

Guided Reading Activity

The Vietnam War, 1954–1975

Lesson 2 Vietnam Divides the Nation

Review Questions: Outlining

DIRECTIONS: Read the lesson and complete the outline below. Refer to your textbook to fill in the blanks.

I. The Antiwar Movement Emerges

- A. As the Vietnam War dragged on, _____ support _____ waned because many believed that ~~the Johnson administration~~ _____ was not telling the truth about the war.
- B. Many Americans believed a _____ ~~credibility gap~~ _____ existed because of inconsistencies between ~~what was shown by media~~ _____ and what the administration said about the war.
- C. Students and teachers at universities held _____ ~~teach-ins~~ _____ to explain why they opposed the war, while many protesters focused on what they thought was an unfair _____ ~~draft system~~ _____. Most of the soldiers were _____ ~~working-class and minority~~ _____ youths.
- D. As the war went on, many young men burned their _____ ~~draft cards~~ _____ while an estimated 500,000 _____ ~~refused to go~~ _____.

Many soldiers argued that if they were old enough to fight, they were old enough to

_____ ~~vote~~ _____. The _____ ~~26th amendment~~ _____ gave 18-year-olds the

- a. _____ ~~right to vote in federal and state elections~~ _____ supported the war and those who _____ ~~opposed the war~~ _____.

II. 1968: The Peace Year

- A. Senator Eugene _____ ~~McCarthy~~ _____ argued an unconstitutional attack _____ and South Vietnam _____ This attack, called the _____ ~~Tet Offensive~~ _____, was reported. Americans, however, were alarmed that an enemy _____ ~~could launch such a large-scale attack~~ _____.

On March 25, 1968, Johnson declared the nation with the announcement that

_____ ~~he would not seek reelection~~ _____.

His announcement marked the nation _____ ~~MLK Jr.~~ _____.

_____ ~~Barry Kennedy~~ _____, who appeared to be in the lead for the _____ ~~Democratic Party's~~ _____ nomination for president.

- B. In the presidential election of 1968, Republican candidate _____ ~~Richard Nixon~~ _____ won because he promised to _____ ~~bring peace~~ _____ the _____ ~~country~~ _____, to _____ ~~bring peace~~ _____, and to _____ ~~bring peace~~ _____.

Guided Reading Chapter 6 Answers

**Prentice Hall (School
Division), Prentice Hall Dictionary
Editors**



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Truly Guided Reading Liz Simon, 2014-01-21 Guided Reading is the classroom Reading Recovery with supplements. In the classroom, every child is involved in focussed reading instruction. Small groups necessitate exceptional organization. All this without the year-long training that Reading Recovery participants have. Over the years, teachers have been directed towards Guided Reading without knowledge of how to organize the class while working with small groups and further without the knowledge of what is involved in overt reading instruction. This book will change that and give teachers the resources to organize and put in place worthwhile and relevant activities for children to independently engage in. In this book, significant suggestions are forwarded to make Guided Reading easier to implement and more effective. This book challenges held views about Guided Reading misconceptions and misapplications of Guided Reading will be highlighted and in place will be effective pedagogy to help children move towards being truly confident thinking readers. The teaching practices emphasized are Managing differentiated reading instruction for early developing early fluent readers including a chapter relating to older readers. Class management while working with small groups independent tasks Questioning and prompting so children acquire and use self help reading and comprehension strategies Encouraging student talk where they explore and exchange ideas Assessment and recording that informs instruction

Diagnosis and Correction of Reading Problems, Second Edition Darrell Morris, 2013-10-02 This widely adopted text and teacher resource provides a comprehensive approach to assessing and remediating reading difficulties in grades K-6. Darrell Morris presents rich case studies of beginning and older readers struggling with different types of reading problems. He shows how to administer a thorough diagnostic battery and provide instruction tailored to each student's needs. In addition to one-to-one tutoring strategies, small group and whole class applications are discussed. Reproducible tools, book lists, and other user-friendly materials can be photocopied from the book or downloaded and printed in a convenient 8 1/2 x 11 size. New to This Edition: Detailed explanations of how to adapt the techniques for classroom use. The latest research findings pertaining to reading diagnosis. Updated and expanded book lists. Chapter on historical and theoretical foundations. See also the Morris Informal Reading Inventory Preprimer through Grade 8, a complementary assessment tool that yields systematic data on K-8 students' reading abilities.

Teaching English, How To.....: Raymond Stopper, Shirley DeLano Ryan, 2004-07-19 Teaching English How To emphasizes three fundamental teaching techniques: directing reading assignments, modeling skills, and using students' questions to motivate learning and discussion. Three special features are: daily ten-minute writing sessions to improve style and correctness; preparing students for the SAT 20-minute essay; and a problem-centered grammar program designed to be applied to writing. This book contains specific recommendations for teaching almost every aspect of secondary English.

How to Manage an Independent Reading Program Irene Parisi, 2005 [Teaching and Researching Reading](#) William Grabe, Fredricka L. Stoller, 2019-09-24 Now in its third edition Teaching and Researching Reading charts the field of reading

first and second language systematically and coherently for the benefit of language teaching practitioners students and researchers This volume provides background on how reading works and how reading differs for second language learners The volume includes reading curriculum principles evidence based teaching ideas and a multi step iterative process for conducting meaningful action research on reading related topics The volume outlines 14 projects for teacher adaptation and use as well as numerous new and substantially expanded resource materials that can be used for both action research and classroom instruction

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Who Says I Can't? Gwendolyn Battle Lavert,James A. Bellanca,2025-01-15 Eliminating the reading achievement gap is essential for long term school success In Who Says I Can t the authors explain how to close the third grade reading gap for marginalized students They supply educators with research strategies structure and support necessary to revise current practices so that all children regardless of ethnic racial or socioeconomic deterrents will read for meaning before grade 4 K 4 educators can use this book to Learn current research on the third grade reading gap and why it matters Understand the importance of teaching phonics and phonemics in the early grades Explore how to expand vocabulary for students below target levels Guide students on forming meaning in cognitive and metacognitive ways Provide reading material with diverse characters to encourage investment and belonging Contents Foreword Introduction A Necessary Pathway Chapter 1 Engage With the Learning to Read Challenge Chapter 2 Acknowledge That Yes It Is About the Brain Chapter 3 Make Meaning Visible Chapter 4 Use the Reciprocal Teacher s Playbook Chapter 5 Hear It First With Phonemics and Ensure Mastery Chapter 6 Make the Phonics Connection Chapter 7 Use Patterns to Achieve Vocabulary Fluency Chapter 8 Learn to Read for Meaning Chapter 9 Prioritize Equity Epilogue A Dream Revisited Appendix Lesson Design Templates and Further Reading References and

Resources Index **Reading Strategies for Elementary Students With Learning Difficulties** William N.

Bender, Martha J. Larkin, 2003-05-20 This book is written with the purpose of providing primary and middle school teachers a practical set of research based instructional strategies primarily for students with learning disabilities and other learning difficulties This book includes strategies and instructional examples to be practiced in inclusive classrooms as well as in one to one teaching situations This book offers a practical ready reference for teachers increasingly important role in reading instruction for students with learning disabilities **CliffsNotes Praxis Reading for Virginia Educators** Jane R.

Burstein, Diane E. Kern, 2020-12-15 The perfect way to study for Virginia s elementary education and special education reading teacher certification test with subject reviews and two model practice tests Focusing on what entry level Virginia elementary and special education teachers need to be certified to teach this test prep guide includes targeted strategies for the selected response and constructed response questions and reviews of every test specification a candidate will be tested on including instructional process assessment and diagnostic teaching oral language and communication reading development and writing and research The two practice tests are full length model exams that include answers and explanations to help candidates succeed when they take the test **Informational Texts in Pre-Kindergarten through**

Grade-Three Classrooms Elaine M. Bukowiecki, Marlene P. Correia, 2016-11-14 This book presents a myriad of instructional techniques and critical literacy strategies while serving as a professional resource for inservice and preservice primary grade teachers as they include informational texts in their classrooms In each of the nine chapters there is a particular topic that guides the focus of the chapter These themes include a rationale for incorporating informational texts in the primary grade classroom a discussion of the unique features of informational texts the selection of high quality informational materials for primary readers critical literacy prereading during reading and post reading strategies the writing of informational texts and inquiry projects for the primary classroom This book also contains a preface an introduction and an afterword in which the controversy regarding the Common Core State Standards is discussed Unique features of each chapter are specific standards reflecting the Common Core State Standards strategies for all students to be successful with the Standards transcriptions of lessons from primary grade classrooms examples of pupils work as they interact with informational materials and a Give It a Try section where a lesson plan or a pedagogical suggestion is presented for the reader to try out in his her own classroom

Bookwise Sharon Parsons, 2002 Bookwise is a carefully graded reading scheme organized into five cross curricular strands encouraging links to other subjects Comprising 16 fiction and ten non fiction titles the 25 books at each level span a two year reading age and the three tier levelling system within each level facilitates an accurate match of reading ability and text The full colour readers are accompanied by teacher s guides and resource sheets to help teachers get the most out of their guided reading and writing sessions *Connecting Across Disciplines* Susan Chenelle, Audrey Fisch, 2016-02-10 While the Common Core has made informational text a focal point in English language arts classrooms around the country it has

also made literacy a key concern in other subjects Teaching literacy in the disciplines and navigating informational texts are challenging prospects How can content area teachers find high quality informational texts that will enhance their curriculum How do they go about working with these new texts Most importantly how do teachers balance their responsibility towards their subject matter with the new charge to incorporate disciplinary literacy The key is to connect communicate and collaborate Teachers can meet these challenges together and enhance student literacy engagement and motivation along the way This volume offers a practical model that teachers in any discipline can use to incorporate informational texts into their classrooms on their own or in collaboration with colleagues in other content areas We also share suggestions and ideas for initiating and implementing collaboration between teachers of any discipline even those working at the secondary level with complex schedules and curricula

How to Teach Balanced Reading and Writing Bonnie Burns, 2006-05-16 Any teacher can use this book regardless of the reading program a district may be using It brings the various practices of reading and writing together in a practical and useful way Betty Ann Collinge Kindergarten First Grade Teacher Green Acres Elementary School North Haven CT This book's major strengths include straightforward writing clear discussion of topics excellent graphic samples strong attention to a balanced perspective and practical ideas Jennifer Trujillo Assistant Professor Teacher Education Fort Lewis College The book is easy to follow and very accessible It is not too esoteric or philosophical yet includes important theory and knowledge about learning The suggestions are excellent relevant and inclusive Karen Heath Literacy Coordinator Barre Schools VT Use these practical strategies to help students develop strong reading and writing skills Reading is a complex process And in today's increasingly diverse classrooms each student has unique learning needs In the face of these challenges how can teachers ensure that all students develop essential literacy skills How to Teach Balanced Reading and Writing provides practical research based strategies for all aspects of literacy education Presenting best practices in an easy to use format literacy expert Bonnie Burns supplies guidance for providing direct instruction in phonics using authentic texts building word recognition strengthening comprehension and implementing writing across the curriculum Aligned with the National Reading Panel Report 2000 and Reading First legislation this book offers strategies to use with students at all developmental levels This second edition has been extensively revised to include A discussion of language acquisition Strategies for assessing phonemic awareness Techniques for developing fluency Increased attention to the needs of diverse learners Additional instructional activities in every chapter Because of its flexibility this book is suitable for both novice and experienced teachers Its friendly accessible format also makes it an ideal text for preservice teachers and students in education courses

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The Americans McDougal-Littell Publishing Staff,2002-03-04 *Beyond the Textbook* Carianne Bernadowski,Patricia L. Kolencik,Robert Del Greco,2013-01-03 This collection of standards based lessons will guide middle and high school teachers while teaching the nation s history in a user friendly ready made fashion During a time of standards based instruction Beyond the Textbook Using Trade Books and Databases to Teach Our Nation s History Grades 7 12 will fill the gap in today s middle and high school classrooms to simultaneously engage students in effective literacy skill exercises and teach our nation s history Authored by three experienced former public school teachers these ready made lesson plans for classroom teachers and school librarians make planning easy for implementation in a social studies history or English classroom The book covers topics from Native Americans to the Louisiana Purchase offering evidence based reading strategies throughout that can hold adolescents attention and develop their vocabulary and comprehension Each chapter will include bibliographic information suggested grade level Information Literacy and National Social Studies Standards before during and after reading strategies database integration for classroom use and suggested readalikes Users will find the standards and evidenced based research perfectly applicable in today s classrooms

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English 5-11 David Waugh,Wendy Jolliffe,2016-06-23 English is central to the primary school curriculum and successfully mastering the basics has a significant influence on pupils ability to learn and achieve their future goals Now fully updated English 5 11 provides comprehensive up to date and creative guidance on teaching English in the primary school Each chapter provides the busy teacher with

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