Figure 3.7: Grade 6 English Language Arts Lesson

Grade 6 English Language Arts Lesson: Reading

Students review the novel *Code Talker: A Novel About the Navajo Marines of World War Two* by Joseph Bruchac (2005) to cite textual evidence, draw inferences, and analyze a character's point of view.

UDL Applications

- Representation
  - Manual and online dictionaries assist learners in decoding, spelling, and defining the text vocabulary.
  - Graphic organizers support transfer of text details and generalization (inference making).

Text Details	Inferences
1. Mr. Reamer incorrectly translates words to the Navajo people. 2. The story states that the Navajo people felt naked after getting their hair cut.	1. Mr. Reamer scared the Navajos and took away their culture with this misinformation. 2. Hair was an integral part of the Native American culture.

- Action and Expression
  - Students access word-predictor and grammar-check tools, along with writing rubrics that detail expectations for content, organization, and sentence clarity.
- Engagement
  - Students jigsaw read the pages in the chapter to cooperatively share different sections with diverse character motives.

UbD Applications

Students relate the story to present-day, real-life examples of discrimination, such as for gender, race, and disability.

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RTI Applications Tier 1: All students learn through daily instruction featuring evidence-based literacy practices. The teacher administers weekly comprehension and vocabulary quizzes during guided instruction. Tier 2: Students who are shown to have lower levels of comprehension receive more intensive small-group instruction to apply text to inferential skills. They receive thirty-minute lessons three to four times each week to review language structure, verbal reasoning, and literacy skills. Tier 3: Students receive intensive literacy instruction in small groups before and after school in daily fifty-minute reading and writing labs with explicit vocabulary and comprehension strategies. The basic skills reading teacher monitors student skills and progress to determine if additional reading and writing interventions and services are required.
Rigor The teacher establishes high expectations for vocabulary acquisition and text conversation about how the Navajos had an important role during World War II, and critical thinking using questioning for students of all reading levels with ongoing literacy engagement. The teacher and class discuss behavioral norms and learning contracts, which are reinforced with feedback from the teacher in whole-class and student conferencing.
Monitoring The learners answer comprehension questions each week, write their own book reviews, and participate in oral discussion.
Individuality The teacher differentiates the degree of difficulty by offering texts of varying Lexile levels. Engagement with diverse text is ongoing in classroom stations featuring such resources as *Smithsonian Tween Tribune* (http://tweentribune.com) and Benchmark Education (with passages about the same content offered, but at different reading levels; www.benchmarkeducation.com).

Source: Bruchac, J. (2005). Code talker: A novel about the Navajo marines of World War Two. *New York: Dial Books.*

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