

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*
- *English Language Arts: Exploring Texts with Strategic Reading*
- *English Language Arts: Informing Ourselves through Writing and Speaking*
- *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>English Language Arts: Exploring Texts with Strategic Reading</i> NOTE:</p> <ul style="list-style-type: none"> • Cornell Notes (p 105) can be used in some fashion for nearly all CCSS and therefore will not be listed for each anchor standard. • All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for <i>all students</i> and ensure differentiation. <p>p. 135 Annotating Texts p. 144 Dialectical Journals p. 148 3 Column Poetry Notes p. 152 7-Step Poetry Analysis p. 157 Charting the Text p. 165 Interactive Maps p. 167 Analyzing Non-Print Media p. 214 Literature Circles p. 207 Reciprocal Teaching p. 239 One-Pagers p. 243 Body Maps p. 248 Tracking Poster p. 251 Storyboard p. 256 Mandala p. 268 Synectics p. 273 Summarizing p. 277 Paraphrasing p. 285 Rhetorical Precis p. 315 Socratic Seminar</p> <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i> p. 30 Interactive Notebook</p> <p>p. 39 Learning Logs</p>

	<p>p. 44 Quickwrites</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>
<p>Craft and Structure</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> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text</p>	<p><i>English Language Arts: Exploring Texts with Strategic Reading</i></p> <p>NOTE:</p> <ul style="list-style-type: none"> • Cornell Notes (p 105) can be used in some fashion for nearly all CCSS and therefore will not be listed for each anchor standard. • All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for <i>all students</i> and ensure differentiation.

(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.

- All vocabulary strategies for this book can be used / adapted to support standard 4.
 - p. 21 Vocabulary Awareness Chart
 - p. 25 List-Group-Label
 - p. 29 Context Clues
 - p. 32 Concept Mapping
 - p. 36 Vocabulary Cards and Word Walls

p. 58 DR-TA
 p. 135 Annotating Texts
 p. 144 Dialectical Journals
 p. 148 3 Column Poetry Notes
 p. 152 7-Step Poetry Analysis
 p. 157 Charting the Text
 p. 165 Interactive Maps
 p. 167 Analyzing Non-Print Media
 p. 214 Literature Circles
 p. 207 Reciprocal Teaching
 p. 239 One-Pagers
 p. 243 Body Maps
 p. 248 Tracking Poster
 p. 251 Storyboard
 p. 256 Mandala
 p. 268 Synectics
 p. 273 Summarizing
 p. 277 Paraphrasing
 p. 285 Rhetorical Precis
 p. 315 Socratic Seminar

English Language Arts: Informing Ourselves through Writing and Speaking

p. 191 Checklist Tracking
 p. 194 Editing Journals
 p. 195 Expert Editing Groups
 p. 196 Sentence by Sentence Correction

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.**

English Language Arts: Exploring Texts with Strategic Reading

- Cornell Notes (p 105) can be used in some fashion for nearly all CCSS and therefore will not be listed for each anchor standard.
- All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation.
- All vocabulary strategies for this book can be used / adapted to support standard 4.

- p. 25 List-Group-Label
- p. 29 Context Clues
- p. 32 Concept Mapping

p. 58 DR-TA
 p. 135 Annotating Texts
 p. 144 Dialectical Journals
 p. 148 3 Column Poetry Notes

- p. 152 7-Step Poetry Analysis
- p. 157 Charting the Text
- p. 167 Analyzing Non-Print Media
- p. 207 Reciprocal Teaching
- p. 248 Tracking Poster
- p. 251 Storyboard
- p. 268 Synectics
- p. 273 Summarizing
- p. 277 Paraphrasing
- p. 285 Rhetorical Precis
- p. 315 Socratic Seminar

English Language Arts: Informing Ourselves through Writing and Speaking

- p. 85 Organizing Text Structures with Graphic Organizers
- p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing
- p. 94 Research Inquiry and Focused Note-Taking
- p. 108 Embedding Research in Drafts

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 II: 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.

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to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation.

- All vocabulary strategies for this book can be used / adapted to support standard 4.
 - p. 21 Vocabulary Awareness Chart
 - p. 29 Context Clues
 - p. 32 Concept Mapping
 - p. 36 Vocabulary Cards and Word Walls

p. 58 DR-TA

p. 135 Annotating Texts

p. 144 Dialectical Journals

p. 148 3 Column Poetry Notes

p. 152 7-Step Poetry Analysis

p. 157 Charting the Text

p. 239 One-Pagers

p. 248 Tracking Poster

p. 251 Storyboard

p. 273 Summarizing

p. 277 Paraphrasing

p. 285 Rhetorical Precis

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.

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>English Language Arts: Exploring Texts with Strategic Reading</i></p> <ul style="list-style-type: none"> • All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for <i>all students</i> and ensure differentiation. <p>p. 199 Dialogue Poem p. 273 Summarizing p. 285 Rhetorical Precis</p> <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i></p> <p>Pre-Writing</p> <p>p. 53 Brainstorming: It's not just clustering p. 73 Identifying RAMP p. 78 Guiding Questions for Pre-Writing p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing p. 98 Structured Talk as a Pre-Writing Strategy</p> <p>Drafting</p> <p>p. 102 Collaborative Drafting p. 104 Drafting in Chunks p. 123 Pass the Draft p. 132 Using Templates and Sentence Frames</p> <p>Reader Response / Peer and Self-Response</p> <p>p. 155 Authentic Questioning p. 160 Language of Authentic Feedback p. 166 Re-creation Reader Response p. 167 Revisit the Prompt p. 170 3-Column Analysis p. 172 Highlighting for Self-Response p. 176 What it is/is not</p> <p>Revising</p> <p>p. 180 Interpreting Input p. 184 Acronyms for Revision p. 186 Developing a Revision Plan (TEASE)</p> <p>Editing</p>
<p>Text Types and Purposes (CONT.)</p>	

- p. 191 Checklist Tracking
- p. 194 Editing Journals
- p. 195 Expert Editing Groups
- p. 196 Sentence by Sentence Correction
- p. 198 Target Areas—Small Groups

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

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.**

English Language Arts: Exploring Texts with Strategic Reading

Both ELA Write Path Books possess descriptions on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation. Additionally, all ELA strategy descriptions possess a section describing how to use technology with the strategy.

- p. 273 Summarizing
- p. 277 Paraphrasing
- p. 285 Rhetorical Precis

English Language Arts: Informing Ourselves through Writing and Speaking

Pre-Writing

- p. 53 Brainstorming: It’s not just clustering
- p. 63 Deconstructing a Writing Prompt
- p. 73 Identifying RAMP
- p. 78 Guiding Questions for Pre-Writing
- p. 82 Magnet Words
- p. 85 Organizing Text Structures with Graphic Organizers
- p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing
- p. 94 Research Inquiry and Focused Note-Taking

Drafting

- p. 102 Collaborative Drafting
- p. 104 Drafting in Chunks

Production and Distribution of Writing (CONT.)

- p. 108 Embedding Research in Drafts
- p. 112 Using Mentor Texts
- p. 123 Pass the Draft
- p. 124 RAMP Shifting
- p. 128 Round Robin Draft Discussion
- p. 132 Using Templates and Sentence Frames
- Reader Response / Peer and Self-Response**
- p. 150 Conferencing
- p. 155 Authentic Questioning
- p. 157 Guided Response
- p. 160 Language of Authentic Feedback
- p. 163 Whip Strategy
- p. 167 Revisit the Prompt
- p. 170 3-Column Analysis
- p. 172 Highlighting for Self-Response
- p. 173 Rubric Analysis
- p. 176 What it is/is not
- Revising**
- p. 180 Interpreting Input
- p. 184 Acronyms for Revision
- p. 186 Developing a Revision Plan (TEASE)
- Editing**
- p. 191 Checklist Tracking
- p. 194 Editing Journals
- p. 195 Expert Editing Groups
- p. 196 Sentence by Sentence Correction
- p. 198 Target Areas—Small Groups

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

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**

English Language Arts: Exploring Texts with Strategic Reading

p. 105 Cornell Notes
 p. 142 Dialectical Journals
 p. 263 3-2-1
 p. 273 Summarizing
 p. 277 Paraphrasing
 p. 285 Rhetorical Precis

each source, and integrate the information while avoiding plagiarism.

- 9. Draw evidence from literary or information texts to support analysis, reflection, and research.**

English Language Arts: Informing Ourselves through Writing and Speaking

Pre-Writing

- p. 78 Guiding Questions for Pre-Writing
- p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing
- p. 94 Research Inquiry and Focused Note-Taking

Drafting

- p. 108 Embedding Research in Drafts
- p. 112 Using Mentor Texts
- p. 123 Pass the Draft
- p. 132 Using Templates and Sentence Frames

Reader Response / Peer and Self-Response

- p. 172 Highlighting for Self-Response
- p. 173 Rubric Analysis
- p. 176 What it is/is not

Revising

- p. 180 Interpreting Input
- p. 186 Developing a Revision Plan (TEASE)

Editing

- p. 191 Checklist Tracking
- p. 195 Expert Editing Groups
- p. 196 Sentence by Sentence Correction
- p. 198 Target Areas—Small Groups

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

	<p><i>AVID College Readiness: Working with Sources Grades 11-12</i></p> <p>Unit 1, Part 1, Lesson 1: Studying the <i>Four Essential Skills</i> as Writing Process Components</p> <p>Unit 1, Part 1, Lesson 2: Academic Writing Processes: Prompt Analysis</p> <p>Unit 1, Part 2, Lesson 7: Citation and Summary Practice</p> <p>Unit 2, Part 1, Lesson 1: Introducing Unit 2 and Beginning Research Logs</p> <p>Unit 2, Part 2, Lesson 4: Focused Note-Taking on Additional Sources</p> <p>Unit 2, Part 2, Lesson 8: Preparing for Writing an Academic Argument; Integrating Sources into Texts</p> <p>Unit 2, Part 3, Lesson 12: Integrating Sources into Texts; Working on “Leader’s Characteristics, Goals and/or Actions”</p> <p>Unit 3, Part 1, Lesson 1: Introductino to the Unit; Reviewing the <i>Four Essential Skills</i>; Considering a Leader for Study; Recording Methodology in RLs</p> <p>Unit 3, Part 1, Lesson 3: Examining Additional Sources; Selecting Leaders for Study</p> <p>Unit 3, Part 2, Lesson 5: Presenting Claims; Citation Circles; Making a Plan for Writing Assignment 1 (“A Process Essay”)</p>
<p>Range of Writing</p> <p>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.</p>	<p><i>English Language Arts: Exploring Texts with Strategic Reading</i></p> <p>p. 105 Cornell Notes</p> <p>p. 142 Dialectical Journals</p> <p>p. 273 Summarizing</p> <p>p. 277 Paraphrasing</p> <p>p. 285 Rhetorical Precis</p> <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i></p> <p>***See Standards 1-3 for a list of strategies appropriate to Standard 10</p> <p><i>Strategies for Success</i></p> <p>Unit 4: Learning Logs</p> <p><i>The Write Path English Language Arts</i></p> <p>Part II: Writing: Timed Writing</p> <p>Part II: Writing: Writing to Learn – Learning Log</p> <p><i>The Write Path English Language Learners</i></p> <p>6: Steps in the Research Process</p>

	<p><i>Middle Level Writing with Integrated Reading and Oral Language</i></p> <ul style="list-style-type: none"> 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 <p><i>High School Writing</i></p> <ul style="list-style-type: none"> 1.1: Learning Logs 5: Writing Lessons: Exploring Reflective Writing (All units can be done routinely or over time.) 8: Timed Writing <p><i>Critical Reading: Deep Reading Strategies for Expository Texts</i></p> <ul style="list-style-type: none"> 2.7: Quickwrite: What do I know about the content? 2.9: Before and After Reflection Strategy 9: Responding to a Writing Task <p><i>AVID College Readiness: Working with Sources Grades 11-12</i></p> <ul style="list-style-type: none"> Unit 1: Class Research Unit 2: Collaborative Research Unit 3: Independent Research <p style="text-align: right;">(All units can be done routinely or over time.)</p>
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Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for <i>Speaking and Listening</i>	
Common Core Curriculum Standards	AVID Curriculum
<p>Comprehension and Collaboration</p> <p>1. Prepare for and participate effectively in a range of</p>	<p><i>Strategies for Success</i></p> <ul style="list-style-type: none"> Unit 5: Successful Class Interactions Unit 6: Team Building

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.**

Unit 8: Tutorials
Unit 11: Philosophical Chairs
Unit 12: Socratic Seminar
Unit 15: Guest Speakers

English Language Arts: Exploring Texts with Strategic Reading

p. 54 Think Aloud
p. 102 Recreation
p. 203 Guided Discussions
p. 207 Reciprocal Teaching
p. 214 Literature Circles
p. 222 Philosophical Chairs
p. p. 315 Socratic Seminar

English Language Arts: Informing Ourselves through Writing and Speaking

Listening

p. 326 Active Listening
p. 328 Critical Listening Purpose, POV & Bias
p. 332 Critical Listening Multiple Perspectives
p. 334 Other Critical Listening Features

Speaking

p. 338 Dialogue and Debate
p. 340 Academic Language Scripts
p. 343 Formal Debate
p. 349 "I" Statements
p. 351 Mock Trial
p. 355 Philosophical Chairs
p. 360 Socratic Seminar
p. 374 Using Facts and Opinions
p. 376 World Café
p. 380 Asynchronous Presentations
p. 382 Collaborative Group Presentation
p. 386 Panel Discussion
p. 403 Impromptu Speeches
p. 405 Formal Speeches
p. 410 Metacognition: Myself as Speaker

The Write Path English Language Learners

1.1: Language Registers and Academic Scripts
1.3: Group and Partner Collaborative Practices

	<p><i>Middle Level Writing with Integrated Reading and Oral Language</i></p> <p>Part I: Introduction to Writing 2: The Writing Process (Peer/group revision/editing activities)</p> <p>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></p> <p>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></p> <p>Unit 1: Class Research Unit 2: Collaborative Research (All units can be done routinely or over time.) Unit 3: Independent Research</p> <p><i>Note: All of the above activities include pair/group adaptations.</i></p>
<p>Presentation of Knowledge and Ideas</p> <p>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.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><i>Strategies for Success</i></p> <p>Unit 8: Tutorials Unit 11: Philosophical Chairs Unit 12: Socratic Seminar</p> <p><i>English Language Arts: Exploring Texts with Strategic Reading</i></p> <p>Additionally, all ELA strategy descriptions possess a section describing how to use technology with the strategy.</p> <p>p. 203 Guided Discussions p. 207 Reciprocal Teaching p. 214 Literature Circles p. 222 Philosophical Chairs p. p. 315 Socratic Seminar</p> <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i></p> <p>Listening p. 334 Other Critical Listening Features</p> <p>Speaking</p>

- p. 338 Dialogue and Debate
- p. 340 Academic Language Scripts
- p. 343 Formal Debate
- p. 349 “I” Statements
- p. 351 Mock Trial
- p. 355 Philosophical Chairs
- p. 360 Socratic Seminar
- p. 374 Using Facts and Opinions
- p. 376 World Café
- p. 380 Asynchronous Presentations
- p. 382 Collaborative Group Presentation
- p. 386 Panel Discussion
- p. 392 Performance Poetry and Prose
- p. 394 Plays and Monologues
- p. 397 Readers’ Theater
- p. 403 Impromptu Speeches
- p. 405 Formal Speeches
- p. 410 Metacognition: Myself as Speaker

The Write Path English Language Learners

1.2: Creating a Classroom Community Through Oral Presentations

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"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 	<p><i>English Language Arts: Exploring Texts with Strategic Reading</i></p> <ul style="list-style-type: none"> p. 21 Vocabulary Awareness Chart p. 36 Vocabulary Cards and Word Walls <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i></p> <p>Editing</p> <ul style="list-style-type: none"> p. 191 Checklist Tracking p. 194 Editing Journals p. 195 Expert Editing Groups p. 196 Sentence by Sentence Correction p. 198 Target Areas—Small Groups <p>Focused Lessons</p>

	<p>p. 282 A Contextual Approach to Conventions p. 283 Active / Passive Voice p. 287 Connotation and Denotation p. 288 Formal vs. Informal Language p. 297 Parallelism p. 298 Semicolons Lesson p. 299 Loose and Periodic Sentences p. 301 Sentence Variety p. 306 Thesis Statements p. 312 Tone Vocabulary</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> <p>3. 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>	<p><i>English Language Arts: Exploring Texts with Strategic Reading</i> p. 21 Vocabulary Awareness Chart p. 25 List-Group-Label p. 29 Context Clues p. 32 Concept Mapping p. 36 Vocabulary Cards and Word Walls p. 135 Annotating Texts p. 144 Dialectical Journals p. 148 3 Column Poetry Notes p. 152 7-Step Poetry Analysis p. 273 Summarizing p. 277 Paraphrasing</p> <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i></p> <p>Pre-Writing p. 63 Deconstructing a Writing Prompt p. 82 Magnet Words</p>

Drafting

- p. 112 Using Mentor Texts
- p. 132 Using Templates and Sentence Frames
- Reader Response / Peer and Self-Response
- p. 160 Language of Authentic Feedback
- p. 170 3-Column Analysis
- p. 172 Highlighting for Self-Response

Revising

- p. 184 Acronyms for Revision
- p. 186 Developing a Revision Plan (TEASE)

Editing

- p. 195 Expert Editing Groups
- p. 196 Sentence by Sentence Correction
- p. 198 Target Areas—Small Groups
- Publication of Student Writing
- p. 200 Write and Release

Evaluation and Reflection

- p. 211 Myself as a Writer
- p. 213 Peer Evaluation Teams
- p. 216 Reflection Questions
- p. 220 Rubrics: Evaluating and Reflecting on the Product
- On-Demand Writing
- p. 265 Academic Vocabulary in Writing Prompts
- P. 270 Deconstructing On-Demand Prompts

Focused Lessons

- p. 283 Active / Passive Voice
- p. 287 Connotation and Denotation
- p. 288 Formal vs. Informal Language
- p. 297 Parallelism
- p. 298 Semicolons Lesson
- p. 299 Loose and Periodic Sentences
- p. 301 Sentence Variety
- p. 303 Showing vs. Telling
- p. 307 Tone in Lyrics
- p. 309 Tone / Satire Map
- p. 312 Tone Vocabulary
- p. 313 Transitions

Section 2: Oral Language

Listening

	<p>p. 326 Active Listening p. 328 Critical Listening Purpose, POV & Bias p. 332 Critical Listening Multiple Perspectives p. 334 Other Critical Listening Features</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>
<p>Vocabulary Acquisition and Use</p> <p>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.</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p>	<p><i>English Language Arts: Exploring Texts with Strategic Reading</i> p. 21 Vocabulary Awareness Chart p. 25 List-Group-Label p. 29 Context Clues p. 32 Concept Mapping p. 36 Vocabulary Cards and Word Walls p. 135 Annotating Texts p. 144 Dialectical Journals p. 148 3 Column Poetry Notes p. 152 7-Step Poetry Analysis p. 273 Summarizing p. 277 Paraphrasing</p> <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i></p> <p>Pre-Writing p. 82 Magnet Words</p> <p>Drafting p. 132 Using Templates and Sentence Frames</p> <p>Reader Response / Peer and Self-Response p. 170 3-Column Analysis</p>

p. 172 Highlighting for Self-Response

Editing

p. 196 Sentence by Sentence Correction

p. 198 Target Areas—Small Groups

On-Demand Writing

p. 265 Academic Vocabulary in Writing Prompts

Focused Lessons

p. 282 A Contextual Approach to Conventions

p. 283 Active / Passive Voice

p. 287 Connotation and Denotation

p. 288 Formal vs. Informal Language

p. 291 Imagery

p. 293 Interpretation and Insight

p. 297 Parallelism

p. 298 Semicolons Lesson

p. 299 Loose and Periodic Sentences

p. 301 Sentence Variety

p. 303 Showing vs. Telling

Section 2: Oral Language

Listening

p. 328 Critical Listening Purpose, POV & Bias

p. 332 Critical Listening Multiple Perspectives

Speaking

p. 340 Academic Language Scripts

p. 343 Formal Debate

p. 349 “I” Statements

p. 410 Metacognition: Myself as Speaker

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 	<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</p>

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.

Oral Presentations

The Write Path Science

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

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

Strategies for Success

Unit 3: Cornell Notes

English Language Arts: Exploring Texts with Strategic Reading

NOTE:

- Cornell Notes (p 105) can be used in some fashion for nearly all CCSS and therefore will not be listed for each anchor standard.
- All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation.

p. 135 Annotating Texts

p. 144 Dialectical Journals

p. 157 Charting the Text

p. 165 Interactive Maps

p. 167 Analyzing Non-Print Media

p. 207 Reciprocal Teaching

p. 239 One-Pagers

p. 243 Body Maps

p. 248 Tracking Poster

p. 268 Synectics

p. 273 Summarizing

p. 277 Paraphrasing

p. 285 Rhetorical Precis

p. 315 Socratic Seminar

English Language Arts: Informing Ourselves through Writing and Speaking

p. 30 Interactive Notebook

p. 39 Learning Logs

p. 44 Quickwrites

Middle Level Writing with Integrated Reading and Oral Language

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

High School Writing

1.2: Taking Cornell Notes

1.4: Annotating a Text

1.5: Summarizing a Text

Critical Reading: Deep Reading Strategies for Expository Texts

Strategy 2: Prereading: Working Inside and Outside of a Text

Strategy 4: Rereading the Text

Strategy 8: Charting the Text

AVID College Readiness: Working with Sources Grades 11-12

Unit 1, Part 1: Introducing the *Four Essential Skills* and Academic Writing Processes

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

Graphic Organizers

Using the Textbook Strategies – Reading

Discussion Groups

Oral Presentations

The Write Path Science

Chapter 5: Additional Active Reading Graphic Organizers

B. Get Curious and Ask Questions

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.

Craft and Structure (CONT.)

- D. Paraphrasing: How I Show What I Know
- E. Cornell Note Taking

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

English Language Arts: Exploring Texts with Strategic Reading

NOTE:

- Cornell Notes (p 105) can be used in some fashion for nearly all CCSS and therefore will not be listed for each anchor standard.
- All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation.
- All vocabulary strategies for this book can be used / adapted to support standard 4.
 - p. 21 Vocabulary Awareness Chart
 - p. 25 List-Group-Label
 - p. 29 Context Clues
 - p. 32 Concept Mapping
 - p. 36 Vocabulary Cards and Word Walls

p. 58 DR-TA

p. 135 Annotating Texts

p. 144 Dialectical Journals

p. 157 Charting the Text

p. 165 Interactive Maps

p. 207 Reciprocal Teaching

p. 251 Storyboard

p. 268 Synectics

p. 273 Summarizing

p. 277 Paraphrasing

p. 285 Rhetorical Precis

p. 315 Socratic Seminar

English Language Arts: Informing Ourselves through Writing and Speaking

p. 191 Checklist Tracking

p. 194 Editing Journals

p. 195 Expert Editing Groups

p. 196 Sentence by Sentence Correction

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**

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

or topics in order to build knowledge or to compare the approaches the authors take.

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.

English Language Arts: Exploring Texts with Strategic Reading

- Cornell Notes (p 105) can be used in some fashion for nearly all CCSS and therefore will not be listed for each anchor standard.
- All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation.
- All vocabulary strategies for this book can be used / adapted to support standard 4.
 - p. 25 List-Group-Label
 - p. 29 Context Clues
 - p. 32 Concept Mapping

p. 58 DR-TA

p. 135 Annotating Texts

p. 144 Dialectical Journals

p. 157 Charting the Text

p. 167 Analyzing Non-Print Media

p. 207 Reciprocal Teaching

p. 248 Tracking Poster

p. 251 Storyboard

p. 268 Synectics

p. 273 Summarizing

p. 277 Paraphrasing

p. 285 Rhetorical Precis

p. 315 Socratic Seminar

English Language Arts: Informing Ourselves through Writing and Speaking

p. 85 Organizing Text Structures with Graphic Organizers

p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing

p. 94 Research Inquiry and Focused Note-Taking

p. 108 Embedding Research in Drafts

	<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 2: 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><i>English Language Arts: Exploring Texts with Strategic Reading</i></p> <ul style="list-style-type: none"> • Cornell Notes (p 105) can be used in some fashion for nearly all CCSS and therefore will not be listed for each anchor standard. • All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for <i>all students</i> and ensure differentiation. • All vocabulary strategies for this book can be used / adapted to support standard 4. <ul style="list-style-type: none"> ○ p. 21 Vocabulary Awareness Chart ○ p. 29 Context Clues ○ p. 32 Concept Mapping ○ p. 36 Vocabulary Cards and Word Walls <p>p. 58 DR-TA p. 135 Annotating Texts p. 144 Dialectical Journals p. 157 Charting the Text p. 239 One-Pagers p. 248 Tracking Poster p. 251 Storyboard p. 273 Summarizing p. 277 Paraphrasing</p>

p. 285 Rhetorical Precis

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>English Language Arts: Exploring Texts with Strategic Reading</i></p> <ul style="list-style-type: none"> • All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for <i>all students</i> and ensure differentiation. <p>p. 199 Dialogue Poem p. 273 Summarizing</p>

Text Types and Purposes (CONT.)

p. 285 Rhetorical Precis

English Language Arts: Informing Ourselves through Writing and Speaking

Pre-Writing

p. 53 Brainstorming: It's not just clustering

p. 73 Identifying RAMP

p. 78 Guiding Questions for Pre-Writing

p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing

p. 98 Structured Talk as a Pre-Writing Strategy

Drafting

p. 102 Collaborative Drafting

p. 104 Drafting in Chunks

p. 123 Pass the Draft

p. 132 Using Templates and Sentence Frames

Reader Response / Peer and Self-Response

p. 155 Authentic Questioning

p. 160 Language of Authentic Feedback

p. 166 Re-creation Reader Response

p. 167 Revisit the Prompt

p. 170 3-Column Analysis

p. 172 Highlighting for Self-Response

p. 176 What it is/is not

Revising

p. 180 Interpreting Input

p. 184 Acronyms for Revision

p. 186 Developing a Revision Plan (TEASE)

Editing

p. 191 Checklist Tracking

p. 194 Editing Journals

p. 195 Expert Editing Groups

p. 196 Sentence by Sentence Correction

p. 198 Target Areas—Small Groups

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

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.**

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
 Reader Response Journal Entries with Primary and Secondary Sources
 Breathe Life into History-Social Science through Poetry
 Graphic Organizers – Writing
 Journal Writes

The Write Path Science
 Chapter 1: Writing Preliminaries
 A. The Writing Process
 B. Three-Part Essay
 C. Writing in Science
 D. A Word About Rubrics

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

English Language Arts: Exploring Texts with Strategic Reading
 Both ELA Write Path Books possess descriptions on increasing scaffolding and rigor, which should be consulted before determining exactly how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation. Additionally, all ELA strategy descriptions possess a section describing how to use technology with the strategy.

- p. 273 Summarizing
- p. 277 Paraphrasing
- p. 285 Rhetorical Precis

Production and Distribution of Writing (CONT.)

English Language Arts: Informing Ourselves through Writing and Speaking

Pre-Writing

p. 53 Brainstorming: It’s not just clustering

- p. 63 Deconstructing a Writing Prompt
- p. 73 Identifying RAMP
- p. 78 Guiding Questions for Pre-Writing
- p. 82 Magnet Words
- p. 85 Organizing Text Structures with Graphic Organizers
- p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing
- p. 94 Research Inquiry and Focused Note-Taking

Drafting

- p. 102 Collaborative Drafting
- p. 104 Drafting in Chunks
- p. 108 Embedding Research in Drafts
- p. 112 Using Mentor Texts
- p. 123 Pass the Draft
- p. 124 RAMP Shifting
- p. 128 Round Robin Draft Discussion
- p. 132 Using Templates and Sentence Frames

Reader Response / Peer and Self-Response

- p. 150 Conferencing
- p. 155 Authentic Questioning
- p. 157 Guided Response
- p. 160 Language of Authentic Feedback
- p. 163 Whip Strategy
- p. 167 Revisit the Prompt
- p. 170 3-Column Analysis
- p. 172 Highlighting for Self-Response
- p. 173 Rubric Analysis
- p. 176 What it is/is not

Revising

- p. 180 Interpreting Input
- p. 184 Acronyms for Revision
- p. 186 Developing a Revision Plan (TEASE)

Editing

- p. 191 Checklist Tracking
- p. 194 Editing Journals
- p. 195 Expert Editing Groups
- p. 196 Sentence by Sentence Correction
- p. 198 Target Areas—Small Groups

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

<p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>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.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<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 and We Search Paper</i></p> <p><i>The Write Path Science</i> Chapter 2: Writing in Science I. Annotated Bibliography and Essay J. Enviro-News 2035</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>English Language Arts: Exploring Texts with Strategic Reading</i> p. 105 Cornell Notes p. 142 Dialectical Journals p. 263 3-2-1 p. 273 Summarizing p. 277 Paraphrasing p. 285 Rhetorical Precis</p> <p><i>English Language Arts: Informing Ourselves through Writing and Speaking</i></p> <p>Pre-Writing p. 78 Guiding Questions for Pre-Writing p. 90 Guiding Questions to Lead to a Claim for Argumentative Writing p. 94 Research Inquiry and Focused Note-Taking</p> <p>Drafting p. 108 Embedding Research in Drafts p. 112 Using Mentor Texts p. 123 Pass the Draft p. 132 Using Templates and Sentence Frames</p> <p>Reader Response / Peer and Self-Response p. 172 Highlighting for Self-Response p. 173 Rubric Analysis p. 176 What it is/is not</p> <p>Revising p. 180 Interpreting Input</p>
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Research to Build and Present Knowledge (CONT.)

p. 186 Developing a Revision Plan (TEASE)

Editing

p. 191 Checklist Tracking

p. 195 Expert Editing Groups

p. 196 Sentence by Sentence Correction

p. 198 Target Areas—Small Groups

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: 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

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

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

Strategies for Success

Unit 4: Learning Logs

English Language Arts: Exploring Texts with Strategic Reading

- p. 105 Cornell Notes
- p. 142 Dialectical Journals
- p. 273 Summarizing
- p. 277 Paraphrasing
- p. 285 Rhetorical Precis

English Language Arts: Informing Ourselves through Writing and Speaking

*****See Standards 1-3 for a list of strategies appropriate to Standard 10**

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

	<p>Unit 1: Class Research Unit 2: Collaborative Research Unit 3: Independent Research</p>
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(All units can be done
routinely or over time.)