

Resources and Strategies for Reading, Writing, and Talking about Current Events

The following instructional resources are designed to support creating space within our classrooms, campuses, and districts for students to engage in reading, writing, and talking about what is happening in the world around us. Because we believe that Franklin D. Roosevelt spoke truth when he said *“Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education...to prepare each citizen to choose wisely and to enable him to choose freely are paramount functions of the schools in a democracy.”*

AVID Instructional Resources

Resources are linked as PDFs and include the educator and student resources needed for the instructional practice. We envision these resources being used with texts you provide, which are developmentally appropriate for your students. Please keep in mind that we define “text” as anything conveying meaning – including images, video clips, graphs, and podcasts.

- A **KWLA** chart is a tool for recording the exploration of ideas and learning through the duration of a lesson or unit as it allows the opportunity for identifying what students already know, what they want to learn more about, what they have learned, and how they will apply this new learning. Click [HERE](#) for the instructional practice and supporting resources.
- **Think-Alouds and Structured Dialogue** provide an opportunity for students to think about what they are reading, identify points of confusion, and be able to apply, analyze, evaluate, or synthesize what they have read as they engage in conversation with a partner. Click [HERE](#) for the instructional practice and supporting resource.
- The **Depth and Complexity Thinking Tools** uses 11 tools and their corresponding icons to provide readers with both a visual cue and a road map for engagement with a text. Click [HERE](#) for the instructional practice and supporting resources.
- **Says, Means, Matters** is a strategy scaffolds the analysis of text by walking students through what the author is saying and what it means, then providing the opportunity to offer an analysis that determines why it matters. Click [HERE](#) for the instructional practice and supporting resources.
- **Reading Across Costa’s Levels of Thinking** leverages Costa’s Levels of Thinking and Questioning for students to explore and analyze texts, moving from being able to describe basic information to thinking at the highest levels of rigor. Click [HERE](#) for the instructional practice and supporting resource.
- **Purposeful Rereading to Deepen Comprehension and Retention** moves students through multiple reads of a text or chunk of text, with an intentional focus for each read that moves students to deep levels of comprehension and understanding. Click [HERE](#) for the instructional practice and supporting resource.
- **Higher Order Discussion Techniques** incorporates the use Academic Language Scripts and Academic Thinking Skills Sentence Frames to support students when engaging in discussion

strategies like a Socratic Seminar or Philosophical Chairs. Click [HERE](#) for the instructional practice and supporting resources.

- **Socratic Seminars** provide students with opportunities for thinking critically, engaging in dialogue, and considering new perspectives. The Socratic Seminar Core Strategy page on my.avid.org is filled with resources for engaging in a Socratic Seminar in a blended learning environment. Click [HERE](#) to be taken to the site, you will be prompted to log into my.avid.org.

Websites and Resources to Support Educators and Students

- AVID Weekly provides relevant and engaging content, this video and article text set outlining contentious elections in our nation's history with the supporting lesson is a wonderful way to look at our current events through the perspective of a historian.
 - Click [HERE](#) for the lesson.
 - Click [HERE](#) for the article.
- Facing History and Ourselves pulled together [Responding to the Insurrection at the US Capitol](#), this resource is full of collaborative, reflective, and engaging ideas for how to create both a safe and brave space for academic discourse.
- [Talking to Kids About the Attack on the Capitol](#) is a resource put together by the National Education Association has compiled that provides resources and strategies that are differentiated so they are developmentally appropriate.
- Presidents Obama, George W. Bush, Bill Clinton, and Jimmy Carter released direct statements that are powerful examples of primary source documents. These texts would pair nicely with any of the instructional strategies listed above. Click [HERE](#) for their statements.
- PBS released this [Classroom resource: Three ways to teach the insurrection at the U.S. Capitol](#) which incorporate video footage and clips from news agencies as well as instructional steps and strategies.