



Disciplinary literacy is an emphasis on the shared ways of reading, writing, speaking, and thinking within a particular content area or academic field.

CREATED IN  
PARTNERSHIP  
WITH



## What changes in fall?

By National Geographic Staff

### AVID's Critical Reading Process

This lesson uses the three phases of the critical reading process.

#### LEVEL OF DIFFICULTY:

- Emerging (K–2)
- Expanding (3–6)
- Bridging (6–8)
- ELL

#### FOCUS AREA:

- Career and Technical Education
- College and Career Readiness
- ELA
- Health
- Math
- Science
- Social-Emotional Learning
- Social Studies
- STEM
- Technology



**AVID's**  
**WICOR**<sup>®</sup>  
**Methodology**

This lesson uses the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) methodology and strategies from AVID's curriculum library and is designed for a variety of learning environments.

### AVID Elementary Weekly Resources

Visit the AVID Elementary Weekly matrix for links to lessons, articles, and additional resources.

#### 1 ACTIVATE

##### Planning for Reading

Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning, as does identifying how a “content expert” would read the text.

##### Selecting the Text

Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.

##### Pre-Reading

Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.

#### 2 ENGAGE

##### Building Vocabulary

Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text.

##### Interacting With the Text

Interact with the text to process information as it is read, including numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.

#### 3 EXTEND

##### Extending Beyond the Text

Utilize the text to complete the assigned academic task. “Extend” strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.

## Academic Task:

Synthesize “What changes in fall?” through a double-entry journal to create a one-page report.

### Learning Objective:

Students will synthesize responses to a text by preparing a one-page summary that uses both graphic representation and words to convey meaning.

## Essential Question:

What changes occur in the fall?

**Focused Note-Taking:** A variety of note-taking formats may be used throughout the stages of the critical reading process, including two-column notes and the Frayer Model. Consider using a fillable template available in the Teacher Resources section of the AVID Elementary Weekly website.

## Getting Started:

**Estimated Preparation Time:** 20 minutes

**Instructional Time:** 60–90 minutes

### Resources Needed:

- Please see the AVID Elementary Weekly matrix for links to the Student and Educator Resources mentioned here in a variety of formats.
- Visit the Blended Learning Toolkit on the AVID Elementary Weekly Teacher Resources webpage for ideas, tools, and tip sheets supporting learning and collaboration within your blended learning environment.
- “What changes in fall?” interactive text from National Geographic, linked below and available on the AVID Elementary matrix.
  - [Kindergarten version](#)
  - [1<sup>st</sup> and 2<sup>nd</sup> grade version](#)

## ACTIVATE

*Establish a purpose for reading, build background knowledge, and set students up for success.*

## PLANNING FOR READING

Restate the academic task and identify the strategies that will be needed to successfully engage with the text. Recognize where students are in the gradual release of responsibility; decide whether this activity will be modeled with the entire class, in small groups, or with students working individually; and identify opportunities for blended learning. *See the Teacher Resources page for more information about AVID instructional methodologies and blended learning.*

Think through or have students respond to the following questions and identify how the chosen text fits within the broader context of your instructional unit so students are making connections to their prior knowledge.

- What academic tasks are associated with reading the text?
- What previously taught content and/or prior knowledge is connected to the new text?

## SELECTING THE TEXT

This text meets the following features of an ideal text:

- Rigorous
- Develops key content or academic thinking skills
- Length is appropriate for the purpose
- Format allows for interaction
- Balanced perspective or multiple viewpoints
- Culturally relevant
  - This text provides students with the opportunity to practice the “synthesize” academic thinking skill.
  - The length of this text allows students to engage in all phases of the critical reading process within 1–2 class periods.

## PRE-READING

### Focused Note-Taking

Allow students an opportunity to set up their notes and record the Essential Question before engaging in the learning.

## Interpreting and Analyzing Nonlinguistic Representations

Ask students to analyze the scrolling image on p. 17 using any of the following questions:

1. What do you see?
2. What do you think when you see this?
3. What wonderings do you have about the information in this nonlinguistic representation?
4. How would you describe what you see to others?
5. What is happening? How do you know?
6. How does this connect to your own experiences?
7. What would change if \_\_\_\_\_?
8. Imagine this image on p. 17 with the seasons displayed as something you created. Why would you have created it?

### ENGAGE

*Build vocabulary and engage in purposeful rereads.*

### BUILDING VOCABULARY

*Vocabulary development can happen at any point in the reading process.*

- **Academic words:**
  - changes (p. 17)
  - daylight (1<sup>st</sup> and 2<sup>nd</sup> grade version, p. 18)
  - thick (p. 19)
  - stores (1<sup>st</sup> and 2<sup>nd</sup> grade version, p. 19)
- **Content-area words:**
  - fall (p. 17)
  - season (p. 17)
  - weather (1<sup>st</sup> and 2<sup>nd</sup> grade version, p. 18)
  - crops (1<sup>st</sup> and 2<sup>nd</sup> grade version, p. 21)

### Frayer Model

- Have students use *Student Resource: Frayer Model Template* or set up a Frayer Model in their notes as follows (for differentiation, this may be done as a whole-group activity with the teacher modeling):

- Upper-left: Definition of the word. Students may draw pictures about the word.
- Lower-left: Examples and connections to the word (i.e., prior knowledge). Provide sentence frames, such as “The word \_\_\_\_\_ reminds me of \_\_\_\_\_.”
- Upper-right: Drawing or other visual representation of the word.
- Lower-right: Non-examples of the word.
- Working individually, with a partner, or in small groups, have students complete a Frayer Model for each of the vocabulary words identified above. For differentiation, this may be done as a whole-group activity with the teacher modeling.
- Students can join with another pair or group to compare ideas.
- Correct any misconceptions that arise.
- Allow students time to add these corrections and new learning to their notes.

### INTERACTING WITH THE TEXT

*Students process information during this stage.*

*Purposeful rereads are essential for learning.*

#### First Read: Read for the Gist

Have students read the text one time through to identify the main idea or, for scaffolding, teachers may conduct a read-aloud or use the audio function; this is a “pencil-down, digital-ink-free” read.

1. Pair students up with elbow partners or small groups to discuss what they got from the first read.
2. Ask students to capture the main idea that sums up the gist of the text in their notes.
3. If students are struggling to identify the main idea, ask that they identify the 5 W’s (who, what, where, when, why) and the H (how). This can be modeled, done with a partner, or done individually.

#### Second Read: Get Organized

Review pages 18–21 in the interactive text. As you review each page, ask students to identify key information by adding thoughts, questions, drawings, or new learning to their notes, identifying the page it

came from. This can be completed individually or as a whole class with teacher modeling.

### **Purposeful Reread: Double-Entry Journal**

1. Have students set up their notes in the two-column notes format. The left side should be labeled “Text Evidence” and the right column “My Thinking.” Provide an example or model on chart paper or by using a tool from the “Making Thinking Visible” section within the Blended Learning Toolkit. For scaffolding, gradually release students to write with a partner and then independently.
2. Have students record visuals, quotations, words, phrases, or sentences that are important points or that connect to the Essential Question in the left column.
3. In the “My Thinking” column, have students write down words or phrases they don’t understand or have questions about.
4. Have students share their notes with a partner or small group and work together to clarify what they are not understanding. A tool from the “Sharing Learning” section of the Blended Learning Toolkit can be chosen to support this collaboration. They should add their new learning to their notes.

### **EXTEND**

*Reading tasks should be directly connected to what students will do with the text after they have read and understand it.*

### **EXTENDING BEYOND THE TEXT**

*This stage uses the text to develop academic thinking skills.*

#### **ACADEMIC THINKING SKILLS:**

- Analyze
- Evaluate
- Synthesize
- Apply

#### **One-Page Report**

1. Review the *One-Pagers* section and *Student Handout: Creating a One-Pager* and determine

the guidelines that students should follow in terms of design, content, and assessment.

2. Identify a tool from the “Learning Together” section of the Blended Learning Toolkit that supports collaboration.
3. Introduce the guidelines of the one-page report to students.
4. Guide students to think of images or ideas while modeling reading with a Think-Aloud, if it is helpful for them to hear the thinking being modeled. Develop a communal word bank using a tool from the “Making Thinking Visible” section of our Blended Learning Toolkit. Consider asking the students to include the following:
  - Include some new vocabulary from the interactive text.
  - What are 3– 4 things that change in the fall?
  - Why do these changes occur?
  - Fall reminds me of...
5. Provide students with the materials needed, such as markers and paper, and time to create their reports individually, in partners, or in small groups using a tool from the “Showcasing Our Learning” section of the Blended Learning Toolkit. Students can also use their notes to complete this task.
6. After students have completed their one-page reports, ask a few students to present to the class so that everyone can see a variety of models and interpretations of the texts, or have students participate in a Gallery Tour, virtual or in person.
7. Debrief by asking students to reflect (either by writing or by speaking) on how this process helped them deepen their understanding of the text. For scaffolding, the following sentence starter may be used: “The one-page report helped me...”
8. Ask students to reflect on their learning by thinking through how they can use the information and how the learning has been useful; have them add these thoughts to their notes.