

Participants' Notebook:

*Common Core,
Unit by Unit:*

*5 Critical Moves for Implementing the Reading
Standards across the Content Areas*

By Cheryl Dobbertin

Fall, 2013

Why Develop Students' Reading Skills?

1. “23 percent of recent high school graduates don't get the minimum score needed on the enlistment test to join any branch of the military.” -- Washington Post, December, 2010

Sample questions from the Military Entrance Exam (ASVAB):

WORD KNOWLEDGE

Word Knowledge tests the ability to understand the meaning of words through synonyms – words having the same or nearly the same meaning as other words. The test is a measure of one component of reading comprehension since vocabulary is one of many factors that characterize reading comprehension.

Sample test question:

3. The wind is variable today.

- A. mild
- B. steady
- C. shifting
- D. chilling

PARAGRAPH COMPREHENSION

Paragraph Comprehension tests the ability to obtain information from written material. Students read different types of passages of varying lengths and respond to questions based on information presented in each passage. Concepts include identifying stated and reworded facts, determining a sequence of events, drawing conclusions, identifying main ideas, determining the author's purpose and tone and identifying style and technique.

Sample question:

4. Twenty-five percent of all household burglaries can be attributed to unlocked windows or doors. Crime is the result of opportunity plus desire. To prevent crime, it is each individual's responsibility to:

- A. provide the desire
- B. provide the opportunity
- C. prevent the desire
- D. prevent the opportunity

2. *“More than half of business leaders say their companies face a “very major” or “fairly major” challenge in recruiting non-managerial employees with the skills, training, education their company needs. Another 31% percent say it’s “somewhat of a challenge.”*

- Corporate Voices for Working Families & Civic Enterprises (2011). Across the Great Divide: Perspectives of CEOs and College Presidents on America’s Higher Education and Skills Gap.

Example test item taken from The National Career Readiness Certificate (NCRC) assessment, which many employers and Departments of Labor use as a “screening” for career-seekers not attending college.

From: J. Kimura, Senior Vice President of Molten Metals, Inc.
To: All e-mail users at Molten Metals, Inc.

To permit our employees to communicate directly with one another as well as with vendors and customers, Molten Metals, Inc. provides a network of e-mail accounts. Access to e-mail is at the sole discretion of Molten Metals, Inc., and we will determine who is to be so empowered. Under President Duarte's leadership, all messages sent and received (even those intended as personal) are treated as business messages. Molten Metals, Inc. has the capability to and reserves the right to access, review, copy, and delete any messages sent, received, or stored on the company e-mail server. Molten Metals, Inc. will disclose these messages to any party (inside or outside the company) it deems appropriate. Employees should treat this server as a constantly reviewed, shared file stored in the system.

Due to the reduced human effort required to redistribute electronic information, a greater degree of caution must be exercised by employees transmitting MM, Inc. confidential information using company e-mail accounts. Confidential information belonging to MM, Inc. is important to our independence and should never be transmitted or forwarded to persons or companies not authorized to receive that information. Likewise, it should not be sent or forwarded to other employees inside the company who do not need to know that information.

MM, Inc. strongly discourages the storage of large numbers of e-mail messages for a number of reasons. First, because e-mail messages frequently contain company confidential information, it is good to limit the number of such messages to protect the company's information. Second, retention of messages fills up large amounts of storage space on the e-mail server and personal hard disks, and can slow down the performance of both the network and individual personal computers. Finally, in the event that the company needs to search the network server, backup tapes, or individual hard disks for genuinely important documents, the fewer documents it has to search through, the more economical the search will be. Therefore, employees are to delete as soon as possible any e-mail messages they send or receive.

Based on the memo shown, personal messages transmitted or received using Molten Metals, Inc., e-mail accounts will be:

- A. automatically deleted upon detection.
- B. avoided by server staff to save company time.
- C. forwarded to private, personal accounts.
- D. grounds for personnel action.
- E. treated no differently from other messages.

Snow Way

by Beth Geiger

Where will you find the world's best spot for stargazing? Many astronomers would say the South Pole. The sky is always clear there, and during the winter it's always dark.

5 Astronomers flock to the South Pole, as do scientists who study climate, the atmosphere, and polar ice. To accommodate them, the U.S. National Science Foundation (NSF) built an outpost, called the Amundsen-Scott South Pole Station.

Getting people and supplies to the station is not easy. Military transport planes do it when weather permits. Therefore, the NSF is building a "highway" to the pole. The project is one of the most unusual road-construction projects ever undertaken.

Top of the Bottom

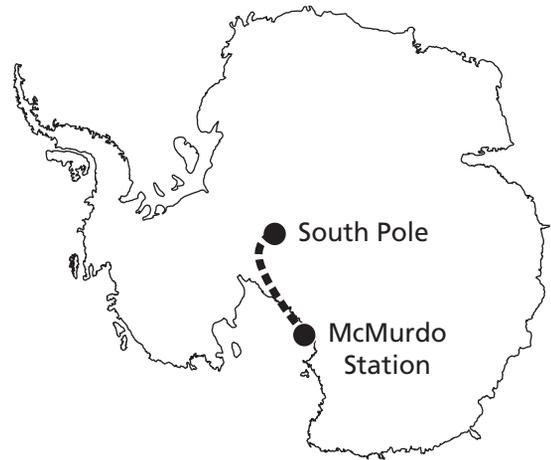
10 The Antarctic highway, called the South Pole Traverse, will not be a typical thoroughfare. "Everyone knows what a road looks like," said Peter West, an NSF spokesman. "What we are working on is not that at all, by any stretch of the imagination."

When completed, the traverse will be a 1,600-kilometer (1,000-mile) path of groomed snow and ice, marked by green flags. It will cross floating ice, gaping *crevasses* (cracks in the ice), deep snow, treacherous mountains, and frozen nothingness.

15 The traverse is not a typical road, because Antarctica is not a typical continent. Ice—4,570 meters (15,000 feet) thick in some places—covers 98 percent of the continent. Antarctica is the world's coldest desert and receives only about
20 5 centimeters (2 inches) of precipitation (rain or snow) annually. The thick ice is the buildup of millions of years' worth of snowfall.

25 A few high peaks in the Transantarctic Mountains poke through the ice to form islands of rock called *nunataks*. East of the Transantarctic chain is the *polar plateau*—the flat top of the bottom of the world. On the plateau lies the Amundsen-Scott Station.

30 Antarctica's ice doesn't stop at the edge of the continent. Thick slabs of floating, slowly shifting ice, called *ice shelves*, fringe the continent. The biggest, the Ross Ice Shelf, is the size of France and is hundreds of feet thick.



■■■■ = Antarctic highway

Ice Route

The traverse begins at McMurdo Station, the main U.S. base on the continent. From there, it heads across the Ross Ice Shelf.

35 Floating, shifting ice might seem like dangerous ground for heavy truck traffic. Why not go straight over the land instead? Traveling across the Ross Ice Shelf keeps the journey at the relative warmth of sea level for as long as possible. At higher elevations on land, temperatures can get so cold that they cause machinery to malfunction. The shelf also makes for relatively easy cruising. “It’s really smooth and flat,” said Erin Pettit, a University of Washington geologist who works in Antarctica.

Frigid Summers

40 Building the traverse has been a daunting job. A hardy five-man crew works only during the Antarctic summer (December to March). Even then, temperatures remain well below freezing. “At first, it is strange for anybody to work in the cold-cold like that,” said project manager John Wright. “But you learn to deal.”

45 The first summer, the crew members tackled their most chilling challenge: yawning crevasses in the Ross Ice Shelf that can swallow a tractor in the blink of a frozen eyelash. The crevasses, which can be 30 meters (100 feet) deep, might not be so dangerous if they were visible. But most of them lurk under covers of snow called *snow bridges*. Many people have fallen through snow bridges to icy deaths.

50 The nastiest crevasses on the route are in a *shear zone* about 48 kilometers (30 miles) from McMurdo. There, ice within the shelf moves at different rates, stretching and cracking into a maze of crevasses. To cross that area safely, the team members probed the ice ahead with radar. Whenever they found a crevasse, they used a bulldozer to fill it in with snow. Then they inched across.

55 During the last construction phase, the crew worked for 66 straight days. After filling crevasses in the shear zone, the team bogged¹ down in a 260-kilometer (160-mile) stretch of deep snow on the shelf. The biggest surprise, remembers Wright, was any
60 *good* day. “We had two last year,” he said.



¹**bogged:** to sink or get stuck

How does the author show that the Ross Ice Shelf is dangerous?

- A** by explaining that some crevasses are hidden
- B** by giving the locations of the worst crevasses
- C** by telling about a truck getting stuck in the snow
- D** by describing how the crew used bulldozers

Key: A

MEASURES CCLS: RI.6.3:

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

HOW THIS QUESTION MEASURES RI.6.3:

This question measures RI.6.3 because it asks students to analyze how a key idea in the text is elaborated. Students must use details from the text to choose which information is the most relevant to the key idea, as well as the manner in which the author connects the details to the idea.

WHY CHOICE "A" IS CORRECT:

Students who choose "A" show an understanding of being able to track the development of the danger of the Ross Ice Shelf across several details throughout the text. The author first suggests that the Ross Ice Shelf is possibly dangerous for heavy trucks due to the floating, shifting ice, but not as much of a risk factor to the trucks as the higher elevations on land. Later in the passage, the extent of the potential danger is portrayed as crew members' "most chilling challenge: yawning crevasses that can swallow a tractor" quickly. The author goes on to explain that the crevasses "might not be so dangerous if they were visible." The students must analyze this evidence to determine that this connection is the most important factor relating to the key idea and is clearly the correct answer.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice B: Students may have chosen "B" because the author does give the location of "the nastiest crevasses on the route" and explains how the ice in that shear zone "moves at different rates, stretching and cracking into a maze of crevasses." The location itself does not show that the Ross Ice Shelf is dangerous, although it gives an example of part of the shelf on which crew members needed to probe safely. The other depth and length specifications in the passage relate to crevasses in general and to a stretch in the shear zone in which the team became stuck while filling crevasses. A student who has selected this option has not correctly differentiated aspects of the key idea nor evaluated the relevance and connection of the evidence.

Choice C: Students may have chosen "C" because the author tells the anecdote of a time when "after filling crevasses in the shear zone, the team bogged down" in a stretch of deep snow on the shelf. The students may infer that it was a dangerous situation for the crew members; however, the author does not connect this detail to the key idea per se. Its purpose is to provide an example of how the majority of the crew's work was fraught with challenges, and "the biggest surprise...was any good day." The inherent danger in working with crevasses existed at all times, yet this particular situation is a less relevant piece of evidence connecting the author's portrayal that the Ross Ice Shelf and does not reflect the overall concept. The student who selects this option has not accurately analyzed how the key idea of danger is elaborated in the whole of the text.

Choice D: Students may have chosen "D" because the author describes how a bulldozer was used to fill in large crevasses in order to cross them safely. The example provides a solution to the problem of working on potentially dangerous areas located on the Ross Ice Shelf; however, like answer choice "B," it does not show

that the shelf itself is dangerous. A student who selects this option has not correctly analyzed the relevance and purpose of this evidence in relation to the conveyance of the key idea.

HOW TO HELP STUDENTS MASTER RI.6.3:

To arrive at the correct answer, the student must determine the type and relevancy of the evidence as it connects to the idea the author is elaborating. Choices “B” and “D” provide examples of specific dangerous locations and techniques used to avoid danger, and “C” is an anecdote of a possibly dangerous situation. None of these accurately show the idea that the shelf as a whole is dangerous. To help students succeed with questions like this, instruction could focus on delineating the development of ideas across complex texts. Students can make and analyze connections among various details, explaining how authors have related and used them to develop complex points and claims.

In line 53, the word “inched” means the builders of the highway

- A** tiptoed hastily
- B** glided casually
- C** stepped boldly
- D** crept slowly

Key: D

Measured CCLS: L.6.4a:

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

HOW THIS QUESTION MEASURES L.6.4a:

This question measures L.6.4a because it asks students to use context as a clue to determine the meaning of a word.

WHY CHOICE “D” IS CORRECT:

Students who choose “D” show an understanding that while “inched” is used in a secondary sense in this passage, the immediate context provides lots of clues to aid understanding. The entire paragraph builds the idea that the terrain is dangerous and shifting. It outlines the various steps the builders take before they finally inch their way forward. Students who choose “D” are able to connect this context to help them define how the word is used.

WHY THE OTHER CHOICES ARE INCORRECT:

Choice A: Students may have chosen “A” because the builders must move cautiously and because “tiptoed” implies stepping lightly. “Hastily,” however, goes against the context. The builders need to move cautiously, not “hastily.”

Choice B: Students who chose “B” may understand that the builders must avoid making heavy steps, and “gliding” implies that they moved lightly. However, as they moved across the ice, the builders exercised caution, employing many deliberate steps that do not suggest they moved “casually.”

Choice C: Students who chose “C” may think that because the builder filled in the crevasse with snow they could proceed confidently across the ice. The overall danger of the situation, though, makes the opposite true: the builders still had to proceed cautiously and move carefully and “slowly” across the ice.

HOW TO HELP STUDENTS MASTER L.6.4a:

The paragraph in which “inched” is used provides good context for helping students understand a possibly unfamiliar use of the word. Close reading of the paragraph allows students to identify that the author is suggesting that the builders “crept slowly.” To help students succeed with questions like this, instruction can focus on words (or uses) that are most likely unknown to students, but that have clear contextual clues that support understanding of their meaning. Students can close read the context, making and sharing possible connections they see to the unfamiliar word.

Encounters Unit Preassessment

Name _____

Date _____

Read the excerpt below and complete the questions that follow.

“We are just now making a great pretence [sic]* of anxiety to civilize the Indians. I use the word “pretence” purposely, and mean it to have all the significance it can possibly carry. Washington believed that commerce freely entered into between us and the Indians would bring about their civilization, and Washington was right. He was followed by Jefferson, who inaugurated the reservation plan. Jefferson’s reservation was to be the country west of the Mississippi; and he issued instructions to those controlling Indian matters to get the Indians there, and let the Great River be the line between them and the whites. Any method of securing removal - persuasion, purchase, or force - was authorized.”

***[sic] means this is how it was in the original source.**

How did you approach trying to understand this passage? (Circle all that apply)

1. I read it all the way through, then went back and re-read it.
2. I read it in chunks, stopping to make sense of each part.
3. I read it in chunks and also re-read it.
4. I made notes/annotated it.
5. Other (please describe) _____

How confident are you that you understand what the passage is describing? (Circle one)

1. I totally get it. I know who is speaking and what he is saying.
2. I get the gist – I think I understand what this person is saying, but I don’t know the context. I have more to learn and do to thoroughly understand this passage.
3. I am pretty confused although I get parts of it. I don’t really understand what this person is talking about. Here are some words I would have to understand in order to “get” this passage:

4. I have no idea what this is. At all.

Which of the following statements can be supported with evidence from the text? (Circle one)

1. The speaker believes Washington and Jefferson were great presidents.
2. The speaker believes Indians should be kept on reservations.
3. The speaker believes commerce was an effective method of civilizing Indians.
4. The speaker believes that it is wrong to civilize Indians.

What evidence from the text supports the answer you chose to the previous question?

“Kill the Indian, and Save the Man”: Capt. Richard H. Pratt on the Education of Native Americans

Beginning in 1887, the federal government attempted to “Americanize” Native Americans, largely through the education of Native youth. By 1900 thousands of Native Americans were studying at almost 150 boarding schools around the United States. The U.S. Training and Industrial School founded in 1879 at Carlisle Barracks, Pennsylvania, was the model for most of these schools. Boarding schools like Carlisle provided vocational and manual training and sought to systematically strip away tribal culture. The following excerpt (from a paper read by Carlisle founder Capt. Richard H. Pratt at an 1892 convention) spotlights Pratt’s methods.

This speech was delivered nearly 30 years after the events described in the article before. What might be different? Why?

A great general has said that the only good Indian is a dead one, and that high sanction of his destruction has been an enormous factor in promoting Indian massacres. In a sense, I agree with the sentiment, but only in this: that all the Indian there is in the race should be dead. Kill the Indian in him, and save the man.

What does Pratt mean by “Kill the Indian..save the man?”

We are just now making a great pretence of anxiety to civilize the Indians. I use the word “pretence” purposely, and mean it to have all the significance it can possibly carry. Washington believed that commerce freely entered into between us and the Indians would bring about their civilization, and Washington was right. He was followed by Jefferson, who inaugurated the reservation plan. Jefferson’s reservation was to be the country west of the Mississippi; and he issued instructions to those controlling Indian matters to get the Indians there, and let the Great River be the line between them and the whites. Any method of securing removal - persuasion, purchase, or force - was authorized.

Jefferson’s plan became the permanent policy. The removals have generally been accomplished by purchase, and the evils of this are greater than those of all the others combined. . . .

How does Pratt feel about Jefferson's plan? What evidence is there for your claim?

It is a sad day for the Indians when they fall under the assaults of our troops, as in the Piegan massacre, the massacre of Old Black Kettle and his Cheyennes at what is termed “the battle of the Washita,” and hundreds of other like places in the history of our dealings with them; but a far sadder day is it for them when they fall under the baneful influences of a treaty agreement with the United States whereby they are to receive large annuities, and to be protected on reservations, and held apart from all association with the best of our civilization. The destruction is not so speedy, but it is far more general. The history of the Miamis and Osages is only the true picture of all other tribes.

“Put yourself in his place” is as good a guide to a proper conception of the Indian and his cause as it is to help us to right conclusions in our relations with other men. For many years we greatly oppressed the black man, but the germ of human liberty remained among us and grew, until, in spite of our irregularities, there came from the lowest savagery into intelligent manhood and freedom among us more than seven millions of our population, who are to-day an element of industrial value with which we could not well dispense. However great this victory has been for us, we have not yet fully learned our lesson nor completed our work; nor will we have done so until there is throughout all of our communities the most unequivocal and complete acceptance of our own doctrines, both national and religious. Not until there shall be in every locality throughout the nation a supremacy of the Bible .

Inscrutable are the ways of Providence. Horrible as were the experiences of its introduction, and of slavery itself, there was concealed in them the greatest blessing that ever came to the Negro race—seven millions of blacks from cannibalism in darkest Africa to citizenship in free and enlightened America; not full, not complete citizenship, but possible—probable—citizenship, and on the highway and near to it.

There is a great lesson in this. The schools did not make them citizens, the schools did not teach them the language, nor make them industrious and self-supporting. Denied the right of schools, they became English-speaking and industrious through the influences of association. Scattered here and there, under the care and authority of individuals of the higher race, they learned self-support and something of citizenship, and so reached their present place. No other influence or force would have so speedily accomplished such result. Left in Africa, surrounded by their fellow-savages, our seven millions of industrious black fellow-citizens would still be savages. Transferred into these new surroundings and experiences, behold the result. They became English-speaking and civilized, because forced into association with English-speaking and civilized people; became healthy and multiplied, because they were property; and industrious, because industry, which brings contentment and health, was a necessary quality to increase their value.

Would you call Pratt a racist? A bad man? Why?

Does Pratt believe he is doing moral work? What evidence from the text supports your answer?

What is the "blessing" that Pratt believes came to the Negro Race? Does he truly believe what he is saying? How do you know?

Name _____

Date _____

Learning Target: I can generate intriguing inquiry questions from the painting “American Progress.”

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Guiding Question(s) and Learning Targets

Q: What shapes people's beliefs about "others?"

Long-Term Targets	Supporting Targets	Assessments
<p>I can trace how and why the attitudes and beliefs of those in the dominant culture toward Native Americans evolved over time.</p>	<ul style="list-style-type: none"> • I can gather details from texts to support my analysis of how and why people's attitudes and beliefs toward Native Americans evolved over time. • I can create an effective and accurate timeline. 	<ul style="list-style-type: none"> • Dual sided timeline
<p>I can cite evidence that supports my explicit and inferential understanding of texts related to people's beliefs and attitudes toward Native Americans.</p>	<ul style="list-style-type: none"> • I can read several related texts to determine people's beliefs and attitudes toward Native Americans. • I can use evidence from related texts to support my claims related to people's beliefs and attitudes toward Native Americans. 	<ul style="list-style-type: none"> • Text tagging/annotations • Strategic Questions • Reading from Different Perspectives
<p>I can examine a variety of primary and secondary sources determine the authors' (and artist's) point of view and purpose.</p>	<ul style="list-style-type: none"> • I can generate intriguing inquiry questions from the painting "American Progress." • I can accurately describe the intentions of Col. Richard Pratt. • I can analyze the contributions of the Navajo Codetalkers. 	<ul style="list-style-type: none"> • Concept Ladder • Text tagging/annotations

“American Progress,” John Gast, 1872



Navajo Stories of the Long Walk Period

Howard W. Gorman

Mr. Gorman, who lives in Ganado, Navajo Nation, Arizona, has been a member of the Navajo Tribal Council for the past 36 years—since 1937—and was its vice chairman from 1938 to 1942. He was 73 years of age at the time of publication of this book. He was born into the Todichiinii (Bitter Water) clan, and his account of the Long Walk and the Fort Sumner experiences was passed down to him by various ancestors.

The Long Walk to Fort Sumner—what was the cause of it? It began because of the behavior of a few Diné. A handful, here and there, riding horseback, killed white people and others that were traveling overland, and took their belongings. Today they would be referred to as gangsters. So the soldiers, commanded by Kit Carson, were ordered out.

The Navajos started on their journey in 1864. They headed for Fort Wingate first, and from there they started on their Long Walk. Women and children traveled on foot. That's why we call it the Long Walk. It was inhuman because Navajos, if they got tired and couldn't continue to walk farther, were just shot down. Some wagons went along, but they were carrying army supplies. So the Navajos had to keep walking all the time, day after day. They kept that up for about 18 or 19 days from Fort Wingate to Fort Sumner.

On the journey the Navajos went through all kinds of hardships, like tiredness and injuries. And, when those things happened, the people would hear gun shots in the rear. But they couldn't do anything about it. They just felt sorry for the ones being shot. Sometimes they would plead with the soldiers to let them go back and do something, but they refused. This is how the story was told by my ancestors. It was said that those ancestors were on the Long Walk with their daughter, who was pregnant and about to give birth. Somewhere beyond Butterfly Mountain, the daughter got tired and weak and couldn't keep up with the others or go any farther because of her condition. So my ancestors asked the Army to hold up for a while and let the woman give birth. But the soldiers wouldn't do it. They forced my people to move on, saying that they were getting behind the others. The soldiers told the parents that they had to leave their daughter behind. "Your daughter is not going to survive, anyway; sooner or later she is going to die," they said in their own language.

"Go ahead," the daughter said to her parents, "things might come out all right with me." But the poor thing was mistaken, my grandparents used to say. Not long after they had moved on, they heard a gunshot from where they had been a short time ago. "Maybe we should go back and do something, or at least cover the body with dirt," one of them said. By that time one of the soldiers came riding up from the direction of the sound. He must have shot her to death. That's the way the story goes.

Based on this passage, what are the beliefs and attitudes of the the White soldiers toward the Native Americans?

What details in this paragraph give you perspective into Mr. Gorman's point of view?

What do you anticipate his point of view will be?

What is Mr. Gorman implying through the use of his phrase "gun shots in the rear?" What evidence from the text supports your answer?

How would you describe Mr. Gorman's attitude toward these events? What details from the text support your answer?

One Hundred Tenth Congress of the United States of America

AT THE SECOND SESSION

What is the date?

*Begun and held at the City of Washington on Thursday,
the third day of January, two thousand and eight*

An Act

Who is being
recognized?
For what?

To require the issuance of medals to recognize the dedication and valor of Native American code talkers.

*Be it enacted by the Senate and House of Representatives of
the United States of America in Congress assembled,*

SECTION 1. SHORT TITLE.

This Act may be cited as the “Code Talkers Recognition Act of 2008”.

SEC. 2. PURPOSE.

The purpose of this Act is to require the issuance of medals to express the sense of the Congress that—

- (1) the service of Native American code talkers to the United States deserves immediate recognition for dedication and valor; and
- (2) honoring Native American code talkers is long overdue.

SEC. 3. FINDINGS.

The Congress finds the following:

- (1) When the United States entered World War I, Native Americans were not accorded the status of citizens of the United States.
- (2) Without regard to that lack of citizenship, members of Indian tribes and nations enlisted in the Armed Forces to fight on behalf of the United States.
- (3) The first reported use of Native American code talkers was on October 17, 1918.
- (4) Because the language used by the Choctaw code talkers in the transmission of information was not based on a European language or on a mathematical progression, the Germans were unable to understand any of the transmissions.
- (5) This use of Native American code talkers was the first time in modern warfare that such a transmission of messages in a native language was used for the purpose of confusing an enemy.
- (6) On December 7, 1941, Japan attacked Pearl Harbor, Hawaii, and the Congress declared war the following day.
- (7) The Federal Government called on the Comanche Nation to support the military effort during World War II by recruiting and enlisting Comanche men to serve in the Army to develop a secret code based on the Comanche language.
- (8) The United States Army recruited approximately 50 Native Americans for special native language communication assignments.

Summarize the findings. What did Native Americans do?

According to this document, when and how have people's attitudes and beliefs toward Native Americans and their culture changed? Use specific details from the texts to support your answer.

H. R. 4544—2

(9) The United States Marine Corps recruited several hundred Navajos for duty in the Pacific region.

(10) During World War II, the United States employed Native American code talkers who developed secret means of communication based on native languages and were critical to winning the war.

(11) To the frustration of the enemies of the United States, the code developed by the Native American code talkers proved to be unbreakable and was used extensively throughout the European theater.

(12) In 2001, the Congress and President Bush honored Navajo code talkers with congressional gold medals for the contributions of the code talkers to the United States Armed Forces as radio operators during World War II.

(13) The heroic and dramatic contributions of Native American code talkers were instrumental in driving back Axis forces across the Pacific during World War II.

(14) The Congress should provide to all Native American code talkers the recognition the code talkers deserve for the contributions of the code talkers to United States victories in World War I and World War II.

SEC. 4. DEFINITIONS.

In this Act, the following definitions shall apply:

(1) **CODE TALKER.**—The term “code talker” means a Native American who—

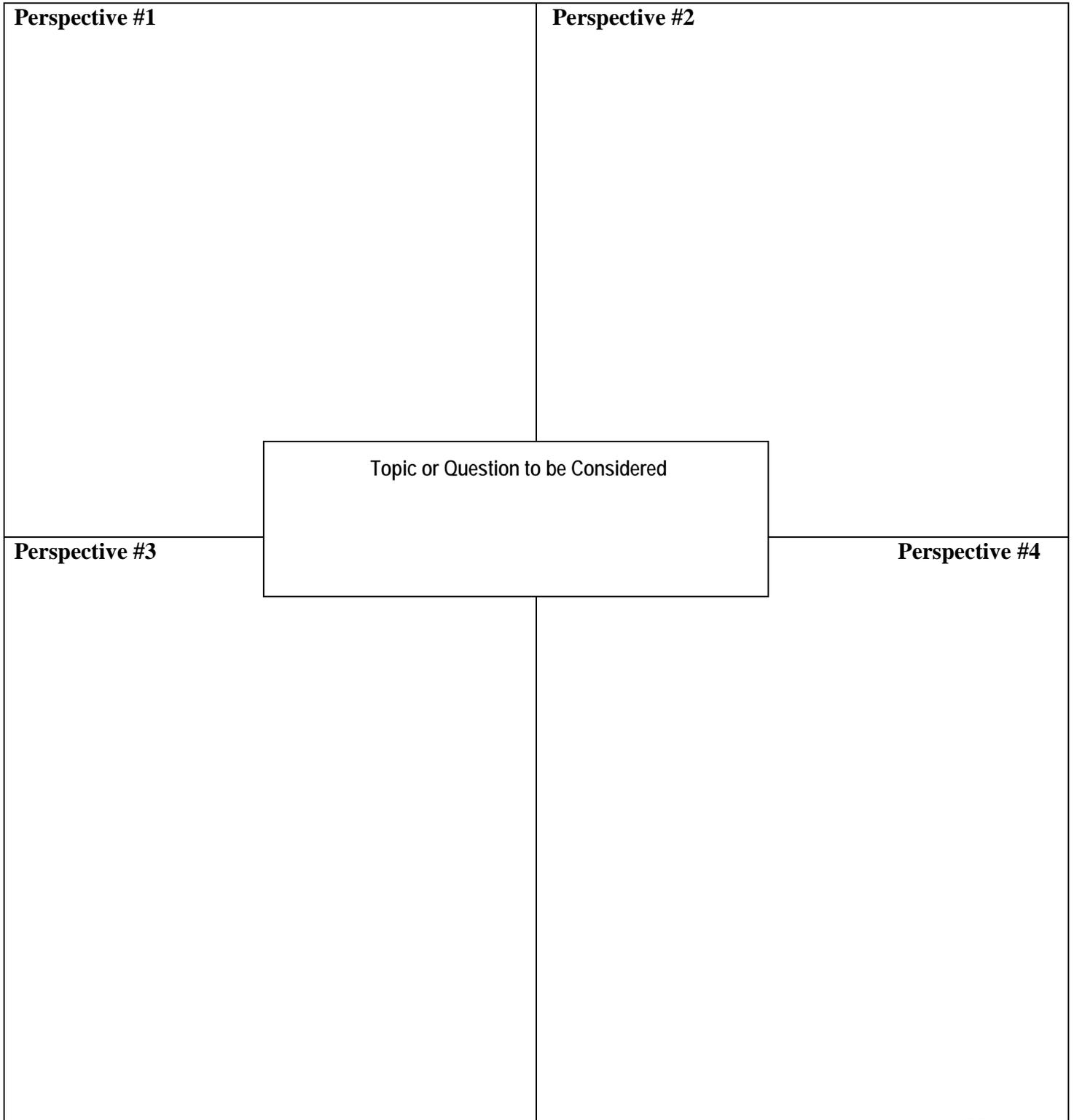
(A) served in the Armed Forces during a foreign conflict in which the United States was involved; and

(B) transmitted (encoded and translated) secret coded messages for tactical military operations during World War I and World War II using their native tribal language (non-spontaneous communications)

(2) **SECRETARY.**—The term “Secretary” means the Secretary of the Treasury.

Learning Targets:

- I can read several related texts to determine people’s beliefs and attitudes toward Native Americans.
- I can use evidence from related texts to support my claims related to people’s beliefs and attitudes toward Native Americans.



STUDY GUIDE

COMMON CORE, UNIT BY UNIT

This study guide was designed to engage you in the close reading, additional deep processing, and discussion about text that students should experience as they strive to meet the Common Core State Standards. As you work through the study guide, be thinking about the applicability of the strategies you're experiencing to your own classroom and content area.

Introduction

Reading Closely

Read the introduction once through to orient yourself to the author's central claims and attitude toward the subject. Then re-read to answer the following questions:

1. What are the "5 critical moves" for implementing the Common Core ELA/Literacy standards that this author is recommending?
2. What is the author's attitude toward the Common Core ELA/Literacy standards? What sentences, words, and phrases reveal that attitude?
3. What evidence does the author provide that each critical move could positively impact students?