

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 (PreK–K)
- Emerging (1–2)
- 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



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.

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What's New?

By Lynn Brunelle

AVID's Critical Reading Process

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.

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.

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.

Educator Preparation

Academic Task:

Apply “What’s New?,” written by Lynn Brunelle, through 10-2-2 Note-Taking to engage in a Carousel Brainstorm.

Learning Objectives:

- Students will collaborate with peers to make connections between images and text.
- Students will apply concepts from the text to build knowledge of how things are discovered.

Essential Question:

How can we use our five senses to discover new things?

Focused Note-Taking:

A variety of note-taking formats may be utilized throughout the stages of the Critical Reading Process, including a graphic organizer and 10-2-2 Note-Taking. Consider using a fillable template available in the Teacher Resources section of the AVID Elementary Weekly website.

Getting Started:

Estimated Preparation Time: 25 minutes

Instructional Time: 60–90 minutes

Resources Needed:

- This lesson includes blended learning strategies with various tool options. Review the entire lesson to determine tools and materials for your learning environment; some phases may require advance setup. 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.
 - **Activate:**
 - Pre-reading: Google Slides/MS PowerPoint, Padlet, or another way for students to access images that connect with the text
 - **Engage:**
 - Vocabulary: *Student Resource: Frayer Model Template* in Google Slides/MS PowerPoint or another way to provide the Frayer Model for students
 - Interacting With the Text: [“What’s New” interactive text, linked here](#) and on the AVID Elementary Weekly matrix
 - **Extend:**
 - Extend: Google Slides/MS PowerPoint, Canva, chart paper, or another tool that will allow students to write, select images, and collaborate
- Please see the AVID Elementary Weekly matrix for links to the Student and Educator Resources mentioned here in a variety of formats.

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 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 key content-related or general academic vocabulary do students need to know prior to reading the text?
- What academic tasks are associated with reading the 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
- Academic thinking skills are necessary for comprehension of this text.
 - The length of this text allows students to engage in all phases of the critical reading process within 1–2 class periods.

Instructional Steps

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. In advance, set up Google Slides/MS PowerPoint, Padlet, or another way for students to access images that connect with the text. For additional scaffolding, use teacher modeling with the whole group.
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. As students read and interact with the text, refer to the images when appropriate for enhancing student understanding and comprehension. Students can return to the images to leave comments to make connections to their new learnings.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

Academic Words:

- found (p. 13)
- process (p. 13)

Content-Area Words:

- species (p. 13)
- fossil (p. 15)

Fruyer Model

1. Have students use *Student Resource: Fruyer Model Template* or set up a Fruyer 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. For differentiation, this may be done as a whole-group activity with the teacher modeling.
3. Working individually, with a partner, or in small groups, have students complete a Fruyer Model for each of the vocabulary words identified above. Utilize the provided interactive templates or set up Google Slides/MS PowerPoint or another way to provide the Fruyer Model for students to use in advance.
4. Students can join with another pair or group to compare ideas.
5. Correct any misconceptions that arise.
6. Allow students time to add these corrections and new learnings 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 on pages 12 through 15 of “What’s New?” 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 reading.

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.

Purposeful Reread: Get Organized

Review pages 12–15 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.

10-2-2 Note-Taking

1. Pause every 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. 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

Carousel Brainstorm

1. Place students in small groups. Invite students to use a shared canvas on chart paper or in Google Slides/MS PowerPoint, Canva, or another tool that will allow students to write, select images, and collaborate.
2. Provide a short amount of time for the groups to think about and discuss the Essential Question: “How can we use our five senses to discover new things?” Students can use their notes as a resource to complete this task.
3. Allow 2–3 minutes for every group member to add their thoughts to the blank canvas.
4. Have students stop drawing illustrations, gluing pictures from magazines, or copying and pasting images and take a moment to look at what the other members of the group added. Prompt them to discuss what was added to the canvas.
5. Provide an additional minute for students to scribe anything new from the discussion.
6. Have all groups rotate to the next poster or slide in the deck. During this round, and each additional round, give students time to review the ideas already recorded before allowing them time to brainstorm and add their own ideas or build upon the ideas of others.
7. Repeat this process until all groups have had time with each of the posters or slides within the deck.
8. After students have collaborated, they should reflect on their learning by thinking about how they can use the information and how the learning has been useful. They should add these thoughts to their notes.