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

Curing What Ails You

By Alex Greene

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 "Curing What Ails You," written by Alex Greene, through writing in the margins to create found poetry.

Learning Objectives:

- Students will use text-based images to prepare for reading the text.
- Students will create a poetic representation of new learning using their notes and text evidence.
- Students will synthesize the text by combining information from multiple concepts.

Essential Question:

Why is the work of ethnobotanist, Alex Greene, valuable to both elephants and humans?

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

Getting Started:

Estimated Preparation Time: 15–20 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.

- The "Curing What Ails You" interactive text from National Geographic, linked below and on the AVID Elementary matrix:
    - 3rd Grade Interactive Text
    - 4th Grade Interactive Text
    - 5th and 6th Grade 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 previously taught content and/or prior knowledge is connected to the new text?
- What technology skills and knowledge will students need to access the text and complete the academic task?

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 builds reading stamina and provides the opportunity for students to reach higher and/or deeper.
- 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.

Image Tour

1. Place images from the text or a few images downloaded from the internet in various areas of the room and number each one so they can be easily identified at a later point. Visit the "Making Our Voices Heard" section of the Blended Learning Toolkit to find digital tools for facilitating a virtual Image Tour. For scaffolding, this may be done as a whole-class activity with teacher modeling.
2. Have students set up two-column notes with one side labeled "image" and the other side labeled "thoughts."
3. Break students into small groups and have each group begin at one of the images around the room.
4. For the first round, have students work with their group to study the image, identifying a key term or concept the image represents and recording their thoughts in their notes. Repeat this step until students have recorded their predictions about each of the images displayed in the room.
5. For the second round, reveal the name of the key term or concept for each image. Then have students revisit the image with this named key term or concept in mind. Ask them to think about how this key term or concept might relate to the text and record their predictions in their notes. Students will visit each image and repeat this step.
6. Debrief by having groups review their notes and share their thoughts about the images.
7. Keep the images posted in the room with the accompanying key concepts as students read and interact with the text, referring to the images when appropriate for enhancing student understanding and comprehension.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

- **Academic words:**
  - role (page 4)
  - challenge (page 5)
  - identified (page 5)

- **Content-area words:**
  - humankind (page 4)
  - mahout (page 4)
  - herbal (page 4)
  - Karen (page 4)
  - herbarium (page 5)

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.
5. After discussing word meanings, have students write the definition of the word on the inside of the word card.
6. Display the words within the designated wall area.
7. Point out the words and definitions as a resource during the lesson.
8. Revisit the word wall after reading the text, and have students revise their definitions as

needed, adding their new learning to their notes.

9. 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 pages 3–7 of the text "Curing What Ails You" 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 4–7 of 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: Writing in the Margins

1. Visit "Making Thinking Visible" in the Blended Learning Toolkit for ideas and strategies for facilitating this strategy within a blended learning environment.
2. Distribute *Student Resource: Writing in the Margins* to students and have them work as individuals or pairs with one of the six "writing in the margins" strategies.
3. Have students form groups based on the writing in the margins strategy they selected. Have the groups discuss what they wrote for

each chunk of the text and why. This can also be completed as a whole-group activity with teacher modeling.

4. Ask students to summarize the text using a Says, Do, Means Summary:
   o *The text says _____.*
   o *I can do _____ with the information from this text.*
   o *This means _____.*
5. After engaging in the activity, give students an opportunity to make connections to their learning in 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

Found Poetry

1. Review *Educator Resource: Sample Found Poems* with students so they have a model or mentor text to use as a guide. For scaffolding, the teacher may model this activity by creating a whole-class found poem with ideas from the students.
2. In partners or small groups, asks students to determine a major theme or idea that stands out in the text. Example themes might include biomedicine, herbal medicine, learning from others, learning from animals, or the value of knowledge. They should refer to the texts to find supporting quotations to justify their choices and refer to their notes as a resource.
3. Ask students to reread the article and identify key words and phrases that help support this theme or idea. These will be the source words for their found poems. Consider asking

students to include two or more vocabulary words as part of their choices. A word bank may be provided for additional support.

4. Have students make a list in their notes of all the words and phrases they collect from the article.

5. Next, students should cross out words and phrases that don't seem to fit into the overall theme or might be too "dull" for a poem. The goal is to try to cut the original list in half.

6. Ask students to reexamine the remaining words to determine the overall tone of the poem. Students should make sure that the remaining text contributes to creating that overall tone and theme.

7. Next, students should organize the remaining words and phrases in a way that makes sense according to their theme. They can change the order of each excerpt, but they can't change the original words themselves.

8. Once the order of their poems is drafted, students should read their poem to ensure that the intended message is conveyed. If it is not, they can return to the text to find additional words and phrases to add.

9. Have students then create a title for their poems that is more descriptive than simply "Found Poem."

10. Have students share their poem with a tool from the "Showcasing Our Learning" section of the Blended Learning Toolkit.

11. Ask students to reflect and summarize their learning in their notes.