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

Abraham's Artifacts

By Brenna Maloney

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:

Evaluate "Abraham's Artifacts," written by Brenna Maloney, through an "I Wonder…" Round Table to develop and engage in an evidence-based claim organizer.

Learning Objectives:

- Students will engage in activities to evaluate how artifacts from the past help us to learn about historical time frames.
- Students will engage in collaborative conversations with peers to deepen their understanding of the past through an interactive text about artifacts.

Essential Question:

How can we compare artifacts of the past with similar items today?

Focused Note-Taking: A variety of note-taking formats may be utilized throughout the stages of the critical reading process, including 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: 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.
- The "Abraham's Artifacts" interactive text from National Geographic, linked below and on the AVID Elementary matrix.
  - Interactive Text

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

- The length of this text lends itself to modeling how to identify and read an excerpt of a text to accomplish the reading purpose.
- Engagement with this text fosters inquiry and curiosity.

PRE-READING

Focused Note-Taking

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

Making Connections Through Language

1. Visit the "Deepening Thinking" section of the Blended Learning Toolkit for ideas and strategies for facilitating Making Connections Through Language. Present the identified academic and content key terms to students in random order.
2. Ask students to individually or collaboratively create one coherent sentence using as many key terms as possible by making connections among the key terms (This can be scaffolded by the teacher modeling this with the whole class).
3. Have students share some examples of their sentences, either orally or through the chat window on your digital platform, and lead a discussion on the possible connection between the key terms and the text that students are about to read.
4. Consider posting students' sentences around the room or in a public chat for reference as students encounter these key terms in the text.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

- **Academic words:**
  - items (p. 13)
  - civil (p. 13)

- **Content-area words:**
  - artifacts (p. 13)
  - preserved (p. 13)

Three-Column Notes for Vocabulary

1. Have students set up three-column notes, or provide a three-column notes template from the Teacher Resources section of the AVID Elementary Weekly website, and instruct students to add the identified academic and content-area vocabulary for this lesson to the left-hand column of their notes. Share the paragraph or section numbers in which the words and phrases are found, and have students add the sentence or phrase to the center column, circling the targeted vocabulary word in the sentence. For scaffolding, this activity may be completed as a whole group with teacher modeling.
2. Ask students to identify the part of speech, write it below the word in the left column, and then draw a box around word parts within the word (e.g., prefix, suffix, root word) to help them determine its meaning.
3. Students should then refer to the middle column and underline any context clues that may help them determine the word's meaning.
4. Have students write a "best guess" definition beneath the sentence in the middle column using the context clues, word parts, and prior knowledge. This can be done for all of the words, or students can be assigned particular words.
5. Pair students together to share their best-guess definitions with each other and make modifications to existing definitions.
6. Discuss the definitions as a whole group to ensure all students have the correct definitions. Students should write the class definition for each word in the middle column beneath their initial definition and compare the two. Then, they should cross out any incorrect information from their previous definition.

7. In pairs, have students use the right column to create pictures or symbols to represent each word and write an original sentence using the word in the correct context. In a blended learning environment, have students upload images or symbols to represent each word and write an original sentence using the word in the correct context. Ask students to add these sentences and pictures 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 "Abraham's Artifacts" on pages 12–14 one time through to identify the main idea or for scaffolding teachers may conduct a read aloud or have students use the audio function of 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 12–14 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: "I Wonder…" Roundtable

1. Arrange students in groups of four to six. Students will need their annotated article, notes, and a writing tool. Assign one student the role of recorder.
2. Provide students with 3–5 minutes to review their article and notes and to begin independently generating "I wonder" questions about the topic or text.
3. Invite students to proceed around the table or breakout room, each student sharing one "wondering" at a time. The recorder will record the responses on paper or digitally. Remind the students that they should not stop and discuss or critique the responses.
4. Allow enough time for groups to go around the table or breakout room several times. When time is called, students should review the list of "I wonder…" statements and write some questions they would like to explore further.

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

Evidence-Based Claim Organizer

1. Provide students with *Student Resource: Evidence-Based Claim Organizer Template*.
2. Have students purposefully reread and mark the text to note interesting details.

3. Instruct students to "find the details" by selecting three interesting and related details to add to the chart, citing the paragraph in which they appear. They can also use their notes to assist with this task.

4. Next, ask students to "connect the details" by reflecting on and recording their thoughts about the details they have identified, paying close attention to how the details are connected.

5. Once the "connecting the details" step is complete, have students share their thinking with another classmate.

6. Finally, direct students to "make a claim" about the text. What conclusion can they come to using the evidence they have outlined from the text as support? Use a tool from the "Learning Together" section of the Blended Learning Toolkit to provide opportunities for collaboration and shared inquiry.

7. Ask students to record their claim and evidence in their notes. After collaborating, allow them time to reflect and summarize their learning.