



DEAF AND HARD OF HEARING EXPANDED CORE CURRICULUM



click the drop down menu to the left of each goal > to view objectives or click: [File >> Print](#) to print the full document

GOALS:

I can develop my phonemic and phonological awareness

Objectives:	
I can identify rhyming words	I can isolate phonemes first in the initial, followed by final and then in the medial position
I can produce rhyming words	I can blend syllables to make words
I can segment sentences into number of words	I can blend sounds to make syllables
I can segment compound words	I can manipulate words using deletions of syllables or sounds
I can segment words into syllables	I can manipulate words using substitutions of syllables or sounds

I can segment words into sounds (phonemes)	I can manipulate words using juxtaposition of syllables or sounds
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I can recognize sight words

Objectives:	
I can recognize individual words from appropriate word lists	I can recognize words within sentences
I can recognize and be able to develop word families	

I can decode to read and write using phonics

Objectives:	
I can identify consonant sounds	I can identify the diphthongs
I can identify the short vowel sounds	I can identify digraphs (e.g., ch)
I can identify the long vowel sounds	I can identify consonant blends (e.g., /st/, /br/)
I can understand sound/letter correspondence	I can blend sounds together to make words

I can read for information

Objectives:	
I can make predictions	I can sequence events

I can find details	I can make inferences
I can identify the main idea	I can draw conclusions
I can identify cause/effect	I can summarize

I can read with fluency

Objectives:	
I can attend to punctuation with appropriate intonation, stopping, pausing etc.	I can improve flow
I can regulate vocal volume	I can regulate pace appropriately
I can use expression and emotion	

I can develop my writing skills

Objectives:	
WRITING CONSTRUCTION	WRITING MECHANICS
I can construct a simple sentence	I can develop punctuation skills appropriate to grade level
I can answer written questions appropriately	I can develop capitalization skills appropriate to grade level
I can construct a compound sentence	I can develop spelling skills appropriate to grade level
I can construct a complex sentence	EDITING AND PROOFREADING SKILLS
I can construct a paragraph using a topic sentence, body, concluding	I can find punctuation, capitalization and spelling errors in a text or in own work

sentence	
I can understand/use literary devices (e.g., personification, alliteration, etc.)	I can find grammatical errors in a text or in own work
I can construct an essay for various purposes	
I can construct a simple sentence	

Strategies and Assessment Suggestions:

Strategies/ Resources	Evidence/ Assessment
• Reading with Deaf Children (Gallaudet) • Collaboration with classroom and/or literacy support teacher • Reading Naturally/ Read Live (https://readlive.readnaturally.com/) • Reading Milestones • Reading A-Z (https://www.readinga-z.com/) • Explode the Code • Hear Builder website (https://my.hearbuilder.com/) • Reading Power (https://www.readingpowergear.com/) • 6+1 Traits of Writing • Words Their Way • PM Benchmark leveled books • Blue Book of Grammar and Punctuation (https://www.grammarbook.com/) • Story Champs • Phonemic awareness activities	• TILLS (Test of Integrated Language and Literacy) • PM Benchmark assessment • Dynamic Indicators of Basic Early Literacy (DIBELS) • Initial Sounds Fluency (ISF) • Phonemic Segmentation Fluency (PSF) • Phonological Awareness Skills Screener (PASS) • Proprietary/ district early learning profiles and assessment • Classroom assessment

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| <ul style="list-style-type: none">● Dolch sight word lists● Leveled books● Games and practice● Classroom literacy activities● Encourage choice reading● 1:1 support | |
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Draft 2024 - Links to the BC Curriculum Core Competencies:  **Communication**