

AVID Professional Learning

Summer Institute/Path Sequence – Literacy

Year 1 and Beyond Literacy Strands

If prerequisites exist, they should be met. Then, strands can be taken in any order.

[AVID Academic Language and Literacy: A Schoolwide Approach](#)

This strand is designed for schoolwide content teachers to support academic language and literacy in elementary through higher education classroom settings. Participants will connect WICOR® (Writing, Inquiry, Collaboration, Organization, and Reading) with intentional language development practices and routines to strengthen listening, speaking, reading, and writing literacy for all students. AVID Schoolwide team members will gain insight and align philosophies to help their students navigate rigorous content, achieve academically, and adequately prepare for career success.

[Learning Through Writing: A Schoolwide Approach](#)

This strand will focus on strategies for integrating writing as a learning tool into every grade level and content area. Participants will also explore the power of metacognitive writing to promote student growth and autonomy, and take a deep dive into focused note-taking—a powerful component to learning that must be taught and scaffolded across grade levels and disciplines. This strand is perfect for any educator who wants to unleash the power of writing to help students access rigorous content and deepen their understanding through the frequent use of robust learning through writing strategies.

[Content-Area Writing: A Schoolwide Approach](#)

This strand will focus on developing proficient writers across a wide range of disciplines and will provide educators with strategies for teaching the writing process, academic research, building and understanding the four common academic modes of writing (argumentative, expository, narrative, and descriptive), and writing for a range of rigorous academic purposes. This strand is for any educator who wants to learn how to incorporate writing into their content or discipline and help students learn what it means to write like a content-area expert.

[Reading for Disciplinary Literacy: A Schoolwide Approach](#)

This strand focuses on implementing research-based reading practices across all content areas and grade levels to promote a schoolwide approach to disciplinary literacy. Participants will learn how to approach reading as a content expert, empowering student inquiry through reading in their specific content area. Intentionally integrating academic thinking skills and the gradual release of responsibility model into the reading process ensures that all students have the college and career readiness skills necessary for thriving in the 21st century. This strand is ideal for educators who want to increase the level of academic rigor and discourse in their classrooms through literacy and the implementation of technology to further student learning.

English Language Arts: Exploring Texts with Strategic Reading

This strand is designed for English language arts teachers (grades 6–12) who are new to AVID concepts and methodologies. Participants will learn strategies from AVID’s *The Write Path English Language Arts: Exploring Texts with Strategic Reading Teacher Guide*, which is provided to participants. A primary focus of the strand is a critical reading process that includes the following strategies: planning for reading, pre-reading, building vocabulary, interacting with the text, and extending beyond the text. Writing, inquiry, collaboration, and organization are included as tools for developing critical reading skills across genres, from the foundational to the advanced levels. Participants will examine strategies for supporting students’ exploration of rigorous texts in the English language arts classroom, with an emphasis on college readiness.

English Language Arts: Informing Ourselves and Others Through Writing and Speaking

This strand is designed for English language arts teachers (grades 6–12) who are experienced in AVID concepts and methodologies. Participants will explore the writing process and writing-to-learn strategies, as well as engage in a variety of activities designed to help build their students’ oral language skills. Inquiry, collaboration, organization, and reading are also included as tools for developing and scaffolding these skills, from foundational to advanced levels, via a rigorous curriculum, with an emphasis on college readiness.

- ## Recommended AVID Professional Learning Modules

AVID Professional Learning Modules are 90-minute sessions that focus on one aspect of AVID K–12 implementation. They can each be used on their own for a short professional learning opportunity, or they can be assembled together to create a full-day or multi-day professional learning event. The goal of these modules is to support implementation of the AVID College Readiness System with fidelity and depth.

[Content-Specific Critical Reading](#) – In this module, participants will learn structured ways to increase students’ comprehension of rigorous texts in ELA, science, math, and social science. Participants will engage in critical reading strategies through content-specific examples and determine how to incorporate key reading strategies into all core content areas.

[Critical Reading Strategies for the Elementary Classroom](#) – In this module, participants will learn structured ways to increase student comprehension. Participants will engage in critical reading strategies, practice reciprocal teaching roles, and determine how to incorporate key reading strategies into all elementary core subject areas.

[Reading- and Writing-to-Learn Strategies for the Elementary Classroom](#) – In this module, participants will take a closer look at two AVID Elementary Weekly articles and practice referencing specific and relevant information from sources in academic writing. Participants will engage in marking the text and learn how to utilize three-part source integration to set students up for success.

[WICOR Workshop](#) – This module is designed for participants to engage in a collaborative setting to identify key components of WICOR and evaluate implementation of WICOR strategy use within their school site. Participants will examine the importance of centering their instruction on WICOR as an opportunity for students to access rigorous learning across content areas. Additionally, they will make connections to college and career readiness to develop a schoolwide implementation action plan that focuses on building students’ skills through the use of WICOR.

[Text-Dependent Inquiry Across ACRS](#) – This module focuses on identifying and crafting questions based on content-specific texts. Teachers will be able to understand how the creation of text-dependent questions is an important part of the critical reading process.