).
- e. Produce functional texts (e.g., lists, labels, signs).

- f. Share writing with others using illustrations to add meaning to published works.
- g. Publish 4–6 individual products.

**Standard 9 2<sup>nd</sup>: (Mechanics) Students will produce materials using the mechanics of *braille* in reading and writing.**

**Objective 1: Students will learn the structural features of informational materials.**

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

**Objective 2: Students will identify the parts of a braillewriter.**

Mastered and maintained.

**Objective 3: Students will use a braillewriter correctly to write.**

Mastered and maintained.

**Objective 4: Students use both hands, together and independently, to read braille.**

- a. In first grade, students learn to use both hands together more efficiently and independently to read Braille. In the second grade they use their hands more efficiently in an independent yet coordinated manner.
  - i. Turn the page with the left hand while the right hand finds the top of the next page.
  - ii. Skim the page quickly to locate specific headings and information.

**Objective 5: Penmanship and braille writing.**

- a. Create readable documents with legible braille.
  - i. Properly align the document in the braillewriter.
  - ii. Make corrections that are thorough and clean.
  - iii. Braille simple sentences from dictation, using capitals, periods, and question marks.

# Utah Braille Core Standards

Aligned with the Utah Core Curriculum Standards for  
English Language Arts K–6

**Third Grade**

## Third Grade Language Arts

**Standard 1 3<sup>rd</sup>: (Oral Language) Students Develop Language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**Objective 1:** Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple-step directions; restate, clarify, question, and summarize).
- c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
- d. Speak in complete sentences with appropriate subject-verb agreement and verb tense.
- e. **Demonstrate awareness that mannerisms can distract from the message.**

**Objective 2:** Develop language through viewing media, **described video, tactile representation, adaptive technology, etc.**, and presenting.

- a. Identify specific purpose(s) for viewing media **and tactile graphics** (i.e., to identify main idea and details, to gain information, distinguish between fiction/nonfiction, distinguish between fact/opinion, form an opinion).

**Standard 2 3<sup>rd</sup>: (Concepts of Print and Braille) Students develop an understanding of how *brailled* language works.**

**Objective 1:** Demonstrate an understanding that **braille** carries “**the**” message.

- a. Develop an awareness of messages conveyed through common print.
- b. Understand that **braille** and print are two different means of representing the same message.

**Objective 2:** Demonstrate knowledge of the concepts of **braille** within a text.

Mastered and maintained.

**Objective 3: Demonstrate knowledge of the mechanics of braille reading.**

Mastered and maintained.

**Standard 3 3<sup>rd</sup>: (Phonological and Phonemic Awareness) Students develop phonological and phonemic awareness.**

**Objective 1:** Demonstrate phonological awareness.

Mastered and maintained.

**Objective 2:** (Oddity tasks) Recognize like and unlike word parts.

Mastered and maintained.

**Objective 3:** (Blending) Orally blend word parts.

Mastered and maintained.

**Objective 4:** (Segmenting) Orally segment words into word parts.

Mastered and maintained.

**Objective 5:** (Manipulation) Orally manipulate phonemes in words and syllables.

Mastered and maintained.

**Standard 4 3<sup>rd</sup>: (Phonics and Spelling) Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing *in braille*.**

**Objective 1:** Demonstrate an understanding of the relationship between letters and sounds **and apply appropriate braille code rules for syllabication.**

Mastered and maintained.

**Objective 2:** Use knowledge of structural analysis to decode words **using corresponding braille contractions.**

Mastered and maintained.

**Objective 3:** Spell words in **braille** correctly.

- a. **Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.**
- b. Spell correctly grade level compound words, words with plural endings, and common phonograms.
- c. Spell correctly grade level compound words, words with plural endings, and common phonograms.
- d. Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).
- e. **Use applicable Braille rules when writing and spelling at the third-grade level (e.g., spell the word “then” using the “the” sign followed by the letter “n” rather than using the “th” sign followed by the “en” sign).**

- f. Spell correctly grade level compound words, words with plural endings, and common phonograms.
- g. Spell an increasing number of grade level high-frequency and irregular words correctly (e.g., friend, square, special).
- h. Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).

**Objective 4:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Visualize words while writing.
- c. Associate the spelling of new words with that of known words and word patterns.
- d. Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, “le” endings, adding suffixes).

**Standard 5 3<sup>rd</sup>: (Fluency) Students develop reading fluency to read aloud grade level *braille* text effortlessly without hesitation.**

**Objective 1:** Read aloud grade level **braille** text with appropriate speed and accuracy.

- a. Read grade level **braille** at a rate of approximately 100 wpm.
- b. Read grade level **braille** text with an accuracy rate of 95–100%.

**Objective 2:** Read aloud grade level **braille** effortlessly with clarity.

- a. Read grade level **braille** text in meaningful phrases using intonation, expression, and punctuation cues.
- b. Read with automaticity 300 third grade high frequency/*braille* words.

**Standard 6 3<sup>rd</sup>: (Vocabulary) Students learn and use grade level vocabulary to increase understanding and read *braille* fluently.**

**Objective 1:** Learn new words through listening and reading **braille** widely.

- a. Use new vocabulary learned by listening, reading **braille**, and discussing a variety of genres.
- b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

**Objective 2:** Use multiple resources to learn new words by relating them to known words and/or concepts.

- a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).
- b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).

**Standard 7 3<sup>rd</sup>: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text *in braille*.**

**Objective 1:** Identify purposes of **braille** text.

- a. Identify purpose for reading.
- b. Identify author's purpose.

**Objective 2:** Apply strategies to comprehend text in **braille**.

- a. Relate prior knowledge to make connections to **braille** text (e.g., text to text, text to self, text to world).
- b. Generate questions about **braille** text (e.g., factual, inferential, evaluative).
- c. Form mental pictures to aid understanding of text.
- d. Make and confirm predictions while reading using title, **tactile graphics, described media, brailled text**, and/or prior knowledge.
- e. Make inferences and draw conclusions from **brailled** text.
- f. Identify topic/main idea from **brailled** text; note details.
- g. Retell using important ideas/events; summarize supporting details in sequence.
- h. Monitor and clarify understanding applying fix-up strategies while interacting with **braille** text.
- i. Compile information from **braille** text.

**Objective 3:** Recognize and use features of narrative and informational **braille** text.

- a. Identify characters, setting, sequence of events, and problem/resolution.
- b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folktales, tall tales, biographies, historical fiction.
- c. Identify information from captions, diagrams, charts, graphs, table of contents, index, glossary, **and tactile graphics and described media**.
- d. Locate facts from a variety of **brailled and electronic** informational texts (e.g., newspapers, magazines, books, other resources).

**Standard 8 3<sup>rd</sup>: (Writing) Students write *braille* daily to communicate effectively for a variety of purposes and audiences.**

**Objective 1:** (Pre-writing) Prepare to write by gathering and organizing information and ideas.

- a. Generate ideas for writing by reading, discussing literature and informational **braille** text, and reflecting on personal experiences.
- b. Select and narrow a topic from generated ideas.
- c. Identify audience, purpose, and form for writing.
- d. Use a variety of organizational strategies to organize information (e.g., outlines, lists, index cards, and graphic organizers).

**Objective 2:** Compose a written draft in **braille**.

- a. Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).
- b. Use voice to fit the purpose and audience.
- c. Use strong verbs and vivid language.
- d. Identify and use effective leads and strong endings.

**Objective 3:** Revise by elaborating and clarifying a written draft.

- a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.
- b. Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).
- c. Revise writing, considering the suggestions of others.

**Objective 4:** Edit written draft for conventions.

- a. Edit writing for correct capitalization and punctuation (i.e., capitals in holidays, titles, dates, greetings and closings of letters, personal titles, contractions, abbreviations).
- b. Edit for spelling of grade level-appropriate words.
- c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).
- d. Edit for appropriate formatting features (e.g., margins, indentations, titles).
- e. **Punctuate dates, city, and state, and titles of books correctly.**
  - i. **Use the number sign in dates and addresses.**
  - ii. **Use the braille underline sign for titles of books.**



- f. Use commas in dates, locations, and addresses and for items in a series.
- g. Capitalize geographical names, holidays historical periods, and special events correctly.

**Objective 5:** Use fluent and legible **braille** writing to communicate.

- a. Write using cursive upper- and lower-case cursive letters using proper form, proportions, and spacing. **(Note: Not all students using Braille will also acquire cursive.)**
- b. **Develop fluency with braille writing.**
- c. Produce legible documents with cursive handwriting. **(Note: Encourage all students to learn, if possible, to write their name in cursive for signature purposes.)**

**Objective 6:** Write in different forms and genres.

- a. Produce personal writing (e.g., journals, friendly notes and letters, personal experiences, family stories, literature responses).
- b. Produce traditional and imaginative stories, narrative, and formula poetry.
- c. Produce informational **braille** text (e.g., explanation of a complex process math/journals, observations, content area reports, summaries).
- d. Produce writing to persuade (e.g., expressing opinions with supporting data).
- e. Produce functional **braille** texts (e.g., newspaper, newsletter articles, emails, and simple PowerPoint presentations).
- f. Share writing with others using illustrations, graphs, and/or charts to add meaning.
- g. Publish 4–6 individual products.

**Standard 9 3<sup>rd</sup>: (Mechanics) Students will produce materials using the mechanics of *braille* in reading and writing.**

**Objective 1: Students will learn the structural features of informational materials.**

Mastered and maintained.

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

**Objective 2: Students will identify the parts of a braillewriter.**

Mastered and maintained.

**Objective 3: Students will use a braillewriter correctly to write.**

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

**Objective 4: Students use both hands, together and independently, to read braille.**

Mastered and maintained.

**Objective 5: Penmanship and braille writing.**

- a. Braille legibly, set margins on a braillewriter, and use correct spacing between words in a sentence.

**Objective 6: Students use the slate and stylus correctly to write.**

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

# Utah Braille Core Standards

Aligned with the Utah Core Curriculum Standards for  
English Language Arts K–6

## Fourth Grade

## Fourth Grade Language Arts

**Standard 1 4<sup>th</sup>: (Oral Language) Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**Objective 1:** Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence).
- c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
- d. Speak using simple and compound sentences with appropriate subject-verb agreement and verb tense.

**Objective 2:** Develop language through viewing media, **described video, tactile representation, adaptive technology, etc.**, and presenting.

- a. Identify specific purpose(s) for viewing media and tactile graphics (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).

**Standard 2 4<sup>th</sup>: (Concepts of Print and Braille) Students develop an understanding of how *brailled* language works.**

**Objective 1:** Demonstrate an understanding that **braille** carries “**the**” message.

- a. **Develop an awareness of messages conveyed through common print.**
- b. **Understand that Braille and print are two different means of representing the same message.**

**Objective 2:** Demonstrate knowledge of the concepts of **braille** within a text.  
Mastered and maintained.

**Objective 3: Demonstrate knowledge of the mechanics of braille reading.**  
Mastered and maintained.

**Standard 3 4<sup>th</sup>: (Phonological and Phonemic Awareness) Students develop phonological and phonemic awareness.**

**Objective 1:** Demonstrate phonological awareness.

Mastered and maintained.

**Objective 2:** (Oddity tasks) Recognize like and unlike word parts.

Mastered and maintained.

**Objective 3:** (Blending) Orally blend word parts.

Mastered and maintained.

**Objective 4:** (Segmenting) Orally segment words into word parts.

Mastered and maintained.

**Objective 5:** (Manipulation) Orally manipulate phonemes in words and syllables.

Mastered and maintained.

**Standard 4 4<sup>th</sup>: (Phonics and Spelling) Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing *in braille*.**

**Objective 1:** Demonstrate an understanding of the relationship between letters and sounds **and apply appropriate braille code rules for syllabication.**

Mastered and maintained.

**Objective 2:** Use knowledge of structural analysis to decode words **using corresponding braille contractions.**

Skills from previous grades are mastered and maintained.

**Objective 3:** Spell words **in braille** correctly.

- a. **Use applicable Braille rules when writing/spelling at the fourth-grade level.**

**Objective 4:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Visualize words while writing.
- c. Associate spelling of new words with that of known words and word patterns.
- d. Use spelling generalities to assist spelling of new words.

**Standard 5 4<sup>th</sup>: (Fluency) Students develop reading fluency to read aloud grade level *braille* text effortlessly without hesitation.**

**Objective 1:** Read aloud grade level **braille** text with appropriate speed and accuracy.

- a. Read grade level **braille** at a rate of approximately 120–150 wpm.
- b. Read grade level **braille** text with an accuracy rate of 95–100%.

**Objective 2:** Read aloud grade level **braille** effortlessly with clarity.

- a. Read grade level **braille** text in meaningful phrases using intonation, expression, and punctuation cues.
- b. Read grade level words with automaticity.

**Standard 6 4<sup>th</sup>: (Vocabulary) Students learn and use grade level vocabulary to increase understanding and read *braille* fluently.**

**Objective 1:** Learn new words through listening and reading **braille** widely.

- a. Use new vocabulary learned by listening, reading **braille**, and discussing a variety of genres.
- b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

**Objective 2:** Use multiple resources to learn new words by relating them to known words and/or concepts.

- a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, and beginning thesauruses).
- b. Relate unfamiliar words and concepts to prior knowledge to increase vocabulary (e.g., settlers: Indians, pioneers, farmers).

**Standard 7 4<sup>th</sup>: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text *in braille*.**

**Objective 1:** Identify purposes of **braille** text.

- a. Identify purpose for reading.
- b. Identify author's purpose.

**Objective 2:** Apply strategies to comprehend text in **braille**.

- a. Relate prior knowledge to make connections to **braille** text (e.g., text to text, text to self, text to world).
- b. Generate questions about **braille** text (e.g., factual, inferential, evaluative).

- c. Form mental pictures to aid understanding of **brailled** text.
- d. Make and confirm predictions while reading using title, **tactile graphics, described media, brailled text**, and/or prior knowledge.
- e. Make inferences and draw conclusions from **brailled** text.
- f. Identify topic/main idea from **brailled** text; note details.
- g. Retell using important ideas/events; summarize supporting details in sequence.
- h. Monitor and clarify understanding applying fix-up strategies while interacting with **braille** text.
- i. Compile, organize, and interpret information from **brailled** text information from **braille** text.

**Objective 3:** Recognize and use features of narrative and informational **braille** text.

- a. Identify characters, setting, sequence of events, problem/resolution.
- b. Identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction.
- c. Identify information from captions, diagrams, charts, graphs, table of contents, index, glossary, **and tactile graphics and described media**.
- d. Identify different structures in braille text (e.g., compare/contrast, cause/effect).
- e. Locate facts from a variety of **brailled and electronic informational texts** (e.g., newspapers, magazines, texts, bibliographies, and other resources).

**Standard 8 4<sup>th</sup>: (Writing) Students write *braille* daily to communicate effectively for a variety of purposes and audiences.**

**Objective 1:** (Pre-writing) Prepare to write by gathering and organizing information and ideas.

- a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.
- b. Select and narrow a topic from generated ideas.
- c. Identify audience, purpose, and form for writing.
- d. Use a variety of graphic organizers to organize information.

**Objective 2:** Compose a written draft **in braille**.

- a. Draft ideas **using braille** in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea, details; characterization; setting; plot).
- b. Use voice to fit the purpose and audience.
- c. Use strong verbs and precise and vivid language to convey meaning.
- d. Identify and use effective leads and strong endings.

**Objective 3:** Revise by elaborating and clarifying a written draft.

- a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.
- b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences (i.e., sentence length, simple and complex sentences).
- c. Revise writing, considering the suggestions of others.

**Objective 4:** Edit written **braille** draft for conventions.

- a. Edit writing for correct capitalization and punctuation (i.e., words in a series, dialogue, complex sentences, singular possessives, abbreviations).
- b. Edit for spelling of grade level-appropriate words.
- c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).
- d. Edit for appropriate formatting features (e.g., margins, indentations, titles).

**Objective 5:** Use fluent and legible **braille** writing to communicate.

- a. Write using cursive upper and lower-case cursive letters using proper form, proportions, and spacing. (Note: Not all students using braille will also acquire the skill of cursive.)
- b. **Develop fluency with cursive writing.**
- c. **Produce legible documents with cursive handwriting.** (Encourage all students to learn, if possible, to write their names in cursive for signature purposes.)

**Objective 6:** Write in different forms and genres.

- a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).
- b. Produce traditional and imaginative stories, narrative, and formula poetry.



- c. Produce informational text (e.g., book reports, compare/contrast essays, observational reports, research reports, content area reports, biographies, historical fiction, summaries).
- d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).
- e. Produce functional texts (e.g., newspaper and newsletter articles, emails, simple PowerPoint presentations).
- f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.
- g. Publish 6–8 individual products.

**Standard 9 4<sup>th</sup>: (Mechanics) Students will produce materials using the mechanics of *braille* in reading and writing.**

**Objective 1: Students will learn the structural features of informational materials.**

- a. Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- b. Analyze text that is organized in sequential or chronological order.

**Objective 2: Students will identify the parts of a braillewriter.**

Mastered and maintained.

**Objective 3: Students will use a braillewriter correctly to write.**

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

**Objective 4: Students use both hands, together and independently, to read braille.**

Mastered and maintained.

**Objective 5: Penmanship and braille writing.**

- a. Braille fluidly and legibly, using a braillewriter.

**Objective 6: Students use the slate and stylus correctly to write. (Note: Students are efficient in using the slate and stylus strategies of third grade before moving to grade four.)**

- a. Students will demonstrate correct braille writing skills to write short paragraphs.

- i. Braille contractions and signs with legible dots, remove paper, check for accuracy, and replace the paper correctly in the slate.**
- ii. Braille short sentences from dictation.**
- iii. Mentally compose and braille a sentence.**
- iv. Braille a short paragraph from dictation, up to four slate rows in length.**
- v. Reposition the slate further down the paper after all four rows in one position are filled.**
- vi. Correct errors neatly.**

**Objective 7: Students will demonstrate basic electronic note taking skills.**

# Utah Braille Core Standards

Aligned with the Utah Core Curriculum Standards for  
English Language Arts K–6

**Fifth Grade**

## Fifth Grade Language Arts

**Standard 1 5<sup>th</sup>: (Oral Language) Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**Objective 1:** Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, not purpose and perspective).
- c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
- d. Speak using simple and compound sentences with appropriate subject-verb agreement, correct verb tense, and syntax.

**Objective 2:** Develop language through viewing media, **described video, tactile representation, adaptive technology, etc.**, and presenting.

- a. Identify specific purpose(s) for viewing media **and tactile graphics** (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias).

**Standard 2 5<sup>th</sup>: (Concepts of Print and Braille) Students develop an understanding of how *brailled* language works.**

**Objective 1:** Demonstrate an understanding that **braille** carries “**the**” message.

- a. **Develop an awareness of messages conveyed through common print.**
- b. **Understand that Braille and print are two different means of representing the same message.**

**Objective 2:** Demonstrate knowledge of the concepts of **braille** within a text.

Mastered and maintained.

**Objective 3:** Demonstrate knowledge of the mechanics of **braille** reading.

Mastered and maintained.

**Standard 3 5<sup>th</sup>: (Phonological and Phonemic Awareness) Students develop phonological and phonemic awareness.**

**Objective 1:** Demonstrate phonological awareness.

Mastered and maintained.

**Objective 2:** (Oddity tasks) Recognize like and unlike word parts.

Mastered and maintained.

**Objective 3:** (Blending) Orally blend word parts.

Mastered and maintained.

**Objective 4:** (Segmenting) Orally segment words into word parts.

Mastered and maintained.

**Objective 5:** (Manipulation) Orally manipulate phonemes in words and syllables.

Mastered and maintained.

**Standard 4 5<sup>th</sup>: (Phonics and Spelling) Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing *in braille*.**

**Objective 1:** Demonstrate an understanding of the relationship between letters and sounds **and apply appropriate braille code rules for syllabication.**

Mastered and maintained.

**Objective 2:** Use knowledge of structural analysis to decode words **using corresponding braille contractions.**

Mastered and maintained.

**Objective 3:** Spell words in braille correctly.

Mastered and maintained.

**Objective 4:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Visualize words while writing.
- c. Associate spelling of new words with that of known words and word patterns.
- d. Use spelling generalities to assist spelling of new words.

**Standard 5 5<sup>th</sup>: (Fluency) Students develop reading fluency to read aloud grade level *braille* text effortlessly without hesitation.**

**Objective 1:** Read aloud grade level **braille** text with appropriate speed and accuracy.

- a. Read grade level **braille** text at a rate of approximately 120–150 wpm.
- b. Read grade level **braille** text with an accuracy rate of 95–100%.

**Objective 2:** Read aloud grade level **braille** effortlessly with clarity.

- a. Read grade level **braille** in phrases using intonation, expression, and punctuation cues.
- b. Read grade level words with automaticity.

**Standard 6 5<sup>th</sup>: (Vocabulary) Students learn and use grade level vocabulary to increase understanding and read *braille* fluently.**

**Objective 1:** Learn new words through listening and reading **braille** widely.

- a. Use new vocabulary learned by listening, reading **braille**, and discussing a variety of genres.
- b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

**Objective 2:** Use multiple resources to learn new words by relating them to known words and/or concepts.

- a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, beginning thesauruses).
- b. Determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative).

**Standard 7 5<sup>th</sup>: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text *in braille*.**

**Objective 1:** Identify purposes of **braille** text.

- a. Identify purpose for reading.
- b. Identify author's purpose.

**Objective 2:** Apply strategies to comprehend text in **braille**.

- a. Relate prior knowledge to make connections to **braille** text (e.g., text to text, text to self, text to world).
- b. Generate questions about **braille** text (e.g., factual, inferential, evaluative).

- c. Form mental pictures to aid understanding of **brailled** text.
- d. Make and confirm predictions while reading using title, **tactile graphics, described media, brailled text**, and/or prior knowledge.
- e. Make inferences and draw conclusions from **brailled** text.
- f. Identify topic/main idea from **brailled** text; note details.
- g. Retell using important ideas/events; summarize supporting details in sequence.
- h. Monitor and clarify understanding applying fix-up strategies while interacting with **braille** text.
- i. Compile, organize and interpret information from **brailled** text.

**Objective 3:** Recognize and use features of narrative and informational **braille** text.

- a. Identify characters, setting, sequence of events, problem/resolution.
- b. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction.
- c. Identify information from **brailled** text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, glossary, **tactile graphics and described media**.
- d. Identify different structures in **braille** text (e.g., compare/contrast, cause/effect).
- e. Locate facts from a variety of **brailled and electronic** informational texts (e.g., newspapers, magazines, textbooks, emails, Power Point presentations, biographies, and other resources).

**Standard 8 5<sup>th</sup>: (Writing) Students write *braille* daily to communicate effectively for a variety of purposes and audiences.**

**Objective 1:** (Pre-writing) Prepare to write by gathering and organizing information and ideas.

- a. Generate ideas for writing by reading, discussing literature and informational **braille** text, and reflecting on personal experiences.
- b. Select and narrow a topic from generated ideas.
- c. Identify audience, purpose, and form for writing.
- d. Use a variety of organizational strategies to organize information. (e.g., outlines, lists, index cards, and graphic organizers).

**Objective 2:** Compose a written draft in **braille**.

**Objective 3:** Revise by elaborating and clarifying a written draft.

**Objective 4:** Edit written **braille** draft for conventions.

- a. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, and singular and plural possessives).
- b. Edit for spelling of grade level-appropriate words.
- c. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular).
- d. Edit for appropriate formatting features (e.g., margins, indentations, titles, and headings).

**Objective 5:** Use fluent and legible **braille** writing to communicate.

- a. Write using cursive upper and lower-case cursive letters using proper form, proportions, and spacing. (Note: Not all students using braille will also acquire the skill of cursive.)
- b. **Develop fluency with cursive writing.**
- c. Produce legible documents with cursive handwriting. (Encourage all students to learn, if possible, to write their names in cursive for signature purposes.)

**Objective 6:** Write in different forms and genres.

- a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).
- b. Produce traditional and imaginative stories, narrative, and formula poetry.
- c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/ research reports, content area reports, biographies, historical fiction, summaries).
- d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).
- e. Produce functional texts (e.g., newspaper and newsletter articles, emails, simple PowerPoint presentations).
- f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.
- g. Publish 6–8 individual products.



**Standard 9 5<sup>th</sup>: (Mechanics) Students will produce materials using the mechanics of *braille* in reading and writing.**

**Objective 1: Students will learn the structural features of informational materials.**

Mastered and maintained.

**Objective 2: Students will identify the parts of a braillewriter.**

Mastered and maintained.

**Objective 3: Students will use a braillewriter correctly to write.**

Mastered and maintained.

**Objective 4: Students use both hands, together and independently, to read braille.**

Mastered and maintained.

**Objective 5: Penmanship and braille writing.**

- a. Braille fluidly and legibly, using a braillewriter.
- b. Design and publish print and braille documents, using appropriate adaptive computer technology to navigate the internet and computer networks to access programs.
- c. Effectively use keyword searches, logins, logouts, and email addresses.
- d. Demonstrate ability to upload and download computer files from a computer and the internet, using adaptive computer technology, electronic notetakers, and portable electronic storage devices.
- e. Compose documents with appropriate formatting by using word processing and computer navigation skills, principles of design (e.g., margins, tabs, spacing, columns, page orientation), and appropriate specialized hardware and software.
  - i. Demonstrate ability to use a scanner, electronic text, and braille translation software to produce print and braille documents for others.

**Objective 6: Students use the slate and stylus correctly to write.**

- a. The student will demonstrate the effective use of the slate and stylus as a note taking tool.
  - i. Listen to a speaker, interpret, and take braille notes.
  - ii. Listen to recorded material, interpret, and take braille notes.
  - iii. Read a braille text, interpret, and take braille notes.

**Objective 7: Students will demonstrate basic electronic note taking skills.**

# Utah Braille Core Standards

Aligned with the Utah Core Curriculum Standards for  
English Language Arts K–6

**Sixth Grade**

## Sixth Grade Language Arts

**Standard 1 6<sup>th</sup>: (Oral Language) Students Develop Language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.**

**Objective 1:** Develop language through listening and speaking.

- a. Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).
- b. Listen and demonstrate understanding by responding appropriately (e.g., follow multiple step directions, restate, clarify, question, summarize, elaborate formulating an opinion with supporting evidence, interpret verbal and nonverbal messages, not purpose and perspective, identify tone, mood, emotion).
- c. Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).
- d. Speak using simple and compound sentences with appropriate subject-verb agreement, correct verb tense, and syntax.

**Objective 2:** Develop language through viewing media, **described video, tactile representation, adaptive technology, etc.**, and presenting.

- a. Identify specific purpose(s) for viewing media **and tactile graphics** (i.e., to identify main idea and details, to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy/bias, analyze and critique persuasive techniques).

**Standard 2 6<sup>th</sup>: (Concepts of Print and Braille): Students develop an understanding of how *brailled* language works.**

**Objective 1:** Demonstrate an understanding that **braille** carries “**the**” message.

- a. **Develop an awareness of messages conveyed through common print.**
- b. **Understand that braille and print are two different means of representing the same message.**

**Objective 2:** Demonstrate knowledge of the concepts of **braille** within a text.  
Mastered and maintained.

**Objective 3:** Demonstrate knowledge of the **mechanics of braille** reading.  
Mastered and maintained.

**Standard 3 6<sup>th</sup>: (Phonological and Phonemic Awareness): Students develop phonological and phonemic awareness.**

**Objective 1:** Demonstrate phonological awareness.

Mastered and maintained.

**Objective 2:** Recognize like and unlike word parts (odddity tasks).

Mastered and maintained.

**Objective 3:** Orally blend word parts (blending).

Mastered and maintained.

**Objective 4:** Orally segment words into word parts (segmenting).

Mastered and maintained.

**Objective 5:** (Manipulation Orally manipulate phonemes in words and syllable.

Mastered and maintained.

**Standard 4 6<sup>th</sup>: (Phonics and Spelling) Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing *in braille*.**

**Objective 1:** Demonstrate an understanding of the relationship between letters and sounds **and apply appropriate braille code rules for syllabication.**

Mastered and maintained.

**Objective 2:** Use knowledge of structural analysis to decode words **using corresponding braille contractions.**

Mastered and maintained.

**Objective 3:** Spell words **in braille** correctly.

Mastered and maintained.

**Objective 4:** Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association).

- a. Use knowledge about spelling to predict the spelling of new words.
- b. Visualize words while writing.
- c. Associate spelling of new words with that of known words and word patterns.
- d. Use spelling generalities to assist spelling of new words.

**Standard 5 6<sup>th</sup>: (Fluency) Students develop reading fluency to read aloud grade level *braille* text effortlessly without hesitation.**

**Objective 1:** Read aloud grade level **braille** text with appropriate speed and accuracy.

- a. Read grade level **braille** text at a rate of approximately 120–150 wpm.
- b. Read grade level **braille** text with an accuracy rate of 95–100%.

**Objective 2:** Read aloud **grade level braille** effortlessly with clarity.

- a. Read grade level **braille** text in meaningful phrases using intonation, expression, and punctuation cues.
- b. Read grade level words with automaticity.

**Standard 6 6<sup>th</sup>: (Vocabulary) Students learn and use grade level vocabulary to increase understanding and read *braille* fluently.**

**Objective 1:** Learn new words through listening and reading **braille** widely.

- a. Use new vocabulary learned by listening, reading **braille**, and discussing a variety of genres.
- b. Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).

**Objective 2:** Use multiple resources to learn new words by relating them to known words and/or concepts.

- a. Use multiple resources to determine the meanings of unknown words (e.g., dictionaries, glossaries, thesauruses).
- b. Determine gradients of meanings between related words and concepts (e.g., colonization: exploration, migrate, settlement).

**Standard 7 6<sup>th</sup>: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text *in braille*.**

**Objective 1:** Identify purposes of **braille** text.

- a. Identify purpose for reading.
- b. Identify author's purpose.

**Objective 2:** Apply strategies to comprehend text in **braille**.

- a. Relate prior knowledge to make connections to **braille** text (e.g., text to text, text to self, text to world).
- b. Generate questions about **braille** text (e.g., factual, inferential, evaluative).
- c. Form mental pictures to aid understanding of **brailled** text.

- d. Make and confirm predictions while reading using title, tactile graphics, described media, **brailled** text, and/or prior knowledge.
- e. Make inferences and draw conclusions from **brailled** text.
- f. Identify topic/main idea from **brailled** text; note details.
- g. Retell using important ideas/events; summarize supporting details in sequence.
- h. Monitor and clarify understanding applying fix-up strategies while interacting with **braille** text.
- i. Compile, organize and interpret information from **braille** text.

**Objective 3:** Recognize and use features of narrative and informational **braille** text.

- a. Identify characters, setting, sequence of events, problem/resolution theme.
- b. Compare and contrast elements of different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, biographies, historical fiction, science fiction, myths and legends.
- c. Identify information from **brailled** text, headings, subheadings, diagrams, charts, captions, graphs, table of contents, index, glossary, **tactile graphics and described media**.
- d. Identify different structures in **braille** text (e.g., compare/contrast, cause/effect).
- e. Locate facts from a variety of **brailled** and electronic informational texts (e.g., newspapers, magazines, textbooks, biographies, and other resources).

**Standard 8 6<sup>th</sup>: (Writing) Students write *braille* daily to communicate effectively for a variety of purposes and audiences.**

**Objective 1:** (Pre-writing) Prepare to write by gathering and organizing information and ideas.

- a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.
- b. Select and narrow a topic from generated ideas.
- c. Identify audience, purpose, and form for writing.
- d. Use a variety of graphic organizers to organize information from multiple sources.

**Objective 2:** Compose a written draft **in braille**.

- a. Draft ideas **using braille** in an organized manner utilizing words, sentences, and multiple paragraphs (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).
- b. Use voice to fit the purpose and audience.
- c. Use strong verbs and precise and vivid language to convey meaning.
- d. Identify and use effective leads and strong endings.

**Objective 3:** Revise by elaborating and clarifying a written draft.

- a. Revise draft to add details, strengthen word choice, clarify main idea, and reorder content.
- b. Enhance fluency by using transitional words, phrases to connect ideas, and a variety of complete sentences and paragraphs to build ideas (e.g., varied sentence length, simple and compound sentences).
- c. Revise writing, considering the suggestions of others.

**Objective 4:** Edit written **braille** draft for conventions.

- a. Generate ideas for writing by reading, discussing, researching, and reflecting on personal experiences.
- b. Select and narrow a topic from generated ideas.
- c. Identify audience, purpose, and form for writing.
- d. Use a variety of graphic organizers to organize information.
- e. Edit writing for correct capitalization and punctuation (i.e., introductory and dependent clauses, dialogue, singular and plural possessives).
- f. Edit for spelling of grade level-appropriate words.
- g. Edit for standard grammar (e.g., subject-verb agreement, verb tense, irregular verbs).
- h. Edit for appropriate formatting features (e.g., margins, indentations, titles, headings).

**Objective 5:** Use fluent and legible **braille** writing to communicate.

- a. Write using cursive upper and lower-case cursive letters using proper form, proportions, and spacing. (Note: Not all students using braille will also acquire the skill of cursive.)
- b. **Develop fluency with cursive writing.**
- c. **Produce legible documents with cursive handwriting.** (Encourage all students to learn, if possible, to write their names in cursive for signature purposes.)

**Objective 6:** Write in different forms and genres.

- a. Produce personal writing (e.g., journals, personal experiences, eyewitness accounts, memoirs, literature responses).
- b. Produce traditional and imaginative stories, narrative and formula poetry.
- c. Produce informational text (e.g., book reports, cause/effect reports, compare/contrast essays, observational/ research reports, content area reports, biographies, historical fiction, summaries).
- d. Produce writing to persuade (e.g., essays, editorials, speeches, TV scripts, responses to various media).
- e. Produce functional texts (e.g., newspaper and newsletter articles, emails, simple PowerPoint presentations, memos, agendas, bulletins, web pages).
- f. Share writing with others incorporating relevant illustrations, photos, charts, diagrams, and/or graphs to add meaning.
- g. Publish 6–8 individual products.

**Standard 9 6<sup>th</sup>:** Students will produce materials using the mechanics of *braille* in reading and writing.

**Objective 1:** Students will learn the structural features of informational materials.

- a. Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
- b. Analyze text that uses the compare-and-contrast organizational pattern.

**Objective 2:** Students will identify the parts of a braillewriter.

Mastered and maintained.

**Objective 3:** Students will use a braillewriter correctly to write.

Mastered and maintained.

**Objective 4:** Students use both hands, together and independently, to read braille.

Mastered and maintained.

**Objective 5:** Penmanship and braille writing.

- a. Braille fluidly and legibly, using a braillewriter.
- b. Design and publish print and braille documents, using appropriate adaptive computer technology to navigate the internet and computer networks to access programs.



- c. Effectively use keyword searches, logins, logouts, and email addresses.
- d. Demonstrate ability to upload and download computer files from a computer and the internet, using adaptive computer technology, electronic notetakers, and portable electronic storage devices.
- e. Compose documents with appropriate formatting by using word processing and computer navigation skills, principles of design (e.g., margins, tabs, spacing, columns, page orientation), and appropriate specialized hardware and software.
- f. Demonstrate ability to use a scanner, electronic text, and braille translation software to produce print and braille documents for others.

**Objective 6: Students use the slate and stylus correctly to write.**

Mastered and maintained.

**Objective 7: Students will demonstrate basic electronic note taking skills.**

# Appendix A

## Prerequisite Braille Notetaker Skills

- Ability to write with a Perkins braille.
- Ability to use adequate keyboard touch skills with a light touch and accurate finger placement.
- Completion of a braille readiness program.
- Basic knowledge of braille alphabet.
- Ability to produce contracted braille.
- Ability to follow at least two-step directions.
- Knowledge of basic computer commands.
- Knowledge of basic computer file management.
- Ability to take care of and be responsible for equipment.

## References

California Department of Education (2006). *Braille reading standards adopted by the California Board of Education*. Sacramento, CA: Author.

Utah State Office of Education (2010). *Utah core curriculum*. Salt Lake City, UT: Author.

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*“For persons who are blind, Braille represents independence and equality as well as literacy – in the workplace, in the home, and in the community. The importance of the Braille code is more recognized today than at any time in its history” (Schroeder, 1989).*

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