AVID and the Common Core State Standards in History/Social Studies, Science, and Technical Subjects

Shared Philosophy

The AVID Mission Statement addresses goals that are well-aligned with the Common Core State Standards (CCSS). Both AVID and the 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

Available on MyAVID File Sharing » Secondary » Standards

AVID Curriculum Materials and the Common Core State Standards, Grades 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 Critical Thinking and Engagement: A Schoolwide Approach*
- *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*
- *The Write Path English Language Arts: Exploring Texts with Strategic Reading*
- *The Write Path English Language Arts: Informing Ourselves and Others Through Writing and Speaking*
- *The Write Path English Language Learners*
- *The Write Path History/Social Science: Interactive Teaching and Learning*
- *The Write Path I 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 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 Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards for *Reading*	
Common Core Curriculum Standards	**AVID Curriculum**

Key Ideas and Details
 	
1. **Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**
 	
2. **Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**
 	
3. **Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**
	NOTE: The materials below address the "additional specificity" of the CCR History/Social Studies, Science, and Technical Subjects.
	
	AVID Critical Thinking and Engagement: A Schoolwide Approach
	    p. 208 Costa's Levels of Thinking: Science
	    p. 209 Costa's Levels of Thinking: Social Studies
	    pp. 210–211 Promoting Rigor Through Higher Level Prompts
	    p. 214 Think Aloud With Text
	
	The Write Path History/Social Science: Interactive Teaching and Learning
	    Chapter 1: Interacting with Text or Visuals
	    Chapter 2: Strategies for Support Reading for Understanding
	    Chapter 3: Graphic Organizers
	    Chapter 5: Analyzing Primary Sources
	    Chapter 6: Structured Discussion
	    Chapter 7: Oral Presentations
	
	The Write Path I Science
	    Unit 1: Organizing to Learn
	    Unit 2.5: Summarizing Informational Texts
	    Unit 3.4: LENSES: Graph Analysis
	    Unit 5: Reading to Learn
	
	NOTE: The materials below address the "broad" standards that 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 how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation.

| Key Ideas and Details (continued) |

English Language Arts: Informing Ourselves and Others Through Writing and Speaking

Middle Level Writing with Integrated Reading and Oral Language

High School Writing

Critical Reading: Deep Reading Strategies for Expository Texts

AVID College Readiness: Working with Sources Grades 11–12 |

Craft and Structure	*NOTE: The materials below address the "additional specificity" of the CCR History/Social Studies, Science, and Technical Subjects.*
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.**	***The Write Path History/Social Science: Interactive Teaching and Learning***
	Chapter 1: Interacting with Text or Visuals
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.**	Chapter 2: Strategies for Support Reading for Understanding
	Chapter 3: Graphic Organizers
	Chapter 5: Analyzing Primary Sources
	Chapter 6: Structured Discussion
6. **Assess how point of view or purpose shapes the content and style of a text.**	Chapter 7: Oral Presentations
	The Write Path I Science
	Unit 1: Organizing to Learn
	Unit 3.4: LENSES: Graph Analysis
	Unit 5: Reading to Learn
	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
	• All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining 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

Craft and Structure (continued)	p. 285 Rhetorical Précis p. 315 Socratic Seminar
	English Language Arts: Informing Ourselves and Others 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.**	*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*** Chapter 1: Interacting with Text or Visuals

Integration of Knowledge and Ideas (continued) 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.**	Chapter 2: Strategies for Support Reading for Understanding Chapter 3: Graphic Organizers Chapter 5: Analyzing Primary Sources Chapter 6: Structured Discussion Chapter 7: Oral Presentations ***The Write Path I Science*** Unit 1: Organizing to Learn Unit 5: Reading to Learn *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*** • All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation. 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 Précis p. 315 Socratic Seminar ***English Language Arts: Informing Ourselves and Others 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

Integration of Knowledge and Ideas (continued)	***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.** **Range of Reading and Level of Text Complexity (continued)**	***English Language Arts: Exploring Texts with Strategic Reading*** • All ELA strategy descriptions possess notes on increasing scaffolding and rigor, which should be consulted before determining how to proceed. Teachers are encouraged to use both to more effectively raise the rigor for *all students* and ensure differentiation. 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. 157 Charting the Text p. 239 One-Pagers p. 248 Tracking Poster p. 251 Storyboard p. 273 Summarizing p. 277 Paraphrasing p. 285 Rhetorical Précis 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**
Text Types and Purposes 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.**	*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*** p. 108 Create Historical Narratives p. 112 Writing Oral History p. 125 Letter to the Editor p. 184 Editorial Cartoon Analysis p. 185 Student-Generated Editorial Cartoons p. 127 Letter of Concern to a Government Official ***The Write Path I Science*** Unit 1: Organizing to Learn Unit 2: Writing to Learn Unit 3: Inquiry *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 how to proceed. Teachers are encouraged to use both to more effectively raise rigor for all students and ensure differentiation. p. 199 Dialogue Poem p. 273 Summarizing p. 285 Rhetorical Précis

Text Types and Purposes (continued)	*English Language Arts: Informing Ourselves and Others 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

Text Types and Purposes (continued)	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
	   Chapter 3: Graphic Organizers
	   Chapter 4: Writing to Learn and Learning to Write
	
	The Write Path I Science
	   Unit 2: Writing to Learn
	
	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 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 Précis
	
	English Language Arts: Informing Ourselves and Others 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

Production and Distribution of Writing (continued)	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

Production and Distribution of Writing (continued)	***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
	    p. 20 Dialectical Journal
	    p. 35 Synthesis Journal
	    p. 36 Engaging the Reader with the Textbook Reading or Media
	    p. 138 The "I" Search Paper
	    Chapter 5: Analyzing Primary Sources
	
	The Write Path I Science
	    Unit 2: Writing to Learn
	    Unit 3: Inquiry
	
	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
	    p. 105 Cornell Notes
	    p. 142 Dialectical Journals
	    p. 263 3-2-1

Research to Build and Present Knowledge (continued)	p. 273 Summarizing
	p. 277 Paraphrasing
	p. 285 Rhetorical Précis
	
	English Language Arts: Informing Ourselves and Others 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

Research to Build and Present Knowledge (continued)	***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 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.**	*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*** Chapter 1: Interacting with Text or Visuals Chapter 4: Writing to Learn and Learning to Write ***The Write Path I Science*** Unit 1: Organizing to Learn Unit 2: Writing to Learn Unit 3: Inquiry Unit 5: Reading to Learn *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*** p. 105 Cornell Notes p. 142 Dialectical Journals p. 273 Summarizing p. 277 Paraphrasing p. 285 Rhetorical Précis

| Range of Writing (continued) | **English Language Arts: Informing Ourselves and Others 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
   Unit 1: Class Research
   Unit 2: Collaborative Research   (All units can be done
   Unit 3: Independent Research   routinely or over time.) |