

WICOR Strategies and Skills

WICOR	Definition	College and Career Readiness Skills	Strategies
W	<p>Writing is:</p> <ul style="list-style-type: none"> • A tool for communication, reflection, and learning • Inquiry • Visible organization of thought • Communication with authentic audiences 	<p>Students who write:</p> <ul style="list-style-type: none"> • Engage frequently, in every content area and classroom • Cite evidence to support their thinking • Deepen their understanding of content • Demonstrate command of academic vocabulary • Communicate as a content expert • Communicate their thinking competently and confidently 	<p>AVID supports writing through blended learning experiences including:</p> <ul style="list-style-type: none"> • Disciplinary literacy • Academic language and literacy scaffolds • Learning-through-writing strategies • The focused note-taking process • The writing process in every content area • Collaboration • Tutorials, Collaborative Study Groups, and Scholar Groups
I	<p>Inquiry is:</p> <ul style="list-style-type: none"> • Uncovering one's understanding • Critical thinking and questioning • Exploring a variety of ways to solve problems • Engaging in thinking, learning, and discussion to inspire innovation 	<p>Students who inquire:</p> <ul style="list-style-type: none"> • Analyze and synthesize materials or ideas • Clarify their own thinking • Probe others' thinking • Work through ambiguity • Solve authentic problems 	<p>AVID supports inquiry through blended learning experiences including:</p> <ul style="list-style-type: none"> • Design thinking and problem-based learning • Computational thinking • Skilled questioning techniques • Costa's Levels of Thinking • Socratic Seminars • Tutorials, Collaborative Study Groups, and Scholar Groups
C	<p>Collaboration is:</p> <ul style="list-style-type: none"> • Positive group interactions • Teamwork with shared responsibility • Sharing of ideas, information, and opinions 	<p>Students who collaborate:</p> <ul style="list-style-type: none"> • Create a safe and supportive physical and philosophical environment • Work through identified structures and roles to achieve a common goal • Develop positive interdependence • Clearly communicate verbally and nonverbally • Listen effectively to decipher meaning • Deepen the learning of others through inquiry and active engagement 	<p>AVID supports collaboration through blended learning experiences including:</p> <ul style="list-style-type: none"> • Academic language and literacy scaffolds • Socratic Seminars • Philosophical Chairs • Jigsaw, World Café, Reciprocal Teaching, and Numbered Heads • Synchronous and asynchronous peer editing groups • Tutorials, Collaborative Study Groups, and Scholar Groups
O	<p>Organization is:</p> <ul style="list-style-type: none"> • Managing materials, time, and self • Practicing methodical study habits • Planning and prioritizing school, work, and social tasks • Engaging in goal-setting, planning, and reflection • Strategically and intentionally taking responsibility for one's own learning 	<p>Students who organize:</p> <ul style="list-style-type: none"> • Self-direct, self-evaluate, self-monitor, and self-advocate to reach academic goals • Develop and use tools to organize thinking, resources, and time • Develop and use processes, procedures, and tools to study effectively • Prepare for rigorous courses and engage fully in instruction 	<p>AVID supports organization through blended learning experiences including:</p> <ul style="list-style-type: none"> • Binders, eBinders, calendars, planners, and agendas • The focused note-taking process • Graphic organizers • Project planning and SMART goal-setting • Tutorials, Collaborative Study Groups, and Scholar Groups
R	<p>Reading is:</p> <ul style="list-style-type: none"> • Making connections between texts, self, and the world • Navigating and comprehending rigorous texts • Evaluating information from a variety of formats • Organizing and applying text-based learning 	<p>Students who read:</p> <ul style="list-style-type: none"> • Activate, engage, and extend beyond the text • Make predictions and create visual images as they read • Understand text structures • Question the text and engage in deep inquiry • Become content experts • Evaluate sources for accuracy and bias 	<p>AVID supports reading through blended learning experiences including:</p> <ul style="list-style-type: none"> • Disciplinary literacy • Academic language and literacy scaffolds • Culturally relevant texts • The critical reading process • The focused note-taking process • Vocabulary building • Summarizing • Tutorials, Collaborative Study Groups, and Scholar Groups

Sample WICOR Connections

WICOR—writing, inquiry, collaboration, organization, and reading—is part of the foundation of an effective and rigorous tutorial. Connecting WICOR to tutorials provides students with the opportunity to contextualize their experience in tutorials within the broader aims and goals of AVID’s WICOR instructional strategies. The following is a sample summary of how WICOR connects to the AVID Tutorial Process.

<p>Writing</p>	<ul style="list-style-type: none"> • Using the focused note-taking process to take notes in content-area classes to be used as a resource to create a Tutorial Request Form (TRF) based on a Point of Confusion (POC) • Using content-area focused notes as a resource to support Tutorial Question resolution • Completing TRF pre-work to clarify thinking and demonstrate previous knowledge and understanding • Visibly organizing thoughts in the critical thinking section of the TRF • Creating a higher-level summary reflection based on the learning around the POC • Writing summaries and reflections
<p>Inquiry</p>	<ul style="list-style-type: none"> • Analyzing information to create questions in focused notes • Synthesizing material in focused notes by using notes/questions to create a summary • Thinking critically about the initial question on the TRF to arrive at a POC • Engaging in academic conversation to uncover understanding (<i>a-ha!</i> moments) and resolve the POC • Using Costa’s Levels of Thinking to ask questions to gather information, make connections, and evaluate solutions • Reflecting or thinking in a metacognitive way about a new or greater understanding about the POC
<p>Collaboration</p>	<ul style="list-style-type: none"> • Working in tutorial groups to create understanding around a presenter’s POC • Sharing ideas, information, and opinions and asking questions in a supportive and safe environment • Deepening the learning of others through inquiry and a shared common goal • Developing positive interdependence and individual accountability for tutorial success • Debriefing and refining tutorials using observation tools
<p>Organization</p>	<ul style="list-style-type: none"> • Using a binder to organize resources used during tutorials • Using a calendaring system to plan and prioritize class tasks, goal-setting, and tutorial focus • Using the focused note-taking process to take or supplement notes during the tutorial • Communicating effectively, in writing and verbally, to support the tutorial group in creating understanding or clarity around a POC • Strategically and intentionally taking responsibility for one’s own learning in the tutorial • Developing and using processes, procedures, and tools to process information individually and in groups • Managing time through prioritizing and goal-setting
<p>Reading</p>	<ul style="list-style-type: none"> • Completing reading in a content area to support the TRF process • Completing reading in a content area during the tutorial to support questioning and understanding of the POC • Formulating a 60-Second Speech about the TRF pre-work and POC • Creating understanding by using academic vocabulary and graphic organizers • Applying prior knowledge and making connections to the text, self, and the world • Reading and reviewing tutorial resources including the textbook, content class notes, and three-column notes taken during the tutorial to assist in both research and reflection