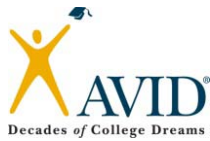


Examining the AVID and Common Core State Standard Alignment

Handouts

AVID and the Common Core

K	W	L	A
What I Know	What I Want To Know	What I Learned	How I Will Apply My Learning



AVID and the Common Core Standards – One-Pager

Advancement Via Individual Determination (AVID) is a system that accelerates student learning through the use of research-based methods and materials that help teachers provide effective instruction to their students in primary, secondary, and postsecondary education. Because AVID has always aligned itself with state educational standards, schools in nearly every state in the country now have AVID systems in place, and policymakers and administrators view AVID as an important strategy for closing the achievement gap and opening up the possibility of college attendance for all students. Just as the Common Core Standards focus on helping students refine their Reading, Writing, Speaking and Listening, and Language skills across the curriculum while at the same time challenging students as they move from one grade level to the next, so too does AVID with its focus on Writing, Inquiry, Collaboration, Organization, and Reading (WICOR).

Both AVID and the Common Core Standards address rigor in the classroom. The AVID strategies and materials are meant to help students master one step in the educational process before moving on to the next. Students in AVID Elective classes readily recognize rigorous assignments, and through careful leadership and guidance provided by their teachers and tutors, AVID students prepare themselves for the educational challenges they face as they proceed from one class to the next and from one year to the next. The Common Core State Standards appear to reflect the path that AVID students and educators have been following for more than three decades, a path that spirals upward, establishing a solid foundation of literacy skills in one grade before ratcheting up the rigor in the next.

The word “curriculum” in the AVID world refers to the many texts or manuals written to provide effective strategies and present equally valuable lessons that help students as they navigate their way through reading, writing, speaking, and critical thinking activities across the content areas. The Common Core Standards clearly delineate all that students must be able to achieve, and the AVID curriculum materials provide the support necessary to bring student achievement to fruition.

The instruction that AVID teachers provide for their students is inquiry-based, focusing on refining higher-level thinking skills, thus empowering students with the ability to recognize that the process to enlightenment is as important as the knowledge itself. The AVID system has always been inquiry-based, and it supports the tenets that are woven throughout the Common Core Standards; AVID strives to get students to think critically as they solve problems and rise to educational challenges, and the Common Core Standards help educators recognize which goals and achievements students should master.

The Common Core Standards map out a “common” set of educational goals and objectives for all students across the nation, just as the AVID system is consistent across the nation. Since AVID does align with what the Common Core Standards put forth and is uniformly implemented in all AVID schools, it is quite apparent that AVID support is effective, reliable, and universal across all content areas and across all grade levels, K-12. The Common Core Standards lay down a path for students to follow; AVID supports students as they follow that path to educational success.

30-Second Expert

To complete this activity, take a few minutes to fill in the left column, "What do I know about this topic?" Once you have written all that you know about the topic, follow the steps below.

- STEP 1:** Stand and find a partner. Stay standing.
- STEP 2:** One person shares his or her thoughts while the other listens. You have 30 seconds to share. Begin by saying, "I am an expert on this topic because I know..."
- STEP 3:** The listener will summarize what he or she has heard. Begin your summary with "According to" (insert name) and summarize what you heard. After your summary, ask, "Did I get that right?"
- STEP 4:** Reverse roles. Speaker becomes listener and listener now speaks.
- STEP 5:** Be sure to thank your partner when you are finished.
- STEP 6:** Record any new knowledge in the right column.

Topic or prompt: _____

Partner's name: _____

What do I know about this topic?	What new knowledge or understanding have I gained from listening to my partner?

College and Career Readiness Anchor Standards for Reading

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

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

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

*Please see "Research to Build Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.



AVID and the Common Core Action Plan

AVID MISSION STATEMENT: AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

GOAL/ OUTCOME: _____

ACTION/TASK/STEP	TIMELINE	REFLECTION
What information learned needs to be brought back to my school/ district? Who needs to understand the information I learned today? How will I disseminate the information? What steps will be taken to accomplish this? How will I make it happen?	When will I accomplish this goal? Do the actions need to be chunked and benchmarked?	What evidence will I have to demonstrate my success? How will accomplishing this goal help support AVID's mission? What challenges might I encounter? How will I overcome these challenges? How is the information I need to share aligned with my school/ district's position on the Common Core Standards? Who might support me & help hold me accountable?