AVID ARTICULATION/VERTICAL ALIGNMENT PLAN
School Year: 2024-2025

	Alignment Topic 1: Organizational Tool	Alignment Topic 2: Collaboration	Alignment Topic 3: Focused Note-Taking	Alignment Topic 4: Dissect and Navigating Text
Purpose	To manage materials in a concise way that works for and builds confidence in each student.	To foster a positive and supportive learning environment, encourage diverse perspectives, enhance problem-solving abilities, and prepare students for future academic and professional endeavors.	To derive meaning and depth with the subject by visualizing how the brain organizes information and makes sense of your learning independently.	To utilize reading and comprehension strategies to analyze and understand complex texts effectively, fostering critical thinking and deeper engagement.
Desired Skills	Students will be able to independently manage their time and materials to ensure that school tasks are completed promptly.	Students will be able to work effectively with others, maximize their potential, and build tools and networks of support.	Students will be able to take two- and three-column notes in all subject areas for a variety of purposes	Students will be able to effectively analyze complex texts, identify main ideas and supporting details, annotate and engage with the material, acquire and use new vocabulary, and develop critical thinking skills to understand and synthesize information from various sources.
Schoolwide Practices	Binder stays at school Red take-home folders Focus time each week on organization	KAGAN Strategies AEIOU Norms Total Participation Techniques	FNT incorporated into 1 lesson a week min STAR Strategy Graphic Organizers	TAG Strategy STAR Strategy Graphic Organizers

K/1	• Visuals of expectations for learning spaces
	• Take-home folder
	• Backpack hung up and cleaned out
	• Cubbies clean and tidy
	• Build routines with students around the agenda daily during 'calendar' time.
	• Model agenda usage by projecting the teacher planner or posting a weekly agenda on the wall.
	• Monitor attendance/feelings each day using the planner/agenda.
	• Mark important days (library, counselor, celebrations) on the calendar.
		• Teach AEIOU Norms
		• Teach KAGAN strategies for Total Participation Techniques
		• Teach Schoolwide hand signals
			• Model the note-taking process as a whole class using anchor charts.
			• Model STAR Strategy
			• Students use two and 3-column notes with pictures
			
			End-of-Year Goals
			• Taking Notes
			  • setting up notes: *Not done*
			  • taking notes: *Mirrored*
			• Processing Notes: *Mirrored*
			• Connecting Thinking: *Modeled*
			• Summarize and Reflect: *Modeled*
			• Apply: *Modeled*
				• Model Writing/Oral Complete Sentences
				• Use of TAG Strategy via graphic organizer
				• Model use of Sentence Stems

2/3	• Visuals of expectations for learning spaces • Take-home folder • Backpack hung up and cleaned out • Backpack/Cubby Checks • AVID binder with color-coded tabs, planner, and supply pouch with contents • Fill out daily planner and reflection • Mark important days (library, counselor, celebrations, testing, projects) on the calendar	• Model AEIOU Norms • Utilize KAGAN strategies with a focus on academics • Use of Total Participation Techniques • Introduce SEL Socratic Seminar	**Q1** → model note-taking process as a whole class through the use of anchor charts **Q2** → students set up notes and process notes independently **Q3** → students set up notes and process notes independently, teacher models connecting thinking **Q4** → students set up notes and process notes independently, students mirror teacher by connecting thinking **End-of-Year Goals** • Taking Notes: *Independently* • Processing Notes: *Independently* • Connecting Thinking: *Mirrored* • Summarize and Reflect: *Mirrored* • Apply: *Modeled*	• Model use of TAG Strategy • Dissect/Navigate Text to answer questions (Model to Independent) • Student TAG questions with oral AND written responses
4/5	• Utilization of personal cubbies • Visuals of expectations for learning spaces • AVID binder with color-coded tabs, planner, and supply pouch with contents • Take-home folder • Clean-up/Clean-out once per month • Organizational Checklist • Fill out daily planner and reflection • Write in learning objective • Mark important days (library, counselor, celebrations, testing, projects) on the calendar.	• AEIOU Norms • Utilize KAGAN +World Cafe/Socratic Seminar in academic settings • Use of Total Participation Techniques	**Q1** → model note-taking process as a whole class through the use of anchor charts **Q2** → students set up notes, process notes, and connect to notes independently, teacher models summarize and reflect. **Q3** → students set up notes, process notes, and connect to notes independently, students mirror teacher to summarize and reflect. **Q4** → Students independently set up notes, process notes, connect thinking, and summarize and reflect notes **End-of-Year Goals** • Taking Notes: *Independently* • Processing Notes: *Independently* • Connecting Thinking: *Independently* • Summarize and Reflect: *Independently* • Apply: *Mirrored*	• Model use of TAG Strategy • Dissect/Navigate Text to answer questions (Model to Independent) • Student TAG questions with oral AND written responses to summarize/paraphrase/ predict