



The Master's Study

Upper Grammar School Readiness Checklist

As parents begin to prepare their Lower Grammar School student for Upper Grammar, the following guidelines should be considered. While there is no perfect formula to determine your student's potential for success in the Upper Grammar School, the following list will give you an idea of the necessary skills a child should have or be in the process of mastering in order to receive the greatest benefit at The Master's Study. This list is not intended to be a checklist to determine eligibility, but rather a preparedness yardstick for the parent/teacher at home to use within in the home school setting.

READING

- Reading literature aimed at 9-12 year olds
 - TMS suggests having students read aloud periodically to assess a student's reading level & comprehension
 - Examples
 - "Ramona" and "Henry Huggins" books by Beverly Cleary
 - The Boxcar Children series by Gertrude Warner
 - "Stuart Little", "Charlotte's Web" & other like titles by E. B. White
 - "The Cricket in Times Square" & other like titles by George Selden
 - Little House on the Prairie series by Laura Ingalls Wilder
 - should be able to read uninterrupted 30 minutes per day.
- Is accustomed to reading from varying sources
 - books (fiction and non-fiction) & text books
 - Magazines & newspapers
 - on-line sources (when directed by parent/teacher)
- Can use self-induced strategies to determine the meaning of a word when unknown yet presented in context in a reading text. This includes recognition of words with multiple meanings, antonyms, synonyms, homonyms, and root words
- Can read and make predictions.
- Can recognize main idea and corresponding supporting ideas in a paragraph, chapter, and work in it's entirety
- Can, with some prompting, identify plot, setting, characters, and type of genre
- Can read and organize information for a variety of purposes including, but not limited to:
 - orally retell or recount what has been read
 - gathering information
 - preparing for examination (written test, oral review)
 - performing a task
- Can identify and sequence events in a work after reading
 - In doing so, student can recognize cause and effect
- Is beginning to recognize and understand fact versus opinion and comparison & contrast.
- Can read for content and comprehension then answer a question in a complete sentence.



WRITING

- Can write a solid paragraph with lead sentence, supporting sentences and conclusion in standard paragraph form
- Should recognize and correctly use basic parts of speech
 - subject & verb with agreement
 - noun, pronoun, adjective, verb, adverb, objects, prepositions.
- Presents writing using appropriate conventions of...
 - capitalization (capitalization within composition, in quotations, and titles)
 - punctuation (use of periods, commas, apostrophes in contractions & as notation of possession)
- Is familiar (but may not have yet mastered) graphic organizers, story webs or maps, brainstorming and other techniques which are part of a pre-writing process

SPEAKING AND LISTENING

- Can speak fluently and audibly with appropriate volume, gestures and eye contact
- Uses age appropriate vocabulary
- Can organize ideas for oral presentation
- Participates willingly and appropriately in guided group discussion

STUDY SKILLS

- Student has the ability to copy information down from another source: a chalkboard, a book, an overhead, etc.
- Student can organize words alphabetically.
- Student understands the use of a Table of Contents and Index
- Student can use the dictionary and/or encyclopedia well.
- Student knows how to organize his/her folder or notebook as directed (i.e. homework in one pocket/ completed work in another pocket)