**Key Ideas and Details: Lizbeth Barclay**

LIZBETH BARCLAY: The goal of reading is comprehension. From 1st grade through 12th grade, students' skills of reading comprehension must increase in sophistication from the ability to attend and understand story details to the ability to use textual evidence to support analysis and inferences. It is the core curriculum that now guides that progress in learning to read with comprehension, and it is the skill development in the Expanded Core Curriculum that will support our students with visual impairments, making that increase possible.

The development of reading comprehension is addressed in the English Language Arts standards for all students. I'm going to talk about key ideas and details, one part of the standards emphasizing specific strategies for skill development for students with visual impairments. Let's take a closer look at how these skills must progress, beginning in the first grade, jumping to the sixth grade, and then onto grades 11 and 12.

In grade one, students are taught to ask and answer questions about key details and text. They need to learn to retell stories, including key details, and demonstrate understanding of their central message or the message of the lesson, describe characters, settings, and major events in the story using key details. What are the implications for our students with visual impairments?

Students with visual impairments must have, first of all, access to all information and curricula, especially in reading and literature. Instruction in literacy skill development in primary and supporting learning media must take place. In the early years of school, special attention must be given to ensure that students understand the concepts that are being introduced in all literature by providing experiential learning, objects when possible, and explicit discussion drawing upon the students' prior knowledge.

Now let's jump to the sixth grade. At grade six, students are learning to cite textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text. They're learning to determine a theme or 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, and they're learning to describe how a particular story or drama's plot unfolds in a series of episodes, as well as how characters respond or change as the plot moves forward towards a resolution.

What does this mean for our sixth graders with visual impairment? They must have access to and skill development in appropriate tools of assistive technology, such as braille note-takers, computers, and digital listening devices. They must have literacy skills in primary and supporting learning media that must be finely tuned by the sixth grade in order to efficiently access all curricula, including grade level reading fluency using braille, enlarged print, especially with assistive technology devices. They must have excellent listening skills, especially with regard to using digital books. Continued attention must be given to the inclusion of experiential learning to ensure concept development, especially with regard to new vocabulary.

And now we're going to jump to high school. High school seniors and juniors must be able to cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text, including determining where the text leaves matters uncertain. They must determine two or more themes or central ideas of a text, and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, provide an objective summary of that text, and they have to analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama, for example, where the story is set, how the action is ordered, how the characters are introduced and developed.

In order to develop these sophisticated skills, students with visual impairments must possess grade level skills in listening, speaking, reading, and writing, with special emphasis on increasing conceptual development, especially with regard to new vocabulary, skillful use of technology especially with regard to access and efficiency, and they must have critical reading and listening skills. They must be able to apply oral and textual information to speaking and writing.