AVID Elementary Weekly
Literacy Connections Schoolwide

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

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® 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.

CREATED IN PARTNERSHIP WITH | NATIONAL GEOGRAPHIC

Make the world a better place!

By Lisa M. Gerry

AVID's Critical Reading Process

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

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 "Make the world a better place!," which focuses on social and emotional learning, through Think-Alouds and structured dialogue to create a one-page report.

Learning Objective:

Students will synthesize responses to a text by participating in a quickwrite and producing a one-page summary that conveys how to make the world a better place.

Essential Question:

What can we do to make the world a better place?

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

Getting Started:

Estimated Preparation Time: 30 minutes

Instructional Time: 75–90 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.

- "Make the world a better place!" interactive text from National Geographic, linked below and on the AVID Elementary matrix.
    - English version
    - Spanish version

- Cardstock or blank paper

- Different-colored writing tools, such as markers, colored pencils, or digital ink

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.

- Do other texts need to be read to build background knowledge?
- How does the text fit into the overall instructional unit or overall learning experience?

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.
- This text may serve as a catalyst for personal and intellectual growth.

PRE-READING

Focused Note-Taking

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

Text-to-Text, Text-to-Self, Text-to-World

1. Have students think about and conduct a quickwrite or quickdraw in response to the following prompt: "What can I do to make the world a better place?"
2. Visit the Blended Learning Toolkit and select a digital tool from the "Learning Together" category. Have students share their responses and connections with a partner using a platform appropriate for the learning environment.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

- **Academic words:**
  - team (page 10)
  - focus (page 9)
  - goals (page 10)

- **Content-area words:**
  - courage (page 10)
  - change (page 10)

Word Walls

1. Set up an area in the classroom that is visible to the class with either large alphabetical anchors or a subject-specific display for each topic.
2. Visit "Making Thinking Visible" in the Blended Learning Toolkit for ideas and strategies for creating word walls in a blended learning environment.
3. In groups, have students write the vocabulary words listed above on folded cardstock or white paper. For scaffolding, this may be completed as a whole class with teacher modeling.
4. Students may add picture cues, either from media resources or drawn onto the cards. After discussing word meanings, have students write the definition of the word on the inside of the word card.
5. Display the words within the designated wall area.
6. Point out the words and definitions as a resource during the lesson.
7. Revisit the word wall after reading the text, and have students revise their definitions as needed, adding their new learning to their notes.
8. Encourage and celebrate students who use the vocabulary words when speaking in class discussions.

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 in the interactive text; 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 9–10 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:
Think-Alouds and Structured Dialogue

1. Review *Student Resource: Think-Aloud Scripts* and *Student Resource: Academic Language Scripts* with the class.
2. Have students partner up, designating one person as Partner A and the other as Partner B. Partnering can be facilitated using a tool from the "Learning Together" section of the Blended Learning Toolkit.
3. Partner A starts the dialogue by reading the first section on page 9 of the text aloud, or for scaffolding the teacher may do a Read-Aloud. After reading, have students use *Student Resource: Think-Aloud Scripts* to begin the discussion. Use a tool from the "Making Thinking Visible" section of the Blended Learning Toolkit to support the discussion.
4. For scaffolding, the teacher may begin by introducing one of the Think-Aloud scripts while reading it aloud to the students and having them repeat it. The students will then use this script to begin their structured dialogue.
5. Partner B responds to Partner A using *Student Resource: Academic Language Scripts*, asking a question or making a statement.
6. Partner A then responds to Partner B using *Student Resource: Academic Language Scripts*.
7. After finishing their dialogue, each student writes a short note about their conversation in their notes, or the students may draw a picture.
8. Have students repeat the process (using the above scaffolds if needed), alternating who will be reading the section of text aloud and using *Student Resource: Think-Aloud Scripts* to start the dialogue for each paragraph or chunk.
9. Students should summarize their writing in their notes and add any additional learning.

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 Resource: 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 students to include the following.
   - Include 2–3 vocabulary words from the word wall.
   - Describe with pictures or words: "How we can make the world a better place?"
   - Ask students to add one thing they will do personally to make the world a better place.
5. Provide students with the materials needed, such as markers, crayons, and cardstock or blank 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.