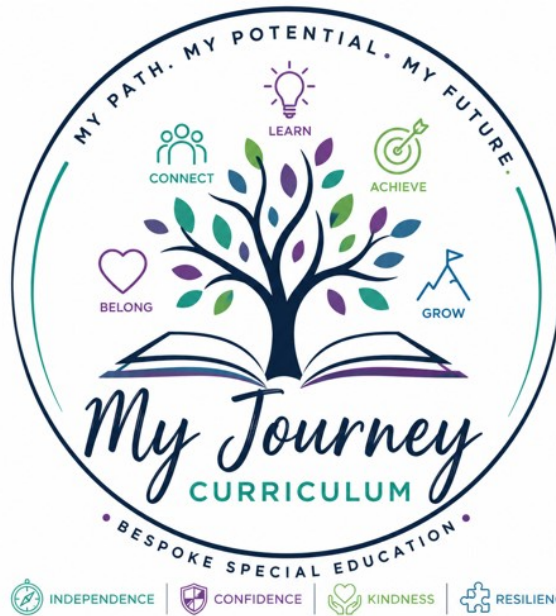




MY JOURNEY CURRICULUM

LITERACY ACTIVITY LIBRARY

Reading comprehension, writing and functional communication

36 original learner activities

worksheets | visuals | cut-apart cards | games | real-life transfer

Editable in Google Slides | Print in color or grayscale

INDEPENDENCE | CONFIDENCE | KINDNESS | RESILIENCE

Designed for age-respectful Special Education use in the USA



Reading Response Board

LI-01

LEARNING GOAL

I can choose how to respond to a text.

Name _____

Date _____

Cut, point to or keep these cards available during reading.

SHOW ME

Point to the text evidence

READ AGAIN

Repeat or replay the information

I THINK

Give an idea or prediction

I FOUND IT

Mark the answer

NOT SURE

Ask for clarification

PRIVATE / PASS

Choose not to share personal information

JOURNEY ROUTES

1 Match or choose | 2 Complete and explain | 3 Change and transfer

POINT / SELECT

SAY / SIGN / AAC

DRAW / WRITE

ACT / USE

Help | Break | Not sure | Pass | Try again



Sentence Builder

LI-05

LEARNING GOAL

I can organize words into a clear sentence.

Name _____

Date _____

Put the word cards in order. Add a capital letter and punctuation.

CUT OR COPY THE STEPS

the bus

arrives

at nine

by the library

PUT THE STEPS IN ORDER

1

2

3

4

JOURNEY ROUTES

1 Match or choose | 2 Complete and explain | 3 Change and transfer

POINT / SELECT

SAY / SIGN / AAC

DRAW / WRITE

ACT / USE

Help | Break | Not sure | Pass | Try again



Main Idea

LI-16

LEARNING GOAL

I can identify what a text is mostly about.

Name _____

Date _____

Read the notice. State or select the main idea and two supporting details.

READING

Community Art Hour meets on Thursday at 4:00 PM in Room 6. Materials are free. Learners can paint, make collage or choose a quiet drawing table. Register at the front desk.

1. What is the text mostly about?

2. When and where does it happen?

3. What choices are available?

4. What must a person do to join?

JOURNEY ROUTES

1 Match or choose | 2 Complete and explain | 3 Change and transfer

POINT / SELECT

SAY / SIGN / AAC

DRAW / WRITE

ACT / USE

Help | Break | Not sure | Pass | Try again



Compare Two Messages

LI-20

LEARNING GOAL

I can compare clarity and usefulness.

Name _____

Date _____

Read both messages. Decide which one helps a reader act more independently.

MESSAGE A AND MESSAGE B

A: Come to the event soon. It will be fun.

B: Game Club - Tuesday, 3:30 PM - Library Room 2 - Free - Quiet table available.

1. Which message is easier to use?

2. What does Message A omit?

3. What access detail appears in Message B?

4. Improve one line in Message A.

JOURNEY ROUTES

1 Match or choose | 2 Complete and explain | 3 Change and transfer

POINT / SELECT

SAY / SIGN / AAC

DRAW / WRITE

ACT / USE

Help | Break | Not sure | Pass | Try again



Read a Notice

LI-30

LEARNING GOAL

I can find information in a functional text.

Name _____

Date _____

Read the notice. Answer the practical questions.

COMMUNITY COOKING CLUB

Wednesday, October 14 | 4:00-5:15 PM
North Recreation Center | \$4 practice fee
Register by October 9 | Ask about allergy access

1. When and where is the club?

2. How much does it cost?

3. What must happen by October 9?

4. What access question could a learner ask?

JOURNEY ROUTES

1 Match or choose | 2 Complete and explain | 3 Change and transfer

POINT / SELECT

SAY / SIGN / AAC

DRAW / WRITE

ACT / USE

Help | Break | Not sure | Pass | Try again



Create an Accessible Text

LI-36

LEARNING GOAL

I can create a clear text for a real audience.

Name _____

Date _____

Choose a notice, schedule, message, instruction or short report. Make it easy for another person to find and use the information.

AUDIENCE + PURPOSE

CLEAR TITLE

MOST IMPORTANT INFORMATION

NEXT ACTION

ACCESS INFORMATION

CHECK: plain words | large text | high contrast | not color only

JOURNEY ROUTES

1 Match or choose | 2 Complete and explain | 3 Change and transfer

POINT / SELECT

SAY / SIGN / AAC

DRAW / WRITE

ACT / USE

Help | Break | Not sure | Pass | Try again