



AVID and the Common Core State Standards: FAQs

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

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

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

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

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

A: *AVID Critical Thinking and Engagement: A Schoolwide Approach*; *AVID College Readiness: Working with Sources*; *Critical Reading: Deep Reading Strategies for Expository Texts*; *High School Writing*; *Middle Level Writing with Integrated Reading and Oral Language*; *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*; *The Write Path II: Life and Physical Science*; *The Write Path I Mathematics*; *The Write Path II Mathematics*; and the *AVID Tutorial Guide* all have embedded strategies and structures to help students/teachers meet the rigorous standards of the Common Core.

Q: Does AVID have a simple chart that shows the correlations between AVID and the Common Core?

A: Yes! In MyAVID File Sharing, accessed through my.avid.org, there is a document that details how AVID’s curriculum aligns with the Common Core State Standards. The file is located under the *MyAVID File Sharing » Secondary » Standards* and is named *Common Core Alignment Grid*.

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

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