

MONTHLY TEACHER RESOURCES



November 2014

Tools for Teaching Literacy

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This month we are sharing ideas for teaching literacy. We have divided our literacy ideas up into 5 levels based on the work of Kaderavek & Rabidoux, 2004 and their *Interactive to Independent Literacy Guidelines for Assessment*. Their work was shared with us by Christine Carnahan and Pamela Williamson. Prior to reading the strategies below we suggest that you take a few minutes to review Kaderavek and Rabidoux's guidelines in the chart provided in this resource.

Level One: Works to build joint attention. Joint attention in terms of literacy is the attention between student, teacher, and literacy material (books, word cards, magnetic letters, writing materials, etc.). In the beginning, this may take significant work on the part of the teacher. The student may have limited joint attention and may even struggle with joint engagement, which is the engagement between the student and teacher without an additional object or book to attend to. The teacher must work to gain joint attention for future literacy success this maybe done with interactive books: whether they be books with moving parts, touch and feel books, or sound button books. Below are a few examples of each type.



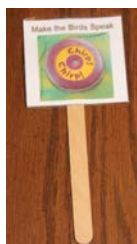
Books with Moving Parts



Touch and Feel Books



Sound Button Books



You can make your own sound button books with voice output buttons or draw attention to ones that are a part of books by adding a visual cue like the one on the popsicle stick above.

Here are links to these book, but please don't limit yourself to these. There are many great books out there that cater to joint attention.

[What? A Charles Reasoner Book](#)

[Whose Hat's That? By Lodge](#)

[Eat your Colors by Albee](#)

[Curious George Pat a Cake By H.A. Rey](#)

[Fency Weency Spider by Wang](#)

[Touch and Feel Pets by DK](#)

[Five Chirpy Birds by Brooks](#)

[The Jingle Bell Ball by Arthur](#)

[Manners at School by Finn](#)

In some cases, students at level one struggle with joint attention even when books and materials with highly interactive parts and pieces have been selected by the teacher, in which case it may take some time to build success by spending additional time getting into the student's world through joint engagement.

Working from students' interest is an important strategy at level one. For example, if a student has an extreme interest in trucks, and transportation the teacher might pull interactive books with trucks and tractors. Here the student is able to match Boardmaker pictures of trucks and other transportation vehicles to each page. This is helpful because it is using the student's interest and because it gives him/her a clear picture of how much work and when the work is done. The work is complete when all the Boardmaker pictures are placed in the book using Velcro. As a part of this teacher resource, you will find five ready to use cut a parts for common books such as *The Very Hungry Caterpillar* and *Brown Bear, Brown Bear, What Do You See?*



Tip: If you have limited access to a colored printer, lamination and Boardmaker icons you can also purchase three cheap board books and cut two of them apart by object and add Velcro to be the moving pieces in the third book as shown to the left. NOTE: You need three copies of the book so you can have cut outs for each page since they are front and back pages.

It is also vital at level one that the student's strengths are taken into account. At this stage, student's strengths maybe limited, think about what the student can do and build from there. For example, one student's strength and interest was put-in tasks. Through work tasks, she became an expert at the skill of putting in but had no interest in looking at books, so to increase her interest in books we used chubby books as a put in task. Originally the objective was to put in. As interest and attention to task increased the objective became open book, turn pages, put in. Which leads us to level two . . .



Level Two: At level two, students can sit briefly to listen with a teacher as the teacher actively brings the student in with comments and questions like "touch the. . ." or "remember the. . ." At level two, students start to understand concepts about print: they are able to orient the book, differentiate pictures and words, and understand language such as: front, back, top, bottom, words, letters, and pictures. Included in this resource packet you will find a sample data collection sheet to support student knowledge of these concepts.

Level Three: Level two meets level three when the student provides basic comments about the book. Included in this resource are aided language boards to support and facilitate the language of non-verbal or limited language learners for six common books. An example of their use is as follows:

While reading *"The Artist Who Painted a Blue Horse"* by Eric Carle, the teacher could ask questions like, "What color is the crocodile?" and the student could point to: The-crocodile-is-red or just point to red and the teacher could model pointing to all four words, which would be a great representation of word study and literacy. Which is another component of the reading process as suggested by Carnahan and Williamson. They suggest using three components for each reading activity: word study, reading and writing.



As students move towards level four, they are reading simple books and text but continue to require various levels of support. They are able to sequence and retell the story from beginning to end and their vocabulary knowledge continues to increase. The following examples using various versions of Simms Taback's *"There Was An Old Lady Who Swallowed A Fly"* were created to teach and reinforce these skills. Again, this reading lesson is divided into the three components mentioned above: a word study which, in this example, is a word sort by the number of syllables, a folder task created to make the book more interactive while reading and sequencing activities created for different ability levels.



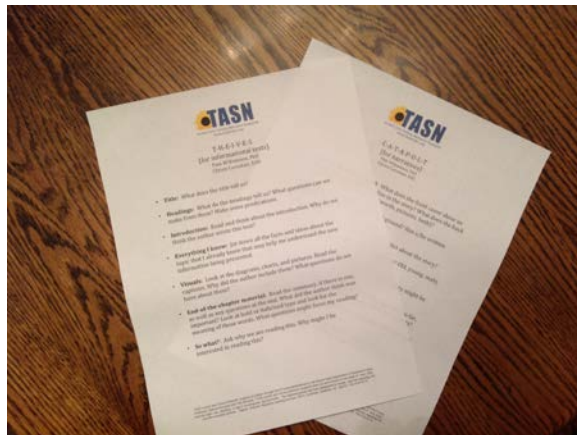
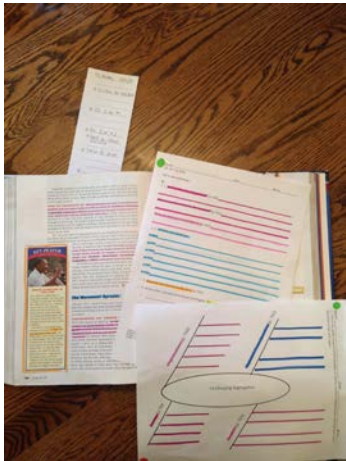
To begin the reading lesson, the teacher introduces the book by talking about the pictures on the covers, the title, etc. The teacher might ask questions like, "By looking at the the cover, what do you think the old lady might swallow?" Vocabulary is introduced and the Word-sorting activity is completed. Once the book



has been introduced, the student and teacher would read the book together. While reading, the student uses the folder task by pulling the appropriate picture/icon off the book/folder page and placing it in the baggie representing the lady's stomach. After reading the story, the student and teacher review the book by completing the sequencing activity. Remember, this activity should be modified for the student's ability and understanding. In the example, Boardmaker icons are used but this may not be appropriate for all students. The teacher can modify these activities by using objects, photographs (which is what was used with *"There Was An Old Lady Who Swallowed a Fly"*), or requiring the student to write. Notice that the reading lesson is divided into 3 parts: before, during and after. An Introduction to the lesson, an introduction to the book, and the word study activity are items to address before reading the material. A support to help engage the student is presented while the material is

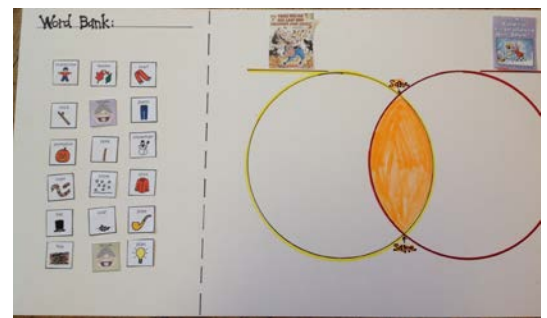
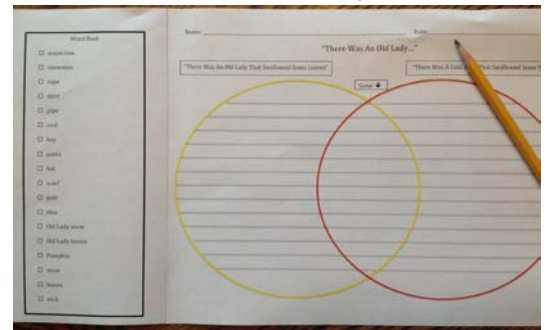
being read. Finally, a writing activity is completed after the material has been read to assess comprehension. This could be

Level Four : At level four, students are reading to learn as opposed to learning to read. Visual supports are still required to read and learn content, however, supports to assist with organizing content should now be introduced. Let's, again, think about the strategy of dividing a lesson into before, during and after activities. The example in the picture is of an assignment from a general education U.S. History Class. Before the student begins to read the entire section, the teacher introduces the schedule of the lesson. In this example, it is presented as a checklist so the student can see what to expect and can check items off as they are



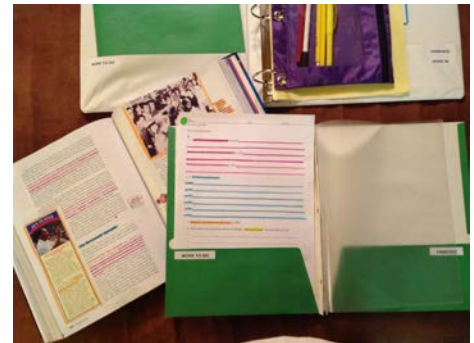
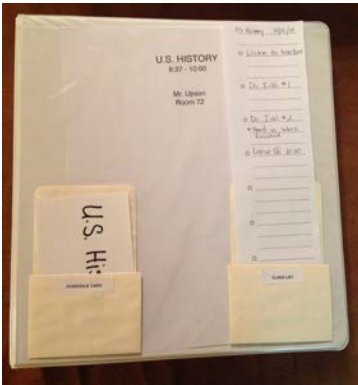
completed. This provides a clear understanding of how much work and when the work is finished. A worksheet was developed to introduce the section to be read. A reading strategy called THEIVES (Carnahan and Williamson) was used to develop a worksheet and that worksheet was visually structured with color-coding and page numbers to correspond to the reading material. Note: If a student is reading a narrative text as opposed to an informative text, the teacher can use a similar

reading strategy called CATAPULT (Carnahan and Williamson) to introduce the material and create a task/worksheet. A full description of THEIVES and CATAPULT is included in the teacher resources. While the student is reading, his attention is now drawn to the details that have been color-coded. This allows the student to focus on the important details. A writing activity is introduced after the student is finished reading. In the example, a spider diagram was created from one of the questions at the end of the section. Again, that task was visually structured with color-coding and page numbers to allow the student to complete it independently. By using strategies such as graphic organizers, outlines, etc., the student is learning to recognize text structure and is able to organize the important details in a visual way. A variety of graphic organizers and outline templates are included in the teacher resources. To show the link between level 3 and level 4, the final picture shows a writing activity created for the "There Was An Old Lady..." lesson introduced in level 3. Students were required to complete a compare and contrast graphic organizer after reading two variations of the story. The task was structured for a student at an icon level and a student who could write. A word bank was provided for each student to help generate ideas. Remember, this may be appropriate for some but not all.



Level Five: The only difference between level four and level five is the degree in which the student is able to function independently and generalize across settings. At this point, the student should be able to apply strategies independently across content areas. To achieve this goal, the teacher will place the schedule and

visually structured tasks and supports within a work system. By providing supports and strategies to organize the details of the text and presenting them in a work system, students can now complete a literacy lesson independently, whether it is in a Language Arts class or a U.S. History class. The pictures show an example of a binder work system used for a high school student in a regular education classroom. On the front is the schedule for the class. The visually structured tasks are divided into independent work (I.W.) folders and placed in the "Work to Do" pocket of the binder. The folder has a finished pocket for the finished worksheet. Likewise, the binder has a finished pocket for the finished independent work folder. If the student does not finish the worksheet in class, it is kept in the "Work to Do" pocket of the folder and the folder is then placed in a homework/study skills box in the special education classroom or student locker. As you can see, the bridge between level 4 and level 5 is the work system.



As you can see, teaching literacy is a process. It is important to first decide which level the student falls into. It's not about age or grade! When planning any activity, remember that independence is the ultimate goal.

www.KansasASD.com

www.TASNBehaviorSupports.com

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INTERACTIVE TO INDEPENDENT LITERACY GUIDELINES FOR ASSESSMENT
(Kaderavek & Rabidoux, 2004)

Level	Looks like ...	Learning targets for student:	Strategies
Level 1	<ul style="list-style-type: none"> Beginning: Student demonstrates limited or no engagement/interaction, and then back and forth interactions emerge with the student first responding and then initiating Developing: Students engages in joint attention interaction, first only when others initiate. Then, the student begins to initiate the JA interaction with preferred items Level one meets level two as the student begins to consistently demonstrate joint attention The teacher plays a critical role in level one. The teacher maintains the students engagement! 	Building engagement, interaction, and communication skills that serve as the foundation for learning	<ul style="list-style-type: none"> Build multiple engagement sessions throughout day using “I do, you do” framework. Once student responds to initiation from others, focus on initiating interactions. Word Study: daily systematic communication instruction (e.g. PECS) Reading and Writing: Daily engagement sessions
Level 2	<ul style="list-style-type: none"> In the beginning: Student sits briefly to listen, with the teacher actively bringing the student into the story (“touch the...”, “remember when...”), Developing: The student holds the book, points to picture and words, and develops conceptual knowledge about topics Level two meets level three when the student orients a book, differentiates pictures and words, and provides basic comments about the text The teacher continues to be critical in maintaining engagement 	Building the early language, book, and print awareness that serve as the foundation for reading and writing	<ul style="list-style-type: none"> Systematically teach each concept of book and concept of print Systematically teach literacy language such as front, back, top, bottom, page, words, pictures Build fun interactions with texts using students’ interests Word study: Conceptual picture sort Reading: Dialogic reading Writing: Sentence frame

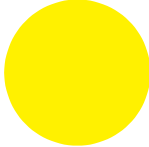
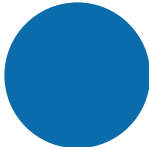

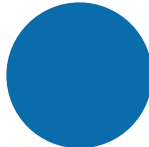
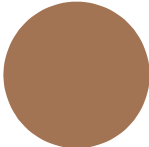
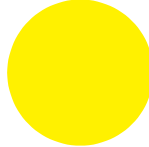
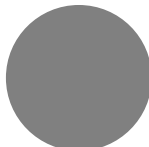
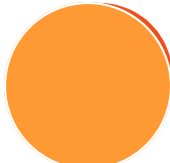
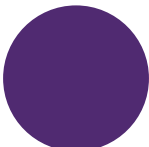
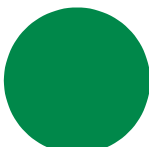

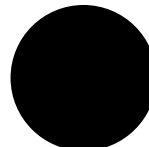
INTERACTIVE TO INDEPENDENT LITERACY GUIDELINES FOR ASSESSMENT
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<p>Level 3</p>	<ul style="list-style-type: none"> • Becoming a reader and writer • Beginning: Students describing pictures on a page, identifying letters and sounds, reading some simple text • Developing: Able to retell stories from beginning to end, reading simple books/text (pattern books), growing vocabulary and list of sight words • Level three meets level four when students are reading and writing with support • The teacher continues to have onus for engagement, but students demonstrate increasing persistence 	<p>Build concept of word, alphabet knowledge and other phonetic skills, story sequence (beginning, middle, end), conceptual knowledge, sight words</p>	<ul style="list-style-type: none"> • LOTS of reading and writing with high levels of support • Systematic instruction of targeted/needed skills rather than blind application of programs or curriculum • Word study: word sorts that support flexible word knowledge • Reading: Daily oral reading • Writing: Elaborative reminiscing
<p>Level 4</p>	<ul style="list-style-type: none"> • Students at level four apply strategies with teacher support, in highly structured settings/circumstances • Beginning: Students are reading and writing with a great deal of support. The support is necessary for both the act of reading, and learning content while reading. • Developing: Students are able to read with some comprehension, but continue to need support to organize or learn from what they read • Level four meets level five when students independently apply strategies to organize information, understand, and learn while reading across settings 	<p>Students are moving from learning to read, to reading to learn in both narrative and expository text</p>	<ul style="list-style-type: none"> • Teacher creates situations that supports students growing independence. The teacher's role shifts from teaching the student how to read, to teaching the student how to apply strategies to learn from reading. • Provide both external or environmental structures (e.g., visual schedules, scripts) and academic supports such as graphic organizers and scaffolding • Provide opportunities for students to generalize strategies/skills • Word study: Vocabulary webbing • Reading: Text pattern instruction • Writing: Writing specific text patterns

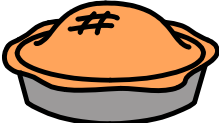





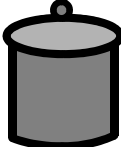
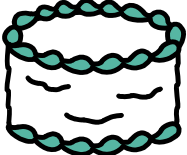
INTERACTIVE TO INDEPENDENT LITERACY GUIDELINES FOR ASSESSMENT (Kaderavek & Rabidoux, 2004)

Level 5	<ul style="list-style-type: none"> Students at level five are able to independently apply a strategy they've learned across content areas 	<p>Students are independently reading to learn in both narrative and expository text</p>	<ul style="list-style-type: none"> Teacher creates situations that supports students growing independence. The teacher's role shifts from teaching the student how to read, to teaching the student how to apply strategies to learn from reading. Provide both external or environmental structures (e.g., visual schedules, scripts) and academic supports such as graphic organizers and scaffolding Provide opportunities for students to generalize strategies/skills Word study: Vocabulary webbing Reading: Text pattern instruction Writing: Writing specific text patterns
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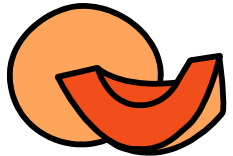
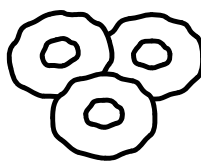
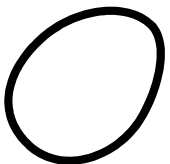
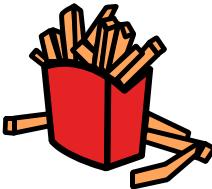
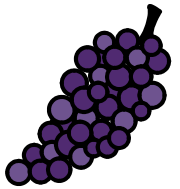
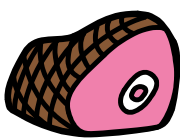



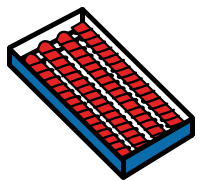
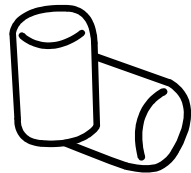


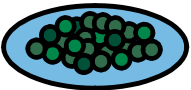
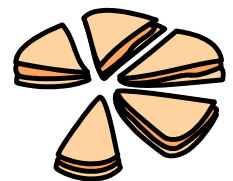
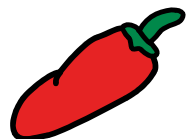
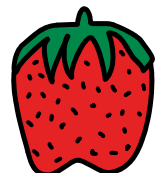



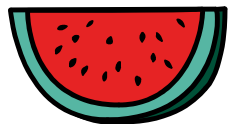
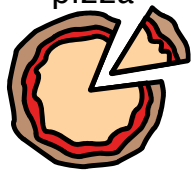


Cut apart for My Many Colored Days by Dr. Seuss or other color books:

yellow 	blue 	red 	blue 	brown 	yellow 
gray 	orange 	purple 	green 	pink 	black 

Cut apart for I Know an Old Lady Who Swallowed a Pie by Alison Jackson

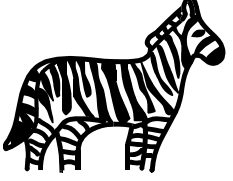

pie 	cider 	roll 	squash 	salad 	turkey 
pot 	cake 	<p>TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214</p> <p>This example is provided by TASN-ATBS with permission from Boardmaker. The Picture Communication Symbols © 1981-2011 by Mayer-Johnson, LLC. All Rights Reserved Worldwide. Used with permission. Boardmaker® is trademark of Mayer-Johnson LLC. Mayer Johnson 2100 Wharton Street Suite 400 Pittsburgh, PA 15203 Phone: 1(800) 588-4548 Fax: 1(866) 585-6260 Email: mayer-johnson.usa@dynamotech.com Web site: www.mayer-johnson.com</p>			

Cut apart for Now I Eat My ABCs by Pam Abrams

asparagus 	blueberries 	cantaloupe 	donuts 	egg 	French fries 	grapes 
ham 	ice 	jelly 	ketchup 	licorice 	marshmallows 	noodles 
orange 	peas 	quesadilla 	red pepper 	strawberries 	tacos 	
udon noodles 	vanilla 	watermelon 	extra cheese pizza 	yogurt 	zucchini 	

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Cut apart for Polar Bear, Polar Bear What Do You Hear by Bill Martin, Jr.:

polar bear 	lion 	hippo 	flamingo 	zebra 	elephant 
leopard 	peacock 	walrus 	zoo keeper 		



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Cut aparts for Chicka Chicka Boom Boom by Bill Martin Jr or other alphabet books.


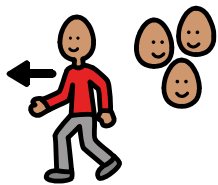
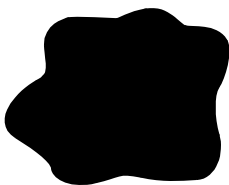
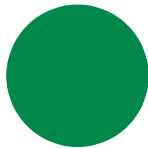
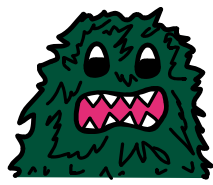

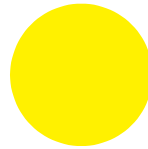

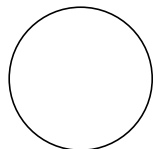
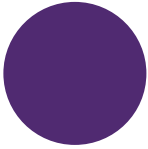
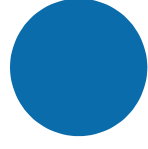
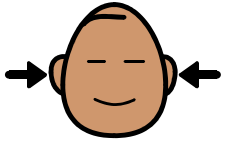



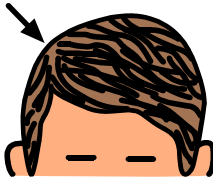
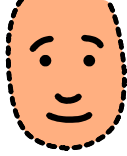

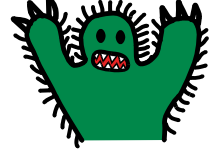





a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	
u	v	w	z	y	z	



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Aided Language Board for Go Away Big Green Monster by Ed Emberley

Go 	away 	big 	green 	monster 
two 2	little 	yellow 	red 	white 
purple 	blue 	ears 	eyes 	mouth 
teeth 	hair 	face 	what 	scary 
like 	don't like 	yes 	no 	all done 

Aided Language Board for The Very Hungry Caterpillar by Eric Carle

caterpillar



eat, ate



what



one

1

two

2

three

3

four

4

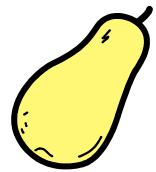
five

5

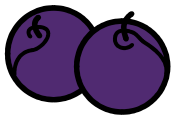
apple



pear



plums



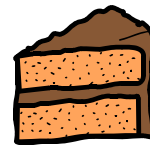
strawberry



orange



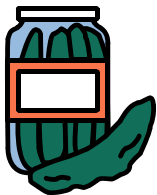
cake



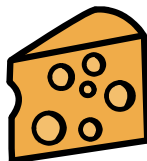
ice cream
cone



pickle



cheese



watermelon



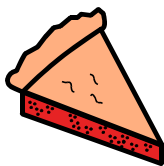
salami



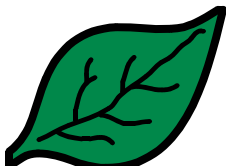
lollipop



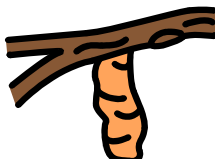
pie



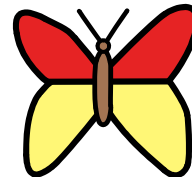
leaf



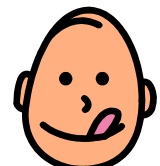
cocoon



butterfly



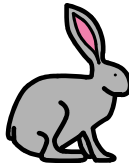
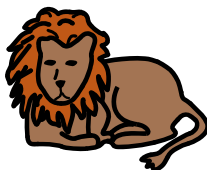
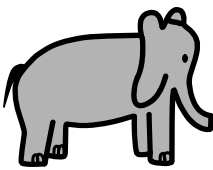
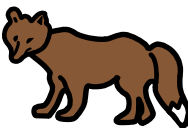
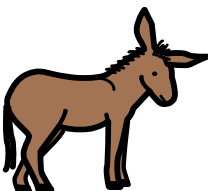
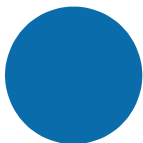
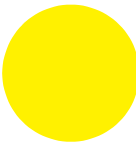


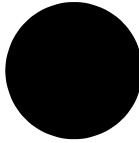

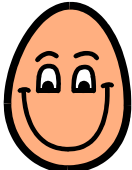


yummy



Aided Language Board for Brown Bear, Brown Bear, What Do You See? By- Bill Martin Jr. and Eric Carle

brown 	red 	yellow 	blue 	green 
purple 	white 	black 	gold 	bear 
bird 	duck 	horse 	frog 	cat 
dog 	sheep 	fish 	teacher 	children 
what 	do 	you 	see 	I 

Aided Language Board for The Artist Who Painted a Blue Horse By- Eric Carle

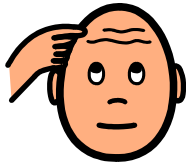
The	horse 	crocodile 	cow 	rabbit 
lion 	elephant 	fox 	polar bear 	donkey 
is	blue 	red 	yellow 	pink 
green 	orange 	purple 	black 	polka-dotted 
like 	don't like 	yes 	no 	all done 

Aided Language Board for I Know an Old Lady Who Swallowed a Fly

I, me



know



old lady



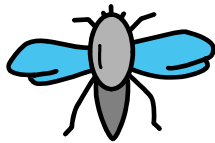
who



swallowed

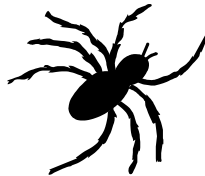


a

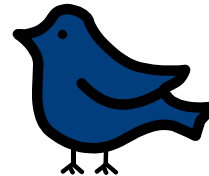


fly

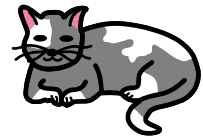
spider



bird



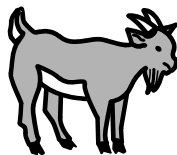
cat



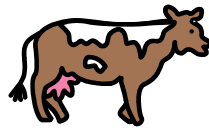
dog



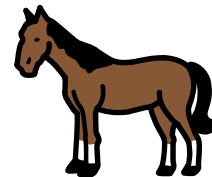
goat



cow



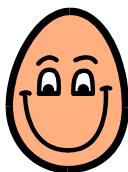
horse



what



like



don't like



yes



no



all done



Student's Name: _____ Year: _____

Print Awareness Assessment

Title of Book: _____ Date: _____

When handed a book upside down and backwards, the student turned the book around and opened the pages left to right? Yes No

Circle the parts of the book the student found when asked:

front back picture words page letter title

Comments: _____

Title of Book: _____ Date: _____

When handed a book upside down and backwards, the student turned the book around and opened the pages left to right? Yes No

Circle the parts of the book the student found when asked:

front back picture words page letter title

Comments: _____

Title of Book: _____ Date: _____

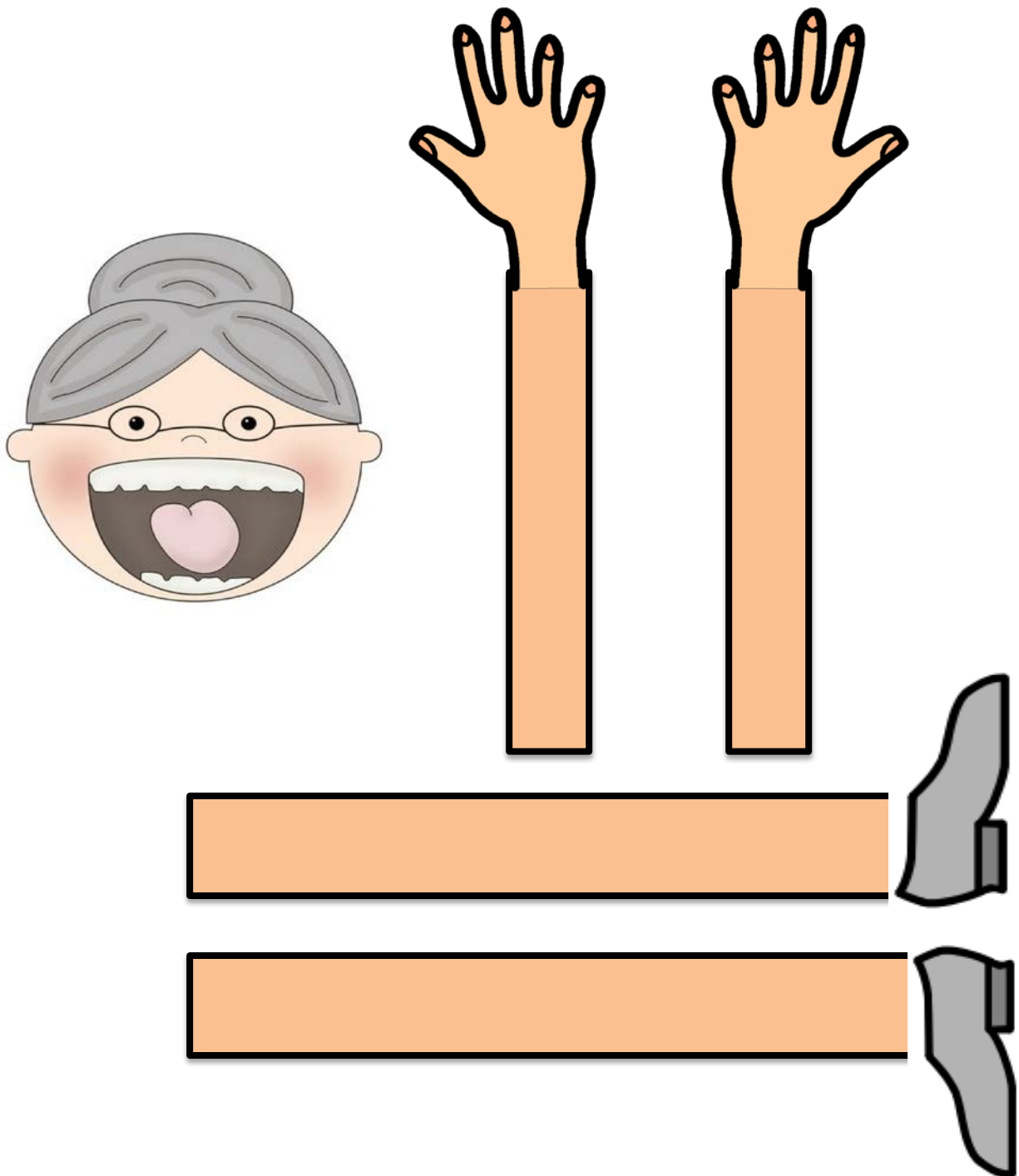
When handed a book upside down and backwards, the student turned the book around and opened the pages left to right? Yes No

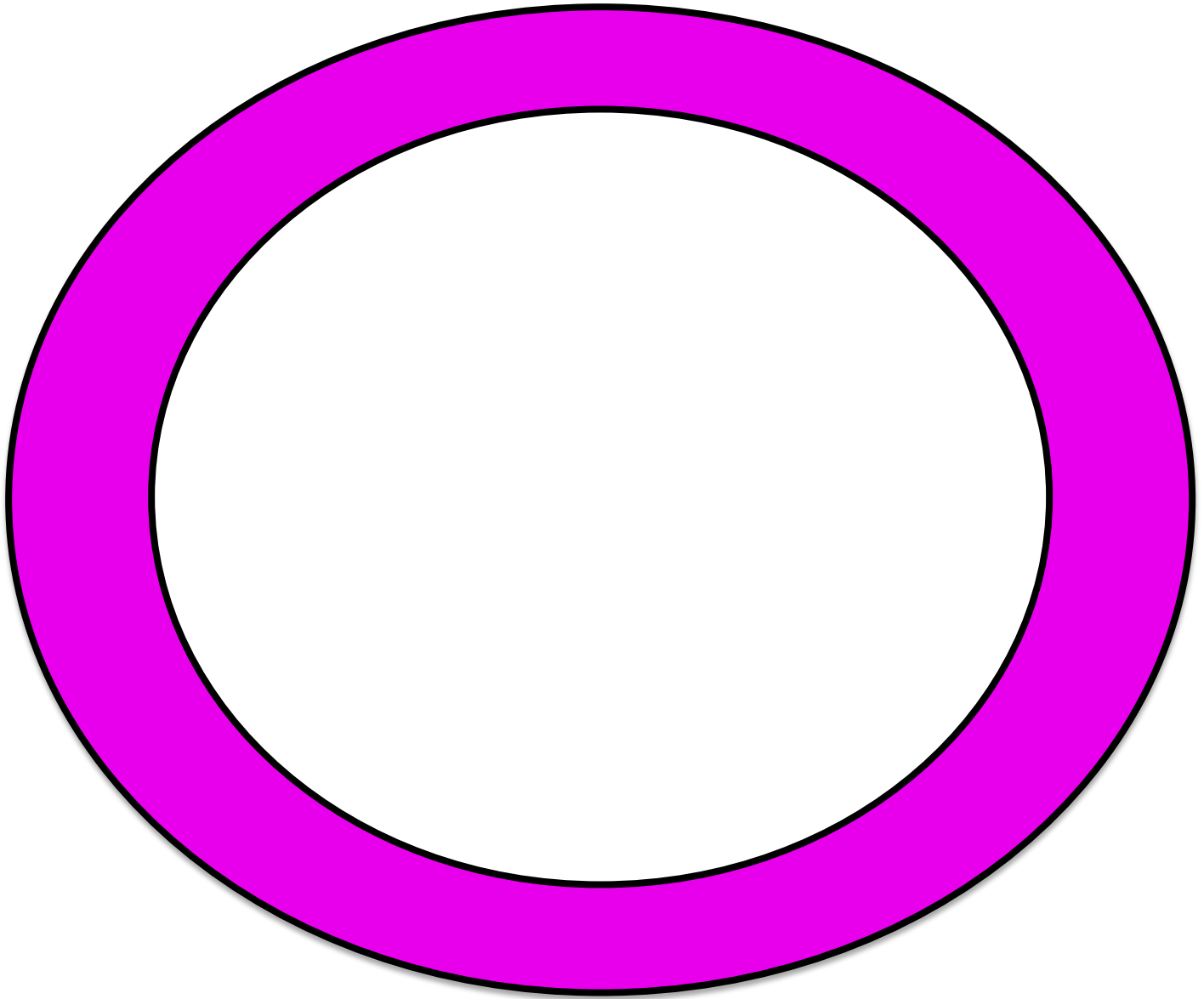
Circle the parts of the book the student found when asked:

front back picture words page letter title

Comments: _____

Old Lady Baggie Templates

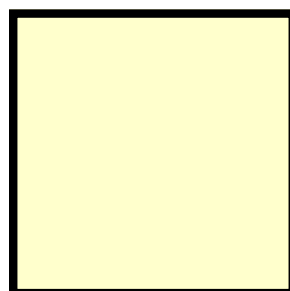




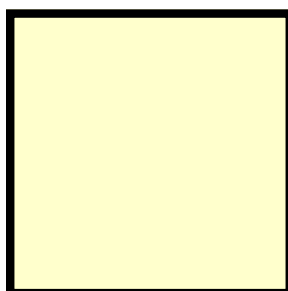
**There Was An Old Lady
Who...**

There Was An Old Lady Who Swallowed

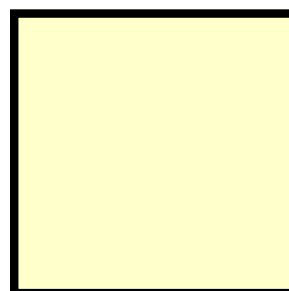
Some Leaves



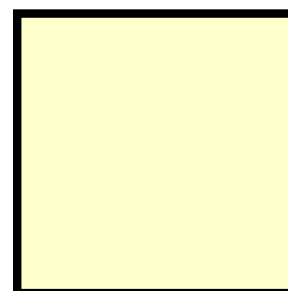
1st



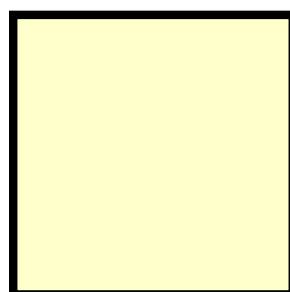
2nd



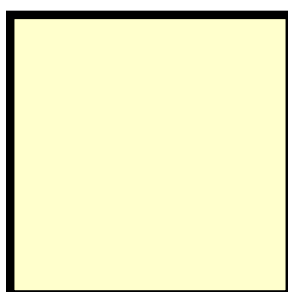
3rd



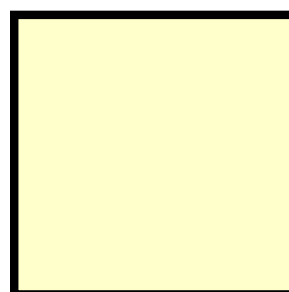
4th



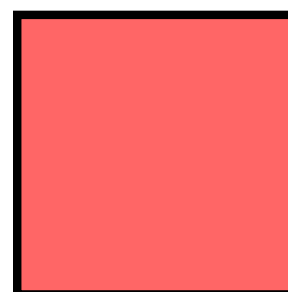
5th



6th

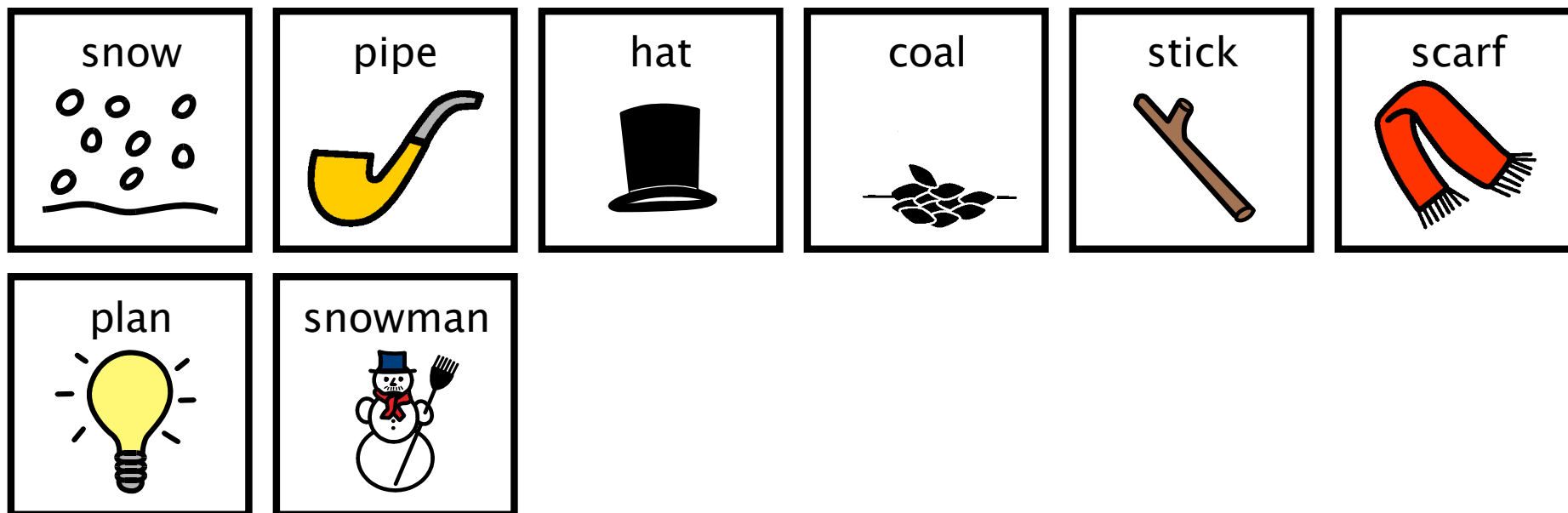


7th



8th
The End!

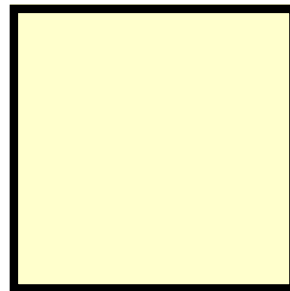
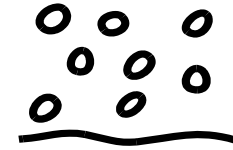
There Was A Cold Lady That Swallowed Some Snow



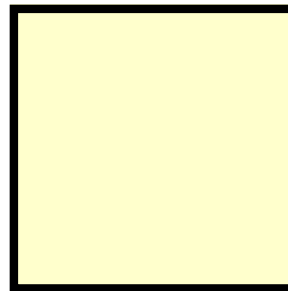
There Was An Old Lady That Swallowed Some Leaves



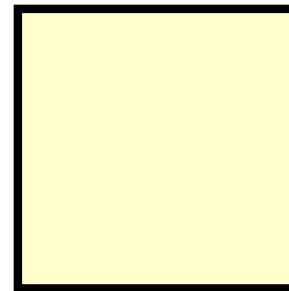
There Was A Cold Lady Who Swallowed Some Snow



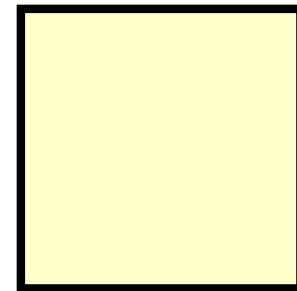
1st



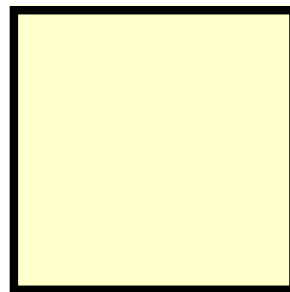
2nd



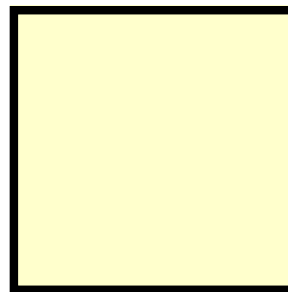
3rd



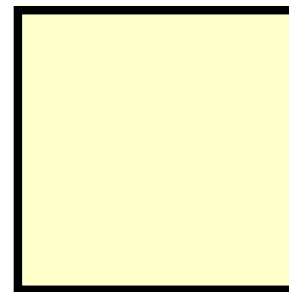
4th



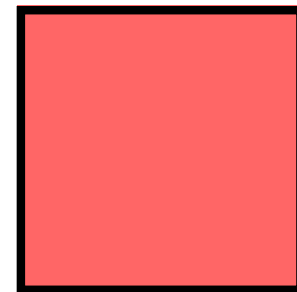
5th



6th



7th



8th
The End!

There Was An Old Lady Who Swallowed A Fly

Word Sort

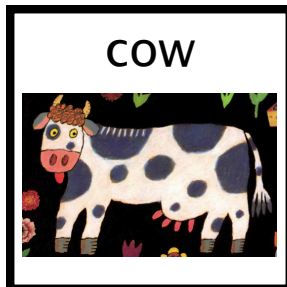
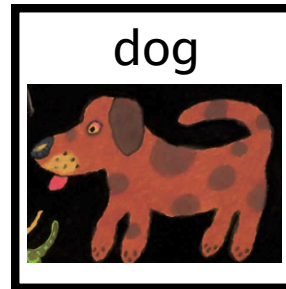
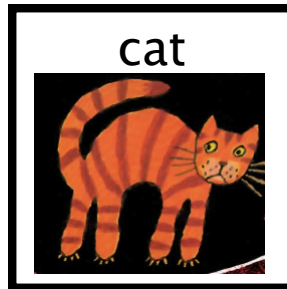
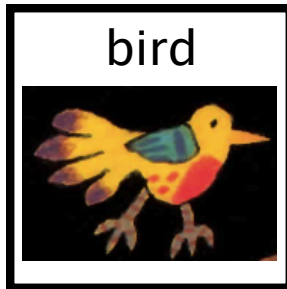
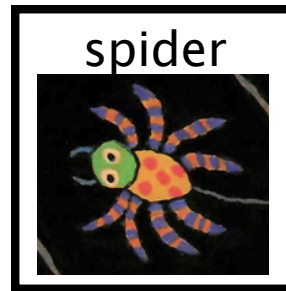
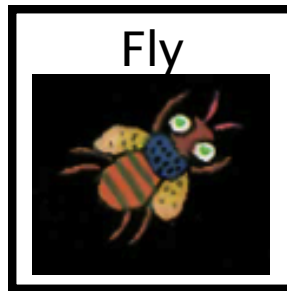
1 Syllable
(mop)

Add library pockets if available

2 Syllables
(table = ta•ble)

Add library pockets if available

There Was An Old Lady That Swallowed a Fly



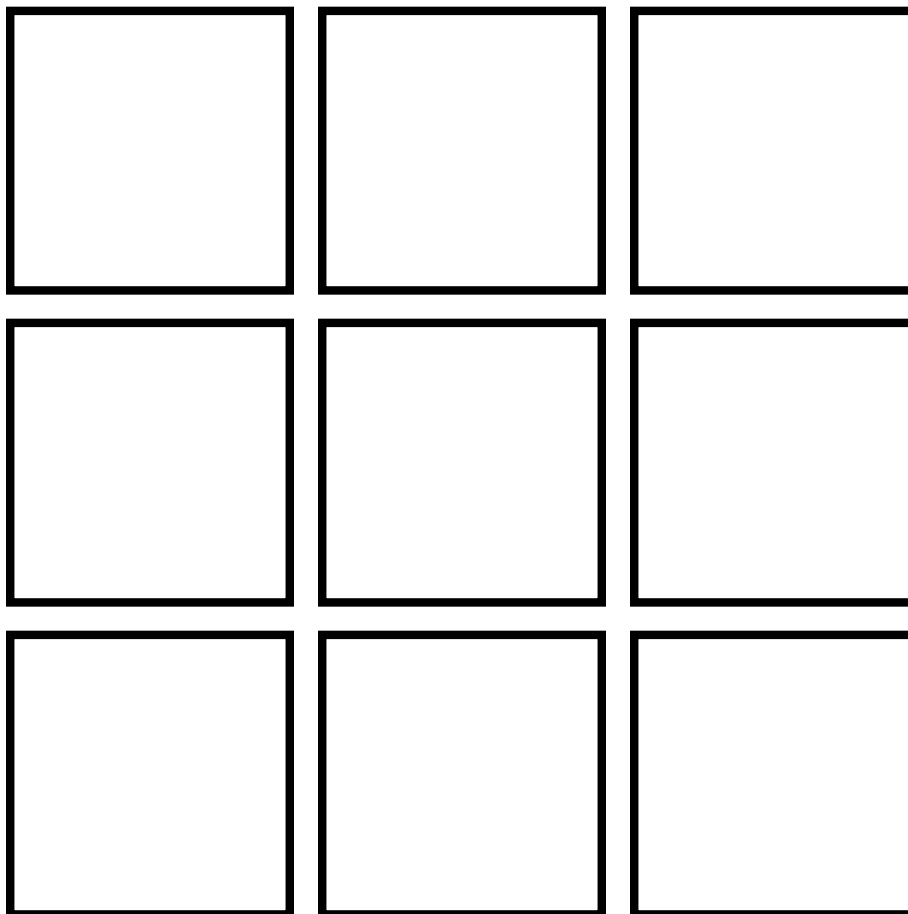
**These icons can be used to provide visual support for reading "There Was An Old Lady That Swallowed a Fly" by Simms Taback, 1997 (published by Scholastic Inc.). Examples of how they can be used are located under the October 2014 Visual Supports on kansasasd.com under Teacher Resources.*



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There Was An Old Lady That Swallowed ...












***Place pictures of other versions of "There Was An Old Lady" . Scan the pages of the books into your computer, take screen shots of the images you want to use, drag and drop those images into the Symbol Find Tool box and label and categorize the image. You are now ready to use those images in Boardmaker!*



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There Was An Old Lady Who Swallowed A Fly Vocabulary

 <p style="text-align: center;">Lady</p>	 <p style="text-align: center;">Fly</p>	 <p style="text-align: center;">Spider</p>
 <p style="text-align: center;">Bird</p>	 <p style="text-align: center;">Cat</p>	 <p style="text-align: center;">Dog</p>
 <p style="text-align: center;">Cow</p>	 <p style="text-align: center;">Horse</p>	 <p style="text-align: center;">Swallowed</p>

** Cut out and laminate these vocabulary cards. They can be used to do various word study activities to introduce a story. You can view a sample of this work task under the November 2014 Visual Supports on the [kansasasd](http://kansasasd.org) website under teacher resources.*

There Was An Old Lady Who Swallowed A Fly Vocabulary

 <p style="text-align: center;">Lady</p>	 <p style="text-align: center;">Fly</p>	 <p style="text-align: center;">Spider</p>
 <p style="text-align: center;">Bird</p>	 <p style="text-align: center;">Cat</p>	 <p style="text-align: center;">Dog</p>
 <p style="text-align: center;">Cow</p>	 <p style="text-align: center;">Horse</p>	 <p style="text-align: center;">Swallowed</p>

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Name: _____

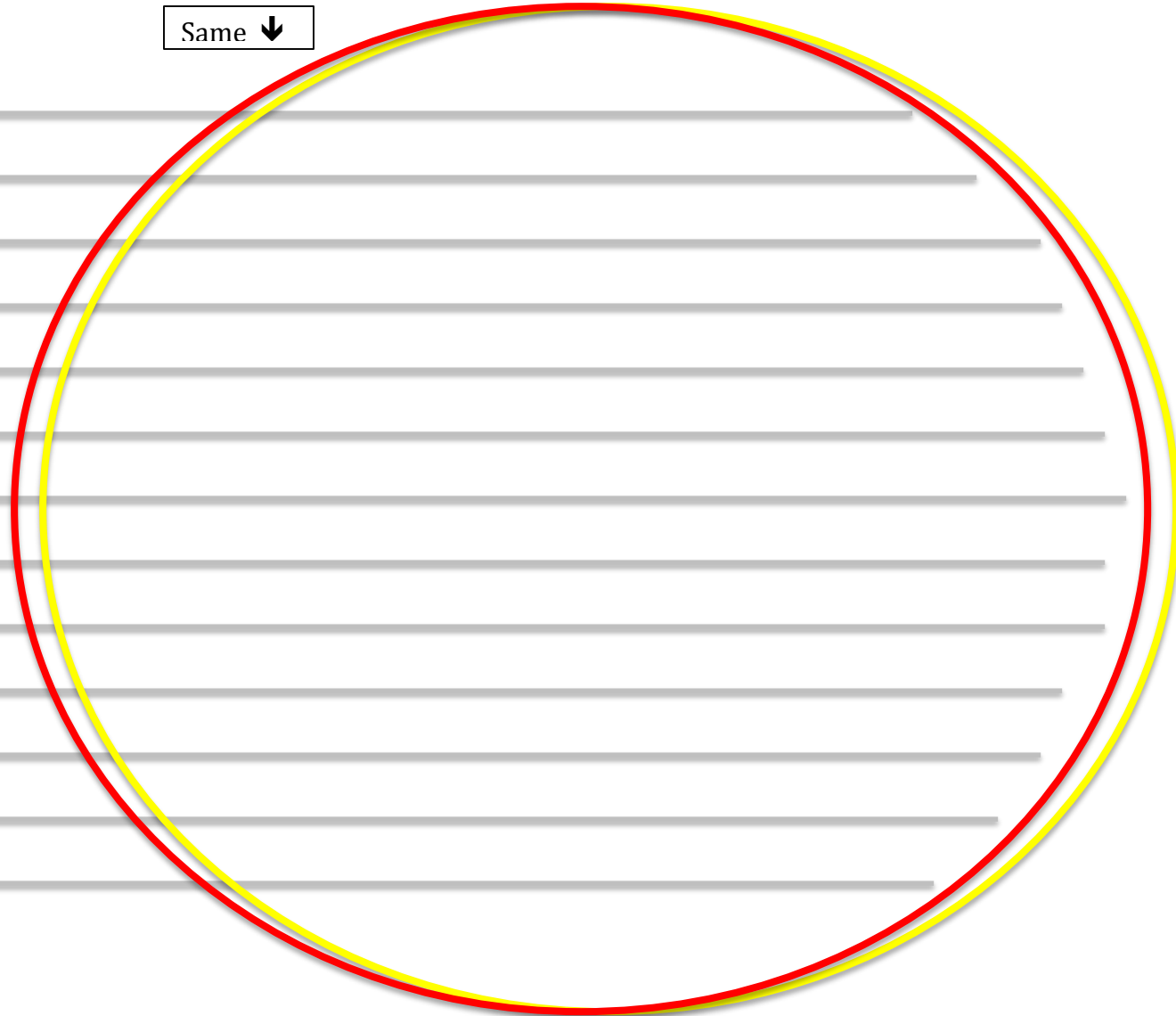
Date: _____

“There Was An Old Lady...”

“There Was An Old Lady That Swallowed Some Leaves”

“There Was A Cold Lady That Swallowed Some Snow”

Same ↓



Word Bank

- ☐ scarecrow
- ☐ snowman
- ☐ rope
- ☐ shirt
- ☐ pipe
- ☐ coal
- ☐ hay
- ☐ pants
- ☐ hat
- ☐ scarf
- ☐ pole
- ☐ idea
- ☐ Old Lady snow
- ☐ Old Lady leaves
- ☐ Pumpkin
- ☐ snow
- ☐ leaves
- ☐ stick

***Level 4: Teacher teaches the student the THEIVES strategy during Direct Instruction.*

***Level 5: Place modified worksheet into work system for student to use across settings.*

***Red passages give some ideas on what to ask student while going through the THEIVES strategy. Delete red passages when working with the student.*

Name: _____ Date: _____ Block _____

Ch. 20-1 (p.698)

Fill in the worksheet.



☐ 1. What is the title of Chapter 20? (p. 698) _____

What is the title of Chapter 20, Section 1? (p. 700) _____

Teacher: What does the title tell us about what we are going to learn?

Write the definition of segregation. (p. R63) _____

☐ 2. List the main headings.

p. 700 _____

p. 702 _____

p. 703 _____

p. 704 _____

p. 705 _____

p. 706 _____

Teacher: What does the headings tell us about what we are going to learn?

☐ 3. Read the Introduction to Ch. 20-1. (p. 700)

Teacher: Why is this important?

☐ 4. Write what I already know about Civil Rights. **Use your head.** Do your best, it is OK.

- _____
- _____
- _____
- _____

☐ 5. Look at the pictures. Read the captions.

- ☐ p. 701
- ☐ p. 702
- ☐ p. 703
- ☐ p. 704
- ☐ p. 705
- ☐ p. 706
- ☐ p. 707

☐ 6. Match the name on the left with the correct description on the right.

_____ Thurgood Marshall (p.702)

A. Won the Nobel peace prize in 1964.

_____ Martin Luther King, Jr. (p.706)

B. Was secretary for the Montgomery NAACP chapter.

_____ Rosa Parks (p. 705)

C. The first African-American Supreme Court justice.

☐ 7. Why is important to read about Civil Rights in the 1950s and 60s? (p.700)

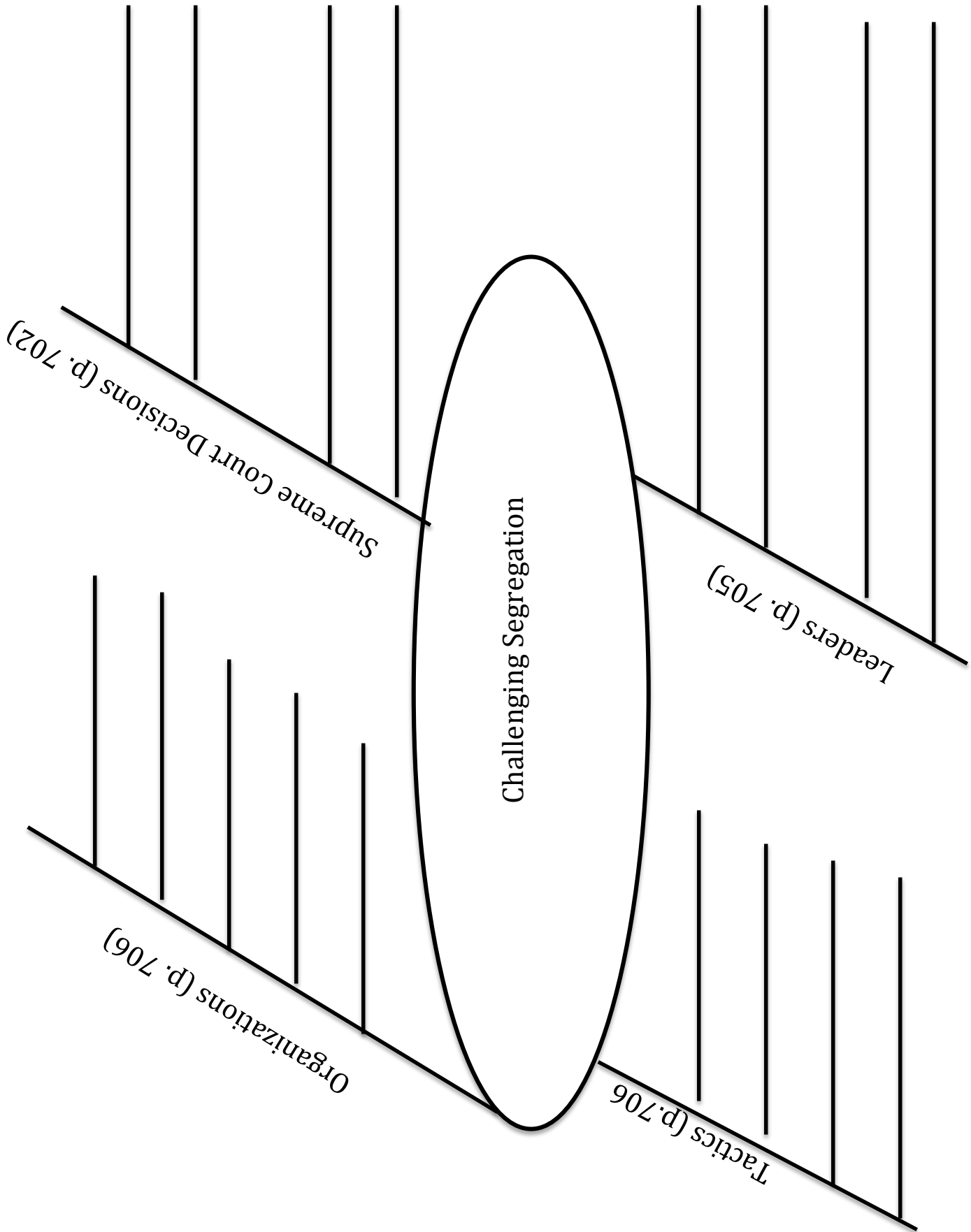
☐ 8. Read Ch. 20-1 to myself.

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214.

Name: _____ Date: _____ Block: _____



☐ Fill in the spider diagram with examples of Tactics, Leaders, Organizations, and Supreme Court decisions of the civil rights



Name: _____ Date: _____ Block _____

Ch. 20-1 (p.698)

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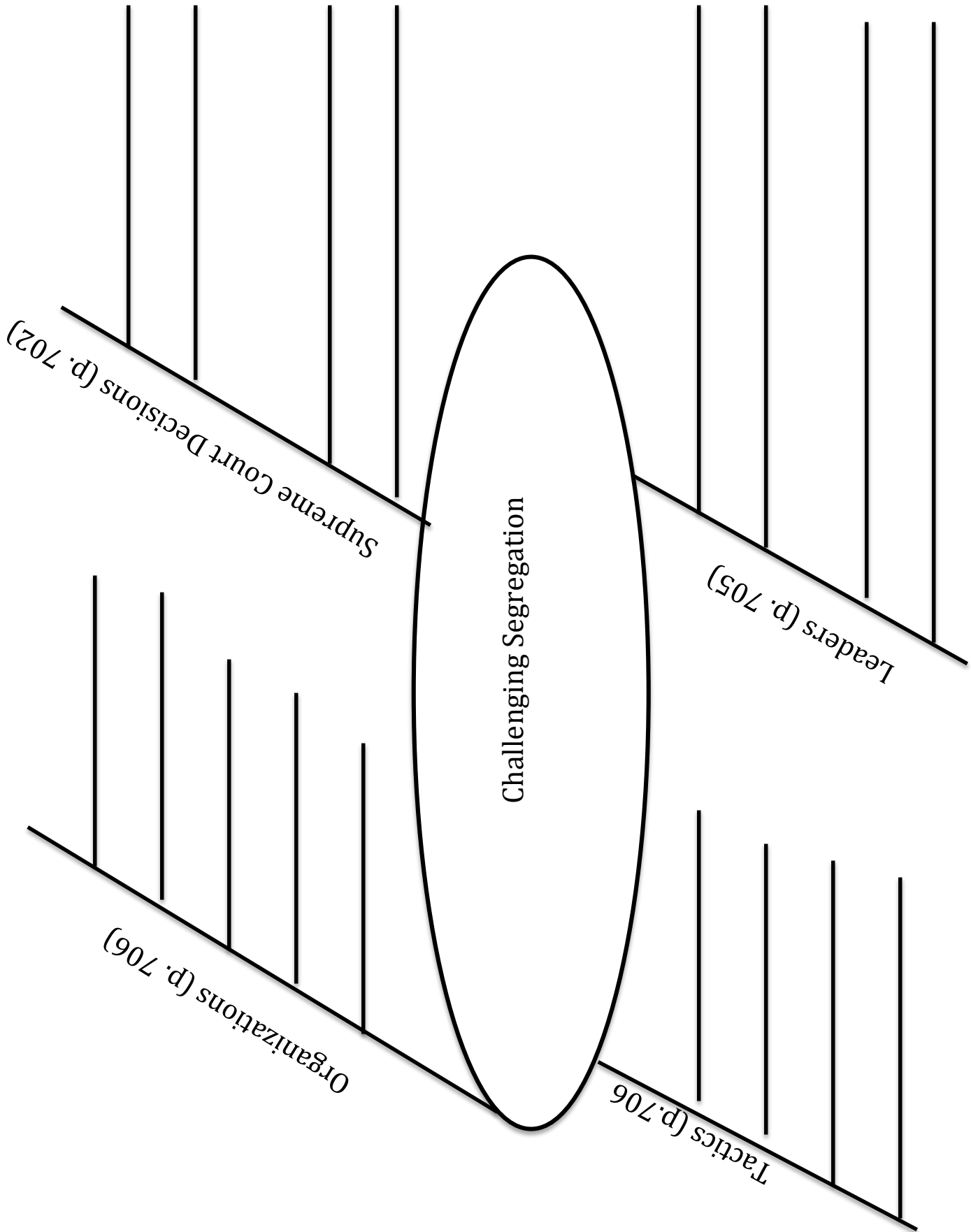
☐ 9. Check my schedule

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☐ Fill in the spider diagram with examples of Tactics, Leaders, Organizations, and Supreme Court decisions of the civil rights





C-A-T-A-P-U-L-T (for narratives)

Pam Williamson, PhD
Christi Carnahan, EdD

- **Covers (front and back):** What does the front cover show us about what we might visualize in the story? What does the back cover tell us about the story (words, pictures, both)?
- **Author:** What's the author's background? Has s/he written stories like this before?
- **Title:** What does the title lead us to predict about the story?
- **Audience:** For whom was this story written? Old, young; male, female; city- or country-dwellers?
- **Page 1:** Read page 1 and think about what the story might be about.
- **Underlying message or purpose:** With what we have so far, what message or purpose might the author have for readers?
- **Look** at the visuals, maps, or sketches in the text: What do they tell us?
- **Time, place, characters:** From the clues we have so far, what do we expect these things to be? What might happen to the characters?



T-H-E-I-V-E-S (for informational texts)

Pam Williamson, PhD

Christi Carnahan, EdD

- **Title:** What does the title tell us?
- **Headings:** What do the headings tell us? What questions can we make from them? Make some predications.
- **Introduction:** Read and think about the introduction. Why do we think the author wrote this text?
- **Everything I know:** Jot down all the facts and ideas about the topic that I already know that may help me understand the new information being presented.
- **Visuals:** Look at the diagrams, charts, and pictures. Read the captions. Why did the author include them? What questions do we have about them?
- **End-of-the-chapter material:** Read the summary, if there is one, as well as any questions at the end. What did the author think was important? Look at bold or italicized type and look for the meaning of those words. What questions might focus my reading?
- **So what?:** Ask why we are reading this. Why might I be interested in reading this?