

**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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WITH



## 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:

Synthesize “What’s New?,” written by Lynn Brunelle, through a Double-Entry Journal to create Found Poetry.

### Learning Objectives:

- Students will prepare for reading by making connections between images and text.
- Students will capture thinking about the text and support it with text evidence.
- Students will synthesize understanding of the text by creating and titling writing in verse.

### Essential Question:

How do scientists continue to discover new species?

**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 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:

- 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 below and on the AVID Elementary Weekly matrix, and a two-column note-taking structure.
      - [3rd grade interactive text](#)
      - [4th grade interactive text](#)
      - [5th/6th grade interactive text](#)
  - **Extend:**
    - Extend: *Educator Resource: Sample Found Poems*, Google Slides/MS PowerPoint, or another tool for students to collaboratively create and share their poems
- 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.

- How does the text fit into the overall instructional unit or overall learning experience?
- 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
- Engagement with this text fosters inquiry and curiosity.
  - This text contains content that is of high interest to students.

## 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)
- adaptation/adapting (p. 15)

### Content-Area Words:

- species (p. 13)
- biodiversity (p. 13)
- classification(s) (p. 13)
- fossil (p. 15)

### Frayer 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. 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 Frayer 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 Frayer 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.

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## 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 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.

### Double-Entry Journal

1. Have students set up their notes in the two-column notes format. The left side should be labeled “Text Evidence” and the right column “My Thinking.” For scaffolding, gradually release students to write with a partner and then independently.
2. Have students record visuals, quotations, words, phrases, or sentences that are important points or that connect to the Essential Question in the left column.
3. In the “My Thinking” column, have students write down words or phrases they don’t understand or have questions about.
4. Have students share their notes with a partner or small group and work together to clarify what they are not understanding. They should add their new learning to their notes.

## EXTEND

*Reading tasks should be directly connected to what students will do with the text after they have read and understand it.*

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## 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 additional scaffolding, use teacher modeling with the whole group.
2. In partners or small groups, ask students to determine a major theme or idea that stands out in the text. Example themes might include species, discovery, exploration, or citizen science. 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 text.
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 participate in a Gallery Tour to share their poem.
11. Ask students to reflect and summarize their learning in their notes.