AVID Weekly®

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:

☒ Foundational
☐ Intermediate
☐ Advanced
☐ ELL

FOCUS AREA:

☒ College and Career Readiness
☐ ELA
☐ Health
☐ Math
☐ Science
☐ Social-Emotional Learning
☒ Social Studies
☐ STEM
☐ Technology

AVID's WICOR® Methodology

This lesson uses the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) methodology and strategies from AVID's curriculum library.

AVID WEEKLY RESOURCES

Visit the AVID Weekly matrix for links to lessons and articles. Additional resources are available on the AVID Weekly website.

Who do American adults trust? Survey says: School principals.

SOURCE: *The Washington Post*
By Valerie Strauss
Published September 23, 2019

AVID'S CRITICAL READING PROCESS

This lesson uses the three phases of the 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. Select the texts, or portions of texts, that will be read. 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. While this is included within the "engage" portion of the critical reading process, vocabulary building can happen at any point.
	Interacting with the Text. Interact with the text to process information as it is read. This is done by 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.

Academic Task:

Analyze "Who do American adults really trust? Survey says: School principals," written by Valerie Strauss, through questioning the text as a content expert to create a mandala to identify key concepts of the text.

Estimated Preparation Time: 30 minutes

Instructional Time: 45–60 minutes

Resources Needed:
Student and Educator Resources are included with this lesson.

Learning Objectives:
- Read like a content expert in order to identify key concepts in the text.
- Identify the relationship between ethics and trust in leadership.

Essential Question:

How do we decide what makes a leader trustworthy?

Focused Note-Taking: Two-column notes are the recommended note-taking format.

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 and decide whether this activity will be modeled with the entire class, in small groups, or with students working individually. *For more information about the gradual release of responsibility, see the online Teacher Resources.*

Think through or have students respond to 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 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 provides students with the opportunity to practice the "evaluate academic thinking" skill.
- This text contains content that is of high interest to students.

PRE-READING

Quickwrites

1. Introduce the prompt and allow a minute of think time prior to starting the quickwrite: Why is it important for people to trust those in positions of power or helping careers such as principals, military leaders, or police officers?
2. Provide students with the opportunity to ask for clarification about the prompt or any challenging vocabulary within it.
3. If the prompt is rigorous, have students work with a partner to discuss the prompt. Additional scaffolds that can be introduced include a communal word bank with terms such as trust, confidence, resources, empathy, etc.
4. Give students 1–3 minutes to write or draw an illustration without editing. The goal is for students to use the maximum amount of time to express their thinking without getting caught up in style or editing conventions. A quickwrite really should be quick.
5. Once students have completed their quickwrite, provide a couple of minutes for students to share their writing or illustration with a partner or small group.

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

- **Academic words:**
  - trust (par. 1)
  - accurate (par. 1)
  - consequences (par. 9)
  - ethics (par. 6)

- **Content-area words:**
  - resources (par. 3)
  - error (par. 7)
  - ethnic (par. 10)

Extended Definition Paragraph

1. A key concept in this text that is crucial to the overall understanding of the text is trust and ethics in leadership. Use the following guiding question: How have the terms impacted you, your family, your school, or your community?
2. Have students create a concept map as a brainstorming strategy to collect their thoughts around the definition and use of the term.
3. Ask students to write a paragraph or draw an illustration that addresses the designated guiding questions.

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 one time through to identify the main idea; this is a pencil-down read.

1. Pair students up with elbow partners or small groups to talk through what they got from the first read.
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.

Second Read: Get Organized

Number the paragraphs or sections of the text as a class. Read the first two words of each paragraph or section and ask students to call out the number of the paragraph. While they call out the number, they will also number that paragraph or section in the margin of their text.

Purposeful Reread: Questioning the Text as a Content Expert

1. Provide students with *Student Resource: Academic Thinking Skills: Question and Answer Stems—Evaluate*.
2. For differentiation, this may be done as a whole-class activity with teacher modeling.
3. Before having students read in small groups, model the thought process of developing a question by thinking aloud as you write the following question out for students: What is the relationship between ethics and trust in leadership?
4. Have each group write another question that would be appropriate for the content. Then have the groups share their questions with the class in a Whip-Around to determine whether they are ready to write more questions within their groups or if they need additional modeling or scaffolding. For differentiation, an alternative is to have students share questions orally as the teacher scribes.
5. Instruct student groups to write a question for each chunk of the text.
6. Have students partner with an individual from another group. Each student will share the questions that they wrote, and together they will answer those questions, writing short responses next to their questions on the text.

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

Mandala

1. Have students identify a key concept from the article to explore through the creation of a mandala.

2. Provide students with *Student Resource: Mandala Template* or have them create a mandala on a blank sheet of paper.

3. In partners or small groups, instruct students to first create a representation of the key concept in the center of the mandala. (If examples of mandalas are needed, see the AVID Weekly Teacher Resources.)

4. Have students create contextual visuals in the surrounding areas of the mandala that support the key concept in the center. These contextual visuals should "situate" the key concept as it is addressed in the text. Students will need to make choices as to which critical information should contextualize the key concept.

5. Finally, have students create a written summary justifying their reasoning for including various elements on the mandala. Encourage them to draw from the text to do so.

Academic Thinking Skills: Question and Answer Stems

Evaluate (assess)

- Assess cause and effect relationships within texts.
- Compare ideas or perspectives found in texts.
- Assess the validity of arguments in texts.
- Justify reasoning found in texts.
- Make a judgment based on information.
- Categorize ideas, events, themes, and data by relevant characteristics.

	Question Stems	Answer Stems	Word Bank
English	• Does the author support…? • Do I have enough … to form a conclusion? • Does this fit with other …? • Did the author justify…?	• …can be compared to… • The is a … correlation/ relationship between … and… • …strengthens the argument. • …makes me question the author's credibility. • …is similar to… • …supports the previous work by…	• consequence • outcome • repercussion • aftermath • ramification • justify • explain • describe • predict • evaluate • gauge • appraise • estimate
History	• What is the relationship between … and…? • How did … lead to…? • How can … define the time period? • Why did … cause…? • What can be concluded from…?	• An effect/consequence/ outcome of … was… • A result/impact/consequence of … was… • The text implies/suggests/ insinuates…	
Math	• What would happen to … if … was increased or decreased? • How would you describe the sequence of…?	• My solution is reasonable because… • The formula/data I chose to use was significant because… • My results are/are not reliable because…	
Science	• How is … related to…? • What conclusions can you draw from…? • How would you test…? • Can you elaborate on the reason for…? • What would happen if…? • How would you test…? • Do you feel the … experiment is ethical?	• I agree/disagree with the results because… • My data was affected by…	

Mandala Template

Center of the circle = Most important term or focus symbol

Around the circle = Supporting text or symbols