The New

Chummash Curriculum

Merkos Chinuch Office
Table of Contents

Introduction: The Uniqueness of this curriculum

Preface: User’s guide

**Overview: A grade by grade synopsis of objectives and skills**

Grade by Grade Skills Table

New Chummash Curriculum: Content and Skills details,

Exercises and Activities correlated with skills
Overview: A grade by grade synopsis of objectives and skills

**Chumash Objectives/Skills**

**Grade 1**

**A. Overall objectives:** By the end of first grade each child should:

1. be able to discuss in his own words the concept that Torah is the sacred word of *HeShem (Torah min HaShamayim)* and that learning Torah is a *Mitzvah*.

2. be able to demonstrate the understanding of the structure of the Chumash, and to recount the names of the *Chummoshim* and *Parshiyos*.

3. demonstrate familiarity with the overall narratives of the *Parshiyos* studied, by discussing the chronological events in order, correctly describing the key personage of each narrative and accurately answering questions regarding the content.

4. be able to correctly recite a *Posuk* of *Chummash* and demonstrate a very basic understanding of the structure of words and master translation of repetitive words.

**B. Skills to be mastered:** By the end of Grade 1, progressing from introductory skill level to mastery skill level, learners will…….

1. be able to read aloud accurately (no allowable errors) any unfamiliar verse selected at random from *Parshas Bereishis, Noach or Lech Lecho* (as the individual school curriculum may call for) using a grade-appropriate *Chumash* text.

2. be able to summarize a *Posuk* in their own words in proper sequence of events.

3. be able to recall the translation of words which have been repeated often in the *P’sukim* he studied.

4. be able to identify three-letter roots of selected Hebrew verbs which appear repeatedly in *Parshas Bereishis*.

5. be able to translate selected Hebrew prefixes correctly; e.g; ב, ה, ו, ל, מ.

6. be able to distinguish masculine from feminine nouns, selected adjectives and verb forms.

7. be able to distinguish singular from plural nouns, selected adjectives and verb forms.

**C. Texts to be covered:**

1. *Chumash Bereishis*: Intensive option

   פרשיות בראשית, נח, לך לך

2. *Chumash Bereishis*: Day School Option

   פרק א בפרק ראשון בראשית, פרקlek לך לך
Chumash Objectives/Skills

Grade 2

A. Overall objectives: By the end of second grade each child should:

1. demonstrate mastery of all Chumash objectives intended for Grade 1.

2. be able to read aloud accurately (no allowable errors) any unfamiliar verse selected at random from Parshios though י蟲י והברות and identify the words he is not familiar with.

3. be able to demonstrate an understanding of the general meaning of a simple randomly selected Posuk in Parshios though י蟲י והברות and identify the words he is not familiar with.

4. be able to easily locate a random Posuk (or word) when given the name of a Parsh/Perek and Posuk number.

B. Skills to be mastered: By the end of second grade, progressing from introductory skill level to mastery skill level, learners will...

1. maintain and increase mastery of all Chumash skills mastered in Grade 1.

2. be able to find the three letter root, שבש, of any conjugated verb which appears repeatedly in Parshios though י蟲י והברות. and identify its prefixes and suffixes.

3. be able to recall the correct translation of any word which appears repeatedly in Parshios though י蟲י והברות (from the list of words which appear 10 times in Chummash Breishis).

4. be able to translate (and apply to new nouns) selected Hebrew prefixes correctly; e.g. ב, ג, ה, ו, ל, מ in addition to ש and נ.

5. to be able to demonstrate an understanding of the uses of the ו' החיבור and the ו'יצא ш"הש"ו ו'יצא ו'ה việcו, both the male and female applications.

6. be able to demonstrate an understanding of verbs conjugated in M and נכשנה קרבנה, both the male and female applications.

7. to be to recognize and differentiate between verbs conjugated in M and נכשנה קרבנה.

8. be able to demonstrate to mastery of the numbers in Hebrew, 1 - 100.

C. Texts to be covered:

1. Chumash Bereishis: Intensive option

2. Chumash Bereishis: Day School Option
Chumash Objectives

Grade 3

A. Overall objectives: By the end of third grade each child should:

1. demonstrate mastery of all the Chumash objectives and skills for Grades 1 and 2.

2. understand the concept of Chazal as purveyors of Torah Sh’Baal Peh and as such expositors of the true message within the Torah.

3. read aloud (no allowable errors) any unfamiliar verse selected at random from פרשיות ויצא/וישלח עד ויגש / שמות using a grade appropriate Chumash text.

4. be able to demonstrate an understanding of the general meaning of a simple randomly selected Posuk in Parshiyos ויצא, וישלח though ישמעו ויצא וישלח / שמות and identify the roots of words he is not familiar with.

5. be able to demonstrate familiarity with the events of the Parshiyos studied, in correct chronological order, correctly describing the key personages and accurately answering questions regarding the content and meaning of the Parshiyos.

6. be able to translate a פסוק independently given a list of new vocabulary words.

B. Skills to be mastered: By the end of third grade, progressing from introductory skill level to mastery skill level, learners will:

1. to be able to demonstrate proficiency in of the uses of the ו' החיבור and the ו' ההיפוך.

2. to be able to demonstrate proficiency in of the uses of Hebrew prefixes and suffixes (over and above those mastered in Grades 1 and 2), explaining their meaning when presented with them as part of a Hebrew word.

3. to be able to demonstrate proficiency in נסירת השם: שלם, שלך, שלך, שלך, שלך/ שמות, שלך/ שמות.

4. ...to be able to demonstrate an understanding of the uses of the וה'_AUX and וה'Aux to be able to understand, recognize the conjugation of simple verbs correctly into present and past then with the help of study aides and commentaries.

5. to correctly understand the use of and use 몰ות שמות, של in addition to prefixes and suffixes.

6. ...individually explain the meaning of the unfamiliar verse, having arrived at its meaning on his own, with the help of study aides and commentaries.

7. ...state the numerical value of each letter of the Hebrew alphabet.

C. Rashi Objectives:

1. To begin the study of Rashi, including letter recognition,
2. To begin to develop an understanding of what prompts Rashi to Comment
3. To be able to explain in his own words what is the essence of his resolution of the difficulty

**Rashi Skills to be mastered:** By the end of Grade 3, progressing from introductory skill level to mastery skill level, learners will...

1. …correctly identify each letter of the Rashi alphabet by name and sound.
2. …readily locate the correct place in Rashi’s commentary when given the initial words of the verse segment on which Rashi makes his comment.
3. …read aloud accurately (no allowable errors) any unfamiliar, vocalized Rashi comment selected at random from a grade appropriate Rashi text.
4. …read aloud accurately (no allowable errors) any unvocalized Rashi comment selected at random from among those studied in class.
5. …explain any unvocalized Rashi comment selected at random from among those studies in class, specifying the difficulty which prompts Rashi to comment.

**D. Texts to be covered:**

1. *Chummashe Bereishis*: Intensive option

   פְּרִישָׁוֹת: וּשְׂלָח, וּשְׁבָה, מַכְּאָב, וּיִנֵּשׁ

2. *Chummashe Bereishis*: Day School Option

   פְּרִישָׁוֹת: וּשְׂלָח, וּשְׁבָה, מַכְּאָב, וּיִנֵּש்
Chumash Objectives

Grade 4

A. Overall objectives: By the end of fourth grade each child should:

1. demonstrate mastery of all the Chumash objectives and skills for Grades 1, 2 and 3 with greater fluency and ease.

2. explain in his own words, the basic concept of Torah Sh’Baal Peh and how Rashi and other Meforshim reflect the accurate understanding of a Torah Passage.

3. read aloud accurately (no allowable errors) and translate all common words from any unfamiliar verse selected at random from Chumash Breishis or Sh’mos using a grade appropriate Chumash text.

4. identify at random three-letter roots of selected Hebrew verbs which appear frequently in Chumash Breishis or Sh’mos (which were studied in class).

5. demonstrate familiarity with the Parshiyos taught in fourth grade by describing the key personage of each Parsha with appropriate Rashi commentary, by explaining and summarizing what was taught in class and by answering questions regarding the content and meaning.

B. Skills to be mastered: By the end of Grade 4, progressing from introductory skill level to mastery skill level, learners will…

1. be able to begin to demonstrate an ability when asked a question, to analyze a Posuk for difficulty:
   a. in the context of the פסוק
   b. when directed to a context outside of the פסוק
   c. when directed to anticipate a difficulty raised by Rashi
   d. and to independently compare similarities and differences

2. recall key expressions, phrases, concepts in their Hebrew original

3. be able to compare the similar contents within two Posukim

C. Rashi Skills to be mastered: By the end of Grade 4, progressing from introductory skill level to mastery skill level, learners will…

1. demonstrate mastery of all the Rashi objectives intended for Grade 3 with greater fluency and ease.

2. read aloud accurately (no allowable errors) any unfamiliar, vocalized Rashi comment selected at random from a grade appropriate Rashi text.
3. …read aloud accurately (no allowable errors) segments of an unfamiliar unvocalized Rashi comment selected for grade-appropriate ease of reading.

4. …explain any unvocalized Rashi comment selected at random from among those studies in class, specifying the difficulty which prompts Rashi to comment as well as Rashi’s resolution of the difficulty.

D. Texts to be covered:

1. Chummash: Intensive option

פְּרִישָׁהּ: בא, בֵּשָׁלָה, יִתְרָה, מְשֶפֶט, מְרֶמוֹד, מְזוֹה, כָּל תְּשׁא

2. Chummash: Day School Option

פְּרִישָׁהּ: וַיִּהְיֶה, שְׁמוֹת, וַאֲרָא, בֵּשָׁלָה, יִתְרָה
Chumash Objectives

Grade 5

A. Overall objectives: By the end of fifth grade each child should:

1. … demonstrate mastery of all the Chumash objectives intended for Grades 1,2,3 and 4 with greater fluency and ease.

2. …be able to explain in his own words, the relationship of Torah Sh’Baal Peh and Torah Sh’Bichtav and as such how Rashi and other Meforshim reflect the accurate understanding of a Torah Passage

3. …be able to read aloud accurately (no allowable errors) any unfamiliar verse selected at random from Parshios Shmos, Vaera, Bo, Beshalach or Yisro using a grade appropriate Chumash text.

4. …be able to identify at random three-letter roots שלשון of selected Hebrew verbs which appear frequently in Chummash Breishis or Sh’mos (which were studied in class) and identify the prefixes and suffixes and the how they were conjugated.

5. …be able to demonstrate familiarity with the Parshiyos taught in fifth grade by describing the key personage of each Parsha with appropriate Rashi commentary, by explaining and summarizing what was taught in class and by answering questions regarding the content and meaning.

B. Skills to be mastered: By the end of Grade 5 progressing from introductory skill level to mastery skill level, learners will…

1. …be able to demonstrate ease and fluency when reading any Posuk (no allowable errors) including any unfamiliar, vocalized Rashi and translate all words which appear frequently in Chummash Breishis, correctly.

2. when asked a question, be able to to analyze a Posuk for difficulty and to demonstrate a full understanding of its meaning by answering higher-order thinking skills questions reading texts studies in class ; e.g., answers to questions which demonstrate master of higher thinking skills:

   *comprehension: the intended meaning of the P’sukim and out of context

   *application: compare and contrast the content of one Posuk with another similar one

   *analysis: how various views within Rashi understand the meaning of a word, phrase and Posuk

C. Rashi Skills to be mastered: By the end of Grade 5, progressing from introductory skill level to mastery skill level, learners will…

1. …demonstrate mastery of all the Rashi objectives intended for Grades 1,2,3 and 4 with greater fluency and ease.

2. …accurately read aloud from a grade-appropriate Rashi text (no allowable errors), with apparent comprehension, any vocalized Rashi comment studied in class.
D. Texts to be covered:

1. *Chummmash*: Intensive option


2. *Chummmash s*: Day School Option

   דומיש במדבר, פרושיות: במדבר, נשא, בחקות, בלק; קהלים, כרה, תחת, בלוק.
Chumash Objectives

Grade 6

A. Overall objectives: By the end of sixth grade each child should:

1. … demonstrate mastery of all the Chumash objectives intended for Grades 1,2,3,4 and 5 with greater fluency and ease.

2. … be able to more fully discuss, the relationship of Torah Sh’Baal Peh and Torah Sh’Bichtav and as such how Rashi and other Meforshim reflect the accurate understanding of a Torah Passage, whether according to its most simple meaning, or through a more complex approach.

3. … be able to read aloud accurately (no allowable errors) any unfamiliar verse selected at random from any Chummash using a grade appropriate text.

3. … be able to demonstrate translation mastery of list of words which appear frequently in Breishis and Sh’mos (ten times or more) and to explain an easy-to-understand unfamiliar verse

4. … be able to demonstrate some degree of mastery in identifying discrepancies between two similar verses, or between two parts of the same verse, studied in class.

5. … and to raise objections which coincide with those of the classical commentators by pointing out anomalies in language, grammar, word order or syntax

B. Skills to be mastered/maintained/further developed: By the end of sixth grade progressing from introductory skill level to mastery skill level, learners will:

1. … be able to demonstrate increasing ease and fluency when reading any unfamiliar Posuk (no allowable errors), and unvocalized Rashi and translate all words which appear frequently in Chummashim Breishis and Shemos, correctly,

2. when asked a question, be able to analyze a Posuk for difficulty and to demonstrate a full understanding of its meaning by answering higher-order thinking skills questions reading texts studies in class ; e.g., answers to questions which demonstrate mastery of higher thinking skills:
   *comprehension: the intended meaning of the Posukim and out of context
   *application: compare and contrast the content of one Posuk with another similar one
   *analysis: how various views within Rashi understand the meaning of a word, phrase and Posuk

C. Rashi Skills to be mastered/maintained/further developed By the end of Grade 6, progressing from introductory skill level to mastery skill level, learners will:

1. … demonstrate mastery of all the Rashi objectives intended for Grades 1,2,3,4 and 5 with greater fluency and ease.

2. … accurately read aloud from any appropriate Rashi text (no allowable errors), with apparent comprehension, along with Rashi comments studied in class.
3. ...be able to explain the basic three elements any Rashi comment after having studied it in class, a. specify the difficulty which prompts Rashi to comment, b. how Rashi’s comment obviates the difficulty and c. how Rashi arrives at his understanding of the Posuk.

4. ..be able to study a typical and not an especially complicated Rashi commentary independently and understand what difficulty prompts the comment and how Rashi resolves it.

**D. Texts to be covered:**

1. *Chummash*: Intensive option
   - והמש במדבר, פרשיות: מדבר, נשה, בדיעלוה, שלוח, קרח, חקת, בלש, פנימ, ט söה, טsemi

2. *Chummash s*: Day School Option
   - והמש במדבר, פרשיות: במדבר, טsemi, טsemi
   - והמש דברים: פרשיות: דברים, וחמה, טsemi,
Chumash Objectives

Grade 7

A. Overall objectives: By the end of seventh grade each child should:

1. … demonstrate mastery of all the Chumash objectives intended for Grades 1,2,3,4,5 and 6 with greater fluency and ease.

2. … be able to discuss, similarities and differences between Rashi and other Meforshim and how they equally reflect the accurate understanding of a Torah Passage, ‘That Eilu V’eilu Divrei Elokim Chayim” whether according to its most simple meaning, or through a more complex approach.

3. …be able to read aloud accurately (no allowable errors) any unfamiliar verse selected at random from any Chumash.

3. …be able to demonstrate an increased mastery of Torah language, especially words which appear frequently and to be able explain a not too complex unfamiliar verse

4. … be able to demonstrate a degree of mastery in identifying discrepancies between two similar verses, or between two parts of the same verse, studied in class.

5. …and to raise increasingly complex objections which coincide with those of the classical commentators by pointing out anomalies in language, grammar, word order or syntax

B. Skills to be mastered/maintained/further developed: By the end of seventh grade progressing from introductory skill level to mastery skill level, learners will…

1. …be able to demonstrate increasing ease and fluency when reading any unfamiliar Posuk (no allowable errors), and unvocalized Rashi and translate all basic Torah vocabulary correctly,

2. …when asked a question, be able to analyze a Posuk for difficulty and to demonstrate a full understanding of its meaning by answering higher-order thinking skills questions reading texts studies in class; e.g., answers to questions which demonstrate mastery of higher thinking skills:

*comprehension: the intended meaning of the P’sukim and out of context

*application: compare and contrast the content of one Posuk with another similar one

*analysis: how various views within Rashi understand the meaning of a word, phrase and Posuk

3. …independently offer solutions which coincide with those offered by the classical commentators to anomalies in the Chumash test.

4. …identify and discuss the P’shat implications of the mitzvos which appear in the Parshiot studied in class by their correct name; e.g, Hashovas Aveida, Kibbud Av Va’em, etc.

C. Rashi Skills to be mastered/maintained/further developed By the end of Grade 7, progressing from introductory skill level to mastery skill level, learners will…
1. …demonstrate mastery of all the Rashi objectives intended for Grades 1,2,3,4 and 5 with greater fluency and ease.

2. …accurately read aloud from any appropriate Rashi text (no allowable errors), with apparent comprehension, along with Rashi comments studied in class.

3. …be able to explain the basic three elements any Rashi comment after having studied it in class, a. specify the difficulty which prompts Rashi to comment, b. how Rashi’s comment obviates the difficulty and c. how Rashi arrives at his understanding of the Posuk.

4. …be able to study a typical and not an especially complicated Rashi commentary independently and understand what difficulty prompts the comment and how Rashi resolves it.

D. Texts to be covered:

1. *Chummash*: Intensive option

2. *Chummash s*: Day School Option
Chumash Objectives

Grade 8

A. Skills to be mastered: The objectives of the eighth grade do not differ appreciably from those of the seventh; it is only a matter of the degree of mastery of the skills which may differentiate them.

A. Overall objectives: By the end of eighth grade each child should:

1. … demonstrate mastery of all the Chumash objectives intended for Grades 1,2,3,4,5,6 and 7 with greater fluency and ease.

2. … be able to discuss, similarities and differences between Rashi and other Meforshim and how they equally reflect the accurate understanding of a Torah Passage. That “Eilu V’eilu Divrei Elokim Chayim” whether according to its most simple meaning, or through a more complex approach.

4. …be able to demonstrate an increased mastery of Torah language, especially words and phrases which appear frequently and to be able explain a not too complex unfamiliar verse

4. … be able to demonstrate a degree of mastery in identifying discrepancies between two similar verses, or between two parts of the same verse, studied in class.

5. …and to raise increasingly complex objections which coincide with those of the classical commentators by pointing out anomalies in language, grammar, word order or syntax

B. Skills to be mastered/maintained/further developed: By the end of seventh grade progressing from introductory skill level to mastery skill level, learners will…

1. …be able to demonstrate increasing ease and fluency when reading any unfamiliar Posuk (no allowable errors), and unvocalized Rashi and translate all basic Torah vocabulary correctly,

2. …when asked a question, be able to analyze a Posuk for difficulty and to demonstrate a full understanding of its meaning by answering higher-order thinking skills questions reading texts studies in class; e.g., answers to questions which demonstrate mastery of higher thinking skills:

*comprehension: the intended meaning of the P’ Sukim and out of context

*application: compare and contrast the content of one Posuk with another similar one

*analysis: how various views within Rashi understand the meaning of a word, phrase and Posuk

3. …independently offer solutions which coincide with those offered by the classical commentators to anomalies in the Chumash test.

C. Rashi Skills to be mastered/maintained/further developed By the end of Grade 8, progressing from introductory skill level to mastery skill level, learners will…

1. …demonstrate mastery of all the Rashi objectives intended for Grades 4, 5, 6, and 7 with greater fluency and ease.
2. …accurately read aloud from any appropriate Rashi text (no allowable errors), with apparent comprehension, along with Rashi comments studied in class.

3. …be able to explain the basic three elements any Rashi comment after having studied it in class, a. specify the difficulty which prompts Rashi to comment, b. how Rashi’s comment obviates the difficulty and c. how Rashi arrives at his understanding of the Posuk.

4. …be able to study a typical and not an especially complicated Rashi commentary independently and understand what difficulty prompts the comment and how Rashi resolves it.

**D. Texts to be covered:**

1. *Chumash*: Intensive option:

   חומש בראשית

2. *Chumash s*: Day School Option

   חומש ויקרא, פרשיות: שמיני, (תורני וטעם בישionate), אמור, Исינ, ויקרא, בהר, בחקותי.
I-Introduce

M-Maintain

E-Expand

<table>
<thead>
<tr>
<th>Talmud Torah:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Enduring Information</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Torah is a מצוה</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>We learn to learn about our forefathers and apply their אמונים ותרונות to our own lives</td>
<td>I</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>When learning we must understand that every word and every אות ונקודה is holy &amp; important</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>It is תורת חיים - understand its eternal relevance in our lives</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Theokus ברוך הוא is hidden in the Torah</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Connects us withokus ברוך הוא</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>We can understand the only way our רגליי תורה in חייב to us taught it to us</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

**Structure**

The student will...

<table>
<thead>
<tr>
<th>Know the שומשי תורה</th>
<th>I</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know the names of the פרשת</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Know הגמרא</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Be able to find a פרשת</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Be able to find a פרק</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Be able to find a פסוק</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Be able to break up a פסוק with the main תיבות</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Know where to find, ו&gt;List of footnotes</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Footnotes</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Recognize division of where to find</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Locate מפרשים</td>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Language Structure of the Torah

<table>
<thead>
<tr>
<th>To find a שורש</th>
<th>I</th>
<th>E</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>To find words with the same שורש</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Prefix and Suffix</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>To recognize a שורש with ג, ה, י missing</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>To analyze a פסוק and find its שורשים</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

## To recognize:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>ל' ההיפוך</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>I</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>ג, ה, י, ו'</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>ה' הדישה</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>ה, השלאה</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>אוניות קדומות בכליים</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>'ה the end of a word instead of ל at the beginning</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>'ה showing possession, hers</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>'י, ז, ח, ו</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>'נ, ה, י</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>'לבהן ב'ג ז, כ, ב</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>'לו see list</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>M</td>
</tr>
<tr>
<td>'של, של, של, של, של</td>
<td>I</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>M</td>
</tr>
<tr>
<td>'מספורים 100-1</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>'ט'כ</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>'SMS,'</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

## Knowledge

### The student will learn to...

<table>
<thead>
<tr>
<th>Know list</th>
<th>I</th>
<th>E</th>
<th>E</th>
<th>E</th>
<th>E</th>
<th>E</th>
<th>E</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>read a פסוק accurately</td>
<td>I</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Task Description</td>
<td>I</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>translate common vocabulary words of a פסוק</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>translate a פסוק after it was taught</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>translate a פסוק independently with a list of new vocabulary words</td>
<td></td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Explain a פסוק independently</td>
<td></td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Decipher a פסוק independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>understand the story line of פרשת, פרק, ענין, פסוק</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>To explain a פסוק in his/her own words-or make a picture</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Identify a difficulty in a פסוק</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>To analyze a פסוק and or an ענין by: main idea</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Sequence of Events</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Compare/Contrast</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>מגת והלכתיות של הפרשיטים מקלדונים</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>הלוחות הפרשיט, וフォークリ לא xãפריקה</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>An analyze a פסוק or an ענין by: main idea</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Analyze זמנים, אדם ומקום</td>
<td></td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>Summarize a פרשת, פרק, ענין, פסוק a</td>
<td></td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Hebrew words, phrases, concepts and events-enduring knowledge</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
</tr>
<tr>
<td>To find quotes in the פסוק</td>
<td></td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>To recognize a הכתובר, רש&quot;י</td>
<td></td>
<td>E</td>
<td>E</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

**Pesikha Text**

1. In the context of a פסוק                                                   |   | E | E | E | E | E | E | E | E |
2. Outside of a פסוק                                                            |   | E | E | E | E | E | E | E | E |
3. To recall words, phrases, concepts and events-enduring knowledge             |   | E | E | E | E | E | E | E | E |

To recognize a הכתובר, רש"י: Hebrew letters                                     |   | M | M | M | M | M | M | M | M
<table>
<thead>
<tr>
<th>Task</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>To differentiate similar letters in וכתב רשם</td>
<td>M M M M</td>
</tr>
<tr>
<td>Read with וכתב רשם</td>
<td>M M M M</td>
</tr>
<tr>
<td>Read without וכתב רשם</td>
<td>M E M M</td>
</tr>
<tr>
<td>To read וכתב רשם fluently</td>
<td>M E E E</td>
</tr>
<tr>
<td>To find a particular וכתב רשם in the המוחר</td>
<td>M M M M</td>
</tr>
<tr>
<td>To find the קוורטר וכתב רשם</td>
<td>M M M M</td>
</tr>
<tr>
<td>To decipher common וכתב רשם see list of קיצורים וראשי תיבות</td>
<td>E M M M</td>
</tr>
<tr>
<td>Know lists of common- endian enduring knowledge</td>
<td>E E E E</td>
</tr>
<tr>
<td>To understand common language such as וכתב רשם see list of קיצורים</td>
<td>E M M M</td>
</tr>
<tr>
<td>Know common concepts &amp; phrases</td>
<td>E M M M</td>
</tr>
<tr>
<td>הבנת וכתב רשים</td>
<td>E E E</td>
</tr>
<tr>
<td>To find מה קשה לרש&quot;י in וכתב רשם text</td>
<td>M M M</td>
</tr>
<tr>
<td>To understand מה קשה לרש&quot;י when not indicated in וכתב רשם</td>
<td>E E E E</td>
</tr>
<tr>
<td>To find and figure out תשובה וכתב רשם</td>
<td>E E E E</td>
</tr>
<tr>
<td>To understand how וכתב רשם gets his answer</td>
<td>I M M</td>
</tr>
<tr>
<td>To recognize a quote in וכתב רשם</td>
<td>I E I E</td>
</tr>
<tr>
<td>To understand the purpose of quotes within וכתב רשים</td>
<td>I M</td>
</tr>
<tr>
<td>Know common וכתב רשים expressions:</td>
<td></td>
</tr>
<tr>
<td>rozeh למורה,_Draw,ואוניקו,תלמוד למורה,פעל למורה,ברכה למורה,כל האומר,一切,וניקו,פสวยงาม,_Write,מקרה,סופו,</td>
<td>I M M</td>
</tr>
<tr>
<td>Understand and apply common וכתב רשם rules:</td>
<td></td>
</tr>
<tr>
<td>פשטו של מקרא,זרבר למורה,גרוזר,שו</td>
<td>I E E E</td>
</tr>
<tr>
<td>Perceive sequence of וכתב רשים multiple questions and answers</td>
<td>E E E E</td>
</tr>
<tr>
<td>Locate and use Shofet חכמים</td>
<td>I I</td>
</tr>
</tbody>
</table>