

WICOR Glossary

Writing - can serve as a record of one's thinking or as a learning, public, and personal communication tool. Students who write consider their audience and purpose, engage in various writing processes to address specific situations, support their thinking, and demonstrate understanding.

Focused Note Taking Process - Note taking and numerous interactions with notes are the foundation for student success in academic content that is rigorous and challenging. By utilizing the 10-2-2 and 10/24/7 models in concert with Focused Note Taking phases 1 through 4; students have the opportunity to repeatedly revisit content to drive information into their long term memory.

Quickwrites - A two to four minute response to a prompt that helps students access their prior knowledge, review, or reflect on a topic or record ideas on a stated topic. Quickwrites are focused and yet not threatening, because they are short, not held to normal grammar standards, and students are usually responding to a prompt that stimulates their thinking.

Learning Logs - A running record that allows students to reflect on what they have learned, relate to something outside of class, and make personal connections with the material. This also gives teachers insight into students' understanding and/or struggles with material presented in class.

Inquiry - is uncovering one's own understanding; asking critical questions; and engaging in thinking, learning, and discussion.

Costa's Levels of Thinking and Questioning - At the heart of inquiry is the creation of a learner who will think deeply about content in order to arrive at a more complete level of understanding. Inquiry within the classroom fosters an environment where students question, analyze, discuss, and construct a greater understanding of the world around them and the content being studied. A key to successfully integrating inquiry within the classroom is an understanding that questions—specifically ones that lead to deeper levels of thought—must be both teacher- and student-driven.

Essential Questions - Providing students with a guiding prompt to ponder throughout the lesson/unit that is open ended and requires higher order thinking.

Philosophical Chairs - a strategy—rich in inquiry— that is built on a central statement to which contradictory positions exist. Participants address these positions through deep, academic discourse in a structured, formal process. The Philosophical Chairs process provides students with opportunities to improve their verbal capabilities and fluency, in addition to developing their use of precise academic and content language. Philosophical Chairs is also a form of team-building, during which a safe environment is formed that encourages students to take risks and share opinions with one another. Through exposure to varied perspectives, cultural worldviews, and personal experiences, students begin to appreciate the diverse nature of their classroom and see it as a source of strength and identity.

Socratic Seminars - The Socratic method of teaching is a form of inquiry-based discourse focused on questioning utilizing a common text or resource that has been analyzed to spur critical thinking and drive ideation. It is through exploration, dialogue, considering new perspectives, and constant questioning that students develop their critical thinking and problem-solving skills. Through Socratic Seminars, students develop confidence in articulating their ideas to others while providing supporting evidence with reasoned thinking.

Collaboration - is teamwork with shared responsibility; sharing of ideas, information, and opinions; and formal and informal discussion. Students work together toward a common goal, develop positive interdependence, work in focused study groups, and support the learning of others through inquiry.

Carousel Brainstorm - Carousel Brainstorming provides students an opportunity to actively contribute information in response to predetermined stimuli located on chart paper posted around the room.

Give One-Get One - Give One–Get One encourages students to share and receive information from their peers once they have had the opportunity to draw upon their own prior knowledge.

Jigsaw - The Jigsaw activity uses home groups and expert groups to provide students the opportunity to learn from one another as each student becomes an expert on an aspect/area of a given topic, which they then present to other students to ultimately cover the topic in its entirety.

[Four Corners](#) - Four Corners activity achieves two goals: students determine their individual levels of understanding on a given topic, and then students deepen their knowledge about the given topic by working collaboratively with others who possess similar baseline levels of understanding.

[World Cafe](#) - Students use small group discussion to solve a larger issue. In small groups, students will rotate between stations to have discussions while leaving a member behind each time to share what their group discussed in a prior group.

[Team Huddle](#) - Team Huddle is an energizing collaborative structure that gets students up, moving, and talking about a lesson. It provides a change of state and involves students in academic conversations through a variety of student groupings. Students mix around the room while music plays until they are called to “huddle” into groups.

[Organization](#) - is managing materials and practicing methodical study habits; planning and prioritizing school, work, and social tasks; engaging in mental preparation and goal-setting; and strategically and intentionally taking responsibility for one's own learning.

[Binders](#) - One of the most important tools for academic success is the ability to keep materials and assignments organized. One way to accomplish this goal is through a neat, complete, and organized binder or eBinder. Developing students' organizational skills promotes academic self-management.

[Agendas](#) - Time management is one of the first organizational skills a student will want to master. Developing time management skills requires students to analyze how they spend their time, decide upon priorities, and start to plan ahead. The ability to implement a time management system is crucial to student success.

[Graphic Organizers](#) - Graphic organizers help students organize information in a meaningful visual representation of a topic. Visual aids assist students in evaluating and retaining information, and provide a pre-writing scaffold in the writing process.

[Backwards Mapping](#) - When making plans using a timeline, it is crucial that the amount of time budgeted to complete specific steps is realistic. This strategy guides students in generating timelines required for project completion.

[Reading](#) - is strategically gaining meaning, understanding, and knowledge from print and other media; purpose-driven; and interactive. Students who read understand text structures; apply prior knowledge; make connections to other texts, self, and the world; make predictions and ask questions; and create visual images as they read.

[AVID Weekly](#) - is a strong curriculum resource aimed at helping implementation. It is easy to use for teachers, it can be successfully applied across all subject areas in the school, it is designed for elementary, secondary, and higher education, lessons utilize AVID's WICOR methodology, it is web-based and accessible 24 hours per day, 7 days per week, and select lessons include ELL (English language learner) embedded scaffolds

[Marking the Text](#) - is a fundamental skill which can be used whenever students are asked to read and to think critically about that reading. This strategy has three distinct marks: numbering paragraphs, circling key terms, and underlining information relevant to one's reading purpose. Marking the text gives students a way to isolate essential information that can be referenced quickly during writing tasks or class discussions.

[Writing in the Margins](#) - provides six methods related to this strategy which prove useful for active reading to promote deep learning. Writing in the margins could be used as first-read strategy or it could be used as the focus of a purposeful rereading. When readers write and draw in the margins of the text, they become actively engaged in what the text is saying.

[Frayer Model](#) - is a graphic organizer for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word.

[One Pager](#) - A One-Pager is a way of responding to a piece of writing or an idea on a single sheet of paper. It represents your own written and graphic interpretation of what you have learned. It may be very literal (just based on the facts or information) or it may be a symbolic representation. It helps you as a learner to visualize what you are learning.