



# The New Chummash Curriculum



Merkos Chinuch Office

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## 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 Chummash, חמשה חמשי תורה, פסוקים פרשיות, ג"ן סדרות, and to recount the names of the \ *Chummoshim* and *Parshiyos*
3. ...be able to 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. *Chummash Bereishis*: Intensive option

פרשיות בראשית, נח, לך לך

2. *Chummash Bereishis*: Day School Option

פרק א בפרשת בראשית, ופרשת 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 חיי שרה* though *ויצא תולדות* using a grade-appropriate *Chumash* text.
- 3... be able to demonstrate an understanding of the general meaning of a simple randomly selected *Posuk* in *Parshios חיי שרה* though *ויצא תולדות* 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 of all *Chumash* skills mastered in Grade 1.
2. ...be able to find the three letter root, שרש of any conjugated verb which appears repeatedly in *Parshios חיי שרה* though *ויצא תולדות*.and identify its prefixes and suffixes
- 3... be able to recall the correct translation of any word which appears repeatedly in *Parshios חיי שרה* though *ויצא תולדות* (from the list of words which appear 10 times in Chumash Breishis)
- 4... be able to translate (and apply to new nouns) selected Hebrew prefixes correctly; e.g. כ, ש, ב, ה, ו, ל, מ, in addition to
- 5...to be able to demonstrate an understanding of the uses of the ו' החיבור and the ו' ההיפוך
- 6... be able to demonstrate an understanding of נטיית השם: שלי, שלך, שלו, שלה שלנו, שלכם, שלכן, שלהן שלהם both the male and female applications
7. ...to be to recognize and differentiate between verbs conjugated in M and זכר ונקבה
8. ...be able to demonstrate to mastery of the numbers in Hebrew, מספרים 1 - 100

**C. Texts to be covered:**

1. *Chumash Bereishis*: Intensive option

פרשיות: וירא, חיי שרה, תולדות, ויצא,

2. *Chumash Bereishis*: Day School Option

פרשיות: וירא, חיי שרה, ויצא

## 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/וישלה 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 וישלה ויצא* though שמות / ויגש / שמות and identify the roots שרשים 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 נטיית השם: שלי, שלך, שלו, שלה שלנו, שלכם, שלכן,
4. ...to be able to demonstrate an understanding of the uses of the ה' הידיעה and ה' השאלה
5. יין to be to understand, recognize the conjugation of simple verbs correctly into present and past נטיית הפעל בהווה ועבר
- 6., to correctly understand the use of and use של עם, של in addition to prefixes and suffixes
7. ...independently explain the meaning of the unfamiliar verse, having arrived at its meaning on his own, with the help of study aides and commentaries.
8. ...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. *Chummash Bereishis*: Intensive option

פרשיות וישלח עד סוף חומש בראשית, ולהתחיל חומש שמות

2. *Chummash Bereishis*: Day School Option

פרשיות: וישלח, וישב, מקץ, ויגש

## Chumash Objectives

### Grade 4

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

- 1...demonstrate mastery of all the *Chummash* 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 *Chummash Breishis* or *Sh’mos* using a grade appropriate *Chummash* text.
4. ...identify at random three-letter roots שרשים of selected Hebrew verbs which appear frequently in *Chummash 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...to understand, recognize and correctly conjugate simple verbs correctly into present, past and future - ועתיד נטיית הפעל בהווה עבר -

3. ... recall key expressions, phrases, concepts in their Hebrew original
4. 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

פרשיות: בא, בשלח, יתרו, משפטים, תרומה, תצות, כי תשא

2. *Chummash*: Day School Option

פרשיות ויחי, שמות, וארא, בא, בשלח, יתרו

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## 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 שרשים 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.

3. ...explain any Rashi comment, specifying the difficulty which prompts Rashi to comment, as well as how Rashi's comment obviates the difficulty, and how Rashi arrives at his understanding of the *Posuk*, after having studied Rashi's difficulty and his resolution of the difficulty in class.

**D. Texts to be covered:**

1. *Chummash*: Intensive option

חומש ויקרא, פרשיות: ויקרא, צו, שמיני, (תוריע ומצורע באופן שיטחי יותר) אחרי, קדושים, אמור, בהר, בחקותי

2. *Chummash* s: Day School Option

חומש במדבר, פרשיות: במדבר, נשא, בהעלותך, שלח, קרח, חקת, בלק,

## 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

חומש במדבר, פרשיות: במדבר, נשא, בהעלותך, שלח, קרח, חקת, בלק, פינחס, מטות, ומסעי

2. *Chummash* s: Day School Option

חומש: במדבר, פרשיות: פינחס, מטות, ומסעי,

חומש דברים: פרשיות: דברים, ואתחנן, עקב,

## 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 *Chummash*.
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

חומש דברים:

2. *Chummash s*: Day School Option

חומש דברים: פרשיות: ראה, שופטים, כי תצא, כי תבא, נצבים, וילך, האזינו, ברכה,

## 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 text.

**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. *Chummash*: Intensive option:

חומש בראשית

2. *Chummash s*: Day School Option

חומש ויקרא, פרשיות: שמיני, (תזריע ומצורע בשיטחיות), אחרי, קדושים, אמור, בהר, בחקותי,



**I-Introduce**

**M-Maintain**

**E-Expand**

| <b><u>Talmud Torah:</u></b>   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| <b><u>General Enduring Information</u></b>  |   |   |   |   |   | E | E | E |
| Learning Torah is a מצוה  | I | M | M | M | M | E | E | E |
| We learn תורה to learn about our forefathers and apply their אמונה ומדות to our own lives | I | M | E | E | E | E | E | E |
| When learning we must understand that every word and every אות ונקודה is holy & important | I | M | M | M | M | E | E | E |
| It is תורת חיים -understand its eternal relevance in our lives                            | I | M | M | E | E | E | E | E |
| The חכמה of הקדש ברוך הוא is hidden in the Torah  | I | M | M | M | M | E | E | E |
| Connects us with הקדש ברוך הוא  | I | M | M | M | M | E | E | E |
| We can understand the פשט in תורה only the way our חז"ל taught it to us                   | I | M | M | E | E | M | M | M |
|   |   |   |   |   |   |   |   |   |
| <b><u>תורה Structure</u></b>  |   |   |   |   |   |   |   |   |
| <b>The student will...</b>  |   |   |   |   |   |   |   |   |
| Know the 5 חומשי תורה   | I | M | M | M | M | M | M | M |
| Know the names of the פרשיות  | I | M | M | M | M | M | M | M |
| Know גמטריא   | I | M | M | M | M | M | M | M |
| Be able to find a פרשה  | I | M | M | M | M | M | M | M |
| Be able to find a פרק   | I | M | M | M | M | M | M | M |
| Be able to find a פסוק  | I | M | M | M | M | M | M | M |
| Be able to break up a פסוק with the main טעמי המקרא                                       |   |   |   |   | I | M | M | M |
| Know רש"י אונקלוס where to find צורת הדף  | I | M | M | M | M | M | E | E |
| פרשיות סתומות ופתוחות   |   |   |   |   |   | M | M | M |
| Recognize division of עליות   | I | M | M | M | M | M | M | M |
| Locate מפרשים   |   |   |   |   |   |   |   | I |

| <b>לשון התורה</b> Language Structure of the <b>תורה</b> |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| To find a שרש   | I | E | M | M | M | M | M | M | M |
| To find words with the same שרש                         | I | E | M | M | M | M | M | M | M |
| Prefix and Suffix                                       | I | E | M | M | M | M | M | M | M |
| To recognize a שרש with ג, ה, י missing                 |   | I | M | M | M | M | M | M | M |
| To analyze פעל and שם העצם                              |   | I | M | M | M | M | M | M | M |
| <b>To recognize:</b>                                    |   |   |   |   |   |   |   |   |   |

|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|--|---|---|---|---|---|---|---|---|---|
| ו' ההיפוך  | I | E | M | M | M | I | M | M |   |
| ו, החיבור  | I | E | M | M | M | M | M | M |   |
| ה' הידיעה  |   | I | M | M | M | M | M | M |   |
| ה' השאלה   | I | E | M | M | M | M | M | M |   |
| אותיות קדומות בכל"ם                                | I | E | M | M | M | M | M | M |   |
| ה' the end of a word instead of ל at the beginning | I | E | M | M | M | M | M | M |   |
| ה showing possession, hers                         | I | E | M | M | M | M | M | M |   |
| ש' קדומה   | I | E | M | M | M | M | M | M |   |
| להבחין בין זכר ונקבה                               | I | E | M | M | M | M | M | M | M |
| של מלות שמוש, עם, של see list                      | I | E | M | M | M | E | E | M | E |
| שלי שלך שלו. ex. נטיית השם                         | I | E | M | M | M | E | E | M | E |
| מספרים 1-100                                       | I | E | E | E | E | E | E | E | M |
| נטיית הפעל בעבר הוה ועתיד                          |   |   | I | M | M | E | E | E | M |
| סמיכות   |   |   | I | M | M | M | M | M | M |
| <b><u>ידיעה יסודית</u>/Knowledge</b>               |   |   |   |   |   |   |   |   |   |
| <b>The student will learn to...</b>                |   |   |   |   |   |   |   |   |   |
| Know שרשים list                                    | I | E | E | E | E | E | E | E |   |
| read a פסוק accurately                             | I | M | M | M | M | M | M | M | M |

|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| translate common vocabulary words of a פסוק                         | I | E | E | E | E | E | E | E | E |
| translate a פסוק after it was taught                                | I | M | M | M | M | M | M | M | M |
| translate a פסוק independently with a list of new vocabulary words  |   |   | I | M | M | E | E | E | E |
| Explain a פסוק independently with שרשים                             |   |   |   | I | M | E | E | E | E |
| Decipher a פסוק independently                                       |   |   |   |   |   | E | E | E | M |
| understand the story line of פרשה, פרק, עין, פסוק,                  | I | M | M | M | M | E | E | E | E |
| To explain a פסוק in his/her own words-or make a picture            | I | M | M | M | M | M | M | M | E |
| Identify a difficulty in a פסוק                                     | I | E | E | E | E | E | E | E | E |
| To analyze a פסוק and or an עין by: main idea                       | I | M | M | M | M | M | M | M |   |
| Sequence of Events  | I | M | M | M | M | E | E | E | E |
| Compare/Contrast  | I | M | M | M | M | E | E | E | E |
| מצוות והלכות שהפסוק מלמדנו  | I | M | M | M | M | M | M | M | E |
| חלוקת הפרשה, והפרק לראשי פרקים                                      |   |   |   | I | M | M | M | M | E |
|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| להבין דבר מתוך דבר  | I | E | M | M | M | E | E | E | E |
| Analyze אדם ומקום, זמן/who, where, when?                            | I | E | M | M | M | M | M | M |   |
| Summarize a פסוק, פרק, עין, פרשה                                    | I | E | M | M | M | M | M | M | M |
| לתרגם a vocabulary list   |   |   |   |   |   |   |   |   |   |
| 1. In the context of a פסוק   | I | E | E | E | E | E | E | E | E |
| 2. Outside of a פסוק  | I | E | E | E | E | E | E | E | E |
| 3. To recall words, phrases, concepts and events-enduring knowledge | I | E | E | E | E | E | E | E | E |
| To find quotes in the פסוק  | I | E | E | E | E | M | M | M | M |
| To find a quote within a quote                                      |   |   | I | E | E | I | I | I | M |
|   |   |   |   |   |   |   |   |   |   |
| <b>Text רש"י</b>  |   |   |   |   |   |   |   |   |   |
| To recognize letters כתב רש"י                                       |   |   | I | M | M | M | M | M |   |

|  |  |  |   |   |   |   |   |   |   |
|--|--|--|---|---|---|---|---|---|---|
| To differentiate -similar letters in כתב רש"י                  |  |  | I | M | M | M | M | M |   |
| Read כתב רש"י with נקודות                                      |  |  | I | M | M | M | M | M |   |
| Read כתב רש"י without נקודות                                   |  |  |   | I | M | E | M | M | M |
| To read כתב רש"י fluently                                      |  |  | I | M | M | E | E | E | E |
| To find a particular רש"י in the חומש                          |  |  | I | M | M | M | M | M | E |
| To find the דבור המתחיל  |  |  | I | M | M | M | M | M |   |
| To decipher common רש"י in ר"ת see list of קיצורים וראשי תיבות |  |  | I | E | E | M | M | M | M |
| Know lists of common קיצורים-enduring knowledge                |  |  |   |   |   | E | E | E | M |
| To understand רש"י common language such as מדרש אגדה כתרגומו,  |  |  |   | I | E | M | M | M | E |
| Know common concepts & phrases                                 |  |  | I | E | E | M | M | M | M |
|  |  |  |   |   |   |   |   |   | E |
| <b><u>הבנת רש"י</u></b>  |  |  | I | E | E |   |   |   |   |
| To find מה קשה לרש"י in רש"י text                              |  |  |   |   |   | M | M | M |   |
| To understand מה קשה לרש"י when not indicated in text          |  |  | I | E | E | E | E | E | E |
| To find and figure out תשובת רש"י                              |  |  |   | I | E | E | E | E | E |

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|
| To understand how רש"י gets his answer: מנין לומד רש"י את פירושו                            |   |   |   |   |   | I | M | M |   |
| To recognize a quote in רש"י  |   |   |   | I | E | I | M | E | E |
| To understand the purpose of quotes within רש"י: בקשר למה למדנו                             |   |   |   |   |   |   | I | M |   |
| Know common רש"י expressions:   |   |   |   |   |   |   |   |   |   |
| רוצה לומר, כדאיתא, אונקלוס, תלמוד לומר, משל למה הדבר דומה, קל וחומר, פשוטו של מקרא, ופשוטו, |   |   |   |   |   | I | M | M |   |
| Understand and apply common רש"י rules :  |   |   |   |   |   |   |   |   |   |
| פשוטו של מקרא, דבר הלמד מ.. גזרה שוה,   |   |   |   |   |   | I | E | E | E |
| Perceive sequence of רש"י multiple questions and answers                                    |   |   |   |   |   | E | E | E | E |
| Locate and use שפתי חכמים   |   |   |   |   |   |   |   | I | I |