

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



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.

A vegan sued Burger King over its 'Impossible Whopper.' He has a point.




SOURCE: Bloomberg

By Stephen L. Carter

Published November 26, 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 “A vegan sued Burger King over its ‘Impossible Whopper.’ He has a point.”, written by Stephen L. Carter, through multiple reads, connecting thinking by interacting with a double entry journal in order to apply key concepts with the creation of a group mandala and presentation.

Estimated Preparation Time: 30 minutes

Instructional Time: 90 minutes

Resources Needed:

Student and Educator Resources are included with this lesson.

- Chart paper and markers for Mandala

Learning Objectives:

- Students will be able to purposefully interact with text using a double-entry journey to cite evidence and connect thinking.
- Students will be able to identify key concepts in text through peer collaboration and creation of a group Mandala.

Essential Question:

Should companies be held accountable for truthful advertising?

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

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.

- Do other texts need to be read to build background knowledge?
- What key content-related or general academic vocabulary do students need to know prior to 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 is rigorous because it provides an opportunity for students to experience productive struggle.
 - This text contains content that is of high interest to students.

PRE-READING

Give One, Get One

1. Have students brainstorm connections to the text title by either drawing pictures or capturing their connections in writing.
2. Ask students to draw a line beneath the last item they wrote/drew.
3. Students will move with the list in their hand and find a partner to share one of their ideas with, taking turns so each partner has the opportunity to share.
4. Consider providing the following sentence frames for students to use during their partner talk:
 - I connected with the title by *writing/drawing* _____ because...
 - The title made me think about _____ so I *wrote/drew* _____ because/to show...
 - I *wrote/drew* _____ because...

5. Have students write down their partner's name and what was shared with them beneath the line that they drew.
6. Do multiple rounds of this so students "give" and "get" ideas from a variety of partners.

ENGAGE

Build vocabulary and engage in purposeful rereads.

BUILDING VOCABULARY

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

- Academic words:
 - notion (par. 2)
 - consumer (par. 4)
 - ethical (par. 5)
- Content-area words:
 - vegan (title)
 - by-products (par. 3)
 - litigation (par. 4)
 - puffery (par. 8)

Vocabulary Awareness Chart

1. Have students create a 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. The teacher may do this as a whole-class activity while modeling and engaging in a 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.

4. As students read the article, 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 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: Double Entry Journal

1. Have students set up their paper in the two-column note format. The left side should be labeled "Text Evidence" and the right column "My Thinking." Provide an example or model on chart paper.

2. Have students record words, phrases, or sentences that are important points or connect to the EQ 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, working together to clarify what they are not understanding.
5. Consider providing the following sentence frames to support students’ partner talk comparing their double entry journals:
 - The *word/phrase/sentence* I wrote/chose for text evidence to support the EQ is _____ because...
 - This *word/phrase/sentence* is *important/significant/connected* to the EQ because...

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

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.
6. Consider providing the following sentence frames to support students’ written summary:
 - In “A vegan sued Burger King over its ‘Impossible Whopper.’ He has a point,” Stephen L. Carter *explains/illustrates* the central *concept/idea/theme* of _____.
 - The *images/visuals* we included in our mandala to support the central concept/idea are _____, _____, _____, and _____.
 - We chose these *images/visuals* because _____ (justify your reasoning with evidence from the text)_____.

Vocabulary Awareness Chart—Prior to Reading

Use this template as guide before you engage with the text. It can be modified as needed to meet the reading purpose.

Vocabulary for: _____

Word	Know it well— can explain it	Heard or seen it before	No clue	Notes/Definitions

Questions I want to ask: _____

Predictions I am making: _____

Mandala Template

Center of the circle = Most important term or focus symbol

Around the circle = Supporting text or symbols

