

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



Who Takes Care of Our Forests?

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.

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 “Who Takes Care of Our Forests?” through Isolating Key Information to develop a One-Page Report.

Learning Objectives:

- Students will collaborate with peers to draw informed conclusions.
- Students will create new insights and share them visually on a document.

Essential Question:

Why is it important for humans to care for things in nature?

Focused Note-Taking:

A variety of note-taking formats may be utilized throughout the stages of the Critical Reading Process, including three-column notes and a Frayer Model template. Consider using a fillable template available in the Teacher Resources section of the AVID Elementary Weekly website.

Getting Started:

Estimated Preparation Time: 30 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 Drawings document or another tool for students to capture their thinking
 - **Engage:**
 - Vocabulary: Three-column notes template (digital or paper copy)
 - Interacting With the Text: The [“Who Takes Care of Our Forests?” interactive text from National Geographic, linked here](#) and on the AVID Elementary Weekly matrix; Google Slides, MS PowerPoint, or another way to provide the Frayer Model template to students
 - **Extend:**

Extend: *Educator Resource: One-Pagers*; *Student Resource: Creating a One-Pager*; and Google Drawings or Slides, MS PowerPoint, Canva, or another illustration tool to publish work
- 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 technology skills and knowledge will students need to access the text and complete the academic task?
- 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

- 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.

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.

Text-to-Self

1. Have students think about and conduct a quickwrite or quickdraw in response to the following prompt: “Why is it important to take care of things nature provides to us?”
2. In advance, set up a Google Drawings document or select another tool for students to capture their thinking. For additional scaffolding, use teacher modeling with the whole group.

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

Academic Words:

- partnerships (p. 4)
- resource (p. 4)

Content-Area Words:

- ecosystem (p. 4)
- forests (p.4)

Three-Column Notes for Vocabulary

1. Have students set up three-column notes, or provide a three-column notes template from the Teacher Resources section of the AVID Elementary Weekly website, and instruct students to add the identified academic and content-area vocabulary for this lesson to the left-hand column of their notes. Share the paragraph or section numbers in which the words and phrases are found, and have students add the sentence or phrase to the center column, circling the targeted vocabulary word in the sentence. For scaffolding, this activity may be completed as a whole group with teacher modeling.
2. Ask students to identify the part of speech, write it below the word in the left column, and then draw a box around word parts within the word (e.g., prefix, suffix, root word) to help them determine its meaning.
3. Students should then refer to the middle column and underline any context clues that may help them determine the word's meaning.
4. Have students write a "best guess" definition beneath the sentence in the middle column using the context clues, word parts, and prior knowledge. This can be done for all of the words, or students can be assigned particular words.
5. Pair students together to share their best-guess definitions with each other and make modifications to existing definitions.
6. Discuss the definitions as a whole group to ensure all students have the correct definitions. Students should write the class definition for each word in the middle column beneath their initial definition and compare the two. Then, they should cross out any incorrect information from their previous definition.
7. In pairs, have students use the right column to create pictures or symbols to represent each word and write an original sentence using the word in the correct context. In a blended learning environment, have students upload images or symbols to represent each word and write an original sentence using the word in the correct context. Ask students to add these sentences and pictures 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 “Who Takes Care of Our Forests?” on pages 3 through 7 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 3–6 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.

Isolating Key Information

1. Place students in groups of three or four. Assign one student in each group to be a scribe or ask each group to identify a scribe. This student will need a writing utensil and a copy of *Student Resource: Frayer Model*, or they can create a Frayer Model in their notes or work together using Google Slides/MS PowerPoint or other collaborative shared space.
 - Upper-left: Definition of the word
 - Lower-left: Examples and connections to the word (i.e., prior knowledge)
 - Upper-right: Drawing or other visual representation of the word
 - Lower-right: Non-examples of the word
2. Provide the students with the reading purpose for this article: To learn about different ways we can take care of our forests.
3. Have each group write one of the vocabulary words identified above in the center of their Frayer Model.
4. As a group, students will discuss their assigned key term as it relates to the reading purpose and complete the Frayer Model.
5. Have students engage in a Gallery Tour to review all of the key-term Frayer Models, adding to their notes as they go.
6. Ask students to mark the text, identifying the key terms, using a marking-the-text application if teaching within a blended learning environment.
7. Give students time to revisit their notes to add questions and connections using Costa’s Levels of Thinking and connecting to previous learning.

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

One-Page Report

1. Review the *One-Pagers* section and *Student Resource: Creating a One-Pager* and determine the guidelines that students should follow in terms of design, content, and assessment. Students can use Google Drawings or Slides, MS PowerPoint, Canva, or another illustration tool to publish their work. They can use their notes to assist with this task. For additional scaffolding, use teacher modeling with the whole group.
2. Introduce the guidelines of the one-page report to students.
3. Guide students to think of images or ideas while modeling reading with a Think-Aloud, if it is helpful for them to hear the thinking being modeled. Develop a communal word bank using a tool that is visible to all students.
4. Provide students with the materials and time to create their reports individually, in partners, or in small groups. Students can also use their notes to complete this task.
5. After students have completed their one-page reports, ask a few students to present to the class so that everyone can see a variety of models and interpretations of the texts, or have students participate in a Gallery Tour.
6. Debrief by asking students to reflect (either by writing or by speaking) on how this process helped them deepen their understanding of the text. For scaffolding, the following sentence starter may be used: “The one-page report helped me...”
7. Ask students to reflect on their learning by thinking through how they can use the information and how the learning has been useful; have them add these thoughts to their notes.