



**AVID and the
Common Core
Additional
Resources**

Common Core State Standards
is the **What**

AVID College Readiness System
is the **How**



www.avid.org



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.

AVID and the Common Core State Standards in ELA

Shared Philosophy

The AVID Mission Statement addresses goals that are well-aligned with the Common Core State Standards (CCSS). Both AVID and CCSS focus on providing students with “key cognitive strategies and skills that students need for college and careers,” as David Conley (2011) wrote in his article entitled “Building on the Common Core,” published in the March edition of *Educational Leadership*. Both also emphasize development and refinement of student competence in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), the key components of curriculum in the AVID world, and naturally lead to professional development in the teaching of reading, writing, speaking, and listening, so that teachers have the opportunity to add to their cognitive toolkits in order to teach literacy skills effectively as they implement rigorous, higher-level thinking activities that help students address the challenges of expository reading and writing tasks. The mission statements of AVID and CCSS reflect this shared philosophy.

Common Core State Standards Mission Statement (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

AVID Mission Statement (www.avid.org)

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

Side-by-Side Comparison of CCSS and AVID

Common Core State Standards (CCSS) (www.corestandards.org)	Advancement Via Individual Determination (AVID) (www.avid.org)
Are aligned with college and work expectations	Is focused on preparing students to become college- and career-ready
Are clear, understandable, and consistent	Is based on a clear set of 11 Essentials
Include rigorous content and application of knowledge through high-order skills	Provides rigor in the classroom through higher-level thinking activities
Build upon strengths and lessons of current state standards	Supports the implementation of all state standards in all content areas
Are informed by other top-performing countries, so that all students are prepared to succeed in our global economy and society	Prepares all students for college readiness and success in a global society
Are evidence-based	Is based on more than 30 years of data

AVID Curriculum Materials and the Common Core State Standards 6-12

The AVID curriculum materials continue to be written, rewritten, revised, and refined every year, so that they reflect current trends in education and address educational standards across the country. Because the Common Core State Standards also address the importance of Reading, Writing, Speaking and Listening, and Language in curricula across the country, the AVID curriculum materials support the standards in many and various ways. The tables below provide a clear picture of how the curriculum texts available to every teacher at an AVID school support the Common Core State Standards. Below is a list of the AVID curriculum texts used to produce the comparison tables below.

- *AVID College Readiness: Working with Sources Grades 11-12*
- *Critical Reading: Deep Reading Strategies for Expository Texts*
- *High School Writing*
- *Middle Level Writing with Integrated Reading and Oral Language*
- *Strategies for Success*
- *The Write Path English Language Arts*
- *The Write Path English Language Learners*
- *The Write Path History/Social Science: Interactive Teaching and Learning*
- *The Write Path Science*
- *AVID Tutorial Support Curriculum Resource Guide* ***

*** Tutorials occur twice weekly in all AVID Elective classes, and the AVID tutorial process and protocol are based on the materials published in the *AVID Tutorial Support Curriculum Resource Guide* and related ancillary materials. While this text is not specifically mentioned among the materials in the comparison tables, it is important to understand that students incorporate many of the materials and strategies that are mentioned in the tables into the tutorials, and many of the same materials are therefore integrated into the tutorial manual.

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading

Common Core Curriculum Standards	AVID Curriculum
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 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. 	<p><i>Strategies for Success</i> Unit 3: Cornell Notes</p> <p><i>The Write Path English Language Arts</i> Part I: Reading</p> <p><i>The Write Path English Language Learners</i> 2.3: “Through the Reading” Scaffolding 2.4: “After-Reading” Text Representations</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> 1.1: Cornell Notes 1.4: Graphic Organizers 1.5: Summaries 9.1: Purpose for Reading 9.3: Determining What’s Important 9.5: Visualizing 9.6: Drawing Inferences</p> <p><i>High School Writing</i> 1.2: Taking Cornell Notes 1.4: Annotating a Text 1.5: Summarizing a Text</p> <p><i>Critical Reading: Deep Reading Strategies for Expository Texts</i> Strategy 2: Prereading: Working Inside and Outside of a Text Strategy 4: Rereading the Text Strategy 8: Charting the Text</p> <p><i>AVID College Readiness: Working with Sources Grades 11-12</i> Unit 1, Part I: Introducing the <i>Four Essential Skills</i> and Academic Writing Processes</p>

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.**

The Write Path English Language Arts
Part I: Reading

The Write Path English Language Learners
2.1: Motivational Reading Activities
2.2: Prereading Scaffolding

Middle Level Writing with Integrated Reading and Oral Language
9.2: Background Knowledge
9.4: Annotating a Text
9.7: Understanding Vocabulary

High School Writing
3: Three-Part Essay Structure
4.2: Vocabulary Cards and Word Wall
4.3: Vocabulary/Concept Mapping
4.4: Vocabulary (Self-Collected)
4.5: Upgrading Vocabulary

Critical Reading: Deep Reading Strategies for Expository Texts
Strategy 3: Learning and Retaining Academic Vocabulary
Strategy 5: Marking the Text
Strategy 6: Pausing to Connect Ideas Within a Text
Strategy 7: Writing in the Margins
Strategy 10: Summarizing the Text
Strategy 12: Investigating Writers' Choices

AVID College Readiness: Working with Sources Grades 11-12
Unit 1, Part 2: Exploring the Theme Through Critical Reading and Writing; Writing Assignments 1 & 2

<p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p>	<p><i>The Write Path English Language Arts</i> Part I: Reading</p> <p><i>The Write Path English Language Learners</i> 2.5: Summarizing Expository Text</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> 1.4: Graphic Organizers 5.1: Developing Ideas, Specific Details</p> <p><i>Critical Reading: Deep Reading Strategies for Expository Texts</i> Strategy 10: Summarizing the Text Strategy 11: Utilizing Sentence Starters and Templates Strategy 12: Investigating Writers' Choices</p> <p><i>AVID College Readiness: Working with Sources Grades 11-12</i> Unit 1, Part II: Exploring the Theme Through Critical Reading and Writing; Writing Assignments 1 & 2</p>
<p>Range of Reading and Level of Text Complexity</p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>With routine use of the AVID curriculum materials listed above, students should become better able to read and comprehend literary and informational texts independently and proficiently.</p>

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for *Writing*

Common Core Curriculum Standards	AVID Curriculum
<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p><i>The Write Path English Language Arts</i> Part II: Writing: Sample Writing Lessons Evaluation Essay Autobiographical Essay Using a Mandala Short Story Argumentative Essay</p> <p><i>The Write Path English Language Learners</i> 5.1.1: Self-Character Analysis Essay 5.1.2: Autobiographical Sketch 5.1.3: A Life Map 5.1.4: A Special Person in My Life 5.1.5: People I Admire 5.1.6: Persuasive Writing 5.1.7: Writing Formal Letters 5.1.8: My Heritage: Compare/Contrast Composition 5.2.1: Literary Analysis Essay: Multicultural Folktales 5.2.2: Character Analysis Essay 5.3.1: Description of a Place 5.3.2: Autobiographical Incident 5.3.3: Mandala 5.3.4: Poetry</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> 2: The Writing Process 3: The Paragraph 4: The Essay 6.1: Narrative Mode: Memoir 6.2: Writing to Inform Unit 6.3: Persuasive Mode: Editorial/Personal Commentary</p>

Text Types and Purposes (CONT.)

High School Writing

- 2: The Writing Process
- 3: Three-Part Essay Structure
- 5.1: Mandala Autobiography
- 5.2: Autobiographical Incident
- 5.3: Biography
- 5.4: College Admission Essay
- 6.1: Explanation of Life Goals
- 6.2: Career Research
- 6.3: Description of a Place
- 6.4: Explanation of a Process
- 7.1: Character Analysis
- 7.2: Problem-Solution Analysis
- 7.3: Argument

AVID College Readiness: Working with Sources Grades 11-12

- Unit 1, Part 2, Lesson 8: Drafting and Completing Writing Assignment 1 (“A Friendly Letter”)
- Unit 2, Part 2, Lesson 6: Concluding Writing Assignment 1 (“An Analytical Essay”); Analyzing the Prompt for Writing Assignment 2 (“A Timed, In-Class Essay”)

Production and Distribution of Writing

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.**

The Write Path English Language Arts Part II: Writing

The Write Path English Language Learners 3: Scaffolding Writing Practices 4: Expanding Sentences Practices

Middle Level Writing with Integrated Reading and Oral Language

- 2.1a: Audience for Writing
- 2.1b: Topic of the Writing
- 2.1c: Purpose of the Writing
- 2.1d: Form of the Writing
- 2.2: Prewriting
- 2.3: Drafting
- 2.4: Revision
- 2.5: Editing
- 2.6: Publishing
- 2.7: Self-Evaluation/Reflection
- 2.8: The Modes of Writing
- 3: The Paragraph
- 4: The Essay
- 5.1: Developing Ideas, Specific Details

High School Writing

- 2: The Writing Process
- 3: Three-Part Essay Structure
- 4.10: Developing a Thesis Statement
- 4.11: Developing an Introduction
- 4.14: Developing a Conclusion
- 4.17: Sentence Combining/Revision

Production and Distribution of Writing (CONT.)

AVID College Readiness: Working with Sources Grades 11-12

- Unit 1, Part 1, Lesson 1: Studying the *Four Essential Skills* as Writing Process Components
- Unit 1, Part 1, Lesson 2: Academic Writing Processes: Prompt Analysis
- Unit 2, Part 1: Reviewing the *Four Essential Skills*; Introducing the Unit and Forming Research
- Unit 2, Part 2: Practicing the *Four Essential Skills* for Academic Success; Writing Assignments 1 & 2
- Unit 3, Part 1: Introducing the Unit; Reviewing the *Four Essential Skills*; Selecting a Leader for Study; Assessing Sources
- Unit 3, Part 2: Practicing the *Four Essential Skills*; Writing Assignments 1 & 2

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
- 9. Draw evidence from literary or information texts to support analysis, reflection, and research.**

The Write Path English Language Learners

- 5.4.1: I-We-They Project
- 6: Steps in the Research Process

High School Writing

- 4.15a: Options for Tracing Sources and Taking Notes
- 4.15b: Crediting Sources Within Your Text
- 4.15c: Guidelines for Creating a “Works Cited” Page
- 6.2: Career Research

Critical Reading: Deep Reading Strategies for Expository Texts

- Strategy 9: Responding to a Writing Task
- Strategy 10: Summarizing the Text
- Strategy 11: Utilizing Sentence Starters and Templates
- Strategy 12: Investigating Writers’ Choices

AVID College Readiness: Working with Sources Grades 11-12

- Unit 1, Part 1, Lesson 1: Studying the *Four Essential Skills* as Writing Process Components
- Unit 1, Part 1, Lesson 2: Academic Writing Processes: Prompt Analysis
- Unit 1, Part 2, Lesson 7: Citation and Summary Practice
- Unit 2, Part 1, Lesson 1: Introducing Unit 2 and Beginning Research Logs
- Unit 2, Part 2, Lesson 4: Focused Note-Taking on Additional Sources
- Unit 2, Part 2, Lesson 8: Preparing for Writing an Academic Argument; Integrating Sources into Texts
- Unit 2, Part 3, Lesson 12: Integrating Sources into Texts; Working on “Leader’s Characteristics, Goals and/or Actions”
- Unit 3, Part 1, Lesson 1: Introductino to the Unit; Reviewing the *Four Essential Skills*; Considering a Leader for Study; Recording Methodology in RLs
- Unit 3, Part 1, Lesson 3: Examining Additional Sources; Selecting Leaders for Study
- Unit 3, Part 2, Lesson 5: Presenting Claims; Citation Circles; Making a Plan for Writing Assignment 1 (“A Process Essay”)

Range of Writing

10. Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strategies for Success

Unit 4: Learning Logs

The Write Path English Language Arts

Part II: Writing: Timed Writing

Part II: Writing: Writing to Learn – Learning Log

The Write Path English Language Learners

6: Steps in the Research Process

Middle Level Writing with Integrated Reading and Oral Language

1.2: Learning Logs

1.3: Quickwrites

6: Units of Study (All units can be done routinely or over time.)

7.1: Prompt Writing

7.2: Prompt Dissection

High School Writing

1.1: Learning Logs

5: Writing Lessons: Exploring Reflective Writing (All units can be done routinely or over time.)

8: Timed Writing

Critical Reading: Deep Reading Strategies for Expository Texts

2.7: Quickwrite: What do I know about the content?

2.9: Before and After Reflection

Strategy 9: Responding to a Writing Task

AVID College Readiness: Working with Sources Grades 11-12

Unit 1: Class Research

Unit 2: Collaborative Research

Unit 3: Independent Research

(All units can be done routinely or over time.)

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for *Speaking and Listening*

Common Core Curriculum Standards	AVID Curriculum
<p>Comprehension and Collaboration</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. 	<p><i>Strategies for Success</i> Unit 5: Successful Class Interactions Unit 6: Team Building Unit 8: Tutorials Unit 11: Philosophical Chairs Unit 12: Socratic Seminar Unit 15: Guest Speakers</p> <p><i>The Write Path English Language Arts</i> Part III: Speaking and Listening</p> <p><i>The Write Path English Language Learners</i> 1.1: Language Registers and Academic Scripts 1.3: Group and Partner Collaborative Practices</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> Part I: Introduction to Writing 2: The Writing Process (Peer/group revision/editing activities) Part III: Introduction to Oral Language Skills 10: Developing Norms 12: Oral Language Strategies 13: Evaluating Student Speaking</p> <p><i>High School Writing</i> 2: The Writing Process 4: Focus Lessons 5: Writing Lessons: Exploring Reflective Writing 6: Writing Lessons: Exploring Expository Writing 7: Writing Lessons: Exploring Persuasive Writing</p> <p><i>AVID College Readiness: Working with Sources Grades 11-12</i> Unit 1: Class Research Unit 2: Collaborative Research Unit 3: Independent Research</p> <p style="text-align: right;">(All units can be done routinely or over time.)</p> <p style="text-align: center;"><i>Note: All of the above activities include pair/group adaptations.</i></p>

Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.**
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.**
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

Strategies for Success

- Unit 8: Tutorials
- Unit 11: Philosophical Chairs
- Unit 12: Socratic Seminar

The Write Path English Language Learners

- 1.2: Creating a Classroom Community Through Oral Presentations

The Write Path English Language Arts

- Part III: Speaking and Listening

Middle Level Writing with Integrated Reading and Oral Language

- Part III: Introduction to Oral Language Skills

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for *Language*

Common Core Curriculum Standards	AVID Curriculum
<p>Conventions of Standard English</p> <ol style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p><i>The Write Path English Language Arts</i> Part II: Writing: Sample Writing Lessons: Writing Conventions</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> 2.5: Editing 5.3: Improving Sentences 5.4: Transitions</p> <p><i>High School Writing</i> 2.10: Common Editing Marks 4.7: Comma Usage 4.8: Three-Column Sentence Analysis 4.9: Conventions of English Grammar and Punctuation 4.16: Active and Passive Voice 4.17: Sentence Combining/Revision: Review Packet</p>
<p>Knowledge of Language</p> <ol style="list-style-type: none"> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 	<p><i>The Write Path English Language Arts</i> Part I: Reading: Into Part I: Reading: Sample Reading Lessons Part II: Writing: Sample Writing Lessons: Writing Conventions</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> 5.2: Expanding Word Choice/Vocabulary: “Showing” Writing Activity 5.3: Improving Sentences</p> <p><i>High School Writing</i> 4.17: Sentence Combining/Revision: Review Packet</p> <p><i>Critical Reading: Deep Reading Strategies for Expository Texts</i> Strategy 2: Prereading: Working Inside and Outside of a Text Strategy 4: Rereading the Text</p> <p><i>AVID College Readiness: Working with Sources Grades 11-12</i> Unit 1, Part 2: Exploring the Theme Through Critical Reading and Writing; Writing Assignments 1 & 2</p>

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.**
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

The Write Path English Language Arts

- Part I: Reading: Into: Vocabulary Building
- Part I: Reading: Sample Reading Lessons

Middle Level Writing with Integrated Reading and Oral Language

- 5.2: Expanding Word Choice/Vocabulary
- 5.3: Improving Sentences
- 9.2: Background Knowledge
- 9.7: Understanding Vocabulary

High School Writing

- 4.2: Vocabulary Cards and Word Wall
- 4.3: Vocabulary/Concept Mapping
- 4.4: Vocabulary (Self-Collected)
- 4.5: Upgrading Vocabulary
- 4.6: Using “Showing” Writing
- 4.8: Three-Column Sentence Analysis
- 4.12: Using Transitions
- 4.17: Sentence Combining/Revision: Review Packet

Critical Reading: Deep Reading Strategies for Expository Texts

- Strategy 2: Prereading: Working Inside and Outside of a Text
- Strategy 3: Learning and Retaining Academic Vocabulary

AVID College Readiness: Working with Sources Grades 11-12

- Unit 1, Part 2, Lesson 3: Introduction to the ACR Theme and Leader Characteristics; Overview of Unit 1; Exploring Timed Writing; Selective and Purpose-Driven Reading: Building Academic Vocabulary
- Unit 2, Part 2, Lesson 3: Beginning Writing Assignment 1 (“An Analytical Essay”); Selective and Purpose-Driven Reading of the Full-Length Text; Focused Note-Taking: Helping Students Build an Academic Vocabulary

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12

College and Career Readiness Anchor Standards for *Reading*

Common Core Curriculum Standards	AVID Curriculum
<p>Key Ideas and Details</p> <ol style="list-style-type: none"> 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. 	<p><i>NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.</i></p> <p><i>The Write Path History/Social Science: Interactive Teaching and Learning</i> Investigating Primary Sources Using the Textbook Strategies – Reading Interactive Notes Discussion Groups Oral Presentations</p> <p><i>The Write Path Science</i> Introduction: How to Travel the Path G. Organizational Chart: Accessing Scientific Information Chapter 4: Reading and Note-taking in Science A. Introducing the Text B. Dissecting the Text C. Active Reading Strategies Chapter 6: Discussion in Science A. Discussion Prep Log B. Dynamic Discussion</p> <p><i>NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.</i></p> <p><i>Strategies for Success</i> Unit 3: Cornell Notes</p> <p><i>The Write Path English Language Arts</i> Part I: Reading</p> <p><i>The Write Path English Language Learners</i> 2.3: “Through the Reading” Scaffolding 2.4: “After-Reading” Text Representations</p>

	<p><i>Middle Level Writing with Integrated Reading and Oral Language</i></p> <ul style="list-style-type: none"> 1.1: Cornell Notes 1.4: Graphic Organizers 1.5: Summaries 9.1: Purpose for Reading 9.3: Determining What’s Important 9.5: Visualizing 9.6: Drawing Inferences <p><i>High School Writing</i></p> <ul style="list-style-type: none"> 1.2: Taking Cornell Notes 1.4: Annotating a Text 1.5: Summarizing a Text <p><i>Critical Reading: Deep Reading Strategies for Expository Texts</i></p> <ul style="list-style-type: none"> Strategy 2: Prereading: Working Inside and Outside of a Text Strategy 4: Rereading the Text Strategy 8: Charting the Text <p><i>AVID College Readiness: Working with Sources Grades 11-12</i></p> <ul style="list-style-type: none"> Unit 1, Part 1: Introducing the <i>Four Essential Skills</i> and Academic Writing Processes
<p>Craft and Structure</p> <ul style="list-style-type: none"> 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. 	<p><i>NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.</i></p> <p><i>The Write Path History/Social Science: Interactive Teaching and Learning</i></p> <ul style="list-style-type: none"> Graphic Organizers Using the Textbook Strategies – Reading Discussion Groups Oral Presentations <p><i>The Write Path Science</i></p> <ul style="list-style-type: none"> Chapter 5: Additional Active Reading Graphic Organizers <ul style="list-style-type: none"> B. Get Curious and Ask Questions D. Paraphrasing: How I Show What I Know E. Cornell Note Taking

Craft and Structure (CONT.)

NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.

The Write Path English Language Arts

Part I: Reading

The Write Path English Language Learners

2.1: Motivational Reading Activities

2.2: Prereading Scaffolding

Middle Level Writing with Integrated Reading and Oral Language

9.2: Background Knowledge

9.4: Annotating a Text

9.7: Understanding Vocabulary

High School Writing

3: Three-Part Essay Structure

4.2: Vocabulary Cards and Word Wall

4.3: Vocabulary/Concept Mapping

4.4: Vocabulary (Self-Collected)

4.5: Upgrading Vocabulary

Critical Reading: Deep Reading Strategies for Expository Texts

Strategy 3: Learning and Retaining Academic Vocabulary

Strategy 5: Marking the Text

Strategy 6: Pausing to Connect Ideas Within a Text

Strategy 7: Writing in the Margins

Strategy 10: Summarizing the Text

Strategy 12: Investigating Writers’ Choices

AVID College Readiness: Working with Sources Grades 11-12

Unit 1, Part 2: Exploring the Theme Through Critical Reading and Writing; Writing Assignments 1 & 2

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.**

NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.

The Write Path History/Social Science: Interactive Teaching and Learning
Examining Photography in History/Social Science
Graphic Organizers
Using the Textbook Strategies – Reading
Discussion Groups
Oral Presentations
Scoring Guides and Reflections

The Write Path Science
Chapter 5: Additional Active Reading Graphic Organizers
A. The News Strategy
C. Having a Conversation with Yourself

NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.

The Write Path English Language Arts
Part I: Reading

The Write Path English Language Learners
2.5: Summarizing Expository Text

Middle Level Writing with Integrated Reading and Oral Language
1.4: Graphic Organizers
5.1: Developing Ideas, Specific Details

Critical Reading: Deep Reading Strategies for Expository Texts
Strategy 10: Summarizing the Text
Strategy 11: Utilizing Sentence Starters and Templates
Strategy 12: Investigating Writers’ Choices

AVID College Readiness: Working with Sources Grades 11-12
Unit 1, Part 2: Exploring the Theme Through Critical Reading and Writing; Writing Assignments 1 & 2

Range of Reading and Level of Text Complexity

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

With routine use of the AVID curriculum materials listed above, students should become better able to read and comprehend literary and informational texts independently and proficiently.

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for *Writing*

Common Core Curriculum Standards	AVID Curriculum
<p>Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. 	<p><i>NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.</i></p> <p><i>The Write Path History/Social Science: Interactive Teaching and Learning</i></p> <ul style="list-style-type: none"> Create a Historical Narrative Writing Oral History Letter to the Editor Writing Editorials and Editorial Cartoons Letter of Concern to a Government Official <p><i>The Write Path Science</i></p> <ul style="list-style-type: none"> Introduction: How to Travel the Path <ul style="list-style-type: none"> H. Flow Chart: Writing for Experimental Design Chapter 2: Writing in Science <ul style="list-style-type: none"> B. Brief Autobiography C. Observation Narrative D. Comparative Analysis E. Description of a Place F. Science Lab Journal G. Interview a Scientist H. College Letter Assignment K. Dear Aunt Heloise Letter Activity <p><i>NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.</i></p> <p><i>The Write Path English Language Arts</i></p> <ul style="list-style-type: none"> Part II: Writing: Sample Writing Lessons: Evaluation Essay, Autobiographical Essay Using a Mandala, Short Story, and Argumentative Essay

Text Types and Purposes (CONT.)

The Write Path English Language Learners

- 5.1.1: Self-Character Analysis Essay
- 5.1.2: Autobiographical Sketch
- 5.1.3: A Life Map
- 5.1.4: A Special Person in My Life
- 5.1.5: People I Admire
- 5.1.6: Persuasive Writing
- 5.1.7: Writing Formal Letters
- 5.1.8: My Heritage: Compare/Contrast Composition
- 5.2.1: Literary Analysis Essay: Multicultural Folktales
- 5.2.2: Character Analysis Essay
- 5.3.1: Description of a Place
- 5.3.2: Autobiographical Incident
- 5.3.3: Mandala
- 5.3.4: Poetry

Middle Level Writing with Integrated Reading and Oral Language

- 2: The Writing Process
- 3: The Paragraph
- 4: The Essay
- 6.1: Narrative Mode: Memoir
- 6.2: Writing to Inform Unit
- 6.3: Persuasive Mode: Editorial/Personal Commentary

High School Writing

- 2: The Writing Process
- 3: Three-Part Essay Structure
- 5.1: Mandala Autobiography
- 5.2: Autobiographical Incident
- 5.3: Biography
- 5.4: College Admission Essay
- 6.1: Explanation of Life Goals
- 6.2: Career Research
- 6.3: Description of a Place
- 6.4: Explanation of a Process
- 7.1: Character Analysis
- 7.2: Problem-Solution Analysis
- 7.3: Argument

	<p><i>AVID College Readiness: Working with Sources Grades 11-12</i> Unit 1, Part 2, Lesson 8: Drafting and Completing Writing Assignment 1 (“A Friendly Letter”) Unit 2, Part 2, Lesson 6: Concluding Writing Assignment 1 (“An Analytical Essay”); Analyzing the Prompt for Writing Assignment 2 (“A Timed, In-Class Essay”)</p>
<p>Production and Distribution of Writing</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. 	<p><i>NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.</i></p> <p><i>The Write Path History/Social Science: Interactive Teaching and Learning</i> Reader Response Journal Entries with Primary and Secondary Sources Breathe Life into History-Social Science through Poetry Graphic Organizers – Writing Journal Writes</p> <p><i>The Write Path Science</i> Chapter 1: Writing Preliminaries A. The Writing Process B. Three-Part Essay C. Writing in Science D. A Word About Rubrics</p> <p><i>NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.</i></p> <p><i>The Write Path English Language Arts</i> Part II: Writing</p> <p><i>The Write Path English Language Learners</i> 3: Scaffolding Writing Practices 4: Expanding Sentences Practices</p>

Production and Distribution of Writing (CONT.)

Middle Level Writing with Integrated Reading and Oral Language

- 2.1a: Audience for Writing
- 2.1b: Topic of the Writing
- 2.1c: Purpose of the Writing
- 2.1d: Form of the Writing
- 2.2: Prewriting
- 2.3: Drafting
- 2.4: Revision
- 2.5: Editing
- 2.6: Publishing
- 2.7: Self-Evaluation/Reflection
- 2.8: The Modes of Writing
- 3: The Paragraph
- 4: The Essay
- 5.1: Developing Ideas, Specific Details

High School Writing

- 2: The Writing Process
- 3: Three-Part Essay Structure
- 4.10: Developing a Thesis Statement
- 4.11: Developing an Introduction
- 4.14: Developing a Conclusion
- 4.17: Sentence Combining/Revision: Review Packet

AVID College Readiness: Working with Sources Grades 11-12

- Unit 1, Part 1, Lesson 1: Studying the *Four Essential Skills* and Academic Writing Processes
- Unit 1, Part 1, Lesson 2: Academic Writing Processes: Prompt Analysis
- Unit 2, Part 1: Reviewing the *Four Essential Skills*; Introducing the Unit and Forming Research Team; Examining Sources and Selecting a Leader
- Unit 2, Part 2: Practicing the *Four Essential Skills* for Academic Success; Writing Assignment 1 & 2
- Unit 3, Part 1: Introducing the Unit; Reviewing the *Four Essential Skills*; Selecting a Leader for Study; Assessing Sources
- Unit 3, Part 2: Practicing the *Four Essential Skills*; Writing Assignments 1 & 2

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.**
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.**
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.

The Write Path History/Social Science: Interactive Teaching and Learning I and We Search Paper

The Write Path Science

Chapter 2: Writing in Science

I. Annotated Bibliography and Essay

J. Enviro-News 2035

NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.

The Write Path English Language Learners

5.4.1: I-We-They Project

6: Steps in the Research Process

High School Writing

4.15a: Options for Tracing Sources and Taking Notes

4.15b: Crediting Sources Within Your Text

4.15c: Guidelines for Creating a “Works Cited” Page

6.2: Career Research

Critical Reading: Deep Reading Strategies for Expository Texts

Strategy 9: Responding to a Writing Task

Strategy 10: Summarizing the Text

Strategy 11: Utilizing Sentence Starters and Templates

Strategy 12: Investigating Writers’ Choices

Research to Build and Present Knowledge (CONT.)

AVID College Readiness: Working with Sources Grades 11-12

Unit 1, Part 1, Lesson 1: Studying the *Four Essential Skills* as Writing Process Components

Unit 1, Part 1, Lesson 2: Academic Writing Processes: Prompt Analysis

Unit 1, Part 2, Lesson 7: Citation and Summary Practice

Unit 2, Part 1, Lesson 1: Introducing Unit 2 and Beginning Research Logs

Unit 2, Part 2, Lesson 4: Focused Note-Taking on Additional Sources

Unit 2, Part 2, Lesson 8: Preparing for Writing an Academic Argument; Integrating Sources into Texts

Unit 2, Part 3, Lesson 12: Integrating Sources into Texts; Working on “Leader’s Characteristics, Goals and/or Actions”

Unit 3, Part 1, Lesson 1: Introduction to the Unit; Reviewing the *Four Essential Skills*; Considering a Leader for Study; Recording Methodology in RLs

Unit 3, Part 1, Lesson 3: Examining Additional Sources; Selecting Leaders for Study

Unit 3, Part 2, Lesson 5: Presenting Claims; Citation Circles; Making a Plan for Writing Assignment 1 (“A Process Essay”)

Range of Reading and Level of Text Complexity

10. Write routinely over extended timeframes (time for research, reflection, and revision) and shorter timeframes (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

NOTE: The materials below address the “additional specificity” of the CCR History/Social Studies, Science, and Technical Subjects.

The Write Path History/Social Science: Interactive Teaching and Learning

Pre-Writes and Quickwrites
Reader Response Journal Entries
Letter to the Editor
Letter of Concern to a Government Official
I and We Search Paper
Journal Writes

The Write Path Science

Chapter 2: Writing in Science
A. Pre-write and Quickwrite
B. Brief Autobiography
C. Observation Narrative
D. Comparative Analysis
E. Description of a Place
F. Science Lab Journal
G. Interview a Scientist
H. College Letter Assignment
I. Annotated Bibliography and Essay
J. Enviro-News 2035
K. Dear Aunt Heloise Letter Activity
Chapter 3: Experimental Design Writing
A. Three-Hole Bottle Demo Report
B. Magazine Ad: Experimental Design
C. Developing a Procedure
D. How to Graph Data
E. Think It; Build It; Write It
F. Analyzing Data
G. Writing a Lab Report

NOTE: The materials below address the “broad” standards which are identical to the CCR English Language Arts standards.

Range of Reading and Level of Text Complexity (CONT.)

Strategies for Success

Unit 4: Learning Logs

The Write Path English Language Arts

Part II: Writing: Timed Writing

Part II: Writing: Writing to Learn: Learning Log

The Write Path English Language Learners

6: Steps in the Research Process

Middle Level Writing with Integrated Reading and Oral Language

1.2: Learning Logs

1.3: Quickwrites

6: Units of Study (All units can be done routinely or over time.)

7.1: Prompt Writing

7.2: Prompt Dissection

High School Writing

1.1: Learning Logs

5: Writing Lessons: Exploring Reflective Writing (All units can be done routinely or over time.)

8: Timed Writing

Critical Reading: Deep Reading Strategies for Expository Texts

2.7 Quickwrite: What do I know about the content?

2.9: Before and After Reflection

Strategy 9: Responding to a Writing Task

AVID College Readiness: Working with Sources Grades 11-12

Unit 1: Class Research

Unit 2: Collaborative Research (All units can be done

Unit 3: Independent Research routinely or over time.)

AVID and the Common Core State Standards in Math

Shared Philosophy

The AVID Mission Statement addresses goals that are well-aligned with the Common Core State Standards (CCSS). Both AVID and CCSS focus on providing students with “key cognitive strategies and skills that students need for college and careers,” as David Conley (2011) wrote in his article entitled “Building on the Common Core,” published in the March edition of *Educational Leadership*. Both also emphasize development and refinement of student competence in Writing, Inquiry, Collaboration, Organization, and Reading (WICOR), the key components of curriculum in the AVID world, and naturally lead to professional development in the teaching of reading, writing, speaking, and listening, so that teachers have the opportunity to add to their cognitive toolkits in order to teach literacy skills effectively as they implement rigorous, higher-level thinking activities that help students address the challenges of expository reading and writing tasks. The mission statements of AVID and CCSS reflect this shared philosophy.

Common Core State Standards Mission Statement (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

AVID Mission Statement (www.avid.org)

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

Side-by-Side Comparison of CCSS and AVID

Common Core State Standards (CCSS) (www.corestandards.org)	Advancement Via Individual Determination (AVID) (www.avid.org)
Are aligned with college and work expectations	Is focused on preparing students to become college- and career-ready
Are clear, understandable, and consistent	Is based on a clear set of 11 Essentials
Include rigorous content and application of knowledge through high-order skills	Provides rigor in the classroom through higher-level thinking activities
Build upon strengths and lessons of current state standards	Supports the implementation of all state standards in all content areas
Are informed by other top-performing countries, so that all students are prepared to succeed in our global economy and society	Prepares all students for college readiness and success in a global society
Are evidence-based	Is based on more than 30 years of data

AVID Curriculum Materials and the Common Core State Standards 6-12

The AVID curriculum materials continue to be written, rewritten, revised, and refined every year, so that they reflect current trends in education and address educational standards across the country. Because the Common Core State Standards also address the importance of Reading, Writing, Speaking and Listening, and Language in curricula across the country, the AVID curriculum materials support the standards in many and various ways. The tables below provide a clear picture of how the curriculum texts available to every teacher at an AVID school support the Common Core State Standards. Below is a list of the AVID curriculum texts used to produce the comparison tables below.

- *The Write Path: Math 1*
- *The Write Path Math 2*

*** Tutorials occur twice weekly in all AVID Elective classes, and the AVID tutorial process and protocol are based on the materials published in the *AVID Tutorial Support Curriculum Resource Guide* and related ancillary materials. While this text is not specifically mentioned among the materials in the comparison tables, it is important to understand that students incorporate many of the materials and strategies that are mentioned in the tables into the tutorials, and many of the same materials are therefore integrated into the tutorial manual.

Common Core: Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Standards for Mathematical Practice	AVID Curriculum
<p>1. Make sense of problems and persevere in solving them.</p> <p>Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondence between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.1 Cornell Notes 1.2 Practicing Cornell Notes 1.3 Learning Logs 1.4 Let me think – Reflective Journal 1.5 Quickwriting 1.7 Crossing the River 1.8 Technical Writing 2.2 Philosophical Chairs 2.3 Socratic Seminar 3.1 Math Tutorials 3.2 Family of Functions 3.3 A Dicey Game of Numbers 3.5 Four Color Activity 4.7 Sentence Frames <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.1 Cornell Notes 1.3 Nonlinguistic Representations 1.6 The “Dominant Hand” Exploration 1.7 Three Column Proofs 1.8 Test Corrections 2.3 Test Preparation: Why, Why, Why, Why? 2.4 Inquiry Cube 2.5 Philosophical Chairs- Investigation of Cone Volume 2.6 On Demand Socratic Seminar 2.7 The Difference of Two Squares 2.8 Networks 3.1 Math Tutorials 3.4 Complicating Equations 3.5 Four Color Functions

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| | <ul style="list-style-type: none">3.6 Investigating Area under a Curve3.7 Deriving the Quadratic Equation4.2 Highlighting and Annotating a Math Text4.3 Reading Comprehension – Looking for Clues4.4 The Whole Picture4.5 Advanced Sentence Frames4.6 Academic Language – Looking for Multiple Meanings |
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2. Reason abstractly and quantitatively.

Common Core Curriculum Standards	AVID Curriculum
<p>2. Reason abstractly and quantitatively Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to <i>decontextualize</i>—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to <i>contextualize</i>, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.5 Quickwrite 1.7 Crossing the River 2.2 Philosophical Chairs 3.1 Math Tutorials 3.2 Family of Functions 3.3 A Dicey Game of Numbers 3.4 Algebra Aerobics 4.7 Sentence Frames 4.9 I Have – Who Has <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.2 Non Linguistic Representations 1.7 Three Column Proofs 2.3 Test Preparation: Why, Why, Why, Why? 2.7 The Difference of Two Squares 2.8 Networks 3.1 Math Tutorials 3.3 Algebra Charades 3.4 Complicating Equations 3.6 Investigating Area under a Curve 3.7 Deriving the Quadratic Equation 4.4 The Whole Picture 4.5 Advanced Sentence Frames 4.6 Academic Language – Looking for Multiple Meanings

3. Construct viable arguments and critique the reasoning of others

Common Core Curriculum Standards	AVID Curriculum
<p>3. Construct viable arguments and critique the reasoning of others</p> <p>Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose.</p> <p>Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.4 Let me think – Reflective Journal 1.5 Quickwrite 1.7 Crossing the River 1.9 Collaborative Drafting 2.1 Costa’s Level of Thinking 2.2 Philosophical Chairs 2.3 Socratic Seminar 2.4 Mathematical Symbols 2.5 Geometric Spaghetti 3.1 Math Tutorials 3.2 Family of Functions 3.3 A Dicey Game of Numbers 3.4 Algebra Aerobics 3.5 Four Color Activity 4.1 General Reading 4.2 Text Structures 4.3 KWL 4.4 Concept Definition Map 4.5 PQ5R 4.6 Jigsaw 4.7 Sentence Frames 4.8 Think Aloud 4.9 I Have – Who Has 4.10 Math Dictionary <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.3 Non Linguistic Representations 1.4 Writing Prompts – Five Ws 1.6 The “Dominant Hand” Exploration 1.7 Three Column Proofs 1.8 Test Corrections 2.1 The Evolution of a Great Question 2.2 Jigsaw Questions 2.3 Test Preparation: Why, Why, Why, Why?

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| | <ul style="list-style-type: none">2.4 Inquiry Cube2.5 Philosophical Chairs- Investigation of Cone Volume2.6 On Demand Socratic Seminar2.7 The Difference of Two Squares2.8 Networks3.1 Math Tutorials3.3 Algebra Charades3.4 Complicating Equations3.5 Four Color Functions3.6 Investigating Area under a Curve3.7 Deriving the Quadratic Equation4.1 Test-Processing Strategies4.2 Highlighting and Annotating a Math Text4.3 Reading Comprehension – Looking for Clues4.4 The Whole Picture4.5 Advanced Sentence Frames |
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4. Model with Mathematics.

Common Core Curriculum Standards	AVID Curriculum
<p>4. Model with mathematics</p> <p>Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.7 Crossing the River 1.8 Technical Writing 2.1 Costa’s Level of Thinking 2.2 Philosophical Chairs 2.3 Socratic Seminar 2.4 Mathematical Symbols 2.5 Geometric Spaghetti 3.1 Math Tutorials 3.2 Family of Functions 3.3 A Dicey Game of Numbers 3.4 Algebra Aerobics 4.4 Concept Definition Map 4.5 PQ5R 4.7 Sentence Frames <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.3 Nonlinguistic Representation 1.4 Writing Prompts – Five Ws 1.6 The “Dominant Hand” Exploration 2.1 The Evolution of a Great Question 2.2 Jigsaw Questions 2.5 Philosophical Chairs- Investigation of Cone Volume 2.6 On Demand Socratic Seminar 2.7 The Difference of Two Squares 2.8 Networks 3.1 Math Tutorials 3.3 Algebra Charades 3.6 Investigating Area under a Curve 4.5 Advanced Sentence Frames

5. Use appropriate tools strategically.

Common Core Curriculum Standards	AVID Curriculum
<p>5. Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.7 Crossing the River 1.8 Technical Writing 2.3 Socratic Seminar 2.5 Geometric Spaghetti 3.1 Math Tutorials 3.2 Family of Functions 3.3 A Dicey Game of Numbers 4.7 Sentence Frames <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.1 Cornell Notes – Power Notes 1.2 Math Bookmark 1.3 Nonlinguistic Representations 1.4 Test Corrections 2.5 Philosophical Chairs- Investigation of Cone Volume 2.6 On Demand Socratic Seminar 2.7 The Difference of Two Squares 2.8 Networks 3.1 Math Tutorials 4.3 Reading Comprehension – Looking for Clues 4.4 The Whole Picture 4.5 Advanced Sentence Frames

6. Attend to precision.

Common Core Curriculum Standards	AVID Curriculum
<p>6. Attend to precision Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.1 Cornell Notes 1.2 Practicing Cornell Notes 1.3 Learning Logs 1.4 Let me think – Reflective Journal 1.7 Crossing the River 1.8 Technical Writing 2.2 Philosophical Chairs 2.3 Socratic Seminar 2.4 Mathematic Symbols 2.5 Geometric Spaghetti 3.1 Math Tutorials 3.2 Family of Functions 3.3 A Dicey Game of Numbers 3.4 Algebra Aerobics 3.5 Four Color Activity 4.1 General Reading 4.2 Text Structures 4.3 KWL 4.4 Concept Definition Map 4.5 PQ5R 4.6 Jigsaw 4.7 Sentence Frames 4.8 Think Aloud 4.9 I Have – Who Has 4.10 Math Dictionary <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.1 Cornell Notes – Interactive Notebooks, Two Column Quiz 1.2 Math Bookmark 1.4 Writing Prompts – Five Ws 1.6 The “Dominant Hand” Exploration 1.7 Three Column Proofs 2.3 Test Preparation: Why, Why, Why, Why? 2.5 Philosophical Chairs- Investigation of Cone Volume

	<p>2.6 On Demand Socratic Seminar 2.7 The Difference of Two Squares 3.1 Math Tutorials 3.2 Clustering 3.3 Algebra Charades 3.5 Four Color Functions 3.6 Investigating Area under a Curve 4.1 Test-Processing Strategies 4.2 Highlighting and Annotating a Math Text 4.4 The Whole Picture 4.5 Advanced Sentence Frames</p>
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7. Look for and make use of structure.

Common Core Curriculum Standards	AVID Curriculum
<p>7. Look for and make use of structure</p> <p>Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as $2 + 7$. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.7 Crossing the River 2.5 Geometric Spaghetti 3.1 Math Tutorials 3.2 Family of Functions 3.3 A Dicey Game of Numbers 3.5 Four Color Activity 4.7 Sentence Frames 4.9 I Have – Who Has <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.1 Cornell Notes – Interactive Notebook 2.4 Inquiry Cube 2.5 Philosophical Chairs- Investigation of Cone Volume 2.7 The Difference of Two Squares 2.8 Networks 3.1 Math Tutorials 3.4 Complicating Equations 3.5 Four Color Functions 3.6 Investigating Area under a Curve 3.7 Deriving the Quadratic Equation 4.4 The Whole Picture 4.5 Advanced Sentence Frames

8. Look for and express regularity in repeated reasoning.

Common Core Curriculum Standards	AVID Curriculum
<p>8. Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.</p>	<p><i>The Write Path Math 1</i></p> <ul style="list-style-type: none"> 1.7 Crossing the River 2.5 Geometric Spaghetti 3.1 Math Tutorials 3.2 Family of Functions <p><i>The Write Path Math 2</i></p> <ul style="list-style-type: none"> 1.3 Nonlinguistic Representations – Signal Words to Identifying Patterns 2.4 Inquiry Cube 2.5 Philosophical Chairs- Investigation of Cone Volume 2.7 The Difference of Two Squares 2.8 Networks 3.1 Math Tutorials 3.6 Investigating Area under a Curve

Chapter in <i>Critical Reading Guide</i>	Strategy Name	Career and College Readiness Anchor Standards
3	Learning and Retaining Academic Vocabulary	<p>CCR Reading</p> <p>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.</p>
4	Rereading the Text	<p>CCR Reading</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.</p>
5	*Marking the Text	<p>CCR Reading</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCR Reading</p> <p>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.</p>
6	Pausing and Connecting Ideas Within a Text	<p>CCR Reading</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.</p>
7	*Writing in the Margins	<p>CCR Reading</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.</p>
8	Charting the Text	<p>CCR Reading</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR Reading</p> <p>3. Analyze how and why individuals, events, and ideas</p>

		develop and interact over the course of a text. CCR Reading 5. Analyze the structure of texts, including how specific sentences, paragraphs, and large portions of the text relate to each other and the whole.
9	Responding to a Writing Task	CCR Reading 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach
10	Summarizing the Text	CCR Writing 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
11	Utilizing Sentence Starters and Templates	CCR Writing 8. Gather relevant information from multiple print and digital resources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

The following table matches strategies in the *Critical Reading Deep Reading Strategies for Expository Texts* to the Common Core Career and College Readiness Anchor Standards.

The following table matches strategies available on AVIDWeekly.org to the Common Core Career and College Readiness Anchor Standards.

Chapter in <i>Critical Reading Guide</i>	Strategy Name	Career and College Readiness Anchor Standards
5	Marking the Text	CCR Reading 1. Read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text. CCR Reading 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.
7	Writing in the	CCR Reading

	Margins	1. Read closely to determine what the text says explicitly and to make logical inferences from it; and cite specific evidence when writing or speaking to support conclusions drawn from the text.
8	Charting the Text	<p>CCR Reading</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCR Reading</p> <p>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CCR Reading</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and large portions of the text relate to each other and the whole.</p>
10	Summarizing the Text	<p>CCR Writing</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>



AVID and the Common Core FAQ

Q: How does AVID philosophically align to the Common Core Standards?

A: We feel strongly that the Common Core Standards are the “what,” and AVID strategies are the “how.” For example, the 9th to 10th grade reading standards call for the ability to “Cite strong and thorough textual evidence to support analysis,” and AVID’s Critical Reading resources have materials for “source integration,” which promote how teachers can support students to integrate sources. The Common Core Standards require the analysis of seminal US documents, which can utilize a Socratic Seminar (that also hits a number of the speaking and listening standards). The higher-level thinking skills required in the Common Core (i.e., analyzing, comparing, inferring) are the exact skills that AVID has promoted and used to design our curriculum for the last 30 years.

Q: How does AVID Curriculum align to the Common Core Standards?

A: AVID has recently released a revised set of performance standards for the 6th to 12th grades that better vertically aligns expectations for the AVID Elective Class. These standards set grade level expectations for strategies such as Cornell note-taking and tutorials, but also have embedded Common Core language at each grade level that reinforces the expectations of their English, history, and science classes. In addition, each of The Write Path books (for different subjects such as English, math, history, and science) has strategies that will support teachers’ efforts to meet the rigorous expectations of the Common Core Standards. For example, strategies such as charting/marking texts, Socratic Seminars, double entry journals, and various collaborative strategies will greatly enhance students’ abilities to meet the expectations set out in the Common Core Standards (such as comparing, analyzing, supporting/identifying claims, etc.).

Q: Which AVID curriculum can be used Schoolwide as a Common Core tool?

A: *AVID College Readiness: Working with Sources*, *Critical Reading: Deep Reading Strategies for Expository Texts*, *High School Writing*, *Middle Level Writing with Integrated Reading and Oral Language*, *Strategies for Success*, *The Write Path English Language Arts*, *The Write Path English Language Learners*, *The Write Path History/Social Science: Interactive Teaching and Learning*, *The Write Path II History/Social Science*, *The Write Path Science*, *The Write Path I Mathematics*, *The Write Path II Mathematics*, and the *AVID Tutorial Support Curriculum Resource Guide* all have embedded strategies and structures to help students/teachers meet the rigorous standards of the Common Core.

Q: Does AVID have a simple chart, showing the correlations between AVID and Common Core?

A: Yes! On “File Sharing” in MyAVID, through www.avid.org, there is a document that aligns all of AVID’s material with the Common Core Standards. The file is located under the “Secondary” (Elective) column and is named, “Common Core & AVID Alignment.” This document aligns all of the curriculum mentioned in the “FAQ – Understanding the Common Core” write-up.

Q: Why does the document that correlates the AVID Curriculum with the Common Core for mathematics align to the Standards for Mathematical Practices and not individual Common Core Standards?

A: The professional learning that uses *The Write Path I Mathematics* and *The Write Path II Mathematics* materials has always stressed the importance of adapting the strategies/structures to address the differing content standards at each grade level. For example, *The Write Path I Mathematics* uses the example sentence frames: “The square root of ____ is _____, because ____ squared is _____.” (This also happens to be standard 8.EE.2.) However, math teachers can easily use this strategy to create sentence frames for the slope of parallel lines (standard G-GPE.5.) or virtually any other math standard. It is often not the math content where math teachers need the support, but the math practices (i.e., how to help students: reason abstractly, model with mathematics, construct viable arguments and critique the reasoning of others, etc.). In our examination of the standards, we thought it was much more sensible to show how the AVID math curriculum supports the practices in math that are called out in the Common Core, and not only the content. In the example above, we discuss how sentence frames are an excellent way to construct viable arguments and critique the reasoning of others. Again, the Common Core is the “what,” and AVID is the “how.”