

**TABLE 1**  
**Goals and Objectives of Jacob's Ladder Primary 1 by Ladder and Rung**

<p><b>A3: Consequences and Implications</b></p> <p>Students will be able to predict character actions and story outcomes and make real-world forecasts.</p>	<p><b>B3: Generalizations</b></p> <p>Students will be able to make general statements about a reading and/or an idea within the reading, using data to support their statements.</p>	<p><b>C3: Theme/Concept</b></p> <p>Students will be able to identify a major idea or theme common throughout the text.</p>	<p><b>D3: Creative Synthesis</b></p> <p>Students will create something new using what they have learned from the reading and their synopses.</p>	<p><b>E3: Using Emotion</b></p> <p>Students will be able to analyze how emotion affects the passage and/or the reader.</p>	<p><b>F3: Playing With Words</b></p> <p>Students will be able to accurately apply figurative language and new vocabulary to newly created contexts.</p>
<p><b>A2: Cause and Effect</b></p> <p>Students will be able to identify and predict relationships between character behavior and story events and their effects upon other characters or events.</p>	<p><b>B2: Classifications</b></p> <p>Students will be able to categorize different aspects of the text or identify and sort categories from a list of topics or details.</p>	<p><b>C2: Inference</b></p> <p>Students will be able to use textual clues to read between the lines and make judgments about specific textual events, ideas, or character analysis.</p>	<p><b>D2: Summarizing</b></p> <p>Students will be able to provide a synopsis of text sections.</p>	<p><b>E2: Expressing Emotion</b></p> <p>Students will be able to articulate their feelings through a variety of media (e.g., song, art, poem, story, essay, speech).</p>	<p><b>F2: Thinking About Words</b></p> <p>Students will be able to analyze the use of words within the context as related to the theme of a text.</p>
<p><b>A1: Sequencing</b></p> <p>Students will be able to list, in order of importance or occurrence in the text, specific events or plot summaries.</p>	<p><b>B1: Details</b></p> <p>Students will be able to list specific details or recall facts related to the text or generate a list of ideas about a specific topic or character.</p>	<p><b>C1: Literary Elements</b></p> <p>Students will be able to identify and explain specific story elements such as character, setting, or poetic device.</p>	<p><b>D1: Paraphrasing</b></p> <p>Students will be able to restate lines read using their own words.</p>	<p><b>E1: Understanding Emotion</b></p> <p>Students will be able to explain how emotion and feeling are conveyed in a text and/or their personal experience.</p>	<p><b>F1: Understanding Words</b></p> <p>Students will be able to identify and explain the meaning of figurative language or new vocabulary within the context of a story or poem.</p>
<p>Ladder A</p>	<p>Ladder B</p>	<p>Ladder C</p>	<p>Ladder D</p>	<p>Ladder E</p>	<p>Ladder F</p>

## Ladder A: Focus on Implications and Consequences

The goal of Ladder A is to develop prediction and forecasting skills by encouraging students to make connections among the information provided. Starting with sequencing, students learn to recognize basic types of change that occur within a text. Through identifying cause and effect relationships, students then can judge the impact of certain events. Finally, through recognizing consequences and implications, students predict future events as logical and identify both short- and long-term consequences by judging probable outcomes based on data provided. The rungs are as follows:

- **Ladder A, Rung 1, Sequencing:** The lowest rung on the ladder, sequencing, requires students to organize a set of information in order, based on their reading (e.g., List the steps of a recipe in order).
- **Ladder A, Rung 2, Cause and Effect:** The middle rung, cause and effect, requires students to think about relationships and identify what causes certain effects and/or what effects were brought about because of certain causes (e.g., What causes a cake to rise in the oven? What effect does the addition of egg yolks have on a batter?).
- **Ladder A, Rung 3, Consequences and Implications:** The highest rung on Ladder A requires students to think about both short- and long-term events that may happen as a result of an effect they have identified (e.g., What are the short- and long-term consequences of baking at home?). Students learn to draw consequences and implications from the text for application in the real world.

## Ladder B: Focus on Generalizations

The goal of Ladder B is to help students develop deductive reasoning skills, moving from the concrete elements in a story to abstract ideas. Students begin by learning the importance of concrete details and how they can be organized. By the top rung, students are able to make general statements spanning a topic or concept. The rungs are as follows:

- **Ladder B, Rung 1, Details:** The lowest rung on Ladder B, details, requires students to list examples or details from what they have read and/or to list examples they know from the real world or have read about (e.g., Make a list of types of transportation. Write as many as you can think of in 2 minutes).

- **Ladder B, Rung 2, Classifications:** The middle rung of Ladder B, classifications, focuses on students' ability to categorize examples and details based on characteristics (e.g., How might we categorize the modes of transportation you identified?). This activity builds students' skills in categorization and classification.
- **Ladder B, Rung 3, Generalizations:** The highest rung on Ladder B, generalizations, requires students to use the list and categories generated at Rungs 1 and 2 to develop two to three general statements that apply to *all* of their examples (e.g., Write three statements about transportation).

## Ladder C: Focus on Themes

The goal of Ladder C is to develop literary analysis skills based on an understanding of literary elements. After completing Ladder C, students state the main themes and ideas of the text after identifying setting, characters, and the context of the piece. The rungs for this ladder are as follows:

- **Ladder C, Rung 1, Literary Elements:** While working on the lowest rung of Ladder C, literary elements, students identify and/or describe the setting or situation in which the reading occurs. This rung also requires students to develop an understanding of a given character by identifying qualities he or she possesses and comparing these qualities to other characters they have encountered in their reading (e.g., In *Goldilocks and the Three Bears*, what is the situation in which Goldilocks finds herself? What qualities do you admire in Goldilocks? What qualities do you find problematic? How is she similar to or different from other fairy tale characters you have encountered?).
- **Ladder C, Rung 2, Inference:** The middle rung of Ladder C, inference, requires students to think through a situation in the text and come to a conclusion based on the information and clues provided (e.g., What evidence exists that Goldilocks ate the porridge? What inferences can you make about the bears' subsequent action?).
- **Ladder C, Rung 3, Theme/Concept:** The highest rung of Ladder C, theme/concept, requires students to state the central idea or theme for a reading. This exercise necessitates that the students explain an idea from the reading that best states what the text means (e.g., How would you rename the fairy tale? Why? What is the overall theme of *Goldilocks and the Three Bears*? Which morals apply to the fairy tale? Why?).

## Ladder D: Focus on Creative Synthesis

The goal of Ladder D is to help students develop skills in creative synthesis in order to foster students' creation of new material based on information from the reading. It moves from the level of restating ideas to creating new ideas about a topic or concept. The rungs are as follows:

- **Ladder D, Rung 1, Paraphrasing:** The lowest rung on Ladder D is paraphrasing. This rung requires students to restate a short passage using their own words (e.g., Rewrite the following quotation in your own words: "But as soon as [the slave] came near to Androcles, he recognized his friend, and fawned upon him, and licked his hands like a friendly dog. The emperor, surprised at this, summoned Androcles to him, who told the whole story. Whereupon the slave was pardoned and freed, and the Lion let loose to his native forest.").
- **Ladder D, Rung 2, Summarizing:** Summarizing, the middle rung on Ladder D, requires students to summarize larger sections of text by selecting the most important key points within a passage (e.g., Choose one section of the story and summarize it in five sentences).
- **Ladder D, Rung 3, Creative Synthesis:** The highest rung on Ladder D requires students to create something new using what they have learned from the reading and their synopses of it (e.g., Write another fable about the main idea you identified for this fable using characters, setting, and a plot of your choice).

## Ladder E: Focus on Emotional Development

The goal of Ladder E is to help students develop skills in using their emotional intelligence in order to regulate and modulate behavior with respect to learning. It moves from students' understanding of emotion in self and others, to expressing emotion, to channeling emotion for cognitive ends. The rungs are as follows:

- **Ladder E, Rung 1, Understanding Emotion:** The lowest rung on Ladder E is understanding emotion in oneself and others. This requires students to identify emotions in characters and relate them to their own lives (e.g., What feelings does the main character portray throughout the story? How would you compare his temperament to yours?). It also requires them to recognize emotional situations and pinpoint the nature of the emotions involved and what is causing them. Many of the poetry and short story selections are employed to engage students in the use of this ladder.

- **Ladder E, Rung 2, Expressing Emotion:** The middle rung on Ladder E, expressing emotion, asks students to express emotion in response to their reading of various selections (e.g., The main character seems to worry too much. Is worry ever beneficial? Why or why not?). They may often do this in self-selected formats, including poetry or prose. Teachers may want to substitute kinesthetic responses in the form of dance or skits that demonstrate an emotional reaction to the selections.
- **Ladder E, Rung 3, Using Emotion:** The highest rung on Ladder E, using emotion, encourages students to begin regulating emotion for specific purposes (e.g., How does worry impact your life? What steps can you take to minimize worry? Write a personal action plan). In application to poetry, prose, and nonfiction, students need to demonstrate a clear understanding of how to use emotion effectively for accomplishing specific ends, whether through giving a speech or writing a passionate letter in defense of an idea. The deliberate incorporation of emotion in one's communication is stressed.

## Ladder F: Focus on Word Study<sup>1</sup>

In *Jacob's Ladder Primary 1* and *Primary 2*, Ladder F focuses on word study. Appropriate for primary readers, the goal of Ladder F is to move students from understanding meanings of words or figurative language to appropriately using words within an applicable context or their own creation.

- **Ladder F, Rung 1, Understanding Words:** The lowest rung on Ladder F is understanding words. It requires students to consider how words are used in the context of the story to promote meaning (e.g., Highlight examples of metaphors in the poem). Through application of language used in the story, students find new examples or uses of literary elements (e.g., personification, symbols, metaphor, simile, idioms) or root words and stems to promote meaning and understanding of words, word families, and figurative uses of language.
- **Ladder F, Rung 2, Thinking About Words:** The middle rung of Ladder F, thinking about words, requires students to think about how the author uses key words or language elements studied in the first rung to enhance the meaning of the story. Students engage in

---

1 In Levels 4 and 5, Ladder F has a focus on metacognition.

analyzing author word choice or deciphering how figurative language enhances the author's message (e.g., How does the author use metaphors to provide images in the reader's mind? Draw a picture of the comparisons).

- **Ladder F, Rung 3, Playing With Words:** The highest rung on Ladder F, playing with words, engages students in reflecting on key words or literary elements and applying them to new situations or contexts. Students are asked to create new poems or stories that incorporate figurative language or new words and word families, to apply the new learning to other writing pieces (e.g., Look outside your school window at an object. How does your selected object resemble a person? Use personification and write at least three sentences to describe your object, giving it human qualities), and to select the most important aspects of language for their own use to meaningfully convey ideas.

## Process Skills

Along with the six goals addressed by the ladders, a seventh goal focusing on process skills is incorporated in the *Jacob's Ladder* curriculum. The aim of this goal is to promote learning through interaction and discussion of reading material in the classroom. After completing the ladders and following guidelines for discussion and teacher feedback, students will be able to:

- articulate their understanding of a reading passage using textual support,
- engage in proper dialogue about the meaning of a selection, and
- discuss varied ideas about the intention of a passage both orally and in writing.

## Reading Genres and Selections

The reading selections in *Jacob's Ladder Primary 1* include two major genres: short stories (award-winning picture books and fables) and poetry. Each reading has been carefully selected with the primary gifted reader in mind based on key conceptual understandings, appropriate and engaging content, and vividness of grade-appropriate illustrations and supports. Note, however, that many of the selections, especially the picture books, are intended as read-alouds and may not be at the appropriate independent reading level of some students. Students may be able to think critically, but