

WICR

The AVID program is based on specific strategies that help students access rigorous high school and college preparatory curriculum.

These strategies are **Writing, Inquiry, Collaboration, and Reading**. The **WICR** strategies are used every day in your content area classes.

| Writing <i>Writing activities that help students understand the content</i> | Inquiry <i>Questioning strategies that help students understand the content</i> | Collaboration <i>Working together with a partner or in a group of students to understand, to problem solve, or to complete a task/project</i> | Reading <i>Any strategies in reading that help students understand the content</i> |
|---|---|---|--|
| <p>Writing-to-Learn</p> <ul style="list-style-type: none"> • summaries • letters • developed answers to questions <p style="margin-left: 150px;">• lab reports</p> <p style="margin-left: 150px;">• journals</p> <p>Process writing</p> <ul style="list-style-type: none"> • rough draft • peer editing and revising • final copy • using a rubric as evaluation <p>On-demand/Timed writing</p> <ul style="list-style-type: none"> • writing that is completed in class within a set amount of time • grade is evaluated using a rubric <p>Cornell Notes</p> <ul style="list-style-type: none"> • taking notes on the most important information on the right • writing higher level questions about the notes on the left • summarizing • using the notes to study <p>Reflective writing</p> <ul style="list-style-type: none"> • students write about what they have learned and what they still | <p>Higher level questioning in classes</p> <ul style="list-style-type: none"> • Costa's Level 1: Students find the answers right there in the text. • Costa's Level 2: Students must figure out the answer from information in the text. • Costa's Level 3: Students apply what they have learned or use what they have learned to evaluate or create. <p>Higher level questioning in tutorials in AVID elective classes</p> <p>Socratic seminar</p> <p>Philosophical chairs</p> <p>Fishbowl discussions</p> | <p>Think Pair Share</p> <p>Refining Cornell notes with a partner</p> <p>Sharing ideas with a partner or in a group</p> <p>Jigsaw</p> <p>Carousel/Gallery Walk</p> <p>Problem solving in groups</p> <p>Projects in groups</p> | <p>Reading to Learn</p> <p>Before reading activities</p> <ul style="list-style-type: none"> • vocabulary activities • accessing prior knowledge • previewing text features • making predictions <p>During reading activities</p> <ul style="list-style-type: none"> • marking the text • annotating the text • reciprocal reading • Cornell notes • graphic organizers <p>After reading strategies</p> <ul style="list-style-type: none"> • summarizing • Socratic seminar • Philosophical chairs • writing • group projects |

have questions about

WICR Strategies in Content Area Classes

| Writing <i>Any strategies in writing that help students understand the content</i> | Inquiry <i>Questioning strategies that help students understand the content</i> | Collaboration Strategies <i>Working together with a partner or in a group of students to understand, to problem solve, or to complete a task/project</i> | Reading Strategies <i>Any strategies in reading that help students understand the content</i> |
|--|---|--|---|
| Math: | Math: | Math: | Math: |
| English: | English: | English: | English: |
| History/Social Studies: | History/Social Studies: | History/Social Studies: | History/Social Studies: |
| Science: | Science: | Science: | Science: |
| Other: | Other: | Other: | Other: |

