



*Not Just Another  
Program*





# AVID Elementary

Teachers prepare students for transition to middle school so they are ready for rigorous coursework and are able to think critically, solve problems, and work in teams.

## INSTRUCTION



Includes 21st-century student success skills of communication, critical thinking, self-advocacy, note-taking, writing, inquiry, collaboration, organization, and reading.

## SYSTEMS



Provide a means for accountability, articulation, assessment, and calibration ensuring alignment for student success as they matriculate to higher grades.

## LEADERSHIP



Includes a focus on leadership and how building district leaders is critical to supporting, guiding and facilitating AVID implementation.

## CULTURE



Creates an environment that elevates expectations of students and promotes college and career readiness throughout an entire school.

“ A lifelong advantage can only be gained through education and AVID is the advantage—providing a bridge to close the opportunity gap. ”

—David Hurley, Teacher,  
Stockton, CA



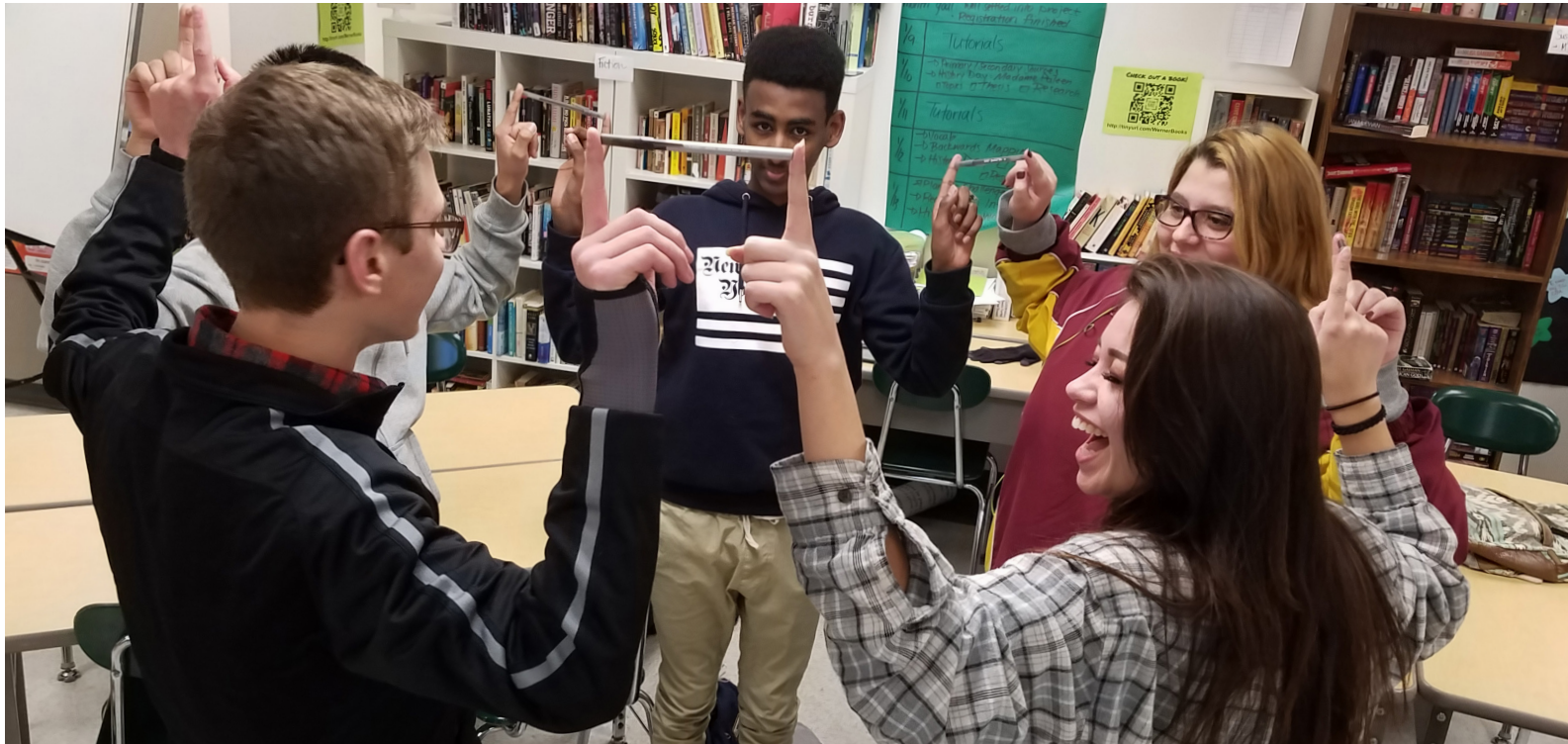
>> Partner with AVID to achieve your goals.

CONTACT US:

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 [www.avid.org](http://www.avid.org)

 858-380-4800



# AVID Secondary

Inspires educators to engage with all students to support both college and career pathways, which addresses accountability and promotes equity.

## INSTRUCTION



High impact, low-lift, and immediately usable tools to support a growth mindset and the 21st-century skills of writing, inquiry, collaboration, organization and reading.

## SYSTEMS



Align with district accountability measures to support school and district goals in governance, academic performance, and other areas.

## LEADERSHIP



Along with a Site Team, school and district leadership are involved in guiding and promoting high expectations for all students across the campus.

## CULTURE



Rigorous academics coupled with strong relationships in the classroom build a robust college-going culture along with strong metacognitive skills.

“Everything we do and everything we are is because of our focus on AVID strategies and AVID training. It works with organization, focus, leadership, curriculum, pedagogy, collaboration and more!”

—Dr. Alicia Durand, Principal,  
Wellington Middle School, Poudre School District, Fort Collins, CO



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## Writing

### Writing Is:

- A learning tool
- A personal and public communication tool
- A record of thinking

### Students who write:

- Consider audience and purpose
- Engage in various writing processes to address specific situations
- Support their thinking
- Demonstrate understanding

### The AVID curriculum supports writing through the use of:

- Cornell note-taking
- Learning logs
- Quickwrites and reflections
- Process writing
- Peer evaluation
- Authentic writing

## Inquiry

### Inquiry Is:

- Uncovering one's understanding
- Asking critical questions
- Engaging in thinking, learning, and discussion

### Students who inquire:

- Analyze and synthesize materials or ideas
- Clarify their own thinking
- Probe others' thinking
- Work through ambiguity

### The AVID curriculum supports inquiry through the use of:

- Skilled questioning techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Guiding questions

## Collaboration

### Collaboration Is:

- Teamwork with shared responsibility
- Sharing of ideas, information, and opinions
- Formal and informal discussion

### Students who collaborate:

- Work together toward a common goal
- Develop positive interdependence
- Work in focused study groups
- Support the learning of others through inquiry

### The AVID curriculum supports collaboration through the use of:

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group activities and projects
- Peer editing groups
- Service learning projects

## Organization

### Organization Is:

- Managing materials and practicing methodical study habits
- Planning and prioritizing school, work, and social tasks
- Engaging in mental preparation and goal-setting
- Strategically and intentionally taking responsibility for one's own learning

### Students who organize:

- Develop and use processes, procedures, and tools to study effectively
- Manage their time through prioritizing and goal-setting
- Are prepared for courses, participate during instruction, and interact with instructors
- Self-direct, self-evaluate, self-monitor, and self-advocate

### The AVID curriculum supports organization through the use of:

- Binders and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

## Reading

### Reading Is:

- Strategically gaining meaning, understanding, and knowledge from print and other media
- Purpose-driven
- Interactive

### Students who read:

- Understand text structures
- Apply prior knowledge and make connections to other texts, self, and the world
- Make predictions and ask questions
- Create visual images as they read

### The AVID curriculum supports reading through the use of:

- Deep reading strategies
- Note-taking
- Graphic organizers
- Vocabulary building
- Summarizing
- Reciprocal teaching



## WICORized Lesson: Note-Taking and Inquiry: Dolphins in the Navy (Foundations)

This article describes how the Navy uses both drones and dolphins to detect underwater mines.

### Core Content Areas

Language Arts, Math, Science, Social Studies

### AVID Elementary Components

Student Success Skills, WICOR, Partnerships

### AVID Elementary Objective

This WICOR lesson is intended to provide an opportunity for students to use Reading to Learn strategies and inquiry to develop their organizational skills. Students use note-taking to build reading comprehension of this article. Through increased comprehension, students are able to challenge their levels of thinking to make personal connections by forming opinions and using supportive evidence. Students work collaboratively to respond to leveled questions, improving their understanding of Costa's Levels of Thinking.

### Common Core Connections

**CCSS.ELA-LITERACY.CCRA.R.2**  
*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

### CCSS.ELA-LITERACY.CCRA.R.1

*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*

### CCSS.ELA-LITERACY.CCRA.R.7

*Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

### CCSS.ELA-LITERACY.CCRA.R.10

*Read and comprehend complex literary and informational texts independently and proficiently.*

### Preparation and Differentiation

1. Access the AVID Elementary Weekly article, "Dolphins, sea lions for Navy deployment to overseas trouble spots." Determine whether the article will be provided in electronic or paper copy. The class may use the Class Login function on the AVID Elementary Weekly website for students to access articles electronically.

2. Determine the level of support required for all students (including General Ed, Special Ed, and ELL populations) to move successfully through the levels of thinking and build academic skills.
3. Identify collaborative groups for specific components of the lesson.

**Flexible Grouping:** provides an opportunity to differentiate instruction within whole group, small group, one-to-one, or independent learning.

**Support Tools:** prepare and incorporate non-linguistic representations, teacher-created notes, CLOZE activities/reading, translations, etc.

**Academic Language Scripts:** provide an opportunity for oral language development by creating a structured way for students to engage in academic discourse for vocabulary and language development in a scholarly environment.

**Rehearsal and Revision:** engage students in practice of formal register (vocabulary and language development) in which they attempt, practice, and correct their own responses.

**Sentence Frames:** prepare and incorporate guiding prompts for questions and responses to provide scholarly visual anchors for students to add their own ideas.

**Word Banks:** prepare and incorporate lists of content or academic vocabulary that students choose from to integrate into a personal written or oral response.

**Writing + Speaking; Speaking + Writing:** incorporate writing and speaking activities that are paired together to practice oral and written responses.

### Inquiry-Based Differentiation

Before (Level 1)	During (Levels 1, 2, 3)	After (Level 3)
Establishing prior knowledge	Gathering information	Reflecting on learning
Gathering information	Thinking about and comparing information	Making connections
	Applying the information	

## Before – Level 1

1. Spark students' interest with one or more of the following questions: What is the Navy? How does the Navy protect our country? What are the challenges the Navy faces, protecting our country from the water? How could aquatic animals assist the Navy in their efforts to protect our country?
2. Model how to take 2- or 3-column notes on the AVID Elementary Weekly article, "Dolphins, sea lions for Navy deployment to overseas trouble spots." Students are advised to take notes by responding to pre-determined leveled questions about the article. (Organization and Reading to Learn Sections)
3. *Sample Questions:*

**Level 1:** What type of mammal is being trained by the Navy? What is this animal being trained to detect? How many dolphins and how many sea lions are in the Navy's program?

**Level 2:** Describe how the animals work with humans underwater to train. Describe the machines the Navy uses to detect underwater mines.

**Level 3:** Based on the information from the article, describe the effectiveness or ineffectiveness of the animals in detecting underwater mines. Explain your reasoning. Would you trust a dolphin or a drone to detect the mines? Explain. In your opinion, what are the benefits of using animals in the Navy? What are the possible risks?

## During – Levels 1, 2, 3

1. Provide students with a copy of the AVID Elementary Weekly article, "Dolphins, sea lions for Navy deployment to overseas trouble spots."
2. Students work independently, with partners, or in collaborative groups to read the article, respond to the leveled questions, and take notes in 2- or 3-column format. Students may use a third column for visual representations. (Organization and Reading to Learn Sections)

*Example:*

<b>Animals in the Navy</b>		
Leveled Question	Response	Visual
<b>Level 1</b> <i>What type of mammal is being trained by the Navy?</i> <i>What is this animal being trained to detect?</i> <i>How many dolphins and how many sea lions are in the Navy's program?</i>		
<b>Level 2</b> <i>Describe how the animals work with humans underwater to train.</i> <i>Describe the machines the Navy uses to detect underwater mines.</i>		

### Level 3

*Based on the information from the article, describe the effectiveness or ineffectiveness of the animals in detecting underwater mines. Explain your reasoning. Would you trust a dolphin or a drone to detect the mines? Explain. In your opinion, what are the benefits of using animals in the Navy? What are the possible risks?*

3. Once notes are completed, students work collaboratively in groups of 3–4 to complete a One-Pager (Style 2). Provide groups with parameters to be included in their One-Pager (options include a border, at least two leveled questions, at least one quote from the text, a short summary with a sketch that represents this summary, an anecdote of personal experience). (Inquiry Section)
4. Ensure that all members of each collaborative group are contributing, questioning, and providing input to group members.

## After – Level 3

1. Debrief with the entire group and identify key components that should be included in the 2- or 3-column notes. (Organization Section)
2. Monitor student learning and provide clarity and guidance as needed.
3. Students work independently to complete a DLIQ activity (What did we Do? What did I Learn? What did I find Interesting? What Questions do I have?) to summarize the activities completed today and any further questions they may have regarding the AVID Elementary Weekly article, "Dolphins, sea lions for Navy deployment to overseas trouble spots." (Writing to Learn Section)

## Variations/Extensions

1. Using new vocabulary words from the article, research definitions and create a vocabulary poster.
2. Create a unique 2-column chart depicting information from the article. Encourage students to select their own topics/subtitles for the columns.
3. Using leveled questions from the lesson above, work in collaborative groups to "Define the Level" of your peers' questions. (Inquiry Section)
4. Create a list of interview questions you would like to ask the Navy about the trial.
5. Use the Internet to research additional information about animals being used by the military. Create a PowerPoint presentation or online blog post to display your findings.

# Dolphins, sea lions train for Navy deployment to overseas trouble spots

**1** SAN DIEGO — For a moment, the mammal and the machine are side by side on a Navy dock here.

**2** The dolphin and the drone – and their respective handlers – will spend the morning training for a possible order to deploy to the Persian Gulf or some other international trouble spot to detect underwater mines, or maybe to guard a port against a terrorist threat.

**3** The mammal is Puanani, a bottlenose dolphin, a sleek 7 feet, 10 inches long and 427 pounds. The machine is an Unmanned Underwater Vehicle, or UUV, Kingfish version, 11 feet long, 600 pounds.

**4** Puanani was born in the Gulf of Mexico and received initial training from the Navy in Hawaii. The cigar-shaped UUV was built by Hydroid Inc., a Massachusetts military contractor.

**5** Both are assigned to a mission that Navy officials say is increasingly critical: maintaining “underwater dominance” and the ability to thwart attacks aimed at the home front or at U.S. and allied ships in foreign locations. Among potential targets, officials warn, is the port at Long Beach.

**6** The U.S. has submarines, advanced sonar aboard surface ships and high-tech scanning capability aboard aircraft – as well as listening devices beneath the waves and an untold number of technological and intelligence-gathering assets that are classified.

**7** In San Diego, with a budget of \$28 million a year, the Navy has 90 dolphins and 50 California sea lions in a program run by the Space and Naval Warfare System Pacific. Nearly every day the animals train in San Diego Bay or in the ocean beyond Point Loma. There are also several UUVs.

**8** The dolphins and the sea lions, using their keen eyesight and “biological sonar,” are expert at finding mines.

**9** The sea lions are trained to detect any swimmer who is in a restricted area. The animal clamps a “bite plate” onto the swimmer’s leg and takes the attached tether back to his handler.

**10** That’s the exercise that veteran trainer Chris Harris is conducting with Joe, a sea lion who has made multiple deployments, including to the Persian Gulf.

**11** Harris signals Joe to begin his dive. Within a minute, Joe has surfaced, followed by a Navy diver playing the part of a would-be terrorist. The diver gives a thumbs-up. Joe has done his job.

**12** Harris gives Joe an enthusiastic attaboy and throws him a fish. “He’s robust, and he’s reliable,” Harris said.

**13** Puanani was sent to the Persian Gulf during the invasion of Iraq. “She is deployable any time, anywhere,” said Mark Patefield, Puanani’s lead trainer. “All we need is the word ‘go.’”

**14** Sea lions are amphibious and can essentially hop into a small boat. The dolphins are lifted in a sling.

**15** On a transport plane or ship, the sea lions are kept in specially designed enclosures that are cool and wet. The dolphins travel in fleece-lined stretchers suspended in fiberglass containers filled with water.

**16** The UUVs are currently deployed to the Persian Gulf and to the area patrolled by the Japan-based 7th Fleet. They have also assisted in search missions, including the Challenger disaster and Hurricane Katrina.

**17** Sea lions and dolphins guard bases at Kings Bay, Ga., and Bangor, Wash., where the Navy’s Trident submarines that carry nuclear weapons are located. The Persian Gulf is a particular focus of the U.S. because of threats by the Iranians to mine the waterway.



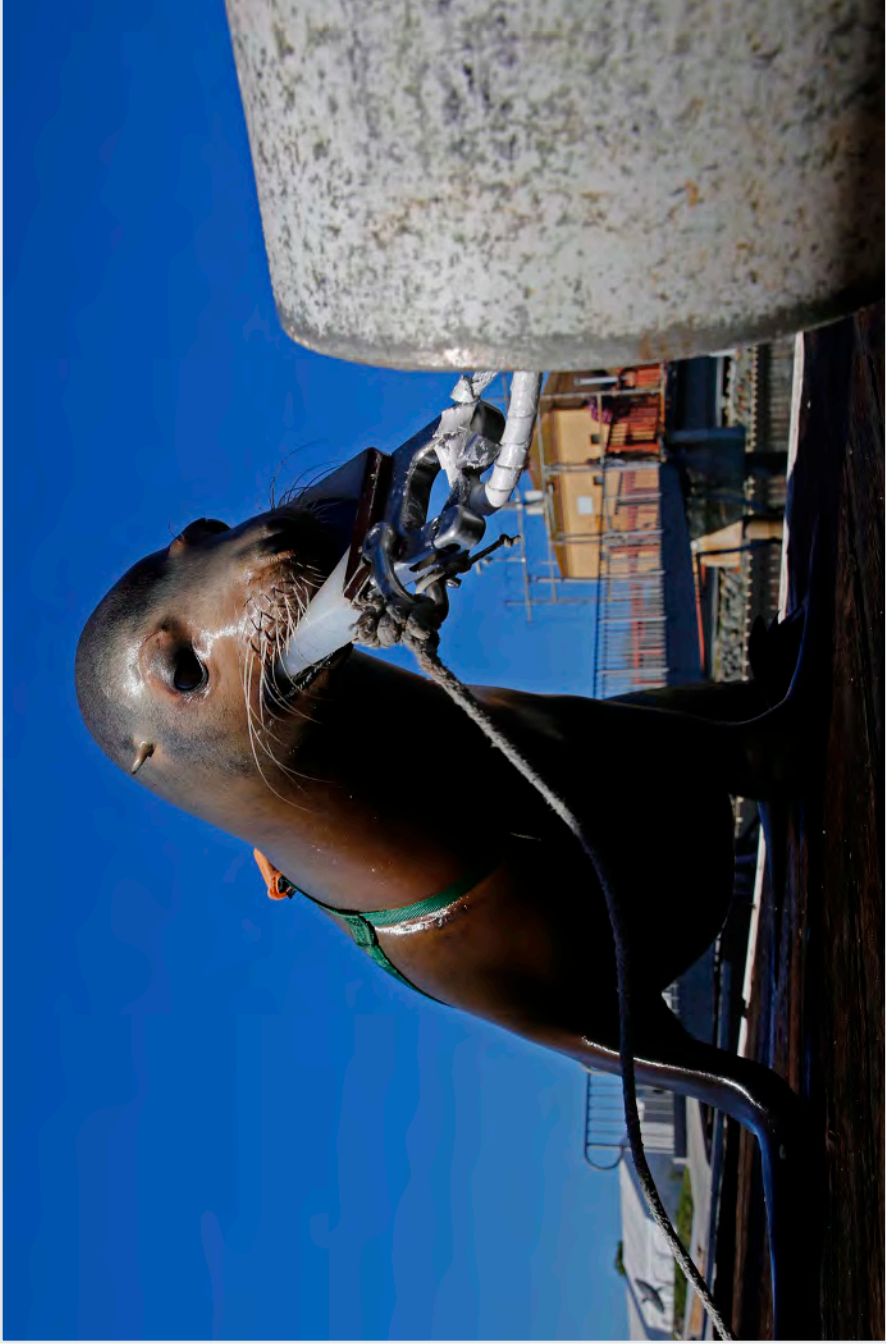
**18** Someday the UUVs may replace the mammals in the mine-detection mission. Until then the two share the assignment.

**19** “The mammals are the best at what they do,” said Mike Rothe, manager of the marine mammals program. “They’ve evolved over thousands of years to have a remarkable sonar. We’ve been developing the UUVs for several decades.”

**20** The first dolphin trained in mine detection was Notty in 1960. President John F. Kennedy liked the idea of using sea creatures for military purposes, and the program expanded.

**21** Dolphins and sea lions helped guard the ammunition piers at Cam Ranh Bay during the Vietnam War. Sharks and whales were found to be untrainable.

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By Tony Perry  
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A trained California sea lion practices attaching a clamp to a simulated mine on a dock at the Navy Marine Mammal Program training base on March 5, 2015 in San Diego, Calif. (Don Bartletti/Los Angeles Times/TNS)

# WICOR Lesson Planning Template

<b>AVID Elementary Components</b>	<b>Before Lesson:</b> <ul style="list-style-type: none"> <li>• Establishing Prior Knowledge</li> <li>• Gathering Information</li> </ul>	<b>During Lesson:</b> <ul style="list-style-type: none"> <li>• Gathering Information</li> <li>• Thinking About and Comparing Information</li> <li>• Applying the Information</li> </ul>	<b>After Lesson:</b> <ul style="list-style-type: none"> <li>• Reflecting on Learning</li> <li>• Making connections</li> </ul>
Writing to Learn			
Inquiry			
Collaboration			
Organization			
Reading to Learn			
Student Success Skills Learning Styles <ul style="list-style-type: none"> <li>• Auditory</li> <li>• Visual</li> <li>• Kinesthetic</li> </ul>			
Student Success Skills			



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**Anaheim**  
June 28-30



**Orlando**  
July 9-11



**San Antonio**  
July 10-12



**Seattle**  
July 10-12



**Philadelphia**  
July 18-20



**Minneapolis**  
July 31 - August 2



**San Diego II**  
August 1-3

Dates and locations are subject to change. Please review location information carefully before booking travel and lodging. Some event venues differ from previous years, and subsequent Institutes in the same host city are not necessarily held in the same venue (e.g., San Diego 1 and San Diego 2).