

**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
- Exercising Agency
- 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.

CREATED IN  
PARTNERSHIP  
WITH



## Lake Tour

By Beth Geiger

### 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 “Lake Tour,” written by Beth Geiger, through Depth and Complexity Tools to develop a Listicle.

### Learning Objectives:

- Students will engage in pre-reading discussion and note-taking.
- Students will closely read and annotate the text using comprehension tools.
- Students will collaboratively share their thinking about the text through words and images.

### Essential Question:

What similarities and differences exist among unusual lakes around the world?

### 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:** 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: Two-column note-taking structure or print/digital copy of *Student Resource: 30-Second Expert*; Flip or another digital tool to record, share, and reply to student responses
  - **Engage:**
    - Vocabulary: Index cards or digital flash cards using Google Slides/MS PowerPoint
    - Interacting With the Text: The “Lake Tour” interactive text from National Geographic, linked below and on the AVID Elementary matrix; print or digital copies of *Student Resource: Depth and Complexity Thinking Tools*; student focused notes; for a digital or blended learning activity, upload the text to Kami, Google Docs, or another annotation platform in advance.
      - [3<sup>rd</sup> Grade Interactive Link Text](#)
      - [4<sup>th</sup> Grade Interactive Link Text](#)
      - [5<sup>th</sup>/6<sup>th</sup> Grade Interactive Link Text](#)
  - **Extend:**
    - Extend: Google Docs/Slides, MS Word or PowerPoint, or another digital tool for collaboration; student focused notes
- 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 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
  - High interest
- The length of this text lends itself to modeling how to identify and read an excerpt of a text to accomplish the reading purpose.
  - This text is formatted for text interaction, either digital or on paper, to provide students with a place to capture their thinking, questions, *a-ha!* moments, and wonderings as part of the focused note-taking process.

## 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.

#### 30-Second Expert

1. Have students set up two-column notes. Use one of the provided two-column notes templates available in the *Teacher Resources* section or use *Student Resource: 30-Second Expert*.
2. Consider showing an image of a lake to help students activate and access background knowledge before or during think time.
3. Provide students with 1 minute of think time before they begin to brainstorm what they know about lakes.
4. Provide several minutes for students to brainstorm what they already know about lakes. Students may draw pictures to illustrate what they know, or this can be done as a whole-group activity with teacher modeling.
5. Ask students to form pairs. One student will be Partner A and one student will be Partner B. If teaching within a blended learning environment, assign students a partner and have them complete their task in a private chat or breakout room.

6. Review the sentence stems in steps 2 and 3 of *Student Resource: 30-Second Expert*. Use Flipgrid or another tool to record, share, and reply to student responses. For additional scaffolding, use teacher modeling with the whole group.
7. Partner A begins by sharing their thoughts or ideas for 30 seconds. Partner B is instructed to just listen. Consider reviewing what it means to listen actively before you begin (e.g., eye contact, leaning in, nodding, etc.).
8. Partner B then has the chance to paraphrase what they just heard in 30 seconds while Partner A listens.
9. Students then reverse roles and repeat the process.
10. Ask students to return to their seats or close breakout rooms and add any new knowledge or understanding to the second column of their notes or the template. Teachers may need to model this activity for the whole group.

## 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)
- energy (p. 14)

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

- mineral(s) (p. 13)
- freshwater (p. 13)
- jellies (p. 14)
- fumarole (p. 14)
- meltwater (p. 14)

### **Flash Cards**

1. Ask students to skim the article looking for words/terms they do not recognize.
2. Have students create digital flash cards using Google Slides/MS PowerPoint or use index cards to write one unfamiliar word per card.
3. Ask students to determine whether they “know” or “don’t know” the definition.
4. If they know the definition, ask them to write the definition on the back of the index card or record it using the digital tool you selected.
5. If they don’t know the definition, encourage students to use context clues to determine the definition.
6. Invite students to pair with a partner, share one new word and its definition, and add these definitions 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 “Lake Tour” on pages 12 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 12–14 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.

### Depth and Complexity Thinking Tools

1. For a digital or blended learning activity, upload the text to Kami, Google Docs, or another annotation platform in advance.
2. Distribute *Student Resource: Depth and Complexity Thinking Tools* to students.
3. Students will use the “Details” and “Trends” icons as they interact with the article. As students read the text, they will apply one icon per chunk of text, justifying why they chose that icon and using the thinking prompt connected to the icon to guide their description. Students should record their thinking and justification in their notes. For scaffolding, consider the gradual release of responsibility and students’ task ability—options include whole-class modeling, guided practice, small groups or pairs, and independent practice.

## 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

### Listicle

1. Explain that a listicle is an article and list combined and one of the most common forms of journalism. Consider providing students with examples of listicles to refer to as mentor texts.
2. Invite students to engage in a quickwrite to generate a list of characteristics, traits, or supporting details regarding unusual lakes.

3. In pairs or small groups, have students zip around and share an item on their list, one at a time, until all items have been shared. Ask students to pay attention to items or details that are on multiple lists.
4. Have students work in pairs or in small groups to develop a listicle on the topic of unusual lakes.
5. The listicle will need to include 3–5 items on the listicle, the title, and images. Give students time to develop two to five sentences that elaborate on each point within their listicle.
6. Use Google Docs or Slides, MS Word or PowerPoint, or another tool to collaborate and make thinking visible. For additional scaffolding, use teacher modeling with the whole group.
7. As a final step, have students debrief and reflect (either in writing or through small-group conversation) about their new learning. Ask students to include their new understanding in their written summary or reflection in their notes as they answer the Essential Question.