WICOR Schoolwide (K-12)

W WRITING
R READING
I INQUIRY
O ORGANISATION
C COLLABORATION

AVID Professional Learning Workshop

AVID AUSTRALIA

VICTORIA UNIVERSITY
MELBOURNE AUSTRALIA

Contents

WICOR TRACKER

CONTENT	STRATEGY	W	I	C	O	R

A Word About Scaffolding

Scaffolding involves a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

Many children learn to ride a bicycle by practicing with training wheels until they get the hang of it and can balance on their own. Before being able to hit a ball thrown by a pitcher, fledgling baseball and softball players sometimes hit off a tee to develop coordination and experience success connecting with the ball. In the same way, educators use **scaffolding** to assist students as they learn. At times, scaffolding can support an entire class of learners who are at a foundational level or are developing language skills; in other instances, scaffolding may be an appropriate way to differentiate within a class for a subgroup of students who require support to be successful. In every case, before the scaffolds are removed it is important that educators increase the difficulty and sophistication of the scaffolds provided to students to increase the level of rigor, differentiation, and enrichment students experience. Increasing the sophistication of the scaffolds results in students being able to perform at increasingly sophisticated levels. English language learners are one population who can benefit from scaffolds as they develop proficiency with using written language.

Scaffolding can take many forms. The following are strategies that pair well with writing instruction and can be used with instructional practices found throughout this book:

- **Sentence Frames and Templates:** The use of sentence frames and templates provides scaffolding that can build students' confidence in writing and speaking, improve vocabulary, and provide effective models of structures that shape ideas. Frames are partially complete sentences, open-ended structures that are created for specific content or a particular strategy. One type of frame is a sentence stem, which provides the beginning of a sentence that a student can complete. Other frames are sentences with blank lines that students can use to fill in or complete thoughts. Sentence frames provide students with chunks of language they can use for the task at hand and can draw upon in the future. Templates are typically used for larger units of language, such as entire paragraphs. A template may contain a number of sentence frames or stems that work together to create a cohesive whole, providing students with support in organization and understanding how sentences work together or flow in a text.

- **Word Banks:** Writing within different disciplines often incorporates the use of academic or content-specific vocabulary related to the topic or concept. Students need a clear understanding of this vocabulary, so instruction of targeted terminology is essential. Providing word banks of high-leverage, content-specific or academic vocabulary to student writers assists them with utilizing the language of the discipline or content area in the context of their writing.

- **Communal Word Banks:** Taking the concept of word banks one step further and passing ownership to the students, communal word banks are lists of academic words generated by students in groups or as a class. As students are interacting with content, it is crucial that teachers identify opportunities to have them revisit their notes and the text, or to reflect on the conversation with a partner or small group to identify words that will "live" in the communal word bank for access in future oral and written language opportunities.

- **Shared Writing:** Educators can compose collaboratively with students by serving as the scribe for students. Shared writing is another beneficial way to model oral and written language and should focus on creating meaningful text while giving the instructor the opportunity to guide students in the craft of composing within their discipline. This can be done on chart paper, a digital whiteboard, or through word processing that can be viewed by all members of the group.

- **Gradual Release of Responsibility:** This instructional model, which can occur over short or long periods of time and should be recursive as needed, begins with demonstration or modeling by the instructor and moves to autonomous practice by students.

  - "I do" – In this phase, the educator is doing approximately 100% of the work while students pay close attention to the *modeling* being done by the teacher. This is where an educator will "think aloud" as they are processing information or modeling writing.
  - "We do" – In this phase, the educator is doing approximately 70% of the work as they write with students, and students are doing approximately 30% of the work as they engage and collaborate with the educator and the instructional routine. Students are writing with the educator guiding their thinking and capturing the writing moves. This is best done in the form of whole-class instruction, with an anchor chart or document created that students contribute to and can refer to as needed.
  - "We do" – Students work within **collaborative structures** (smaller groups or partnerships). The teacher *guides* and monitors large or small groups, while continuously *checking for understanding* to determine whether students are ready for release to work independently. The teacher is doing approximately 30% of the work as they are checking in with small groups, while students are now doing 70% of the work as they work within collaborative group structures.
  - "You do" – Students *independently practice* and apply what they have learned. The students are doing 100% of the work or learning in this phase.

- **Think-Alouds and Write-Alouds:** As students are developing cognitive skills to handle complex writing tasks, they benefit from watching and listening to the cognition that accompanies writing. Rather than hiding the thinking from students, instructors can make their thought processes tangible by talking through the processes in front of the class. In a Write-Aloud, instructors say what is going on in their heads as they write in front of their students. All students benefit from this modeling of oral and written language within specific content areas. It is crucial for **disciplinary literacy** development and provides needed support for English language learners and emerging writers. This strategy is explained in more detail in Chapter 7 (page 396) in the section on teacher modeling and is best used during the "I do" phase of gradual release of responsibility.

Collaborative structures are effective methods for working together in a way that brings collaboration to life and through which students come to own most of the talking and interactions.

Disciplinary literacy is the ability to think critically in ways that are meaningful within the content area. Disciplinary literacy integrates content knowledge, thinking, questioning, reading, writing, speaking, and experiences and skills.

1.6 Sentence Frames

Student Objective

Students will increase usage of academic language in both discussion and writing across subject areas.

Overview

A frame is a sentence with words removed to provide a language or writing support for students. This structure provides a framework for students to use in explaining their thinking. Usually the sentence frame consists of a subject and predicate. Sentence frames give students an opportunity to access the concepts and engage in the classroom conversation. Giving students part of the language or structure of a sentence allows them to focus on the concept, not the language. A sentence frame helps students see what an answer might look like and use the new content vocabulary in a meaningful way. Frames are helpful for all students, especially English language learners and others acquiring new academic language.

Materials/Set-Up

- Teacher Resource:
  - 1.6a: Sentence Frame Examples
- Sentence frames, prepared in advance to support lesson design and displayed on chart paper or sentence strips

Instructional Steps

- To use this strategy, set up a frame for students' writing that fits the lesson.
- Start a sentence and leave a blank line for students to finish the sentence. The blanks can be placed in the middle or at the end of sentences.
- The blanks can require the student to fill in one word or more than one word. Some sentence frames begin with a question, and the frame helps the student answer the question.
- Model the use of sentence frames, including the new content vocabulary presented in the lesson.
- Facilitate practice with partners or in small groups, using the sentence frame in conversation first.
- During the rest of the lesson, integrate this practice.
- At the end of the instruction, students should use the sentence frames to independently write about their learning.

To adapt this lesson for primary classes:

- Use sentence frames to scaffold students' thinking during partner or small-group discussions.
- Use differentiation of sentences to support growth in content vocabulary and sentence/thinking complexity.
- Copy sentence frames on large writing strips or cards to support students in explaining their thinking within their journals or learning logs.
- Provide sentence frames as part of an independent writing activity center.

Extension

- To increase rigor, vary the complexity and cognitive level needed to fill in the sentence frames. The video, "Using Sentence Frames to Jumpstart Writing" (https://www.teachingchannel.org/videos/jumpstart-student-writing), demonstrates sentence frames being used inside of a social studies classroom.

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Sentence Frame Examples

Math
- There are _____ parts shaded and _____ equal parts.
- My number is _____. It has _____ tens and _____ ones.
- You can make my number by adding _____+_____= _____.

Description
- My animal is a _____. It has _____.
- Animals need _____, _____, _____, and _____ to live.
- The _____ is a kind of _____ that _____.
- Both _____ and _____ can be classified as _____ because _____.
- _____, _____, and _____ all have _____.

Compare-Contrast
- _____ and _____ are alike because they both _____.
- _____ and _____ are different because _____.
- We know this because on page __ it says _____, and on page __ it says _____.

Cause-Effect
- If _____, then _____.
- The effect of _____ is _____.
- One reason _____ happened is that _____.
- The result of _____ can be explained by _____.

Sequence
- First, _____, then _____, and finally, _____.
- At the beginning, _____, and by the end, _____.
- The final result was that _____ because _____.

Classification (from simple to more complex)
- _____ goes with _____.
- _____ does not go with _____.
- I would put _____ with _____ because _____.
- I think _____ belongs in the same category as _____ because _____.

Problem-Solution
- The problem of _____ can be solved by _____.

Persuasion (from simple to more complex)
- I think that _____.
- My position is _____.
- My point of view is that _____.
- I believe that _____.
- In my opinion, _____.
- I would like to lead you to believe that _____.
- I will try to convince you that _____.
- It is my belief that _____, and you should believe _____.

More Ideas
- I disagree with _____ because _____.
- I agree with _____ because _____.
- My question is _____ because _____.
- This surprises me because _____.
- My theory is _____ because _____.
- My claim is _____ because _____.

Quickwrites

Integrating quickwrites into a unit of study or lesson series requires that the following decisions be made depending on the learning objectives, modes of writing, thinking skills, and where the quickwrite is placed in the teaching and learning cycle.

When used...	Students are...	Sample Questions, Prompts, Frames, or Stems
At the start of the lesson or exercise	• Building anticipation or interest about the topic • Focusing attention on a new topic or concept • Drawing on prior knowledge or experiences • Reviewing and processing content from a previous class • Preparing for reading a new text • Considering their current opinion about a topic	• Write everything you know about _____. • Have you ever noticed/experienced _____? What did you notice/experience? • What was the main concept learned in our last lesson? • Read the quotation to yourself and once to your partner. Explain and analyze the quote using this sentence frame: "_____ is saying that _____."
During a lesson	• Clarifying understanding • Explaining a process or procedure • Identifying points of confusion • Summarizing their current level of understanding or learning • Creating a plan or charting a course about next steps in learning	• What is something you understand clearly about this lesson or concept? • What is an area of need for you? • What are the steps for _____? • How does _____ work? • What is your next step?
At the conclusion of the lesson or class	• Reinforcing learning through summarization or synthesis • Applying learning to new situations • Explaining learning • Generating questions based on new understandings	• What have you learned? • What is the most important thing you learned today? Why? • How might you apply the skills of _____ in the next lesson? In life?

Quickwrites

A quick, effective way for students to recall and understand what they know is to have them engage in a brief writing exercise called a Quickwrite. This strategy helps students access prior knowledge and discover what they already know.

Mary Catherine Swanson, founder of AVID, said, "How do I know what I think until I see what I write?" When a student writes, he is thinking critically. One way to engage students in writing is the quickwrite, a one- to five-minute response to a prompt that helps students access their prior knowledge on a topic or record ideas on a stated topic. Quickwrites are focused and yet not threatening, because they are short, and students are usually responding to a prompt that stimulates their thinking.

Quickwrite responses can be categorized into four types: application of a concept, imaginative ideas, offering an opinion, and justifying a point of view (Angelo and Cross, 1993). The key to successful quickwrites is interesting the students in the prompt so that they provide thoughtful responses. You might ask students to:
• Summarize an experiment they design or a piece of literature/reading.
• Justify a point of view.
• Draw conclusions from a demonstration, lab, or event.
• Write about their background knowledge or learning process for new material.
• Respond to an open-ended question.

Costa's Levels of Thinking

3–APPLYING

"Off the page" or "From the brain"

Evaluate	Generalize	Imagine
Judge	Predict	Speculate
If/Then	Hypothesize	Forecast

2–PROCESSING

"Between the lines" or "From the book and brain"

Compare	Contrast	Classify
Sort	Distinguish	Explain (Why)
Infer	Analyze	

1–GATHERING

"On the page" or "From the book"

Complete	Define	Describe
Identify	List	Observe
Recite	Select	

Icebreaker: Would You Rather…?

Student Objective
Students will discover similarities and differences between themselves and their classmates.

Overview
Would You Rather…? is a game in which the teacher poses a question that presents two options and the students must choose one. The act of stepping to the side of the line that represents the student's choice gives a visual depiction of the similarities and differences between classmates. Teachers should begin with light and silly questions before eventually progressing to more serious questions.

Materials/Set-Up
- Tape
- Prior to the activity, use the tape to create a long line down the middle of the classroom.

Instructional Steps
- Have all students stand on the line. Read one of the "Would you rather…?" questions and tell students which side of the line to move to based upon their choices.
- Have students move back to the line and repeat this process with the next question.
- Sample "Would you rather…?" questions are as follows:
    - …Visit the doctor or the dentist?
    - …Eat broccoli or carrots?
    - …Read a book or listen to music?
    - …Own a cat or a dog?
    - …Have a beach vacation or a mountain vacation?
    - …Eat an apple or a banana?
    - …Be invisible or be able to read minds?
    - …Make headlines for saving somebody's life or for winning the Nobel Prize?
    - …Go without television or without fast food for the rest of your life?
    - …Always be cold or always be hot?
    - …Eliminate hunger and disease or be able to bring lasting world peace?
    - …See the future or change the past?

Extension
- To increase rigor:
    - Have one student from each side justify, in a couple of sentences, why they chose that side.
    - Near the end of the activity, have students pose "Would you rather…?" questions related to the content of the class. For example: "Would you rather use solar energy or electricity?" "Would you rather invest in the stock market or in savings bonds?"

WICOR Description

WICOR[1] is an instructional approach involving both teachers and students, placing students at the center and empowering them to take ownership and agency of their thinking and learning. When educators create instructional experiences integrated in the rich layers of WICOR, students are actively engaged with content through productive struggle, cognitive wrestling and critical thinking to access rigorous content from a multitude of perspectives and use it to create new innovations, challenge old ideas, and positively impact the world around them. WICOR involves intentional instructional decision-making designed to provide students opportunities to demonstrate what they know and can do with rigorous course content and build skills and behaviors that support college and career readiness. This instructional approach involves a scaffolded process of skill-building, which begins in elementary school and gradually releases to autonomous student demonstration of mastery throughout the K-12 journey. When educators are clear about WHY they are facilitating a strategy in alignment with the learning objective, then students understand why they are engaged in a specific structure and can draw upon the same strategy in a different context. The WHAT of WICOR includes the specific strategies used in each component: writing, inquiry, collaboration, organization, and reading. The HOW of WICOR is the way those strategies are implemented into the curriculum that encourages more engagement and interaction with one's own learning to promote WICOR skills.

Utilizing technology to achieve the goals of WICOR can empower student voice, choice, and growth, while assisting them in being successful in a world that is constantly evolving. It is not about the tool or device being used, but how educators can authentically integrate digital tools to differentiate instruction and increase student ownership and independence of their learning, through the use with WICOR instructional practices. The addition of digital teaching and learning in WICOR will elicit more critical thinking, collaboration, communication, and creativity, aligning with the 21st century skills needed for students to be college and career ready. Ultimately, each of these components layer upon one another thus exponentially increasing the rigor in the learning and producing students that are superbly equipped to excel in our 21st century world.

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[1] This revised description includes blended digital learning.

AVID Australia Professional Learning: Cognitive Organisation by Discipline

WICOR

★ READING
- Deep Reading Strategies
- Note-Taking
- Graphic Organisers
- Vocabulary Building
- Summarising
- Reciprocal Teaching

★ WRITING
- Cornell Note-Taking
- Learning Logs
- Quickwrites/Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

★ INQUIRY
- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions That Guide Research

★ COLLABORATION
- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities and Projects
- Peer Editing Groups
- Service Learning Projects

★ ORGANISATION
- Binders and Organisational Tools
- Calendars, Planners, and Agendas
- Graphic Organisers
- A focused Note-Taking System
- Tutorials and Study Groups
- Project Planning and SMART Goals

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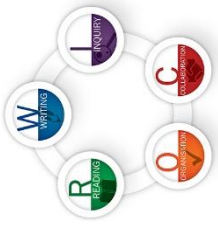
3.11: Helping Trios

Student Objective
Students will develop active listening and speaking skills, and will learn how to provide and receive feedback.

Overview
This structure is used to provide students with the opportunity to develop speaking and listening skills while simultaneously learning how to provide and receive feedback. In order for students to learn how to engage in relevant and appropriate reciprocal conversations, they will need to be provided with both the time and space to do so.

Materials/Set-Up
- In advance of the activity, complete the following:
  - Pre-determine the topic of discussion.

Instructional Steps
1. Divide the class into groups of three.
2. Instruct groups to assign each member one of the following letters: A, B, and C.
3. Give groups a topic (e.g., "My challenges this semester," "My successes this year," etc.) to discuss as follows.
4. Student A is in the "hot seat," and should discuss the topic for two minutes while Students B and C silently employ active listening skills.
5. Next, Students B and C offer feedback for two minutes, while Student A remains silent.
6. All three students then engage in open dialogue for two minutes.
7. Repeat this process with Student B in the hot seat, and then with Student C in the hot seat.
8. If appropriate to the task/topic, consider having the active listening partners take notes about what the speaker has shared.

→ Extension
- To increase rigor, this activity can be modified to provide evaluative feedback. Utilize this structure to rehearse a college or job interview. Student A will be the interviewee, and Student B will be the interviewer. Student C observes and takes notes. Student B interviews Student A for a set amount of time, while Student C remains silent. After the allotted time, Student C provides Student A with evaluative feedback. Switch the roles and repeat for all of the group members.

3.13: Numbered Heads Together

Student Objective
Students will engage in discourse about a topic/question, and if called upon, represent the group in sharing a summary of the discussion/answer with the whole class.

Overview
Numbered Heads Together is meant to be used for quick collaborative discussion with group and individual accountability.

Materials/Set-Up
- In advance of the activity, complete the following:
  - Ensure that there is enough room in the classroom for students to be able to move around quickly, yet safely.

Instructional Steps
1. Prior to utilizing this structure for the first time, explain to students that they will be working in groups to make sure that all of the students understand the material or know the correct answer. Take time to share ideas on how students can hold each other accountable for the information (e.g., quizzing each other, asking students to paraphrase the answer, asking group members to explain why an answer is correct, etc.).
2. Form groups of three to five students using any grouping strategy.
3. Have each student number off accordingly (e.g., in a group of four, students will number off from 1–4).
4. Verify that groups have completed this by asking all 1's, 2's, etc., to raise their hand when prompted.
5. Provide the students with a question or idea to discuss.
6. Students will put their "heads together" to discuss the answer to the question and ensure that all students in the group understand the correct answer.
7. Call out a number randomly and ask all of the students with that number to step forward—or if groups are seated, to stand up. **These students then share their answers with the class.**
8. Repeat this process with new questions or ideas to discuss.

ELL Integration: Consider providing sentence frames for students to formulate their answers.

→ Extension
- To integrate technology:
  - Use a random number generator to decide which number will need to speak or which topic the students will discuss.
  - Have students share their answers digitally through a social media platform, such as Edmodo, Google Docs, Poll Everywhere, Twitter, or another technology tool that supports posting information.

Novel Ideas Only

Goals

The Novel Ideas Only activity encourages students to work collaboratively as they encounter information they are accountable for learning.

Uses

Use Novel Ideas Only as a structured method for eliciting information from the group and classes, reviewing recently taught information, and for practicing academic talk, careful listening, and public speaking.

Instructional Steps

1. Divide students into groups of approximately four students (note: group size will vary depending on student needs and lesson modifications).

2. Ask groups to list ideas about a given topic (set a time limit for this task).

3. Instruct groups to choose a spokesperson who will stand and share ideas from the group's list. There are criteria for which ideas are "eligible" for sharing. See the next step.

4. Instruct groups to listen carefully to each idea that is shared to ensure that no group repeats information already provided (in other words, to ensure that groups share only novel ideas).

5. Instruct groups to check ideas off of their list if another group shares that idea and to add the idea to the list if another group shares an idea that they did not originally list.

6. Each spokesperson sits down once the group's idealist is exhausted (all ideas on the list have been shared by the group and/or checked off).

7. Continue with the activity until all novel ideas about the topic have been shared and all students are seated.

Give One–Get One

Goals

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.

Uses

Use Give One–Get One as an interactive method for reviewing content, eliciting background knowledge, processing newly taught information, and practicing speaking and listening skills.

Instructional Steps

1. Ask each student to come up with ideas related to a teacher-generated topic and list them on a sheet of paper. Give students 2–3 minutes to create as long a list as possible.

2. Tell students to draw a line after their final ideas.

3. Ask students to stand with their lists and circulate the room for 3–5 minutes, having as many one-on-one conversations as possible with other students. The goal for each quick conversation is to exchange an idea from each list (in other words, give one idea–get one idea).

4. Monitor the conversations and observe growing lists to ensure students are speaking and writing in complete sentences, using academic language, and employing academic vocabulary.

5. Compile the individual lists into a larger class list of information to conclude the activity.

SLANT

Name: _____ **Date:** _____

Sit with proper posture.

Lean forward and listen.

Ask pertinent questions.

Nod your head "yes" or "no."

Talk with your teachers.

The Three Phases of the Critical Reading Process

AVID's critical reading process has three phases, with some phases containing multiple components. It is important to note that vocabulary building happens throughout the entire critical reading process and does not have to be tied to any one particular phase, even though it is included in the "engage" phase within this book. When teaching the critical reading process, educators should use the reading purpose to guide the process and help in the selection of strategies at each phase. It is also crucial that educators model strategies for students throughout the entire critical reading process and follow the gradual release of responsibility model until students can confidently use the critical reading process independently.

Activate	**Planning for Reading.** Establish a purpose for reading. Then, intentionally identify strategies that are needed to successfully read the text. Both content and skill development play a role in planning, as does identifying how a "content expert" would read the text.
	Selecting the Text. Select the texts, or portions of texts, that will be read. Educators will select texts initially, with the goal being that students will eventually play a role in the selection process. To maximize the effectiveness of texts, use the suggested text-selection criteria to identify the ideal text.
	Pre-Reading. Determine what work needs to be done prior to the successful reading of a text. Preview the text and connect to or build background knowledge by looking both inside and outside the text.
Engage	**Building Vocabulary.** Understand and connect key academic and content-related vocabulary to aid in deeper comprehension of the text. While this is included within the "engage" portion of the critical reading process, vocabulary building can happen at any point.
	Interacting With the Text. Interact with the text to process information as it is read. This is done by numbering paragraphs or chunking texts, marking texts to isolate key information, writing in the margins, questioning, and visualizing texts. Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.
Extend	**Extending Beyond the Text.** Utilize the text to complete the assigned academic task. "Extend" strategies focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize.

Weaving WICOR into Lesson Design

AVID

Choose the content for the lesson (families, order of operations, seasons, life cycles, and outline how writing, inquiry, collaboration, organization, and reading will be woven into the instructional steps in order to increase engagement, ownership of learning, and rigor.

Standard(s)/Objective(s):	
Essential Question:	
Digital Resources/Materials:	
AVID Core Strategies Included:	

	W Writing	**I** Inquiry	**C** Collaboration	**O** Organization	**R** Reading
	How will students use writing as a tool of learning?	*What questions will I ask? How will I facilitate students asking questions and encourage higher-level thinking?*	*How will I facilitate student collaboration?*	*How is organization part of the lesson? What tools will students use to ensure organization?*	*What will students read? What strategies will I use to facilitate critical reading?*
What strategies will students use?					
What will students do/produce?					

Instructional Steps:

Script the steps the students will take to engage in the learning. W, I, C, O, and R may be included in any order. The goal is to be intentional with instructional moves and strategies to propel the progression of learning.

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WICOR Lesson Plan Tool

Standard(s)/Objectives: _____

Essential Question: _____

Materials: _____

AVID Method	Strategies	Students will produce…
W Writing *How will students use writing as a tool of learning?*		
I Inquiry *What questions will I ask? How will I facilitate students asking questions and encourage higher-level thinking?*		
C Collaboration *How will I facilitate student collaboration?*		
O Organisation *How is organisation part of the lesson? What tools will students use to ensure organisation?*		
R Reading *What will students read? What strategies will I use to facilitate critical reading?*		

WICOR Lesson Planning Template

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AVID Primary Components	Before Lesson: ▪ Establishing Prior Knowledge ▪ Gathering Information	During Lesson: ▪ Gathering Information ▪ Thinking About and Comparing Information ▪ Applying the Information	After Lesson: ▪ Reflecting on Learning ▪ Making connections
Learning to Write			
Writing to Learn			
Inquiry			
Collaboration			
Organisation			
Learning to Read			
Reading to Learn			
Student Success Skills Learning Styles ▪ Auditory ▪ Visual ▪ Kinesthetic			
Student Success Skills			

TOPIC/OBJECTIVE:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

SUMMARY/REFLECTION:

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TOPIC/OBJECTIVE:

CONTENT/CLASS:

NAME:

CLASS/PERIOD:

DATE:

ESSENTIAL QUESTION:

QUESTIONS:

NOTES:

SUMMARY:

QUESTIONS:

NOTES:

SUMMARY:

QUESTIONS:

NOTES: