

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:

Apply “Who Takes Care of Our Forests?” through Read Like a Content Expert to develop a KWLA chart.

Learning Objectives:

- Students will create and utilize four-column notes to track and record thinking.
- Students will collaboratively read and explore the text from the perspective of a scientist.
- Students will use four-column notes to apply learning from the text.

Essential Question:

What similarities and differences exist among forest-related careers?

Focused Note-Taking:

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

Getting Started:

Estimated Preparation Time: 20–30 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: Chart paper to model for whole group; Google Docs, Microsoft Word, or another tool for the KWLA; and blank paper or a digital format for four-column note-taking (KWLA)
 - **Engage:**
 - Vocabulary: Print/digital three-column note-taking structure or print/digital copies of *Student Resource: Vocabulary Awareness Chart*
 - Interacting With the Text: The “Who Takes Care of Our Forests?” interactive text from National Geographic, linked below and on the AVID Elementary matrix; print/digital copies of *Student Resource: Successful Student Template* or a teacher-/student-created version of template
 - [3rd Grade Interactive Text](#)
 - [4th Grade Interactive Text](#)
 - [5th/6th Grade Interactive Text](#)
 - **Extend:**
 - Chart paper to model for the whole group and Google Docs, Microsoft Word, or another tool for the return to the KWLA
- 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 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 is rigorous because it provides an opportunity for students to experience productive struggle.
- 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.

KWLA: Part 1

1. Ask students to create four-column notes and label the columns as follows: K: Know, W: Want to Know, L: Learned, and A: Apply. For scaffolding, this can be completed in partners or small groups or as a whole-class activity with teacher modeling. For additional scaffolding, the students may draw their responses and label them with letters or words. You may also use teacher modeling with the whole group.
2. Ask students to use the K: Know column to write what they know about forest-related careers.
3. Ask students to use the W: Want to Know column to write what they wonder about forest-related careers.
4. Instruct students to set their KWLA aside until the end of the lesson.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

Academic Words:

- sustain (p. 4)
- resource (p. 4)
- chemicals (p. 5)
- environmental (p. 6)

Content-Area Words:

- logging (p. 4)
- renewable (p. 4)
- carbon (p. 4)
- fingerprint (p. 5)

Vocabulary Awareness Chart

1. Have students create a three-column note-taking structure replicating a vocabulary awareness chart with the column titles “Word,” “Visual,” and “Definition” or provide them with *Student Resource: Vocabulary Awareness Chart—Prior to Reading*. Instruct them to add the vocabulary words above to their chart. For additional scaffolding, use teacher modeling with the whole group by engaging in a Read-Aloud and Think-Aloud.
2. In small groups or with a partner, have students compare their charts, discuss word meanings, develop authentic definitions, and write any questions they have. The words might not all have definitions at this point.
3. Lead a whole-class discussion providing students with the opportunity to discuss the “no clue” words, make predictions about possible definitions, share words in the “Heard or seen it before” column, and ask their written questions. Add to a collaborative Google Docs/MS Word document or select another tool to facilitate collaboration and record new connections.
4. As students read the article or as the teacher does a Read-Aloud, have them add to or revise definitions as word meanings become clearer. Encourage them to also add other words that they do not understand to the chart.
5. Revisit the charts after reading. Have students review or revise their definitions based upon their reading, then engage in a whole-group discussion around words that are providing the most difficulty.

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 “Who Takes Care of Our Forests?” 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.

Read Like a Content Expert

1. Share or distribute digital or paper copies of *Student Resource: Successful Student Template*. Alternatively, you can create your own version of the template in Google Drawings, Google Slides, or MS PowerPoint or have students create one.
2. Consider the gradual release of responsibility and students' task-ability levels when selecting a structure for reading (e.g., whole-class modeling, small-group reading, individual reading).
3. Have students work together in groups of four to six, brainstorming ideas for what it means to “read like a scientist.” They should record these ideas on notepaper or in a digital format.
4. Students will use the blank outline of a person on *Student Resource: Successful Student Template* or on their own paper to demonstrate what it means to “read like a scientist.” Students can add text, images, or any other features that help them clearly demonstrate their thinking. Students may complete this individually or in groups. This can also be completed as a whole-class activity with the teacher modeling and students adding to their own visuals.
5. After they have created their visuals, have students collaborate to generate a written reflection—using a tool from the “Learning Together” section of the Blended Learning Toolkit to support this collaboration in a blended learning environment—on what it means to “read like a scientist.” This can go on the bottom of the handout or on a separate sheet of paper or document. Ask students to add this to their notes.
6. Ask groups to present their ideas of what it means to “read like a scientist” while the teacher creates a master list on the whiteboard, chart paper, or with a tool from the “Making Thinking Visible” section within the Blended Learning Toolkit. These ideas will become the foundation for the lens that students will use as they approach reading texts within the chosen discipline.
7. Once the master list is created, students should record additional information 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

KWLA: Part 2

1. Ask students to retrieve the KWLA they set aside at the outset of the lesson.
2. Instruct students to use the L: Learned column and reflect what they learned about forest-related careers.
3. For scaffolding, this may be completed in partners, small groups, or as a whole-class activity with teacher modeling. For additional scaffolding, the students may draw the ideas and label them with letters or words. Encourage students to revisit their notes as a resource for learning.
4. Ask students to use the A: Applied column and think about what they can apply from the research, especially as it relates to forest-related careers. Provide a sentence frame to support students' writing such as the following: "Today's learning about forest-related careers connects to my life by _____."