

Research to Build and Present Knowledge (continued)

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
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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

<p>Research to Build and Present Knowledge (continued)</p>	<p>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”)</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. 105 Cornell Notes p. 142 Dialectical Journals p. 273 Summarizing p. 277 Paraphrasing p. 285 Rhetorical Précis</p> <p><i>English Language Arts: Informing Ourselves and Others Through Writing and Speaking</i> ***See Standards 1–3 for a list of strategies appropriate to Standard 10. p. 39 Writing to Learn – Learning Log p. 264 On-Demand Writing</p> <p><i>The Write Path English Language Learners</i> 6: Steps in the Research Process</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> 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> <p><i>High School Writing</i> 1.1: Learning Logs 5: Writing Lessons: Exploring Reflective Writing (All units can be done routinely or over time.) 8: Timed Writing</p> <p><i>Critical Reading: Deep Reading Strategies for Expository Texts</i> 2.7: Quickwrite: What do I know about the content? 2.9: Before and After Reflection Strategy 9: Responding to a Writing Task</p> <p><i>AVID College Readiness: Working with Sources Grades 11–12</i> Unit 1: Class Research Unit 2: Collaborative Research (All units can be done routinely or over time.) Unit 3: Independent Research</p>

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> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 	<p><i>AVID Critical Thinking and Engagement: A Schoolwide Approach</i> Chapter 1: Relational Capacity Chapter 3: Collaboration pp. 215–232 Philosophical Chairs pp. 233–260 Socratic Seminar</p> <p><i>English Language Arts: Exploring Texts with Strategic Reading</i> p. 54 Think Aloud p. 102 Recreation p. 203 Guided Discussions p. 207 Reciprocal Teaching p. 214 Literature Circles p. 222 Philosophical Chairs p. 315 Socratic Seminar</p> <p><i>English Language Arts: Informing Ourselves and Others Through Writing and Speaking</i></p> <p>Listening 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>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>

<p>Comprehension and Collaboration (continued)</p>	<p>p. 382 Collaborative Group Presentation p. 386 Panel Discussion p. 403 Impromptu Speeches p. 405 Formal Speeches p. 410 Metacognition: Myself as Speaker</p> <p><i>The Write Path English Language Learners</i> 1.1: Language Registers and Academic Scripts 1.3: Group and Partner Collaborative Practices</p> <p><i>Middle Level Writing with Integrated Reading and Oral Language</i> Part I: Introduction to Writing 2: The Writing Process (Peer/group revision/editing activities) Part III: Introduction to Oral Language Skills 10: Developing Norms 12: Oral Language Strategies 13: Evaluating Student Speaking</p> <p><i>High School Writing</i> 2: The Writing Process 4: Focus Lessons 5: Writing Lessons: Exploring Reflective Writing 6: Writing Lessons: Exploring Expository Writing 7: Writing Lessons: Exploring Persuasive Writing</p> <p><i>AVID College Readiness: Working with Sources Grades 11–12</i> Unit 1: Class Research Unit 2: Collaborative Research (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><i>AVID Critical Thinking and Engagement: A Schoolwide Approach</i> pp. 215–232 Philosophical Chairs pp. 233–260 Socratic Seminar</p> <p><i>English Language Arts: Exploring Texts with Strategic Reading</i> 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>

Presentation of Knowledge and Ideas (continued)

- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.**

- p. 214 Literature Circles
- p. 222 Philosophical Chairs
- p. 315 Socratic Seminar

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

Listening

- 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
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- 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. 21 Vocabulary Awareness Chart p. 36 Vocabulary Cards and Word Walls</p> <p><i>English Language Arts: Informing Ourselves and Others Through Writing and Speaking</i></p> <p>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</p> <p>Focus 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. 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>

Knowledge of Language

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.

English Language Arts: Exploring Texts with Strategic Reading

- 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

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

Section 1: Writing to Learn

Pre-Writing

- p. 63 Deconstructing a Writing Prompt
- p. 82 Magnet Words

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

Knowledge of Language (continued)

On-Demand Writing

- p. 265 Academic Vocabulary in Writing Prompts
- P. 270 Deconstructing On-Demand Prompts

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

Middle Level Writing with Integrated Reading and Oral Language

- 5.2: Expanding Word Choice/Vocabulary: “Showing” Writing Activity
- 5.3: Improving Sentences

High School Writing

- 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 4: Rereading the Text

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

Vocabulary Acquisition and Use

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

English Language Arts: Exploring Texts with Strategic Reading

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- 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

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

Section 1: Writing to Learn

Pre-Writing

- p. 82 Magnet Words

Drafting

- p. 132 Using Templates and Sentence Frames

Reader Response / Peer and Self-Response

- p. 170 3-Column Analysis
- 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

Focus 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

Vocabulary Acquisition and Use (continued)

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