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Course:	Braille Reading and Writing
PEIMS Code:	N1100505
Abbreviation:	BRAILLE
Grade Level(s):	9-12
Number of Credits:	1.0-2.0

Course description:

This course will provide instruction in pre-braille skills, tactual discrimination, the reading and writing of the braille code, and the development of efficient braille reading including fluency and comprehension. The braille reading and writing course will emphasize the conventions and mechanics of braille. It will, therefore, facilitate and support tasks completed in all subject areas and work environments

Essential knowledge and skills:

(a)   Knowledge and Skills

(1)   The student will demonstrate tactual discrimination skills. The student is expected to:

(A)   demonstrate skills for tactually discriminating objects;

(B)   demonstrate skills for tactually discriminating two-dimensional shapes on a page;

(C)   demonstrate skills for tactually discriminating braille configurations and spaces;

(D)   tactually track lines of braille configurations to find the beginning and end-points of tactual lines; and

(E)   tactually track lines of braille configurations to find spaces within tactual lines (to encourage identification of word boundaries).

(2)   The student will learn the rules concerning the use of the braille code as they are introduced in the Braille Fundamentals Curriculum. (see attached list of Rules)

(3)   The student will learn the braille configurations presented in Clusters 1-16 of the Braille Fundamentals curriculum (see attached Cluster list). The student is expected to:

(A)   tactually discriminate/identify new configurations;

(B)   track lines to find new configurations within literature passages;

(C)   read words, phrases and sentences that include the new configurations; and

    (D)   use the new configurations in writing activities that include: copying words, phrases, sentences; writing words and sentences from dictation; creating sentences from specific word choices; and writing journal entries related to the new configurations.

(4)   The student will learn the braille configurations presented in Clusters 17-27 of the Braille Fundamentals curriculum (see attached Cluster list). The student is expected to:

    (A)   tactually discriminate/identify new configurations;

    (B)   track lines to find new configurations within literature passages;

    (C)   read words, phrases and sentences that include the new configurations; and

    (D)   use the new configurations in writing activities that include: copying words, phrases, sentences; writing words and sentences from dictation; creating sentences from specific word choices; and writing journal entries related to the new configurations.

(5)   The student will learn the braille configurations presented in Clusters 28-37 of the Braille Fundamentals curriculum (see attached Cluster list). The student is expected to:

    (A)   tactually discriminate/identify new configurations;

    (B)   track lines to find new configurations within literature passages;

    (C)   read words, phrases and sentences that include the new configurations; and

    (D)   use the new configurations in writing activities that include: copying words, phrases, sentences; writing words and sentences from dictation; creating sentences from specific word choices; and writing journal entries related to the new configurations.

(6)   The student will learn the braille configurations presented in Clusters 38-47 of the Braille Fundamentals curriculum (see attached Cluster list). The student is expected to:

    (A)   tactually discriminate/identify new configurations;

    (B)   track lines to find new configurations within literature passages;

    (C)   read words, phrases and sentences that include the new configurations; and

    (D)   use the new configurations in writing activities that include: copying words, phrases, sentences; writing words and sentences from dictation; creating sentences from specific word choices; and writing journal entries related to the new configurations.

(7)   The student will learn the braille configurations presented in Clusters 48-56 of the Braille Fundamentals curriculum (see attached Cluster list). The student is expected to:

(A)   tactually discriminate/identify new configurations;

(B)   track lines to find new configurations within literature passages;

(C)   read words, phrases and sentences that include the new configurations; and

(D)   use the new configurations in writing activities that include: copying words, phrases, sentences; writing words and sentences from dictation; creating sentences from specific word choices; and writing journal entries related to the new configurations.

(8)   The student reads with fluency and understanding. The student is expected to:

     (A)   read silently and orally with enough accuracy to enable comprehension;

     (B)   read silently and orally at a rate that enables comprehension; and

     (C)   efficiently read and comprehend grade level materials.

(9)   The student reads and understands a variety of texts. The student is expected to:

     (A)   read materials such as literature passages and textbooks; and

     (B)   read materials such as journals, periodicals, and letters.

(10)   The student uses a variety of strategies to promote comprehension. The student is expected to:

     (A)   use note-taking, outlining, learning logs, re-reading, scanning and skimming;

     (B)   identify main idea and relevant details; and

     (C)   make inferences, draw conclusions, make generalizations and predictions, and support them with text evidence.

(11)   The student uses knowledge of the braille code (i.e., contractions and usage rules) to communicate clearly and effectively for a variety of practical applications. The student is expected to:

     (A)   write messages and letters to self and others; and

     (B)   write essays, reports, journals, and recipes.

The instructional sequence of clusters for the braille course:

Cluster 1: a, t, m
Cluster 2: b, g, i
Cluster 3: a, that, more, but, go
Cluster 4: capital, period, I
Cluster 5: r, f, n
Cluster 6: x, l, s
Cluster 7: rather, from, not
Cluster 8: it, like, so
Cluster 9: d, do, p, people, k, knowledge
Cluster 10: y, you, c, can
Cluster 11: h, have, o, question mark
Cluster 12: q, quite, u, us, comma
Cluster 13: w, will, e, every
Cluster 14: v, very, z, as
Cluster 15: j, just, and
Cluster 16: Read, Read, Read
Cluster 17: mother, father, time, right, exclamation point
Cluster 18: lord, some, day, part, name
Cluster 19: know, young, here, one
Cluster 20: question, under, work, ever, Apostrophe
Cluster 21: number sign, numerals 0-999
Cluster 22: hyphen, numeric dates, letter sign
Cluster 23: comma in large numbers
Cluster 24: the, there, braille, ing, him
Cluster 25: about according, after, also, afternoon, afterward
Cluster 26: th, although, through, across, already
Cluster 27: Read, Read, Read
Cluster 28: almost, always, blind, either, neither, ed
Cluster 29: of, by, myself, himself, itself, oneself
Cluster 30: had, quick, its, these, cannot, open quote
Cluster 31: sh, shall, should, would, could, good, paid
Cluster 32: tion, er, herself, perhaps, your, yourself
Cluster 33: o'clock, was, con, cc, colon
Cluster 34: ou, out, ought, today, tonight, tomorrow
Cluster 35: for, ch, child, children, character, such, much
Cluster 36: ar, ound, above, en, enough
Cluster 37: Read, Read, Read
Cluster 38: great, together, little, ow, ance
Cluster 39: be, bb, semicolon, spirit
Cluster 40: because, before, behind, below, beneath, beside, between, beyond
Cluster 41: sion, ble, his, friend, letter
Cluster 42: less, their, ourselves, yourselves, themselves
Cluster 43: with, st, still, first, must, again, against
Cluster 44: ount, dollar sign, decimal, cent, many

Cluster 45: percent, fraction bar, ity
Cluster 46: ence, altogether,immediate, com
Cluster 47: Read, Read, Read
Cluster 48: wh, which, where, world, ea
Cluster 49: to, ff, in, into, those, said, ong
Cluster 50: word, were, gg, parentheses
Cluster 51: ness, ment, necessary, ally
Cluster 52: dis, dd, gh, ation, ful
Cluster 53: upon, whose, thyself
Cluster 54: conceive, conceiving, deceive, deceiving, declare, declaring, perceive, perceiving, receive, receiving, rejoice, rejoicing
Cluster 55: dash, elipsis, asterisk, italics or underlineCluster 56: double dash, brackets, inner quotes, accent sign, termination sign, degrees

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Description of specific student needs this course is designed to meet:

Research indicates that the two primary effects of blindness on the individual are communication and locomotion. Many students who are blind or visually impaired need to use braille as their primary reading medium. Students must be able to apply their knowledge of the braille code in a variety of practical reading and writing tasks across subject areas. Braille literacy (knowledge and application of braille) will enable students to participate in, and benefit from their educational programs. Braille must be specifically taught by a teacher of the visually impaired (TVI).

Major resources and materials:

Braille Fundamentals Curriculum, Texas School for the Blind and Visually Impaired publication.

Required activities and sample optional activities to be used:

Required braille activities

1. Demonstrate mastery of braille configurations introduced in Clusters 1-16
    a. Discrimination and recognition
    b. Tracking and fluency
    c. Reading in context
    d. Writing in context
    e. Comprehension
    f. Rules for use
2. Demonstrate mastery of braille configurations introduced in 17-27
    a. Discrimination and recognition
    b. Tracking and fluency
    c. Reading in context
    d. Writing in context

    e. Rules for use
3. Demonstrate mastery of braille configurations introduced in 28-37
    a. Discrimination and recognition
    b. Tracking and fluency
    c. Reading in context
    d. Writing in context
    e. Comprehension
    f. Rules for use
4. Demonstrate mastery of braille configurations introduced in 38-47
    a. Discrimination and recognition
    b. Tracking and fluency
    c. Reading in context
    d. Writing in context
    e. Comprehension
    f. Rules for use
5. Demonstrate mastery of configurations introduced in 48-56
    a. Discrimination and recognition
    b. Tracking and fluency
    c. Reading in context
    d. Writing in context
    e. Comprehension
    f. Rules for use

Note: see attached Cluster List for specific braille contractions that are introduced in each group of clusters. Each cluster contains lesson plans for the contractions being introduced.

Sample pre-braille activities

The student is expected to:

- Use the fingertips of both hands to track braille lines that are composed of one repeated character (i.e., ccccccc).
- Efficiently move from the end of a line of braille to the beginning of the next line.
- Given braille lines tactually locate significantly different braille characters along each line.

Instructional activities include:

- Given a page of widely spaced, unbroken braille lines of the same symbol, the student will mark the end of each line using a tactually discernable method (e.g., crayon, push pin, etc.).
- Given a page of widely spaced, unbroken braille lines of the same symbol and a full braille symbol at the end of each line, the student will Track to find the end of each line and erase the full cell before moving to the next line.
- Given a page of double-spaced, braille lines with randomly spaced full braille cells (all 6 dots) on each line, the student will track the lines to locate each full cell.

Sample braille activities

The student is expected to:

- Accurately write the Cluster 43 (in *BRAILLE FUNdamentals* publication) whole- and part-word signs, following applicable rules of use. The signs are: st sign (letter combination), with, still, first, must, again, and against.
- Correctly use newly-learned signs and words within the context of routine writing assignments.

Instructional activities include:

- Write sentences using each of the braille signs and words from Cluster 43.
- Use newly-learned braille signs and words in a journal entry, choosing one of the following topics:
    - Write a mini-murder mystery.
    - Choose a school rule and write a cohesive argument either for or against it.
    - What are the things you feel that you must know before you live on your own?

Methods for evaluating student outcomes:

- Pre-braille evaluation
- Braille Reading and Writing evaluation (initial and ongoing)

Teacher qualifications:

Certified Teacher of the Visually Impaired