



WICOR Overview

What is WICOR?

WICOR stands for Writing, Inquiry, Collaboration, Organization, and Reading. WICOR is a learning model that AVID and JCMS use to help students learn at higher levels and increase rigor in the classroom. We aim to ensure that students are college and career ready!

Examples of WICOR in the classroom:

W - Writing	<table> <tr> <td data-bbox="612 531 1060 758"> 1) Writing is . . . <ul style="list-style-type: none"> • A learning tool • A personal/public communication tool • A record of thinking </td><td data-bbox="1068 531 1508 758"> 2) Students who write . . . <ul style="list-style-type: none"> • Consider the audience & purpose • Engage in various writing processes to address specific situations • Support their thinking • Demonstrate understanding </td></tr> </table>	1) Writing is . . . <ul style="list-style-type: none"> • A learning tool • A personal/public communication tool • A record of thinking 	2) Students who write . . . <ul style="list-style-type: none"> • Consider the audience & purpose • Engage in various writing processes to address specific situations • Support their thinking • Demonstrate understanding
1) Writing is . . . <ul style="list-style-type: none"> • A learning tool • A personal/public communication tool • A record of thinking 	2) Students who write . . . <ul style="list-style-type: none"> • Consider the audience & purpose • Engage in various writing processes to address specific situations • Support their thinking • Demonstrate understanding 		
I - Inquiry	<table> <tr> <td data-bbox="612 852 1060 1045"> 1) Inquiry is . . . <ul style="list-style-type: none"> • Uncovering one's understanding • Asking critical questions • Engaging in thinking, learning, & discussion </td><td data-bbox="1068 852 1508 1045"> 2) Students who inquire . . . <ul style="list-style-type: none"> • Analyze & synthesize materials or ideas • Clarify their own thinking • Probe others' thinking • Work through ambiguity </td></tr> </table>	1) Inquiry is . . . <ul style="list-style-type: none"> • Uncovering one's understanding • Asking critical questions • Engaging in thinking, learning, & discussion 	2) Students who inquire . . . <ul style="list-style-type: none"> • Analyze & synthesize materials or ideas • Clarify their own thinking • Probe others' thinking • Work through ambiguity
1) Inquiry is . . . <ul style="list-style-type: none"> • Uncovering one's understanding • Asking critical questions • Engaging in thinking, learning, & discussion 	2) Students who inquire . . . <ul style="list-style-type: none"> • Analyze & synthesize materials or ideas • Clarify their own thinking • Probe others' thinking • Work through ambiguity 		
C - Collaboration	<table> <tr> <td data-bbox="612 1140 1060 1333"> 1) Collaboration is . . . <ul style="list-style-type: none"> • Teamwork with shared responsibility • Sharing of ideas, info, & opinions • Formal/informal discussion </td><td data-bbox="1068 1140 1508 1333"> 2) Students who collaborate . . . <ul style="list-style-type: none"> • Work together toward a common goal • Develop positive interdependence • Work in focused study groups • Support the learning of others </td></tr> </table>	1) Collaboration is . . . <ul style="list-style-type: none"> • Teamwork with shared responsibility • Sharing of ideas, info, & opinions • Formal/informal discussion 	2) Students who collaborate . . . <ul style="list-style-type: none"> • Work together toward a common goal • Develop positive interdependence • Work in focused study groups • Support the learning of others
1) Collaboration is . . . <ul style="list-style-type: none"> • Teamwork with shared responsibility • Sharing of ideas, info, & opinions • Formal/informal discussion 	2) Students who collaborate . . . <ul style="list-style-type: none"> • Work together toward a common goal • Develop positive interdependence • Work in focused study groups • Support the learning of others 		
O - Organization	<table> <tr> <td data-bbox="612 1428 1060 1621"> 1) Organization is . . . <ul style="list-style-type: none"> • Managing materials • Planning & prioritizing • Strategically controlling your learning responsibly </td><td data-bbox="1068 1428 1508 1621"> 2) Students who organize . . . <ul style="list-style-type: none"> • Develop & use processes • Manage their time well • Interact with their teachers • Use self-direction & self evaluation </td></tr> </table>	1) Organization is . . . <ul style="list-style-type: none"> • Managing materials • Planning & prioritizing • Strategically controlling your learning responsibly 	2) Students who organize . . . <ul style="list-style-type: none"> • Develop & use processes • Manage their time well • Interact with their teachers • Use self-direction & self evaluation
1) Organization is . . . <ul style="list-style-type: none"> • Managing materials • Planning & prioritizing • Strategically controlling your learning responsibly 	2) Students who organize . . . <ul style="list-style-type: none"> • Develop & use processes • Manage their time well • Interact with their teachers • Use self-direction & self evaluation 		
R - Reading	<table> <tr> <td data-bbox="612 1715 1060 1908"> 1) Reading is . . . <ul style="list-style-type: none"> • Gaining meaning, understanding, & knowledge from print & other media • Purpose-driven • Interactive </td><td data-bbox="1068 1715 1508 1908"> 2) Students who read . . . <ul style="list-style-type: none"> • Understand text structures • Use prior knowledge & make connections to text, self, & world • Make predictions & ask questions • Create visual images as they read </td></tr> </table>	1) Reading is . . . <ul style="list-style-type: none"> • Gaining meaning, understanding, & knowledge from print & other media • Purpose-driven • Interactive 	2) Students who read . . . <ul style="list-style-type: none"> • Understand text structures • Use prior knowledge & make connections to text, self, & world • Make predictions & ask questions • Create visual images as they read
1) Reading is . . . <ul style="list-style-type: none"> • Gaining meaning, understanding, & knowledge from print & other media • Purpose-driven • Interactive 	2) Students who read . . . <ul style="list-style-type: none"> • Understand text structures • Use prior knowledge & make connections to text, self, & world • Make predictions & ask questions • Create visual images as they read 		