



BRAILLE ACCESS ACCOMMODATIONS FOR THE UTAH CORE STANDARDS

A UTAH STATE BOARD OF EDUCATION TECHNICAL
ASSISTANCE DOCUMENT

September 2026

This technical assistance document provides guidance for implementing instructional accommodations to ensure equitable access to the Utah Core Standards for students who are braille users.

This document does not modify or replace the Utah Core Standards. The standards remain unchanged. The accommodations outlined herein support access to grade-level expectations.

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INTRODUCTION

This document provides instructional accommodations and access considerations to ensure that students who are braille users have equitable access to the Utah Core Standards.

The Utah Core Standards remain unchanged for all students. This document does not create separate standards. Instead, it identifies accommodations, instructional adjustments, and material adaptations necessary for braille users to demonstrate mastery of grade-level expectations.

Only those standards that require braille-specific accommodations or clarifications are included in this document. Standards that do not require modification for accessibility are not listed.

The document is organized by content area and grade level. For each included standard, the Utah Core Standard appears in the left column and recommended accommodations for braille users appear in the right column. **Bolded language in the accommodations column indicates specific additions or clarifications required to ensure accessibility.**

Note Regarding the 2023 English Language Arts Standards Revision

The braille access accommodations in this document were developed prior to the 2023 revision of the Utah English Language Arts Standards. Although the standards were reorganized and renumbered in 2023, the literacy skills and instructional expectations addressed by these accommodations remain applicable. Accommodations are organized according to the former standards structure and should be cross-referenced with the current Utah English Language Arts Standards as needed.

GUIDING PRINCIPLES FOR BRAILLE ACCESS

1. Braille is a literacy code and is essential for students who rely on tactile reading.
2. Students who are braille users are held to the same academic standards as their peers.
3. Accommodations ensure access, they do not reduce rigor.
4. Tactile access must occur simultaneously with print access.

5. Assistive technology enhances access but does not replace braille literacy instruction.
6. Collaboration among educators ensures consistent implementation.

IMPLEMENTATION CONSIDERATIONS

Assessment

Braille instruction decisions are based on comprehensive assessment and IEP team determination. Instructional intensity reflects student need and progress.

Direct Instruction

Braille literacy requires explicit, systematic instruction. Students who are braille users receive instructional time comparable to sighted peers receiving print literacy instruction.

Service Delivery

A Teacher of the Visually Impaired (TVI) provides braille instruction and collaborates with general education teachers to ensure access to grade-level curriculum.

Materials Production

Braille materials must be prepared in advance to ensure simultaneous access. General educators provide pacing guides early enough to allow production.

Assistive Technology

Assistive technology (e.g., refreshable braille displays, screen readers, braille notetakers) supports access but does not replace tactile literacy instruction.

DEFINITIONS

Alternative text (alt text): A short description of an image or graphical element. Graphs and charts in textbooks, etc. should always be represented tactilely, such as embossed on a page

Assistive technology: Devices, software, or equipment that increase, maintain, or improve functional access to instructional materials for students who are braille users. Assistive technology enhances access but does not replace braille literacy instruction.

Braille: A tactile literacy code composed of raised dot patterns that represent letters, numbers, punctuation, and symbols. Braille enables students who are blind or visually impaired to read and write through touch.

Contracted Braille: A form of braille that uses symbols to represent common letter combinations or whole words to increase reading and writing efficiency. Contracted braille is introduced according to student readiness and instructional planning.

Cranmer Abacus: A tactile calculation tool used by students who are braille users to perform mathematical computation and demonstrate fluency in alignment with grade-level mathematics standards.

Refreshable Braille Display: An electronic device that converts digital text into dynamic tactile braille characters. A refreshable braille display connects to computers, tablets, or other devices to provide real-time access to electronic instructional materials.

Tactile Graphics: Raised-line or textured representations of visual information such as charts, graphs, diagrams, maps, or illustrations. Tactile graphics provide non-visual access to content presented visually in print materials.

Teacher of the Visually Impaired (TVI): A licensed educator with specialized training in visual impairment who provides braille instruction, supports access to instructional materials, and collaborates with educational teams to ensure implementation of appropriate accommodations.

Uncontracted Braille: A form of braille in which each letter of every word is represented individually. Uncontracted braille is commonly used during early literacy instruction and when learning foundational spelling and phonics skills.

MATHEMATICS BRAILLE ACCESS ACCOMMODATIONS

GUIDELINES FOR USING THIS SECTION

The accommodations in this section:

- Replace visual representations with tactile equivalents.
- Clarify when braille notation must be used.
- Identify when tactile tools (e.g., tactile graphics, manipulatives, Cranmer abacus) are necessary.
- Ensure students engage in all Mathematical Practices.
- Maintain grade-level rigor.
- These accommodations support instructional planning and equitable access.

PROPOSED ACCOMMODATIONS BY GRADE

KINDERGARTEN

COUNTING AND CARDINALITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 represents a count of no objects).	Standard 3 Read and write numbers in braille using base ten numerals from 0 to 20. Represent a number of tactile objects with a written braille numeral, in or out of sequence (0 represents a count of no objects).
Standard 4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the numbers in the standard order. Pair each quantity of objects with one and only one number and each number with the correct quantity of objects. b. Understand that the last number said represents the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number refers to a quantity that is one greater than the previous number.	Standard 4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting tactile objects, say the numbers in the standard order. Pair each quantity of tactile objects with one and only one number and each number with the correct quantity of tactile objects. b. Understand that the last number said represents the number of tactile objects counted. The number of tactile objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number refers to a quantity that is one greater than the previous number.
Standard 5 Use counting to answer questions about "how many." For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration. Using a number from 1–20, count out that many objects.	Standard 5 Use counting to answer questions about "how many." For example, 20 or fewer tactile objects arranged in a line, a rectangular array, or circle; 10 or fewer tactile objects in a scattered configuration. Using a number from 1–20, count out that many tactile objects.
Standard 6 Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.	Standard 6 Use matching or counting strategies to identify whether the number of tactile objects in one group is greater than, less than, or equal to the number of tactile objects in another group. Include groups with up to ten tactile objects.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Compare two numbers between 1 and 10 presented as written numerals using "greater than," "less than," or "equal to."	Standard 7 Compare two numbers between 1 and 10 presented as written braille numerals using the braille symbols for "greater than," "less than," and "equal to."

OPERATIONS AND ALGEBRAIC THINKING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Represent addition and subtraction with objects, fingers, mental images, simple drawings, or sounds. For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.	Standard 1 Represent addition and subtraction with tactile objects, fingers, mental images, tactile graphics, or sounds. For example, use clapping, act out situations, and use verbal explanations, expressions, or equations.
Standard 2 Solve addition and subtraction word problems within 10. Use objects or drawings to represent the problem.	Standard 2 Solve addition and subtraction word problems within 10. Use tactile objects or tactile graphics to represent the problem.
Standard 3 Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing or equation. For example, $5 = 2 + 3$ and $5 = 4 + 1$.	Standard 3 Decompose numbers less than or equal to 10 into pairs in more than one way by using tactile objects or tactile graphics . Record each decomposition using tactile graphics or a braille equation . For example, $5 = 2 + 3$ and $5 = 4 + 1$.
Standard 4 Make sums of 10 using any number from 1 to 9. For example, $2 + 8 = 10$. Use objects or drawings to represent and record the answer.	Standard 4 Make sums of 10 using any number from 1 to 9. For example, $2 + 8 = 10$. Use tactile objects or tactile graphics to represent and record the answer.

NUMBER AND OPERATIONS IN BASE TEN

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Compose and decompose numbers from 11–19 into ten ones and some further ones. Use objects or drawings and record each composition or decomposition by a drawing or equation. For example, $18 = 10 + 8$. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Standard 1 Compose and decompose numbers from 11–19 into ten ones and some further ones. Use tactile objects or tactile graphics and record each composition or decomposition by organizing tactile objects or braille equations . For example, $18 = 10 + 8$. Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

MEASUREMENT AND DATA

Utah Standard	Recommended Access Accommodations for Braille Users
Standard 2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the length of two pencils and describe one as shorter or longer.	Standard 2 Directly compare two tactile objects with a measurable attribute in common, to see which tactile object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the length of two pencils and describe one as shorter or longer.
Standard 3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Limit the category counts to less than or equal to 10.	Standard 3 Classify tactile objects into given categories; count the numbers of tactile objects in each category and sort the categories by count. Limit the category counts to less than or equal to 10.

GEOMETRY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Standard 1 Describe tactile objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
Standard 2 Correctly name shapes regardless of their orientations or overall sizes.	Standard 2 Correctly name tactile shapes regardless of their orientations or overall sizes.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes and orientations, using informal language to describe their similarities, differences, and other attributes (for example, color, size, shape, number of sides).	Standard 3 Analyze, compare, and sort tactile two- and three-dimensional shapes and objects, in different sizes and orientations, using informal language to describe their similarities, differences, and other attributes (for example, color, size, shape, number of sides).

FIRST GRADE

OPERATIONS AND ALGEBRAIC THINKING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Standard 1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. For example, use tactile objects, tactile graphics , and braille equations with a symbol for the unknown number to represent the problem.
Standard 2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. For example, use objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Standard 2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20. For example, use tactile objects, tactile graphics , and braille equations with a symbol for the unknown number to represent the problem.
Standard 4 Understand the meaning of the equal sign, and determine whether equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.	Standard 4 Understand the meaning of the equal sign and determine whether equations involving addition and subtraction are true or false, using braille notation . For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

NUMBER AND OPERATIONS IN BASE TEN

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	Standard 1 Count to 120, starting at any number less than 120. In this range, read and write braille numerals and represent a number of tactile objects with a written braille numeral.
Standard 2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones, called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Standard 2 Understand that the two digits of a two-digit number represent amounts of tens and ones, using braille numerals and, when appropriate, a Cranmer abacus . Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones, called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
Standard 3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Standard 3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons using braille notation for the symbols $>$, $=$, and $<$.
Standard 6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Standard 6 Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete tactile models or tactile graphics and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method using braille notation and explain the reasoning used.

MEASUREMENT AND DATA

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Standard 1 Order three tactile objects by length; compare the lengths of two tactile objects indirectly by using a third tactile object.
Standard 2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.	Standard 2 Express the length of a tactile object as a whole number of length units, by laying multiple copies of a shorter tactile object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the tactile object being measured is spanned by a whole number of length units with no gaps or overlaps.
Standard 3 Tell and write time in hours and half-hours using analog and digital clocks.	Standard 3 Tell and write time in hours and half-hours using tactile analog clocks and accessible digital clocks, recording responses using braille notation .
Standard 4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Standard 4 Organize, represent, and interpret data with up to three categories using tactile objects or tactile graphics ; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
Standard 5 Identify the values of pennies, nickels, dimes and quarters and know their comparative values. (For example, a dime is of greater value than a nickel.) Use appropriate notation to designate a coin's value. (For example, 5¢.)	Standard 5 Identify the values of pennies, nickels, dimes and quarters and know their comparative values. (For example, a dime is of greater value than a nickel.) Use appropriate notation to designate a coin's value (For example, 5¢.) recording responses using braille notation .

GEOMETRY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Distinguish between defining attributes (for example, triangles are closed and three-sided) versus non-defining attributes (for example, color, orientation, overall size); build and draw shapes that possess defining attributes.	Standard 1 Distinguish between defining attributes (for example, triangles are closed and three-sided) versus non-defining attributes (for example, color [described verbally as necessary], orientation, overall size); build and represent shapes using tactile materials or tactile graphics that possess defining attributes.
Standard 3 Partition circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two or four of the shares. Understand that, for these examples, decomposing into more equal shares creates smaller shares.	Standard 3 Partition tactile circles and rectangles into two and four equal shares; describe the shares using the words halves, fourths, and quarters; and use the phrases half of, fourth of, and quarter of. Describe the whole as two or four of the shares. Understand that, for these examples, decomposing into more equal shares creates smaller shares.

SECOND GRADE

OPERATIONS AND ALGEBRAIC THINKING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, for example, by using drawings and equations with a symbol for the unknown number to represent the problem.	Standard 1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, for example, by using tactile objects or tactile graphics and equations with a symbol for the unknown number to represent the problem.
Standard 3 Determine whether a group of objects (up to 20) has an odd or even number of members, (for example, by pairing objects or counting them by twos). Write an equation to express an even number as a sum of two equal addends.	Standard 3 Determine whether a group of tactile objects (up to 20) has an odd or even number of members, (for example, by pairing tactile objects or counting them by twos). Write an equation using braille notation , to express an even number as a sum of two equal addends.
Standard 4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Standard 4 Use addition to find the total number of tactile objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation using braille notation , to express the total as a sum of equal addends.

NUMBER AND OPERATIONS IN BASE TEN

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; for example, 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Standard 1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones, represented using braille numerals and supported by a Cranmer abacus as appropriate ; for example, 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form.	Standard 3 Read and write numbers to 1,000 using braille base-ten numerals, number names, and expanded form in braille notation .
Standard 4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Standard 4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using braille notation for the $>$, $=$, and $<$ symbols to record the results of comparisons.
Standard 5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Standard 5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction, using braille notation and, when appropriate, a Cranmer abacus .
Standard 6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Standard 6 Add up to four two-digit numbers using strategies based on place value and properties of operations, recorded using braille notation and, when appropriate, supported by a Cranmer abacus .
Standard 7 Add and subtract within 1,000 using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.	Standard 7 Add and subtract within 1,000 using concrete tactile models or tactile graphics and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method using braille notation and, when appropriate, a Cranmer abacus . Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, and ones and ones, and that it is sometimes necessary to compose or decompose tens or hundreds.
Standard 9 Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by drawings or objects	Standard 9 Explain why addition and subtraction strategies work, using place value and the properties of operations. Explanations may be supported by tactile graphics or tactile objects.

MEASUREMENT AND DATA

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Standard 1 Measure the length of an object by selecting and using appropriate tools such as accessible rulers, yardsticks, meter sticks, and measuring tapes.
Standard 6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2... Represent whole number sums and differences within 100 on a number line diagram.	Standard 6 Represent whole numbers as lengths from 0 on a tactile number line diagram with equally spaced tactile points corresponding to the numbers 0, 1, 2... Represent whole number sums and differences within 100 on a tactile number line diagram.
Standard 7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Standard 7 Tell and write time from tactile analog clocks and accessible digital clocks to the nearest five minutes, using braille notation for a.m. and p.m.
Standard 8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. For example, if you have 2 dimes and 3 pennies, how many cents do you have?	Standard 8 Solve word problems involving tactile dollar bills, quarters, dimes, nickels, and pennies, using braille symbols for \$ and ¢ appropriately. For example, if you have 2 dimes and 3 pennies, how many cents do you have?
Standard 9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Standard 9 Generate measurement data by measuring lengths of several objects to the nearest whole unit using tactile measurement tools, or by making repeated measurements of the same object. Show the measurements by creating a tactile line plot, where the horizontal scale is marked with equally spaced tactile intervals and labeled in whole-number units using braille notation .
Standard 10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and comparison problems using information presented in a bar graph.	Standard 10 Create a tactile picture graph and a tactile bar graph (with a single-unit scale) to represent a data set with up to four categories, with scales and category labels marked using braille notation . Solve simple put-together, take-apart, and comparison problems using information presented in a tactile bar graph.

GEOMETRY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Sizes are compared directly or visually, not compared by measuring. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Standard 1 Recognize and represent shapes having specified attributes, such as a given number of angles or a given number of equal faces, using tactile materials or tactile graphics . Sizes are compared directly through tactile comparison, not compared by measuring. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.
Standard 2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares.	Standard 2 Partition a rectangle into rows and columns of same-size squares using tactile materials and count to find the total number of squares.
Standard 3 Partition circles and rectangles into two, three, or four equal shares; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.	Standard 3 Partition circles and rectangles into two, three, or four equal shares using tactile materials; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, or four fourths. Recognize that equal shares of identical wholes need not have the same shape.

THIRD GRADE

OPERATIONS AND ALGEBRAIC THINKING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. For example, use drawings and equations with a symbol for the unknown number to represent the problem.	Standard 3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. For example, use tactile graphics and braille equations with a symbol for the unknown number to represent the problem.
Standard 8 Solve two-step word problems. a. Solve two-step word problems using the four operations. Know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (Limit to problems posed with whole numbers and having whole number answers.) b. Represent two-step problems using equations with a letter standing for the unknown quantity. Create accurate equations to match word problems. c. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.	Standard 8 Solve two-step word problems. a. Solve two-step word problems using the four operations. Know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (Limit to problems posed with whole numbers and having whole number answers.) b. Represent two-step problems using braille equations with a letter standing for the unknown quantity. Create accurate braille equations to match word problems. c. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

NUMBER AND OPERATIONS IN BASE TEN

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Standard 2 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction, using braille notation and, when appropriate, a Cranmer abacus.
Standard 3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (for example, 9 x 80 and 5 x 60) using strategies based on place value and properties of operations.	Standard 3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (for example, 9 x 80 and 5 x 60) using strategies based on place value and properties of operations, using braille notation and, when appropriate, a Cranmer abacus.

NUMBER AND OPERATIONS—FRACTIONS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Understand that a unit fraction has a numerator of one and a non-zero denominator. a. Understand a fraction $1/b$ as the quantity formed by one part when a whole is partitioned into b equal parts. b. Understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example: $1/4 + 1/4 + 1/4 = 3/4$.	Standard 1 Understand that a unit fraction has a numerator of one and a non-zero denominator, using braille notation and, when appropriate, a Cranmer abacus. a. Understand a fraction $1/b$ as the quantity formed by one part when a whole is partitioned into b equal parts. b. Understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example: $1/4 + 1/4 + 1/4 = 3/4$.
Standard 2 Understand a fraction as a number on the number line; represent fractions on a number line diagram. a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Standard 2 Understand a fraction as a number on a tactile number line; represent fractions on a tactile number line diagram labeled using braille notation. a. Represent a fraction $1/b$ on a tactile number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal tactile parts. Recognize that each part has size $1/b$ and that the tactile endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a tactile number line diagram by marking off a lengths of $1/b$ from 0 using tactile intervals. Recognize that the resulting interval has size a/b and that its tactile endpoint locates the number a/b on the number line.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, such as $\frac{1}{2} = \frac{2}{4}$, $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent by using a visual fraction model, for example. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, for example, by using a visual fraction model.	Standard 3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size using braille fraction notation. a. Understand two fractions as equivalent if they are the same size, or the same point on a tactile number line. b. Recognize and generate simple equivalent fractions, such as $\frac{1}{2} = \frac{2}{4}$ and $\frac{4}{6} = \frac{2}{3}$. Explain why the fractions are equivalent by using a tactile fraction model, for example. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point on a tactile number line diagram. d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons using braille symbols $>$, $=$, or $<$, and justify the conclusions, for example, by using a tactile fraction model.

MEASUREMENT AND DATA

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, for example, by representing the problem on a number line diagram.	Standard 1 Tell and write time to the nearest minute and measure time intervals in minutes using braille notation. Solve word problems involving addition and subtraction of time intervals in minutes, for example, by representing the problem on a tactile number line diagram.
Standard 2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). (Excludes compound units such as cubic centimeters [cc or cm³] and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses of objects or volumes of liquids that are given in the same units, for example, by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems.)	Standard 2 Measure and estimate liquid volumes and masses of objects using tactile measurement tools and standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l) in braille notation. (Excludes compound units such as cubic centimeters [cc or cm³] and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses of objects or volumes of liquids given in the same units, for example, by using tactile graphics (such as a raised-line beaker with a tactile measurement scale) to represent the problem. (Excludes multiplicative comparison problems.)
Standard 4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.	Standard 4 Generate measurement data by measuring lengths using tactile rulers marked with halves and fourths of an inch. Show the data by creating a tactile line plot where the horizontal scale is marked with equally spaced tactile intervals labeled in whole numbers, halves, or quarters using braille notation.

GEOMETRY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Understand that shapes in different categories (for example, rhombuses, rectangles, and others) may share attributes (for example, having four sides), and that the shared attributes can define a larger category (for example, quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Standard 1 Understand that shapes in different categories (for example, rhombuses, rectangles, and others) may share attributes (for example, having four sides), and that the shared attributes can define a larger category (for example, quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and represent examples of quadrilaterals that do not belong to any of these subcategories using tactile materials or tactile graphics.
Standard 2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into four parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.	Standard 2 Partition tactile shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole using braille fraction notation. For example, partition a tactile shape into four parts with equal area and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

FOURTH GRADE

OPERATIONS AND ALGEBRAIC THINKING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Interpret a multiplication equation as a comparison (for example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.	Standard 1 Interpret a multiplication equation as a comparison (for example, interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5), using braille notation for multiplication and equality symbols . Represent verbal statements of multiplicative comparisons as multiplication equations using braille notation .
Standard 2 Multiply or divide to solve word problems involving multiplicative comparison, for example, by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Standard 2 Multiply or divide to solve word problems involving multiplicative comparison, for example, by using tactile graphics and equations in braille notation with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
Standard 3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. a. Represent these problems using equations with a letter standing for the unknown quantity. b. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.	Standard 3 Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. a. Represent these problems using equations in braille notation with a braille letter standing for the unknown quantity. b. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.
Standard 4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	Standard 4 Find all factor pairs for a whole number in the range 1–100 using braille notation . Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way	Standard 5 Generate a number or tactile shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. For example, given the rule "add 3" and the starting number 1, generate terms in the resulting sequence using braille notation and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

NUMBER AND OPERATIONS IN BASE TEN

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.	Standard 2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form in braille notation . Compare two multi-digit numbers based on meanings of the digits in each place, using braille symbols for $>$, $=$, and $<$ symbols to record the results of comparisons.
Standard 4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.	Standard 4 Fluently add and subtract multi-digit whole numbers using the standard algorithm in braille notation and, when appropriate, a Cranmer abacus .

NUMBER AND OPERATIONS—FRACTIONS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	Standard 1 Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using tactile fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size, represented using braille fraction notation . Use this principle to recognize and generate equivalent fractions using braille notation .

MEASUREMENT AND DATA

No additional braille-specific accommodations are required beyond standard access supports for this strand.

GEOMETRY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

FIFTH GRADE

OPERATIONS AND ALGEBRAIC THINKING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

NUMBER AND OPERATIONS IN BASE TEN

No additional braille-specific accommodations are required beyond standard access supports for this strand.

NUMBER AND OPERATIONS—FRACTIONS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

MEASUREMENT AND DATA

No additional braille-specific accommodations are required beyond standard access supports for this strand.

GEOMETRY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

ENGLISH LANGUAGE ARTS BRAILLE ACCESS ACCOMMODATIONS

GUIDELINES FOR USING THIS SECTION

The accommodations in this section:

- Ensure access to grade-level texts in braille format.
- Replace illustrations with tactile graphics or structured verbal description.
- Clarify braille-specific literacy conventions.
- Support braille writing conventions including capital sign indicator and punctuation signs.
- Maintain expectations for comprehension, writing, speaking, and listening.
- These accommodations ensure access to the same literacy standards.

PROPOSED ACCOMMODATIONS BY GRADE

KINDERGARTEN

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 With prompting and support, ask and answer questions about key details in a text.	Standard 1 With prompting and support, ask and answer questions about key details in a text provided in an accessible format, including braille.
Standard 2 With prompting and support, retell familiar stories, including key details.	Standard 2 With prompting and support, retell familiar stories, including key details, in braille or another accessible format.
Standard 3 With prompting and support, identify characters, settings, and major events in a story.	Standard 3 With prompting and support, identify characters, settings, and major events in a story, in braille or another accessible format.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 With prompting and support, ask and answer questions about unknown words in a text.	Standard 4 With prompting and support, ask and answer questions about unknown words in a text, in braille or another accessible format.

INTEGRATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Standard 7 With prompting and support, describe the relationship between illustrations and the text in which they appear, with the text in braille and illustrations made accessible through tactile graphics or verbal description (e.g., what person, place, thing, or idea in the text an illustration depicts).

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 8 With prompting and support, identify the reasons an author gives to support points in a text.	Standard 8 With prompting and support, identify the reasons an author gives to support points in a text in braille .
Standard 9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Standard 9 With prompting and support, identify basic similarities and differences between two texts on the same topic, with texts in braille and illustrations made accessible through tactile graphics or verbal description (e.g., in illustrations, descriptions, or procedures).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 Actively engage in group reading activities with purpose and understanding.	Standard 10 Actively engage in group reading activities with purpose and understanding using materials in braille .

READING STANDARDS: FOUNDATIONAL SKILLS

PRINT CONCEPTS VS. BRAILLE CONCEPTS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Standard 1 Demonstrate understanding of the organization and basic features of braille . a. Follow braille text from left to right, line by line, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of braille letters . c. Understand that words are separated by spaces in braille . d. Recognize and name all upper- and lowercase letters of the braille alphabet.

PHONOLOGICAL AWARENESS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

PHONICS AND WORD RECOGNITION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

FLUENCY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

WRITING STANDARDS

TEXT TYPES AND PURPOSES

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	Standard 1 Use a combination of tactile materials , dictating, and braille writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
Standard 2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Standard 2 Use a combination of tactile materials , dictating, and braille writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Standard 3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Standard 3 Use a combination of tactile materials , dictating, and braille writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

PRODUCTION AND DISTRIBUTION OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Standard 5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen braille writing as needed.
Standard 6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	Standard 6 With guidance and support from adults, explore a variety of accessible digital tools to produce and publish writing in braille , including in collaboration with peers using screen reader and refreshable braille display access as appropriate .

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Standard 7 Participate in shared research and writing projects (e.g., explore a number of braille or auditory books by a favorite author and express opinions about them).

RANGE OF WRITING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	Standard 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts in braille with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.

PRESENTATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	Standard 5 Add tactile drawings or other accessible visual displays (such as tactile graphics or accessible digital displays) to descriptions as desired to provide additional detail.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. With guidance and support, identify and write many upper - and lowercase letters, including those in the student's name. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.	Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing in braille or speaking. a. With guidance and support, identify and write many upper - and lowercase letters in braille, including those in the student's name, using appropriate capitalization conventions. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities, including through braille writing, when appropriate.
Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in braille. a. Capitalize the first word in a sentence and the pronoun I, using appropriate braille capitalization conventions. b. Recognize and name end punctuation, including braille punctuation symbols. c. Write a braille letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically in braille, drawing on knowledge of sound-letter relationships in braille.

KNOWLEDGE OF LANGUAGE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

VOCABULARY ACQUISITION AND USE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Standard 5 With guidance and support from adults, explore word relationships and nuances in word meanings using materials in braille and tactile formats as appropriate. a. Sort common tactile objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful) with visual attributes described verbally or experienced tactually as appropriate. d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

FIRST GRADE

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CRAFT AND STRUCTURE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

INTEGRATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Use illustrations and details in a story to describe its characters, setting, or events.	Standard 7 Use illustrations made accessible through tactile graphics or verbal description , along with details in a story in braille , to describe its characters, setting, or events.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Standard 10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 in braille .

READING STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Standard 5 Know and use various text features, in braille formatting (e.g., headings, tables of contents, glossaries, electronic menus, and labeled icons), to locate key facts or information in a text in braille .
Standard 6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Standard 6 Distinguish between information provided by pictures or other illustrations made accessible through tactile graphics or verbal description and information provided by the words in a text in braille .

INTEGRATION AND KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Use the illustrations and details in a text to describe its key ideas.	Standard 7 Use the illustrations made accessible through tactile graphics or verbal description and details in a text in braille to describe its key ideas.
Standard 9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Standard 9 Identify basic similarities and differences between two texts on the same topic, with texts in braille and illustrations accessible through tactile graphics or description .

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 With prompting and support, read informational texts appropriately complex for grade 1.	Standard 10 With prompting and support, read informational texts in braille appropriately complex for grade 1 in braille .

READING STANDARDS: FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Standard 1 Demonstrate understanding of the organization and basic features of braille text . a. Recognize the distinguishing features of a sentence in braille (e.g., first word, appropriate capitalization conventions , and ending punctuation represented with braille symbols).

PHONOLOGICAL AWARENESS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

PHONICS AND WORD RECOGNITION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.	Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words in braille . a. Know the spelling-sound correspondences for common consonant digraphs in braille . b. Decode regularly spelled one-syllable words in braille . c. Know final -e and common vowel team conventions for representing long vowel sounds in braille . d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a braille word. e. Decode two-syllable words following basic patterns by breaking the braille words into syllables. f. Read words with inflectional endings in braille . g. Recognize and read grade-appropriate irregularly spelled words in braille .

FLUENCY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard 4 Read with sufficient accuracy and fluency in braille to support comprehension. a. Read grade-level text in braille with purpose and understanding. b. Read grade-level text in braille orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, when reading braille text rereading as necessary.

WRITING STANDARDS

TEXT TYPES AND PURPOSES

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Standard 1 Write opinion pieces in braille in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Standard 2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Standard 2 Write informative/explanatory texts in braille in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Standard 3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Standard 3 Write narratives in braille in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

PRODUCTION AND DISTRIBUTION OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Standard 6 With guidance and support from adults, use a variety of accessible digital tools to produce and publish writing, including in collaboration with peers, using braille and screen reader access as appropriate .

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	Standard 7 Participate in shared research and writing projects using texts in braille (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions in braille).

RANGE OF WRITING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

PRESENTATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Standard 5 Add tactile drawings or other accessible visual displays (such as tactile graphics or accessible digital displays) to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Independently identify and legibly write all upper- and lowercase letters (legibility is defined as the letter being recognizable to readers in isolation from other letters in a word). b. Produce grade-appropriate text using legible writing. c. Use common, proper, and possessive nouns. d. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). f. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). g. Use frequently occurring adjectives. h. Use frequently occurring conjunctions (e.g., and, but, or, so, because). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., during, beyond, toward). k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing in braille or speaking. a. Independently identify and accurately write all upper- and lowercase letters in braille (accuracy is defined as the letter being recognizable to braille readers in isolation from other letters in a word). b. Produce grade-appropriate text using accurate and readable braille writing. c. Use common, proper, and possessive nouns. d. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). e. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). f. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). g. Use frequently occurring adjectives. h. Use frequently occurring conjunctions (e.g., and, but, or, so, because). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., during, beyond, toward). k. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts, including in braille writing when appropriate.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in braille. a. Capitalize dates and names of people using braille capitalization conventions. b. Use braille end punctuation for sentences. c. Use braille comma symbols in dates and to separate single words in a series. d. Use conventional spelling and contractions for words with common spelling patterns and for frequently occurring irregular words in braille writing. e. Spell untaught words phonetically in braille, drawing on phonemic awareness and spelling conventions.

KNOWLEDGE OF LANGUAGE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

VOCABULARY ACQUISITION AND USE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SECOND GRADE

READING STANDARDS

KEY IDEAS AND DETAILS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CRAFT AND STRUCTURE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

INTEGRATION AND KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Standard 7 Use information gained from illustrations made accessible through tactile graphics or verbal description and words in a text in braille or through accessible digital formats to demonstrate understanding of its characters, setting, or plot.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Standard 10 By the end of the year, read and comprehend literature in braille , including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Standard 1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a braille text.
Standard 2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	Standard 2 Identify the main topic of a multi-paragraph text in braille as well as the focus of specific paragraphs within the braille text.
Reading: Informational Text Standard 3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a braille text.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Standard 4 Determine the meaning of words and phrases in a braille text relevant to a grade 2 topic or subject area.
Standard 5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Standard 5 Know and use various text features as represented through braille formatting conventions and accessible digital navigation tools (e.g., captions, emphasis indicators for bold print, subheadings, glossaries, indexes, electronic menus, and text-labeled icons) to locate key facts or information in a text efficiently.
Standard 6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Standard 6 Identify the main purpose of a braille text, including what the author wants to answer, explain, or describe.

INTEGRATION AND KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Standard 7 Explain how specific images, such as diagrams made accessible through tactile graphics or verbal description (e.g., a diagram showing how a machine works), contribute to and clarify a text in braille .
Standard 8 Describe how reasons support specific points the author makes in a text.	Standard 8 Describe how reasons support specific points the author makes in a braille text.
Standard 9 Compare and contrast the most important points presented by two texts on the same topic.	Standard 9 Compare and contrast the most important points presented by two braille texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Standard 10 By the end of year, read and comprehend informational braille texts, including history/social studies, science, and technical braille texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

READING FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.	Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words in braille . a. Distinguish long and short vowels when reading regularly spelled one-syllable words in braille . b. Know spelling-sound correspondences for additional common vowel teams in braille . c. Decode regularly spelled two-syllable words with long vowels in braille . d. Decode words with common prefixes and suffixes in braille . e. Identify words with inconsistent but common spelling-sound correspondences when reading braille text . f. Recognize and read grade-appropriate irregularly spelled words in braille .

FLUENCY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard 4 Read with sufficient accuracy and fluency in braille to support comprehension. a. Read grade-level braille text with purpose and understanding. b. Read grade-level braille text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding when reading braille text, rereading as necessary.

WRITING STANDARDS

TEXT TYPES AND PURPOSES

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Standard 1 Write opinion pieces in braille in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
Standard 2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Standard 2 Write informative/explanatory texts in braille in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Standard 3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Standard 3 Write narratives in braille in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

PRODUCTION AND DISTRIBUTION OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	Standard 6 With guidance and support from adults, use a variety of accessible digital tools to produce and publish writing in braille or accessible digital formats , including in collaboration with peers.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	Standard 7 Participate in shared research and writing projects using texts in braille or accessible digital formats (e.g., read a number of books on a single topic to produce a report; record science observations in braille).
Standard 8 Recall information from experiences or gather information from provided sources to answer a question.	Standard 8 Recall information from experiences or gather information from provided sources (including braille text resources) to answer a question.

SPEAKING AND LISTENING STANDARD

COMPREHENSION AND COLLABORATION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	Standard 1 Participate in collaborative conversations with diverse partners about grade 2 topics and braille texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts in braille under discussion.

PRESENTATION OF KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Standard 5 Create audio recordings of stories or poems; add tactile drawings or other accessible visual displays (such as tactile graphics or accessible digital displays) to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Fluently, independently, and legibly write all upper- and lowercase letters. b. Produce grade-appropriate text using legible writing. c. Understand that cursive is different from manuscript. d. Use collective nouns (e.g., group). e. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). f. Use reflexive pronouns (e.g., myself, ourselves). g. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). h. Use adjectives and adverbs, and choose between them depending on what is to be modified. i. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing in braille or speaking. a. Fluently, independently, and legibly write all upper- and lowercase letters in braille . b. Produce grade-appropriate text using accurate and readable braille writing. c. Understand that different print writing styles (e.g., cursive and manuscript) exist and that braille represents written language through a distinct tactile code. d. Use collective nouns (e.g., group). e. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). f. Use reflexive pronouns (e.g., myself, ourselves). g. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). h. Use adjectives and adverbs, and choose between them depending on what is to be modified. i. Produce, expand, and rearrange complete simple and compound sentences in braille and auditorily (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in braille. a. Capitalize holidays, product names, and geographic names using braille capitalization conventions. b. Use braille comma symbols in greetings and closings of letters. c. Use the braille apostrophe symbol to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words in braille (e.g., cage → badge; boy → boil). e. Consult accessible reference materials, including beginning dictionaries available in braille or accessible digital formats, as needed to check and correct spellings.

KNOWLEDGE OF LANGUAGE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

VOCABULARY ACQUISITION AND USE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content in braille or accessible digital formats, choosing flexibly from an array of strategies. a. Use sentence-level context in braille as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word in braille (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root in braille (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words in braille (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning dictionaries available in braille or accessible digital formats to determine or clarify the meaning of words and phrases.
Standard 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	Standard 5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings, using texts in braille or accessible digital formats. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

THIRD GRADE

READING STANDARDS

KEY IDEAS AND DETAILS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Standard 1 Ask and answer questions to demonstrate understanding of a braille text, referring explicitly to the braille text as the basis for the answers.
Standard 2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Standard 2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the braille text.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Standard 4 Determine the meaning of words and phrases as they are used in a braille text, distinguishing literal from nonliteral language.
Standard 5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Standard 5 Refer to parts of stories, dramas, and poems when writing in braille or speaking about a braille text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

INTEGRATION AND KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Standard 7 Explain how specific aspects of a text's illustrations, made accessible through tactile graphics or detailed verbal description , contribute to what is conveyed by the words in a story in braille (e.g., create mood, emphasize aspects of a character or setting).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive.	Standard 10 By the end of the year, read and comprehend literature in braille , including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. Recognize that cursive is a distinct print form of writing.

READING STANDARDS FOR INFORMATIONAL TEXTS

KEY IDEAS AND DETAILS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Standard 1 Ask and answer questions to demonstrate understanding of a braille text, referring explicitly to the braille text as the basis for the answers.
Standard 2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Standard 2 Determine the main idea of a braille text; recount the key details and explain how they support the main idea.
Standard 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Standard 3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a braille text, using language that pertains to time, sequence, and cause/effect.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Standard 4 Determine the meaning of general academic and domain-specific words and phrases in a braille text relevant to a grade 3 topic or subject area.
Standard 5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Standard 5 Use text features and search tools represented through braille formatting conventions and accessible digital navigation tools (e.g., key words, sidebars formatted in braille, and accessible hyperlinks) to locate information relevant to a given topic efficiently.
Standard 6 Distinguish their own point of view from that of the author of a text.	Standard 6 Distinguish their own point of view from that of the author of a braille text.

INTEGRATION AND KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Standard 7 Use information gained from illustrations made accessible through tactile graphics or detailed verbal description (e.g., maps, photographs) and the words in a text in braille or accessible digital format to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Reading: Informational Text Standard 8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Reading: Informational Text Standard 8 Describe the logical connection between particular sentences and paragraphs in a braille text (e.g., comparison, cause/effect, first/second/third in a sequence).
Reading: Informational Text Standard 9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Reading: Informational Text Standard 9 Compare and contrast the most important points and key details presented in two braille texts on the same topic.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. Recognize and begin to read documents written in cursive.	Standard 10 By the end of the year, read and comprehend informational braille texts, including history/social studies, science, and technical braille texts, at the high end of the grades 2–3 text complexity band independently and proficiently. Recognize that cursive is a distinct print form of writing.

READING FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words.	Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words in braille . a. Identify and know the meaning of the most common prefixes and derivational suffixes in braille . b. Decode words with common Latin suffixes in braille . c. Decode multisyllable words in braille . d. Read grade-appropriate irregularly spelled words in braille .

FLUENCY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard 4 Read braille text with sufficient accuracy and fluency to support comprehension. a. Read grade-level braille text with purpose and understanding. b. Read grade-level braille prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct braille word recognition and understanding, rereading as necessary.

WRITING STANDARDS

TEXT TYPES AND PURPOSES

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.	Standard 1 Write opinion pieces in braille on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons in braille writing. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
Standard 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	Standard 2 Write informative/explanatory texts in braille to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include tactile drawings or other accessible visual displays (such as tactile graphics or accessible digital visuals) when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
Standard 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.	Standard 3 Write narratives in braille to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.

PRODUCTION AND DISTRIBUTION OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Standard 4 With guidance and support from adults, produce braille writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Standard 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.)	Standard 5 With guidance and support from peers and adults, develop and strengthen braille writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to and including grade 3.)
Standard 6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Standard 6 With guidance and support from adults, use assistive technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Standard 8 Recall information from experiences or gather information from print and digital sources in braille or accessible digital formats ; take brief notes in braille or accessible digital formats and sort evidence into provided categories.

RANGE OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Standard 10 Write routinely in braille over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARD

COMPREHENSION AND COLLABORATION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	Standard 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts in braille , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required braille material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.
Standard 2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Standard 2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse accessible media and formats, including through tactile graphics, accessible quantitative representations , and oral presentations.

PRESENTATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Standard 4 Report on a topic or braille text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Standard 5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add tactile drawings or other accessible visual displays (such as tactile graphics or accessible digital visuals) when appropriate to emphasize or enhance certain facts or details.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>a. Independently and legibly write all upper- and lowercase cursive letters.</i> <i>b. Produce grade-appropriate text using legible cursive writing.</i>	Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing in braille or speaking. a. Independently and accurately write all upper- and lowercase letters in braille . Recognize that cursive is a distinct print form of handwriting. b. Produce grade-appropriate text using accurate and readable braille writing .

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 <i>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in braille. a. Capitalize appropriate words in titles using braille capitalization conventions. b. Use braille comma symbols in addresses. c. Use braille comma and quotation mark symbols in dialogue. d. Form and use possessives in braille. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) in braille writing. f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) when writing words in braille. g. Consult reference materials, including beginning dictionaries in braille, as needed to check and correct spellings.

KNOWLEDGE OF LANGUAGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	Standard 3 Use knowledge of language and its conventions when writing in braille, speaking, reading braille, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and braille writing in standard English.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use glossaries or beginning dictionaries, to determine or clarify the precise meaning of key words and phrases.	Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content in braille, choosing flexibly from a range of strategies. a. Use sentence-level context in braille text as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word in braille (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root in braille (e.g., company, companion). d. Use glossaries or beginning dictionaries available in braille or accessible digital formats to determine or clarify the precise meaning of key words and phrases.

VOCABULARY ACQUISITION AND USE

No additional braille-specific accommodations are required beyond standard access supports for this strand. to Utah Core Standards for third grade Language Standards: Vocabulary Acquisition and Use.

FOURTH GRADE

READING STANDARDS

KEY IDEAS AND DETAILS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Standard 4 Determine the meaning of words and phrases as they are used in a braille text, including those that allude to significant characters found in mythology (e.g., Herculean).
Standard 5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Standard 5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing in braille or speaking about a braille text .

INTEGRATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Standard 7 Make connections between the text of a story or drama in braille and a visual or oral presentation of the text made accessible through tactile graphics, audio description, or detailed verbal description , identifying where each version reflects specific descriptions and directions in the text.

RANGE OF READING AND COMPLEXITY OF TEXT

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.	Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently in braille , with scaffolding as needed at the high end of the range. Continue to develop fluency in braille reading and recognize that cursive is a distinct print form of handwriting .

READINGS STANDARDS FOR INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Standard 1 Refer to details and examples in a text in braille when explaining what the text says explicitly and when drawing inferences from the text.
Standard 2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Standard 2 Determine the main idea of a text in braille and explain how it is supported by key details; summarize the text.
Standard 3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Standard 3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text in braille including what happened and why, based on specific information in the text.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Standard 5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text in braille .

INTEGRATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Standard 7 Interpret information presented in accessible visual, oral, or quantitative formats (e.g., tactile charts, graphs, diagrams, timelines, accessible animations, or interactive elements on Web pages compatible with screen readers and braille displays) and explain how the information contributes to an understanding of the text in which it appears in braille .
Reading: Informational Text Standard 9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Reading: Informational Text Standard 9 Integrate information from two texts in braille on the same topic in order to write in braille or speak about the subject knowledgeably.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Continue to develop fluency when reading documents written in cursive.	Standard 10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently in braille , with scaffolding as needed at the high end of the range. Recognize that cursive is a distinct print form of handwriting.

READING FOUNDATIONAL SKILLS

PHONICS AND WORD RECOGNITION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words in braille . a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read in braille accurately unfamiliar multisyllabic words in context and out of context.

FLUENCY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard 4 Read braille text with sufficient accuracy and fluency to support comprehension. a. Read grade-level braille text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression in braille , on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

TEXTS TYPES AND PURPOSES

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.	Standard 1 Write opinion pieces in braille on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
Standard 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Standard 2 Write informative/explanatory texts in braille to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections using braille formatting conventions (e.g., headings); include tactile graphics or other accessible visual and multimedia elements when useful to aiding comprehension.

PRODUCTION AND DISTRIBUTION OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Standard 4 Produce clear and coherent writing in braille in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Standard 5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to including grade 4.)	Standard 5 With guidance and support from peers and adults, develop and strengthen writing in braille as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1-3 up to including grade 4.)
Standard 6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Standard 6 With some guidance and support from adults, use assistive technology, including the Internet, to produce and publish writing and to interact and collaborate with others; demonstrate sufficient command of keyboarding or braille input skills to produce a minimum of one page in a single sitting.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	Standard 8 Recall relevant information from experiences or gather relevant information from print, braille and digital sources; take notes and categorize information, and provide a list of sources in braille .

RANGE OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Standard 10 Write in braille routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Speaking and Listening Standard 2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Speaking and Listening Standard 2 Paraphrase portions of a text read aloud or information presented in diverse accessible media and formats, including tactile graphics, accessible quantitative representations, and oral presentations .

PRESENTATION OF KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Standard 5 Add audio recordings and tactile displays to presentations when appropriate to enhance the development of main ideas or themes.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking a. Fluently, independently, and legibly write all upper and lower case cursive letters. b. Produce grade-appropriate text using legible cursive writing.	Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing in braille or speaking. a. Fluently, independently, and accurately write all upper and lower case letters using braille capitalization conventions . b. Produce grade-appropriate text using accurate braille writing.
Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.	Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in braille, using braille capitalization conventions . a. Use correct capitalization in braille . b. Use a braille comma and quotation symbol to mark direct speech and quotations from a text. c. Use a braille comma symbol before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words in braille correctly, consulting references as needed.

KNOWLEDGE OF LANGUAGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Standard 3 Use knowledge of language and its conventions when writing in braille , speaking, reading braille , or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation using appropriate braille punctuation symbols for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content in braille, choosing flexibly from a range of strategies. a. Use context in braille(e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots in braille as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) available in braille or accessible digital formats to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

VOCABULARY ACQUISITION AND USE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

FIFTH GRADE

READING STANDARDS

KEY IDEAS AND DETAILS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Standard 1 Quote accurately from a text in braille when explaining what the text says explicitly and when drawing inferences from the text.
Standard 2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Standard 2 Determine a theme of a story, drama, or poem from details in a text in braille , including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text in braille or orally .
Standard 3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Standard 3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text in braille (e.g., how characters interact).

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Standard 4 Determine the meaning of words and phrases as they are used in a text in braille , including figurative language such as metaphors and similes.

INTEGRATION OF KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Standard 7 Analyze how visual and multimedia elements made accessible through tactile graphics, detailed audio description, or accessible digital formats contribute to the meaning, tone, or beauty of a text in braille (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.	Standard 10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently in braille . Continue to develop fluency in braille reading and recognize that cursive is a distinct print form of handwriting .

READING STANDARDS INFORMATIONAL TEXT

KEY IDEAS AND DETAILS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CRAFT AND STRUCTURE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

INTEGRATION AND KNOWLEDGE OF IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Standard 7 Draw on information from multiple braille or accessible digital sources , demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. Continue to develop fluency when reading documents written in cursive.	Standard 10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently in braille . Continue to develop fluency in braille reading and recognize that cursive is a distinct print form of handwriting .

READING STANDARDS FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

BRAILLE ACCESS GUIDANCE

For braille users, foundational skills related to concepts of print, the alphabetic principle, and conventions of written English are taught through braille literacy instruction using appropriate braille conventions.

PHONICS AND WORD RECOGNITION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Standard 3 Know and apply grade-level phonics and word analysis skills in decoding words in braille . a. Use combined knowledge of braille letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

FLUENCY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Standard 4 Read braille text with sufficient accuracy and fluency to support comprehension. a. Read grade-level braille text with purpose and understanding. b. Read grade-level braille prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition in braille and understanding, rereading as necessary.

WRITING STANDARDS

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING

The K–5 standards below define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards for Writing. The following writing standards offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and

understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

TEXT TYPES AND PURPOSES

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.	Standard 1 Write opinion pieces in braille on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
Standard 2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.	Standard 2 Write in braille informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically using braille formatting conventions (e.g., headings), tactile graphics or other accessible visual and multimedia elements when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

PRODUCTION AND DISTRIBUTION OF WRITING

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	Standard 6 With some guidance and support from adults, use assistive technology, including the Internet, to produce and publish writing and to interact and collaborate with others; demonstrate sufficient command of keyboarding or braille-based digital input skills to produce a minimum of two pages of text in a single sitting.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Standard 7 Conduct short research projects using several sources available in braille or accessible digital formats to build knowledge through investigation of different aspects of a topic.
Standard 8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Standard 8 Recall relevant information from experiences or gather relevant information from print and digital sources available in braille or accessible digital formats ; summarize or paraphrase information in notes and finished work produced in braille or accessible digital format , and provide a list of sources using appropriate braille formatting conventions .
Standard 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Standard 9 Draw evidence from literary or informational texts in braille to support analysis, reflection, and research in braille writing or oral presentation . a. Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply grade 5 Reading Standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text in braille , identifying which reasons and evidence support which point[s]").

COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR K-5 SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION

Recommended Access Accommodations for Braille Users	Recommended Access Accommodations for Braille Users
Standard 2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Standard 2 Summarize a written text in braille or read aloud, or information presented in diverse accessible media and formats, including information presented through tactile graphics, accessible quantitative representations (e.g., tactile charts, graphs, tables), and oral presentations.

PRESENTATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Standard 4 Report on a topic or text in braille or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Standard 5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Standard 5 Include multimedia components (e.g., sound, accessible digital media) and tactile or otherwise accessible visual displays in presentations when appropriate to enhance the development of main ideas or themes.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Maintain legible and fluent cursive writing.	Standard 1 Demonstrate command of the conventions of standard English grammar and usage when writing in braille or speaking. a. Maintain fluent and accurate braille writing . Recognize that cursive is a distinct print form of handwriting.
Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting references as needed.	Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in braille . a. Use appropriate braille punctuation symbols to separate items in a series. b. Use the braille comma symbol to separate an introductory element from the rest of the sentence. c. Use the braille comma symbol to set off the words <i>yes</i> and <i>no</i> , to set off a tag question from the rest of the sentence, and to indicate direct address. d. Use braille formatting conventions (e.g., appropriate braille indicators for titles) to indicate titles of works. e. Spell grade-appropriate words correctly in contracted and uncontracted braille , consulting references as needed.

KNOWLEDGE OF LANGUAGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Standard 3 Use knowledge of language and its conventions when writing in braille , speaking, reading braille , or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems in braille .

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content in braille, choosing flexibly from a range of strategies. a. Use context in braille (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots in braille as clues to the meaning of a word (e.g., photograph, photosynthesis). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) available in braille or accessible digital formats to find the pronunciation (through accessible audio features when needed) and determine or clarify the precise meaning of key words and phrases.

VOCABULARY ACQUISITION AND USE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SIXTH GRADE

READING STANDARDS FOR LITERATURE

KEY IDEAS AND DETAILS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard 1 Cite textual evidence from a text in braille to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard 2 Determine a theme or central idea of a text in braille and how it is conveyed through particular details; provide a summary of the text in braille or orally distinct from personal opinions or judgments.

CRAFT AND STRUCTURE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	Standard 4 Determine the meaning of words and phrases as they are used in a text in braille , including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Standard 5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Standard 5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text in braille and contributes to the development of the theme, setting, or plot.
Standard 6 Explain how an author develops the point of view of the narrator or speaker in a text.	Standard 6 Explain how an author develops the point of view of the narrator or speaker in a text in braille .

INTEGRATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.	Standard 7 Compare and contrast the experience of reading a story, drama, or poem in braille to listening to or experiencing an audio-described video, or live version of the text, including contrasting what they perceive through braille reading (e.g., text structure, language features) with what they perceive when they listen to or access a described or tactile version of the performance .
Standard 9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Standard 9 Compare and contrast texts in different forms or genres in braille (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

READING STANDARDS FOR INFORMATIONAL TEXT

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Standard 1 Cite textual evidence from a text in braille to support analysis of what the text says explicitly as well as inferences drawn from the text.
Standard 2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Standard 2 Determine a central idea of a text in braille and how it is conveyed through particular details; provide a summary of the text in braille distinct from personal opinions or judgments.
Standard 3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Standard 3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text in braille (e.g., through examples or anecdotes).

INTEGRATION OF KNOWLEDGE AND IDEAS

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	Standard 7 Integrate information presented in accessible visual or quantitative formats (e.g., tactile graphics, tactile charts or graphs, accessible digital data displays) as well as in words in braille to develop a coherent understanding of a topic or issue.
Standard 8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Standard 8 Trace and evaluate the argument and specific claims in a text in braille , distinguishing claims that are supported by reasons and evidence from claims that are not.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Standard 10 By the end of the year, read and comprehend literary nonfiction in braille in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING STANDARDS

TEXT TYPES AND PURPOSES

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Write arguments to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	Standard 1 Write arguments in braille to support claims with clear reasons and relevant evidence. b. Support claim(s) with clear reasons and relevant evidence, using credible sources available in braille and demonstrating an understanding of the topic or text.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Standard 2 Write informative/explanatory texts in braille to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; include braille formatting conventions (e.g., headings), tactile graphics (e.g., tactile charts, tables), and accessible multimedia when useful to aiding comprehension.

PRODUCTION AND DISTRIBUTION OF WRITING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	Standard 8 Gather relevant information from multiple sources available in braille or accessible digital formats ; assess the credibility of each source; and quote or paraphrase the data and conclusions of others in braille writing while avoiding plagiarism and providing basic bibliographic information using appropriate braille formatting conventions .

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).	Standard 9 Draw evidence from literary or informational texts in braille to support analysis, reflection, and research in braille writing or oral presentation. a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres in braille [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a braille text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

RANGE OF WRITING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SPEAKING AND LISTENING STANDARDS

COMPREHENSION AND COLLABORATION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	Standard 1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, braille texts, and issues, building on others’ ideas and expressing their own clearly. Required texts and materials in braille or accessible digital formats. a. Come to discussions prepared, having read or studied required material in braille; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	Standard 2 Interpret information presented in accessible visual, tactile, quantitative, or oral formats (e.g., tactile graphics, tactile charts or graphs, accessible digital data displays) and explain how it contributes to a topic, text, or issue under study.

PRESENTATION OF KNOWLEDGE AND IDEAS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

COMPREHENSION AND COLLABORATION

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	Standard 5 Include multimedia components (e.g., tactile graphics, audio-described images, music, sound) and accessible visual displays in presentations to clarify information.

LANGUAGE STANDARDS

CONVENTIONS OF STANDARD ENGLISH

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.* b. Spell correctly.	Standard 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing in braille . a. Use appropriate braille punctuation symbols (e.g., commas, parentheses, dashes) to set off nonrestrictive or parenthetical elements. b. Spell correctly in braille .

KNOWLEDGE OF LANGUAGE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

VOCABULARY ACQUISITION AND USE

Utah Core Standard	Recommended Access Accommodations for Braille Users
Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	Standard 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content in braille choosing flexibly from a range of strategies. a. Use context in braille (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots in braille as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) available in braille or accessible digital formats to determine or clarify precise meaning, part of speech, and pronunciation (through accessible audio features when needed). d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in an accessible dictionary).

EARLY LEARNING BRAILLE ACCESS ACCOMMODATIONS

GUIDELINES FOR USING THIS SECTION

The accommodations in this section:

- Ensure developmentally appropriate tactile access to early learning content areas
- Support pre-literacy and emergent braille skills
- Replace visual learning materials with tactile, auditory, and experiential equivalents
- Align with Utah Early Learning Core Standards while maintaining grade-level expectations
- Promote foundational sensory, motor, and conceptual development necessary for braille literacy

These accommodations support equitable participation in early learning environments and ensure that students who are braille users engage fully in foundational learning experiences.

CONTENT AREA: ENGLISH LANGUAGE ARTS

CORE STANDARDS FOR 3-YEAR OLDS

STRAND 1: ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 3 yr.1.9 With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking).	Standard ELA 3 yr.1.9 With prompting and support, begin to recognize that there are rules for conversation (for example, listening to others, staying on topic, taking turns speaking), with conversational cues and turn-taking signals provided explicitly through verbal identification and structured auditory supports.
Standard ELA 3 yr.1.10 Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket.").	Standard ELA 3 yr.1.10 Follow one-step directions to complete a task or routine (for example, "Please find a seat on the rug." "Please put the ball in the basket."), with directions delivered using clear, explicit verbal descriptions and consistent environmental orientation to ensure access.

STRAND 2: READING

SUB-STRAND: CONCEPTS OF PRINT

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 3 yr.2.1 With prompting and support, correctly hold a book.	Standard ELA 3 yr.2.1 With prompting and support, correctly hold and orient a braille or other accessible book format.
Standard ELA 3 yr.2.2 With prompting and support, participate in activities that explore how print conveys meaning and how the illustrations/ photographs relate to the text.	Standard ELA 3 yr.2.2 With prompting and support, participate in activities that explore how braille or other accessible text formats convey meaning and how tactile graphics, real objects, or described illustrations relate to the text.

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 3 yr.2.3 With prompting and support, identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	Standard ELA 3 yr.2.3 With prompting and support, identify braille or other accessible text in everyday life including numbers, alphabet letters, letters in their own name, and environmental text provided in accessible formats .
Standard ELA 3 yr.2.4 With prompting and support, recognize that print is read from top to bottom, left to right, and from front to back.	Standard ELA 3 yr.2.4 With prompting and support, recognize that braille or other accessible text is read from left to right, from top to bottom, and from front to back.
Standard ELA 3 yr.2.5 Explore the difference between pictures and words.	Standard ELA 3 yr.2.5 Explore the difference between tactile graphics or described images and braille words .

SUB-STRAND: PHONOLOGICAL AWARENESS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: WORD RECOGNITION

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 3 yr.2.13 With prompting and support, explore that words are made up of letters and sounds.	Standard ELA 3 yr.2.13 With prompting and support, explore that words in either print or braille are made up of letters and sounds.
Standard ELA 3 yr.2.14 With prompting and support, begin to identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	Standard ELA 3 yr.2.14 With prompting and support, begin to identify the names and sounds of some braille letters of the alphabet, including those in their own name, and recognize capitalization in braille .
Standard ELA 3 yr.2.15 Recognize their own name in print.	Standard ELA 3 yr.2.15 Recognize their own name in braille or other accessible text format .

SUB-STRAND: RECALL INFORMATION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: COMPREHENSION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: WRITING

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 3 yr.3.1 With prompting and support, begin to experiment with writing and represent ideas visually (for example, scribble, stamp, glue pictures on paper).	Standard ELA 3 yr.3.1 With prompting and support, begin to experiment with writing and represent ideas through braille marks, tactile materials, or other accessible formats (for example, making braille marks, arranging tactile symbols, or using raised-line drawing tools).

CORE STANDARDS FOR 4-YEAR OLDS

STRAND 1: ACADEMIC AND SOCIAL LANGUAGE: SPEAKING AND LISTENING

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 4 yr.1.5 Use and talk about new vocabulary through rich texts, projects, guided conversation, and play.	Standard ELA 4 yr.1.5 Use and talk about new vocabulary through rich texts provided in accessible formats , projects, guided conversation, and play.
Standard ELA 4 yr.1.10 Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack.").	Standard ELA 4 yr.1.10 Follow two-step directions to complete a task or routine (for example, "Please find your coat and wait for me at the door." "Time to wash your hands and find a seat at the table to get ready for a snack."), with directions delivered using clear, explicit verbal descriptions and consistent spatial language to ensure access.

STRAND 2: READING

SUB-STRAND: CONCEPTS OF PRINT

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 4 yr.2.1 Correctly hold a book.	Standard ELA 4 yr.2.1 Correctly hold and orient a braille or other accessible book format.
Standard ELA 4 yr.2.2 Discuss that print conveys meaning and how the illustrations/photographs relate to the text.	Standard ELA 4 yr.2.2 Discuss that braille or other accessible text formats convey meaning and how tactile graphics, described illustrations, or other accessible image representations relate to the text.
Standard ELA 4 yr.2.3 Identify print in everyday life including numbers, alphabet letters, letters in their own name, and environmental print.	Standard ELA 4 yr.2.3 Identify braille or other accessible text in everyday life including numbers, alphabet letters, letters in their own name, and environmental text presented in accessible formats.

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 4 yr.2.4 With prompting and support, demonstrate that print is read from top to bottom, left to right, and from front to back.	Standard ELA 4 yr.2.4 With prompting and support, demonstrate that braille or other accessible text is read from top to bottom, left to right, and from front to back.
Standard ELA 4 yr.2.5 Demonstrate that spoken words are represented in written language (for example, point to written words while reciting a known nursery rhyme or reading a recipe together during a cooking activity).	Standard ELA 4 yr.2.5 Demonstrate that spoken words are in braille or other accessible written language formats (for example, track braille words tactually while reciting a known nursery rhyme or reading a recipe together during a cooking activity).
Standard ELA 4 yr.2.6 With prompting and support, begin to recognize that letters are grouped to form words.	Standard ELA 4 yr.2.6 With prompting and support, begin to recognize that letters are grouped to form words in braille .

SUB-STRAND: PHONOLOGICAL AWARENESS

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 4 yr.2.13 With prompting and support, recognize that written words are made up of letters and sounds.	Standard ELA 4 yr.2.13 With prompting and support, recognize that braille words are made up of letters and sounds.
Standard ELA 4 yr.2.14 Identify the names and sounds of some upper- and lowercase letters of the alphabet, including those in their own name.	Standard ELA 4 yr.2.14 Identify the names and sounds of some braille letters of the alphabet, including those in their own name, and recognize uppercase letters as indicated through braille capitalization conventions .
Standard ELA 4 yr.2.15 Begin to recognize some printed words that are seen frequently (for example, their own name, the names of classmates, labels in the classroom environment).	Standard ELA 4 yr.2.15 Begin to recognize some braille or other accessible words that are encountered frequently (for example, their own name, the names of classmates, labels in the classroom environment presented in accessible formats).

SUB-STRAND: RECALL INFORMATION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: COMPREHENSION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: WRITING

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard ELA 4 yr.3.1 Represent ideas visually (for example, scribble with letter-like formations, simple drawings).	Standard ELA 4 yr.3.1 Represent ideas through braille marks, tactile forms, or other accessible means of expression (for example, making braille-like formations or creating raised-line drawings).
Standard ELA 4 yr.3.2 Represent spoken words with written language using letter-like marks and scribbles.	Standard ELA 4 yr.3.2 Represent spoken words with braille or using braille-like marks or tactile scribbles .
Standard ELA 4 yr.3.3 Print some letters of the alphabet, including those in their own name.	Standard ELA 4 yr.3.3 Write some braille letters of the alphabet, including those in their own name.

CONTENT AREA: FINE ARTS

CORE STANDARDS FOR 3-YEAR OLDS

STRAND 1: DRAMA

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: DANCE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: MUSIC

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 4: VISUAL ARTS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 1: DRAMA

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: DANCE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: MUSIC

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 4: VISUAL ARTS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CONTENT AREA: HEALTH EDUCATION

CORE STANDARDS FOR 3-YEAR OLDS

STRAND 1: HUMAN DEVELOPMENT

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: MENTAL AND EMOTIONAL HEALTH

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 4: NUTRITION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CORE STANDARDS FOR 4-YEAR OLDS

STRAND 1: HUMAN DEVELOPMENT

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF A HEALTHY SELF

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: MENTAL AND EMOTIONAL HEALTH

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 4: NUTRITION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CONTENT AREA: LIFELONG LEARNING PRACTICES

CORE STANDARDS FOR 3-YEAR OLDS

STRAND 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard LLP 3 yr.1.3 With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review the pictures on the daily schedule to see what activity comes before recess).	Standard LLP 3 yr.1.3 With prompting and support, begin to develop strategies for connecting and remembering information (Working memory and information processing, for example, review a tactile or accessible daily schedule to determine what activity comes before recess).

STRAND 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

SUB-STRAND: INITIATIVE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: PERSISTENCE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: CREATIVITY AND CURIOSITY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 4: SELF-AWARENESS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 5: EMOTION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 6: RELATIONSHIPS

SUB-STRAND: COMMUNICATION

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard LLP 3 yr.6.1 With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults.	Standard LLP 3 yr.6.1 With prompting and support, begin to respond appropriately to the tone of voice, facial expressions, and gestures of peers and adults when information is conveyed through accessible verbal or contextual cues.

SUB-STRAND: SOCIAL ENGAGEMENT

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: CONFLICT RESOLUTION/PROBLEM SOLVING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CORE STANDARDS FOR 4-YEAR OLDS

STRAND 1: SELF-REGULATION AND EXECUTIVE FUNCTIONING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: LEARNING ENGAGEMENT (INITIATIVE AND PERSISTENCE)

SUB-STRAND: INITIATIVE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: PERSISTENCE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: CREATIVITY AND CURIOSITY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 4: SELF-AWARENESS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 5: EMOTIONS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 6: RELATIONSHIPS

SUB-STRAND: COMMUNICATION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: SOCIAL ENGAGEMENT

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: CONFLICT RESOLUTION / PROBLEM SOLVING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CONTENT AREA: MATHEMATICS

CORE STANDARDS FOR 3-YEAR OLDS

STRAND 1: COUNTING AND CARDINALITY

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard Math 3 yr.1.3 Begin to recognize the difference between letters and numbers.	Standard Math 3 yr.1.3 Begin to recognize the difference between braille letters and braille numbers .
Standard Math 3 yr.1.4 Begin to name written numerals 0–5.	Standard Math 3 yr.1.3 Begin to name braille numerals 0–5.

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: MEASUREMENT AND DATA

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard Math 3 yr.3.3 Sort objects into given categories including color, size, shape, etc.	Standard Math 3 yr.3.3 Sort objects into given categories including color (when presented through accessible means), size, shape, and other accessible attributes .

STRAND 4: GEOMETRY

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard Math 3 yr.4.1 Match, point to, and begin to identify basic shapes by name.	Standard Math 3 yr.4.1 Match, locate , and begin to identify basic shapes by name using tactile or accessible materials .
Standard Math 3 yr.4.4 With prompting and support, begin to identify attributes of basic two-dimensional shapes (for example, a rectangle has two long sides and two short sides).	Standard Math 3 yr.4.4 With prompting and support, begin to identify attributes of basic two-dimensional shapes presented in tactile or accessible formats (for example, a rectangle has two long sides and two short sides).

CORE STANDARDS FOR 4-YEAR OLDS

STRAND 1: COUNTING AND CARDINALITY

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard Math 4 yr.1.3 Count a number of objects from 0–10 and begin to associate them with a written numeral.	Standard Math 4 yr.1.3 Count a number of objects from 0–10 and begin to associate them with a braille numeral.
Standard Math 4 yr.1.4 Name written numerals 0–10.	Standard Math 4 yr.1.3 Name numerals written in braille 0-10.

STRAND 2: OPERATIONS AND ALGEBRAIC THINKING

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: MEASUREMENT AND DATA

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard Math 4 yr.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes.	Standard Math 4 yr.3.3 Classify/sort objects into given categories (for example, color, size, shape) by specified attributes presented in accessible formats .

STRAND 4: GEOMETRY

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard Math 4 yr.4.4 Describe attributes of basic two-dimensional shapes including size, number of sides, number of corners, etc.	Standard Math 4 yr.4.4 Describe attributes of basic two-dimensional shapes presented in accessible formats including size, number of sides, number of corners, etc.

CONTENT AREA: PHYSICAL EDUCATION

CORE STANDARDS FOR 3-YEAR OLDS

STRAND 1: MOTOR SKILLS AND MOVEMENT

SUB-STRAND: GROSS MOTOR

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: FINE MOTOR

Utah Core Standard for Early Learning for Ages 3 to 5	Recommended Access Accommodations
Standard PE 3 yr.1.5 With prompting and support, develop small muscle control by making lines, circles, and scribbles with writing tools (for example, chalk, crayons, paint, markers, digital tools).	Standard PE 3 yr.1.5 With prompting and support, develop small muscle control by making tactile marks, lines, or braille-like formations using writing tools (for example, adapted tools, tactile drawing materials, or digital tools).

STRAND 2: EFFICIENT MOVEMENT AND PERFORMANCE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CORE STANDARDS FOR 4-YEAR OLDS

STRAND 1: MOTOR SKILLS AND MOVEMENT

SUB-STRAND: GROSS MOTOR

No additional braille-specific accommodations are required beyond standard access supports for this strand.

SUB-STRAND: FINE MOTOR

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: EFFICIENT MOVEMENT AND PERFORMANCE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: PHYSICAL ACTIVITY AS A TOOL FOR WELLNESS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CONTENT AREA: SCIENCE

CORE STANDARDS FOR 3 AND 4-YEAR OLDS

STRAND 1: WEATHER

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: LIGHT

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: LIVING THINGS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: MATTER AND MOTION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CONTENT AREA: SOCIAL STUDIES

CORE STANDARDS FOR 3 YEAR OLDS

STRAND 1: CULTURE AND DIVERSITY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: TIME, CONTINUITY, AND CHANGE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: PEOPLE, PLACES, AND ENVIRONMENTS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 4: INDIVIDUAL DEVELOPMENT AND IDENTITY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 5: INDIVIDUALS, GROUPS, AND INSTITUTIONS

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 6: POWER, AUTHORITY, AND GOVERNANCE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 8: SCIENCE, TECHNOLOGY, AND SOCIETY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CORE STANDARDS FOR 4-YEAR OLDS

STRAND 1: CULTURE AND DIVERSITY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 2: TIME, CONTINUITY, AND CHANGE

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 3: PEOPLE, PLACES, AND ENVIRONMENTS

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STRAND 7: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

No additional braille-specific accommodations are required beyond standard access supports for this strand.

STRAND 8: SCIENCE, TECHNOLOGY, AND SOCIETY

No additional braille-specific accommodations are required beyond standard access supports for this strand.

CLOSING STATEMENT

Students who are braille users are expected to meet the Utah Core Standards at the same level of rigor as their peers. Access to braille, tactile materials, and specialized tools ensures equitable participation in grade-level instruction.

These accommodations support access, not modification of expectations. Through collaborative planning, high-quality braille materials, and consistent instructional practices, educators ensure that students who are braille users engage fully in the academic curriculum.