

**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



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



**Food for the Future**

By Joe Levit

**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:

Analyze “Food for the Future,” written by Joe Levit, through a Double-Entry Journal to develop Storyboards and Timelines.

### Learning Objectives:

- Students will interact with the text to determine important concepts.
- Students will collaborate with peers to sequence the text.
- Students will analyze the text to identify patterns of continuity or change.

### Essential Question:

Why is it important to have a way to ensure that our food supply is protected?

### 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:** 40 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 Slide/MS PowerPoint, Padlet, or another way for students to access images
  - **Engage:**
    - Vocabulary: Jamboard, MS PowerPoint/Google Slides, Padlet, or an area in the classroom with large alphabetical anchors that is visible to the class
    - Interacting With the Text: The “Food for the Future” interactive text from National Geographic, linked below and on the AVID Elementary matrix; Google Doc/MS Word or another tool for creating two-column notes
      - [Interactive Link](#)
  - **Extend:**
    - Extend: Google Slides/MS PowerPoint, Canva, or another tool for creating and publishing
- 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 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 is rigorous because it provides an opportunity for students to experience productive struggle.
  - 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:**

- global (p. 11)
- labeled (p. 12)

#### **Content-Area Words:**

- crops (p. 11)
- agriculture (p. 11)
- vault (p. 11)
- shrinking (p. 11)

#### **Word Walls**

1. In advance, set up a Jamboard, PowerPoint slides, Padlet, or area in the classroom that is visible to the class with either large alphabetical anchors or a subject-specific display for each topic. In groups, have students write the vocabulary words listed above on the selected tool. For additional scaffolding, use teacher modeling with the whole group.
2. Students may add picture cues, either from media resources or drawn onto the cards.
3. After discussing word meanings, have students write the definition of the word on another space.
4. Display the words within the designated area.
5. Point out the words and definitions as a resource during the lesson.
6. Revisit the word wall after reading the text, and have students revise their definitions as needed, adding their new learning to their notes.
7. 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 the text “Food for the Future” on pages 10 through 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 reading and viewing.
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 10–14 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.

### **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.*

### **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 Google Slides, MS PowerPoint, Canva, or another tool for creating and publishing.
2. Have students work in partners or small groups to identify three 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.