



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



Saving History

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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.

AVID's Critical Reading Process

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

1 ACTIVATE
<p>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.</p>
<p>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.</p>
<p>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.</p>
2 ENGAGE
<p>Building Vocabulary Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text.</p>
<p>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.</p>
3 EXTEND
<p>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.</p>

Academic Task:

Examine the interactive text “Saving History,” which focuses on social studies, through a 10-2-2 notetaking process to create a storyboard or timeline.

Learning Objective:

Students will depict major occurrences in chronological sequence as a means for analyzing how artifacts are used to explain historical events.

Essential Question:

How can different artifacts be used to explain historical events from the past?

Focused Note-Taking: A variety of note-taking formats may be utilized throughout the stages of the critical reading process, including two-column notes and a 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: 90–120 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.
- Index cards
- The “Saving History” interactive text from National Geographic, linked below and on the AVID Elementary matrix.
 - [3rd grade version](#)
 - [4th grade version](#)
 - [5th and 6th 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.

- Do other texts need to be read to build background knowledge?
- 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 is rigorous because it provides an opportunity for students to experience productive struggle.
 - This text is formatted for text interaction, either digital or on paper, to provide students with a place to capture their thinking, questions, *a-ha!* moments, and wonderings as part of the focused note-taking process.

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 images on pages 13–14 using any of the following questions:

- What do you see?
- What do you think when you see this?
- What wonderings do you have about the information in this nonlinguistic representation?
- How would you describe what you see to others?
- What is happening? How do you know?
- How does this connect to your own experiences?
- What would change if _____?
- Imagine these images were something you created. Why would you have created them?

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

- **Academic words:**
 - past (page 13)
 - fragile (page 13)
 - value (page 14)
- **Content-area words:**
 - artifacts (page 13)
 - preserved (page 13)
 - curators (page 14)
 - primary source (page 14)

Framer Model

1. 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.
2. 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.
3. Students can join with another pair or group to compare ideas.
4. Correct any misconceptions that arise.
5. 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 “Saving History” 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 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 13–14 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: 10-2-2 Note-Taking

1. Pause every 2–3 minutes in the reading of the material so students have time to process their notes.
2. Have students collaborate with a partner for 2 minutes to review, revise, delete, add questions, or clarify what they captured in their notes (this can be supported by a tool from the “Learning Together” section of the Blended Learning Toolkit). Provide an additional 2 minutes for individual reflection and revision before moving on with the text.

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

Storyboards and Timelines

1. Have students create a storyboard or timeline using a tool from the “Showcasing Our Learning” section of the Blended Learning Toolkit.
2. Have students work in partners or small groups to identify 8–10 critical concepts or events in the text. This can also be done as a whole group, with modeling and thinking aloud provided as a scaffold for students. Students can use their notes as a resource to complete this task.
3. Ask students to determine which concepts or events can be combined and which need to remain separate. If there is not a significant change between concepts or events, they can likely be condensed.
4. Instruct students to determine an appropriate title and subtitle for their storyboard or timeline. The title should accurately portray the intent of the product. For additional scaffolding, provide a word bank for students to use or create a communal word bank with students. Consider including the academic and content-area vocabulary words.
5. For each concept or event, students will then collaborate to create a “frame” (if using the storyboard method) or an entry (if using the timeline method). Each storyboard frame or timeline entry should include verbal and visual information. Students should be sure that there is enough change between concepts or events to warrant creating a new entry. For variation, students may use index cards for each “frame” to manipulate the information into sequence more easily.
6. Students will continue this process until every concept or event has been added to the storyboard or timeline.
7. Somewhere on the storyboard or timeline, students should create a short summary statement or use visual images to accurately caption the purpose of the product.

8. Next, ask students to justify their choices by writing, on a separate sheet of paper or document, a rationale for their choices in the creation of the storyboard or timeline.
9. Debrief by asking groups to present their timelines or storyboards to the class and justify their choices.
10. Students should reflect on their learning and summarize their notes by answering the Essential Question. The following sentence starter may be used for support: “The different pieces of artifacts are an important part of our history because....”