

ThinkCERCA™

Best Practices Professional Development

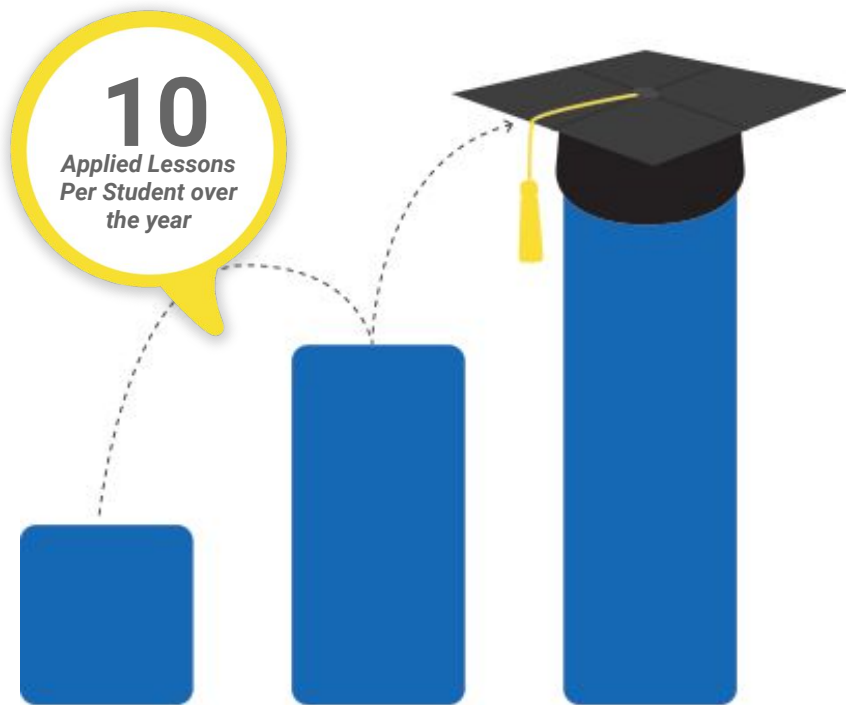
Agenda

- I. Glows/Grows
- II. Integrating ThinkCERCA with your Curriculum
- III. Review of Goals from Initial Training
 - Benchmark Assessment
 - Insight Report
 - Feedback on Writing

Goals For Month 1: **How did we do?**

Task	Due Date
Administer Baseline Writing Assessment	
Grade Writing Benchmark using Rubric	
Set Reading Levels	

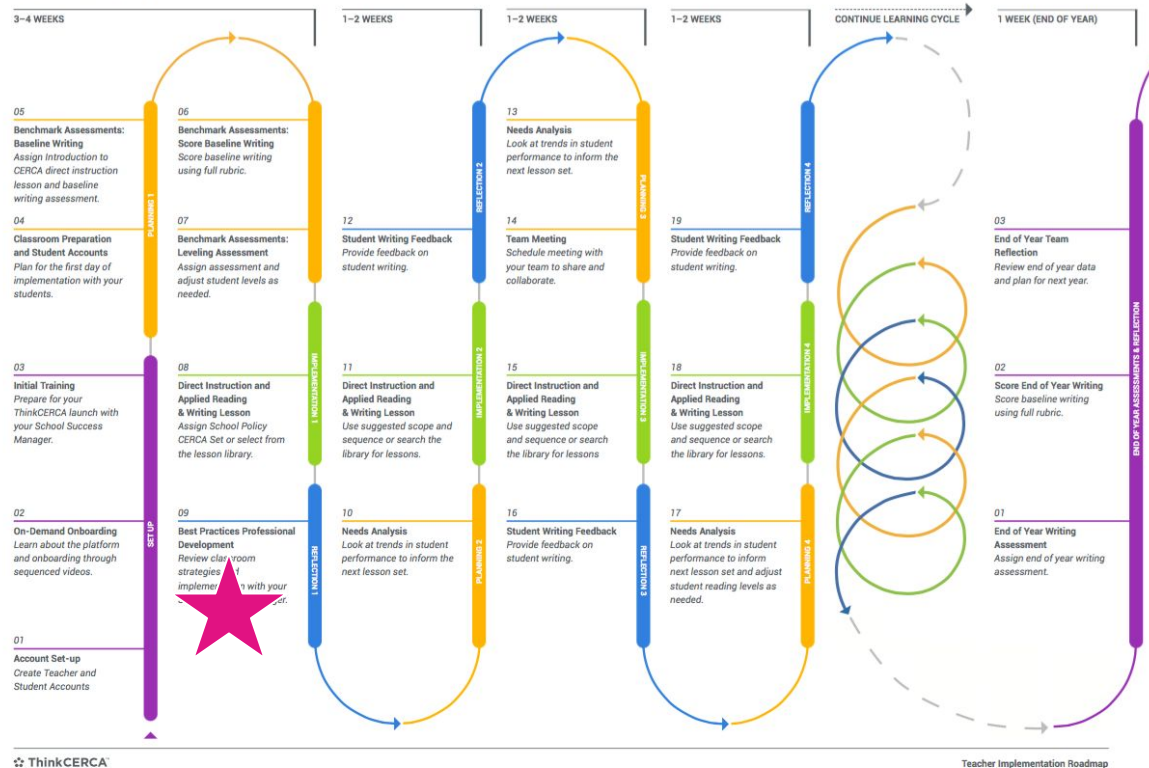
How Long Does it Take to **Have an Impact**?



We recommend completing **2-3 applied lessons per month** across subjects to have an impact on student growth.

Your Implementation Roadmap

Step-by-step Timeline & Guide



Implementation Process

Implementation

Direct Instruction & Applied Reading & Writing Lesson

How will ThinkCERCA supporting your class or content?
What specific lessons will you use?
What activities will students do in tandem with the lesson?

1

Planning Needs Analysis

What trends do you see in student performance?
What skills do students need support with?
Do any reading group levels need to be adjusted?
What growth focus areas need to be addressed?
What are you teaching? Skill, method, concept, etc?

2

3

Reflection

Student Writing Feedback

How will your lessons be graded?
How will you use the growth focus to drive instruction?
How will you use this information for future planning?

12

Student Writing Feedback
Provide feedback on student writing.

11

Direct Instruction and Applied Reading & Writing Lesson
Use suggested scope and sequence or search the library for lessons.

10

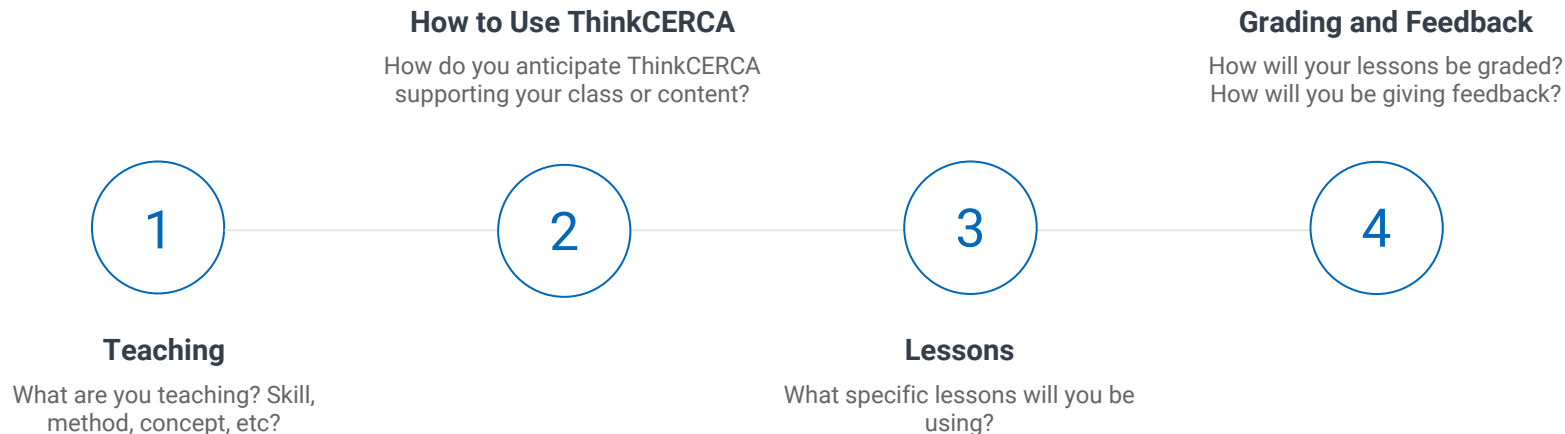
Needs Analysis
Look at trends in student performance to inform the next lesson set.

REFLECTION 2


IMPLEMENTATION 2

PLANNING 2

Lesson Planning **Process** - **Implementation**



Model Expectations


 **Laura Holmes** ▾

Subscription

Updates New

Student View

Logout

ThinkCERCA Return to Teacher Dashboard  **Laura Holmes** ▾





The ThinkCERCA School of Argumentation

CURRENT ASSIGNMENTS

COMPLETED ASSIGNMENTS

ARCHIVED CLASSES

Personalized Writing Plans

DUE 2/27		New Genetic Clue to Anorexia What are the key findings of the study at the Scripps Research Institute with regards to the causes of anorexia? Use evidence and key terms from the article to support your claim.	NOT STARTED PAST DUE
DUE 2/27		Could Driverless Cars Solve Distracted Driving? Are driverless cars the solution to distracted driving?	IN PROGRESS PAST DUE
DUE 2/22		The Afterlife in Ancient Egypt How did ancient Egyptian burial practices reflect the importance placed on an afterlife?	NOT STARTED PAST DUE
DUE 7/26		Baseline Writing: Amnesia Forced High School Baseball Play... What was the most challenging part about recovering from a concussion for Logan Herd?	NOT STARTED PAST DUE

How To Grade- Reflection

The screenshot shows the 'Your Classes' page in the ThinkCERCA interface. The page has a blue header with navigation links: ThinkCERCA, Lesson Library, Classes (selected), Insight, Resources, Support, and Middle Teacher. Below the header, there are two tabs: 'Manage School Roster' and 'Manage Classes'. To the right of these tabs are two buttons: 'Add a Class' and 'Assign a Lesson'. The main content area lists several classes. Each class entry includes a title, subject, grade, and class code. To the right of each class entry are links for 'Class Roster', 'Assignments', 'Reports', and 'Class Summary'. The 'Assignments' link for the '6th period - Social Studies' class is circled in red.

Class	Class Roster	Assignments	Reports	Class Summary
1st period - End of Year Assessment ENGLISH LANGUAGE ARTS - GRADE 7 CLASS CODE JQDZA	Class Roster (1)	Assignments (5)	Reports	Class Summary
4th period - US History SOCIAL STUDIES - GRADE 8 CLASS CODE HSLWA	Class Roster (0)	Assign a Lesson		
6th period - Social Studies SOCIAL STUDIES - GRADE 7 CLASS CODE BEFFW	Class Roster (26)	Assignments (38)	Reports	Class Summary
3rd period - 8th Grade ELA ENGLISH LANGUAGE ARTS - GRADE 8 CLASS CODE EUWYQ	Class Roster (26)	Assignments (124)	Reports	Class Summary
5th period - 7th Grade ELA (Writing) ENGLISH LANGUAGE ARTS - GRADE 7 CLASS CODE ZSGKJ	Class Roster (26)	Assignments (92)	Reports	Class Summary
7th period - Science (CERCA Starter) SCIENCE - GRADE 7 CLASS CODE BTKMS	Class Roster (11)	Assignments (24)	Reports	Class Summary

1

Select Classes Tab

2

Select "Assignments"

How To Grade

The screenshot shows the ThinkCERCA interface for a teacher. The top navigation bar includes 'ThinkCERCA', 'Lesson Library', 'Classes', 'Insight', 'Resources', 'Support', and 'Middle Teacher'. Below this, a breadcrumb trail reads '5TH PERIOD - SOCIAL STUDIES (BEF7FW) > SOCIAL STUDIES - GRADE 7 > Edit Class'. The main content area is titled 'View archived assignments' and lists five assignments:

- The Laws of Facebook** (Applied Writing • Grade 6) - Due MAR 11, 26 items, Not Started. Buttons: Change, View All Students.
- A Calculated Risk** (Applied Writing • Grade 4) - Due FEB 29, 25 items, 1 item Needs Grading. Buttons: Change, View All Students, **Quick score** (circled in pink), Rubric score.
- Main Ideas** (Minilesson • Grades 3-5) - Due FEB 29, 26 items, Not Started. Buttons: Change, View All Students.
- El Lobo sobre el Sofá** (QuickCERCA • Grades 3-5) - Due FEB 19, 25 items, 1 item Completed. Buttons: Change, View All Students.
- Early Women Soldiers** (QuickCERCA • Grades 6-8) - Due OCT 31, 4 items, 1 item Completed. Buttons: Change, View All Students.

A green 'Help' button is located at the bottom right of the assignment list.

3

Grade by “Quick Score”

OR

4

Grade by “Rubric Score”

Grade by Quick Score

The screenshot displays the ThinkCERCA interface for grading a student's work. On the left, a list of students is shown, including Sue Allan, Owen Black, Anthony Cornish, Christopher Dowd, Joan Gill, and Grace Johnston. The central panel shows the student's work on the prompt "Why does Jonas Salk's risk make him a great American hero?". The work is titled "Olivia's Writing" and includes a paragraph about the polio vaccine. Below the text, there is a "Quick Score" section with a row of buttons from 0 to 5. The "0" button is highlighted. Below the score, there is an "Additional Feedback" section with a text area containing "Great job!". At the bottom, there is an "Assign Growth Focus" section with a dropdown menu set to "Claim". Below this, there are three buttons: "No Grade", "Return to student for revision", and "Submit Grade". A "Help" button is located at the bottom right.

1

Set Quick Score

Student writing is previewed under the Quick Score panel, and teachers can set the score from 0 to 5.

2

Additional Feedback

Comments can be added in the text field, and teachers can assign a growth focus, submit with "No Grade," or return to student for revision.

3

Submit Grade

When finished, select "Submit Grade" at the bottom right.

Grade by Rubric Score

The screenshot displays the ThinkCERCA web application interface. At the top, the navigation bar includes 'ThinkCERCA', 'Lesson Library', 'Classes', 'Insight', 'Resources', 'Support', and 'Middle Teacher'. Below this, the page is titled 'GRADING FOR: OLIVIA SUTHERLAND'. The main content area is split into two columns. The left column, titled 'A Calculated Risk', contains the text 'Why does Jonas Salk's risk make him a great American hero?' and a 'Student Writing' section with a 'GRADING TIP: Select a passage from the text to add a note.' The right column, titled 'Evaluation Rubric', shows a progress bar with five steps: BEGINNING, DEVELOPING, and MASTERY. The 'MASTERY' step is currently selected, showing a score of 4. Below the progress bar, the rubric details are listed for each step, with checkboxes for 'Writer introduces a topic clearly' and 'Demonstrates mastery level of performance'. The 'OVERALL SCORE' is displayed as 40.0%. At the bottom, there is an 'Additional Feedback' section with a text input field and a 'Submit Grade' button.

ThinkCERCA Lesson Library Classes Insight Resources Support Middle Teacher

GRADING FOR: OLIVIA SUTHERLAND VIEWING 1 OF 1 RETURN TO ASSIGNMENTS

A Calculated Risk

Why does Jonas Salk's risk make him a great American hero?

View Lesson Text

Student Writing View Student's Full Work Print Work

GRADING TIP: Select a passage from the text to add a note.

According to the article, "A Calculated Risk," polio was an epidemic that left victims paralyzed. Dr. Jonas Salk developed a vaccine that prevented polio. The polio vaccine was incredibly successful because Salk released it without a patent. This invention, and what he did with it, makes Dr. Salk a hero. Dr. Jonas Salk is a great American hero because he helped millions of people without thinking about his own profit.

Heroes are people who help others, so Salk was definitely a hero. For example, Salk decided to use himself and his family as human guinea pigs for his new vaccine. Because he was willing to risk himself and his loved ones in order to help others and make medical history, he shows that he is clearly a hero. Salk also "refused to patent his vaccine to profit from it personally." That demonstrates how he wanted to help others, not himself.

People could say that Salk was taking too many risks, but in the end, he saved millions of people from paralysis, so it was clearly all worthwhile. Polio was a terrible disease that affected thousands in the 1950s, but because of the risks he took, Dr. Jonas Salk changed the health of the world, and for that he should be considered a great hero.

Evaluation Rubric SUBMIT WITH NO SCORE

CLAIM/COUNTERCLAIM (x 3) close 4

BEGINNING DEVELOPING MASTERY

1 2 3 4 5

5 MASTERY

☒ Writer introduces a topic clearly.

☐ Demonstrates mastery level of performance.

3 DEVELOPING

☒ Writer introduces a topic, but not clearly.

1 BEGINNING

☐ Writer does not introduce a topic.

comments

EVIDENCE (x 5) select a score

REASONING (x 7) update score 4

CONCLUSION (x 2) select a score

AUDIENCE-APPROPRIATE LANGUAGE (x 2) select a score

CONVENTIONS OF ENGLISH (x 1) select a score

OVERALL SCORE 40.0%

Additional Feedback

Great job!

Assign Growth Focus Claim

Return for Revision Submit Grade

1

Evaluation Rubric

Expand each CERCA Step to view rubric guidelines and score from 1 to 5.

2

Additional Feedback

Add comments to each step or overall feedback in the text fields, assign growth focus, or return for revision.

3

Submit Grade

When finished, select "Submit Grade" at the bottom right.

Data Dashboards- Planning

Performance Student Performance by Strand

Filter by Grade

8

Filter by Teacher

Middle Teacher

 **Consistent Mastery**

Greater than 85% average score

 **Proficient**

Between 70%-85% average score

 **Not Yet Proficient**

Less than 70% average score

 **Inactive**

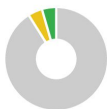
No assignments done

8th Grade ELA 26 Students

View Full Class

Teacher Evaluated

Student's
Writing

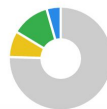


Automated Assessment

Reading
Information



Reading Science
& Technical
Studies



Reading
History/Social
Studies



Reading
Literature

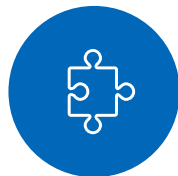


Language



Coverage

Where is there lots of grey?
If automated, students
haven't experienced that
skill/concept yet.



Proficiency/
Mastery

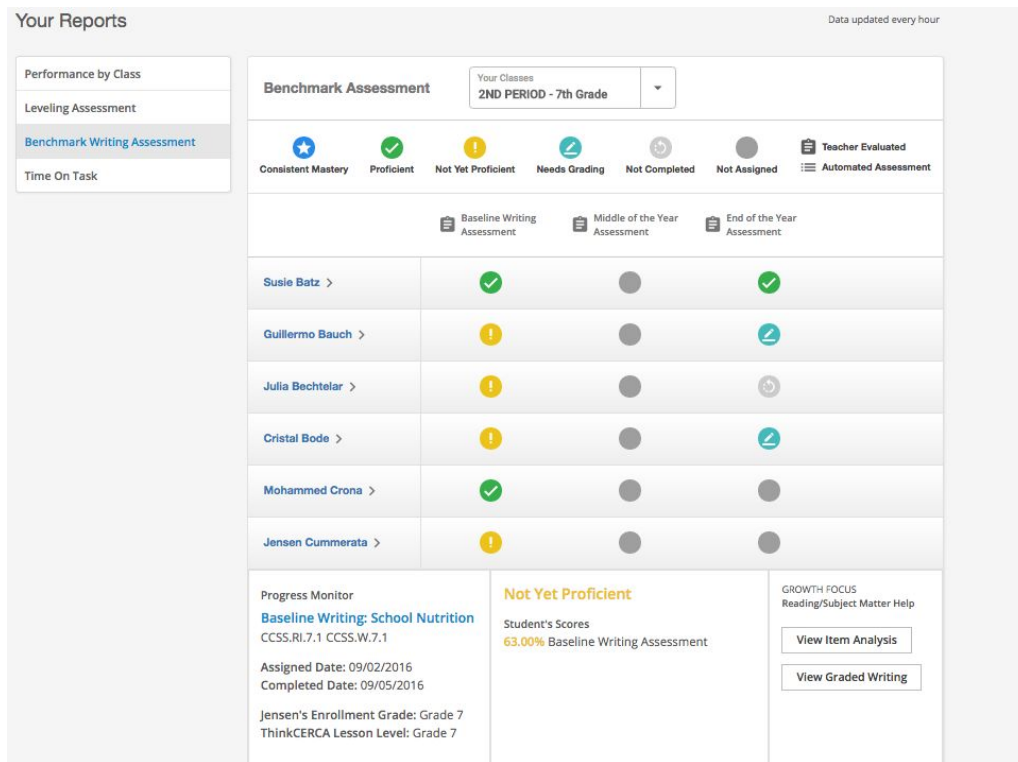
How many students are at
each level of proficiency?
View full class to dig deeper.



























Usage

What have teachers
assigned? View full class to
dig deeper into how
students are practicing and
performing.

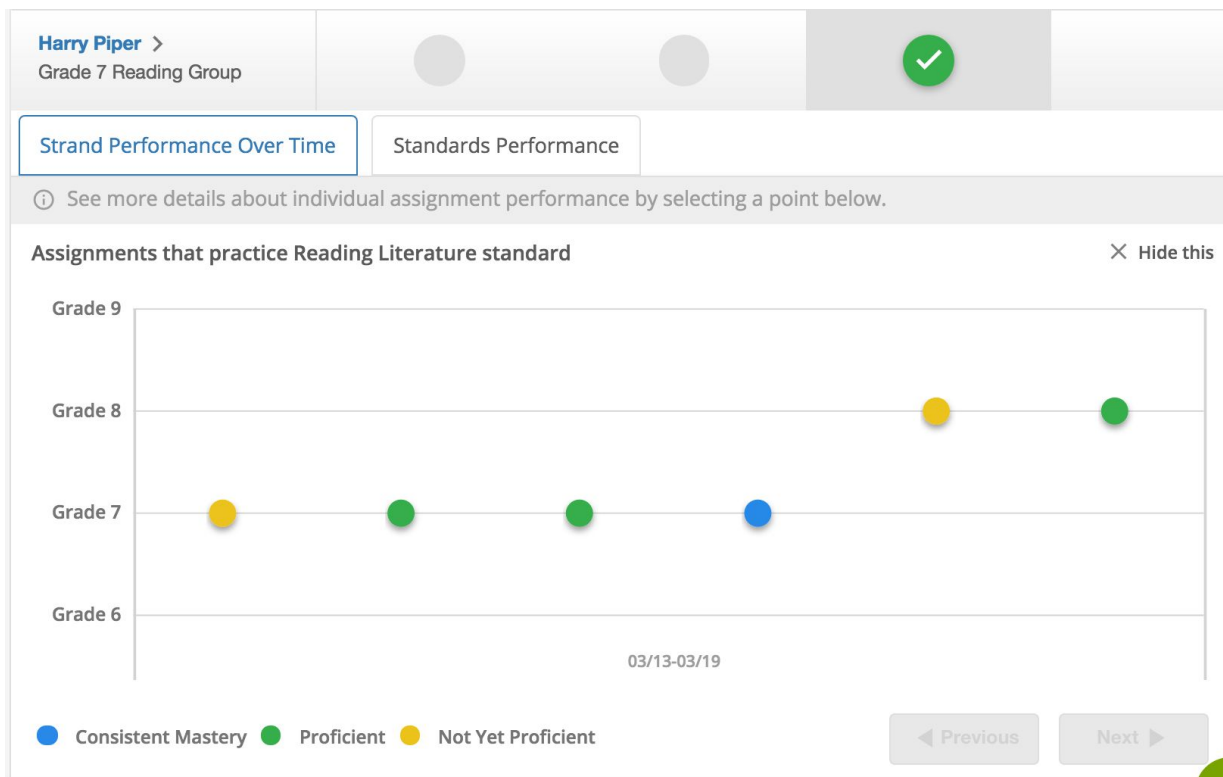
Benchmark Writing Assessment- Insights



Insights- Performance by Strand

	 Consistent Mastery Greater than 85% average	 Proficient Between 70%-85% average	 Not Yet Proficient Less than 70% average	 Not Active No assignments completed	 Teacher Evaluated  Automated Assessment
	 Reading History/Social Studies	 Reading Information	 Reading Literature	<div> <div><</div> <div>></div> </div>	
Sue Allan > Grade 12 Reading Group					
Owen Black > Grade 10 Reading Group					
Anthony Cornish > Grade 5 Reading Group					
Christopher Dowd > Grade 6 Reading Group					
Joan Gill > Grade 7 Reading Group					

Insights- Performance by Strand



Insights- Performance by **Standard**

Harry Piper >

Grade 7 Reading Group



Strand Performance Over Time

Standards Performance

Reading Literature by Standard

✕ Hide this

RL.1



10 items

RL.2



9 items

RL.3



8 items

RL.4



1 item

RL.5



0 items

RL.6



2 items

RL.7



0 items

RL.9



0 items

RL.10



0 items

Blended Learning Models

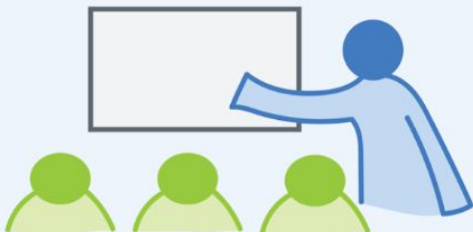


Setting Expectations for Successful Blended Learning Structures

Model Based on Expectations.

Use different classroom setups for each element of learning, and keep it consistent to maintain expectations for your students.

Position: Active Listening



Students are sitting up listening to directions, tracking speaker with their eyes.

Technology is "parked" or closed, at the corner of desk.

Teacher is modeling activity for the whole group.

Remember: the student, technology, and teacher *all* have roles in a blended learning environment.

Position: Active Independent Learning



Students are completing a step, action, or objective silently.

Technology is open to the specified lesson and step.

Teacher is rotating around the classroom or pulling small groups.

Setting Expectations for Successful Blended Learning Structures

Model Based on Expectations.

Use different classroom setups for each element of learning, and keep it consistent to maintain expectations for your students.

Position: Collaboration



Students take notes and discuss the particular task quietly.
Technology is open to the specified lesson or step for reference, not being used.
Teacher rotates around classroom to different groups or pairs, listening and adding feedback.

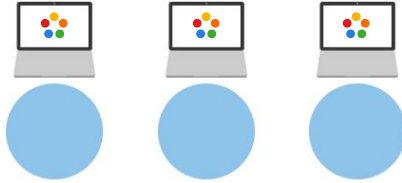
Remember: the student, technology, and teacher *all* have roles in a blended learning environment.

Position: Sharing Ideas

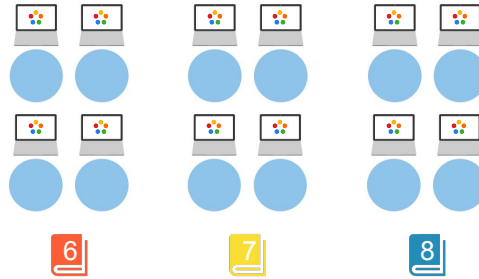


Students are actively listening to student speaker or are delivering ideas to class or group from notes, device, or memory.
Technology is "parked" or open for notes but not in use.
Teacher is actively listening to speaker, standing close to any students likely to be off task.

Centers



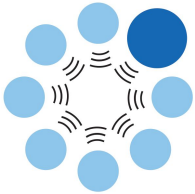
Online Drafting



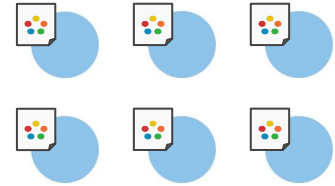
Independent Online Reading
Grouped by Reading Level



Peer Editing



Small-Group Socratic Dialogue

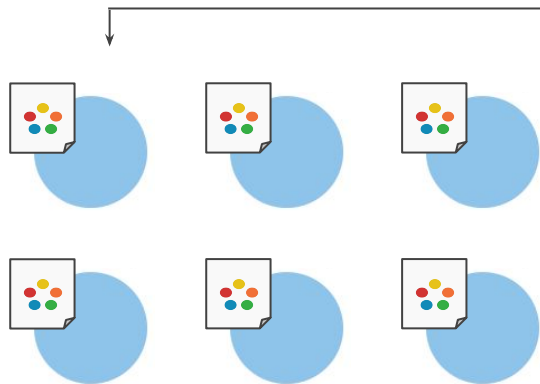


Vocabulary

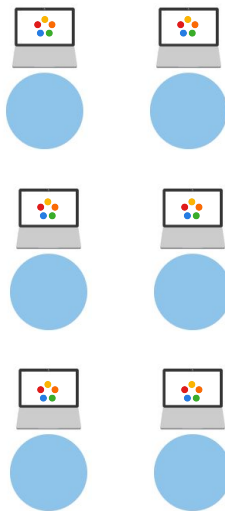
Low-Tech Centers: **Vocabulary Station**



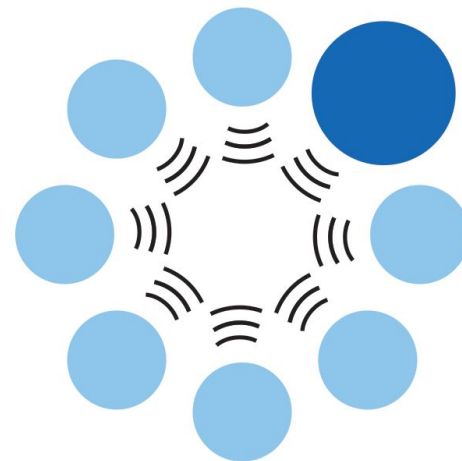
Flex Groups



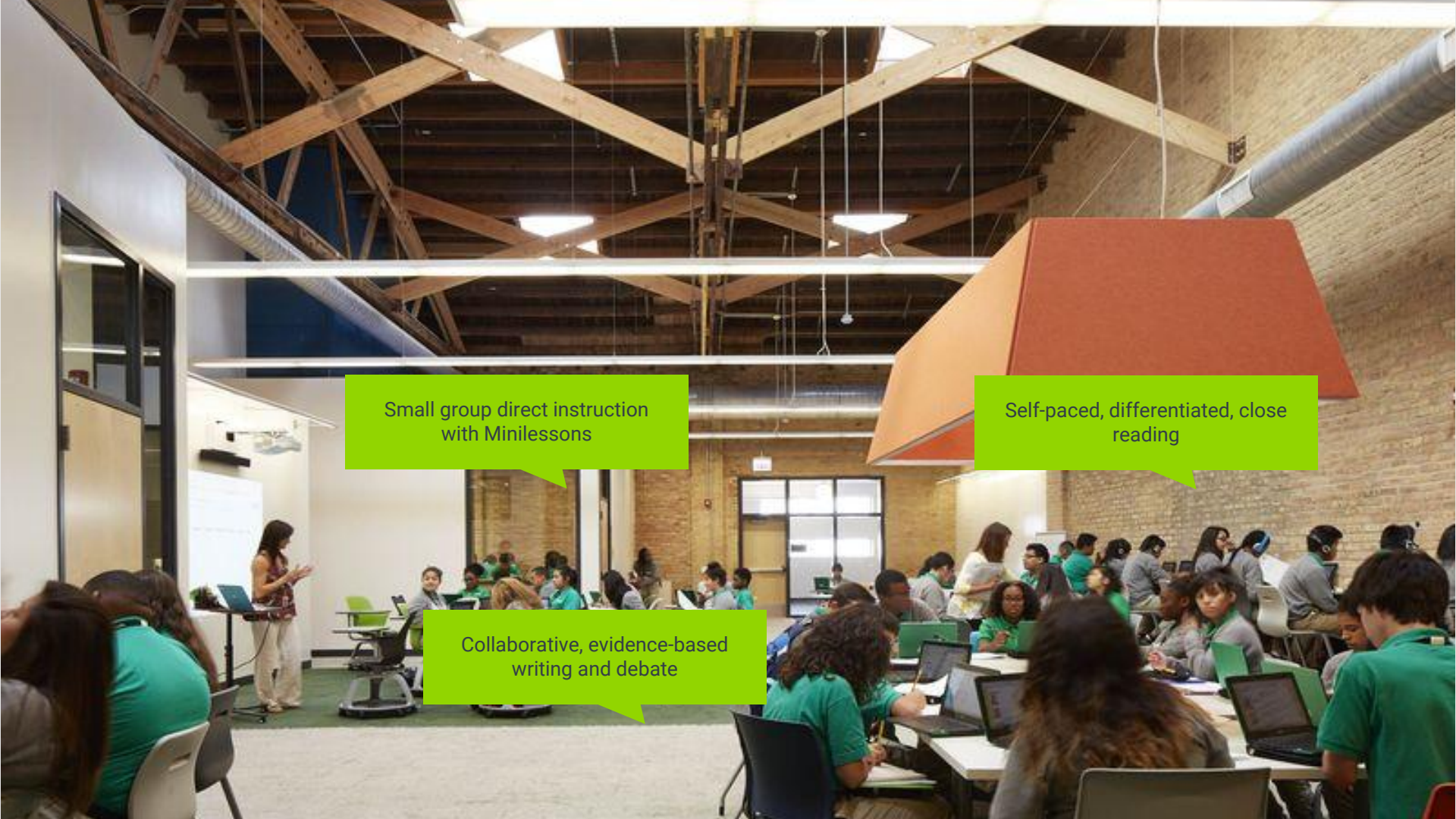
**Collaborative Discussion, Debate,
and Drafting**



Self-Paced Learning
*Review, reading,
drafting, revision*



**Small-Group
Socratic Dialogue**



Small group direct instruction
with Minilessons


Self-paced, differentiated, close
reading

Collaborative, evidence-based
writing and debate

Which model do you use?

Which would you like to try?

What roadblocks might get in the way?

A young person with dark, braided hair is shown in profile, looking intently at a laptop screen. Their hand is resting on the laptop's trackpad, with red-painted fingernails visible. The laptop screen displays a webpage with a table of data. In the background, a blurred classroom environment is visible, with another person standing in the distance. The text "Integrating ThinkCERCA with your curriculum" is overlaid in white, bold font across the center of the image.

Integrating ThinkCERCA with your curriculum

ThinkCERCA **Instructional Models**

Planning.thinkcerca.com

Implementation Criteria

([See all](#) or [clear all](#))

Explore models in grade bands...

3rd-5th grades

6th-8th grades

9th-12th grades

Using ThinkCERCA to teach...



Core ELA



Supplemental ELA



Social Studies



Science



Math

Sample Models

Recommended models

Station-Based Learning

Personalized Learning using Basecamp PLP

Self-Paced Differentiation

Project-Based Learning

Accelerated Test Preparation for Middle School

Sample **Implementation Plan - HULA**

SESSION	TASKS IN 80 MINUTES (ELA)
SESSION 1	<ul style="list-style-type: none">• Direct Instruction Lesson (15-20 mins.)• Step 1: Personal Connection (7-10 mins.)• Step 2: Read the Text (20-25 mins.)• Step 3: Engage with the text (20 mins.)
SESSION 2	<ul style="list-style-type: none">• Step 4: Summarize (15-20 mins.)• Step 5: Argument Builder (25-30 mins.)• Offline Discussion Using Key Question (30 min.)
SESSION 3	<ul style="list-style-type: none">• Step 6: Formal Argument (30 mins.)• Peer editing/collaboration (10-15 mins.)• Additional Reading Practice (20-25 min.)

Sample **Implementation Plan - HULA**

SESSION

TASKS IN 30-40 MINUTES (ELA)

SESSION 1

- Direct Instruction Lesson (15-20 mins.)
- Step 1: Personal Connection (7-10 mins.)

SESSION 2

- Step 2: Read the Text (20-25 mins.)
- Step 3: Engage with the text (20 mins.)

SESSION 3

- Step 4: Summarize (15-20 mins.)
- Step 5: (start)Argument Builder (10-20 mins.)

SESSION 4

- Step 5: (continued)Argument Builder (10-20 mins.)
- Offline Discussion Using Key Question (30 min.)

SESSION 5

- Step 6: Formal Argument (30 mins.)
- Peer editing/collaboration (10-15 mins.)

Sample **Implementation Plan**

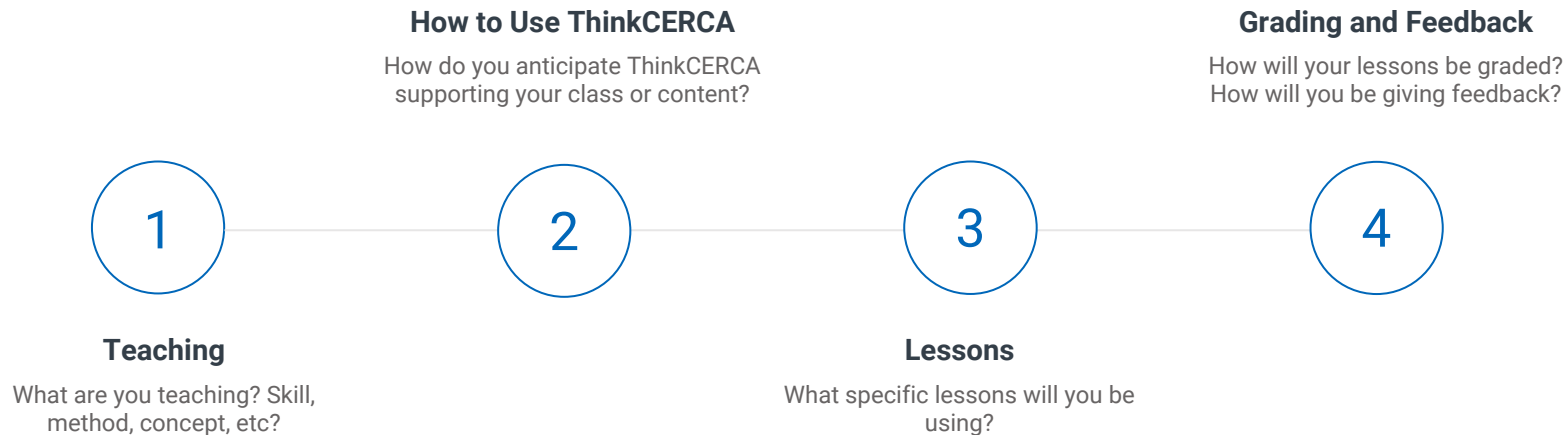
- Complete Direct Instruction Lesson whole group
- Work in lab or on carts 2 days a week 45 minutes

SESSION	TASKS IN 45 MINUTES
SESSION 1	<ul style="list-style-type: none">• Step 1: Personal Connection (5 mins.)• Step 2: Read the Text (20 mins.)• Step 3: Engage with the text (15 mins.)• Step 4: Summarize (10 mins.)
SESSION 2	<ul style="list-style-type: none">• Step 5: Argument Builder (20 mins.)• Step 6: Formal Argument (20 mins.)
OFFLINE	<ul style="list-style-type: none">• Offline Discussion Using Key Question (could be done in classroom)

A photograph of two young women in a classroom setting. One woman with long, wavy brown hair is leaning over a desk, pointing at a yellow pencil in a notebook. The other woman, with long dark hair and a headband, is sitting at the desk looking at the notebook. A laptop is open on the desk to the left. The background shows classroom shelves with various supplies and a wall with musical notes. The text "Integrating ThinkCERCA into Your Curriculum" is overlaid in the center of the image.

Integrating ThinkCERCA into Your Curriculum

Implementation **Process**



Filter By lesson

Filter Lesson Library

Filters Reset

Lesson Type

☐ Applied Reading & Writing

☐ Minilessons

☐ QuickCERCAs

Subject

☐ English Language Arts

☐ Math

☐ Science

☐ Social Studies

Grade Level

☐ Grade 3

☐ Grade 4

☐ Grade 5

☐ Grade 6

☐ Grade 7

☐ Grade 8

☐ Grade 9


☐ Grade 10

☐ Grade 11

☐ Grade 12

By Lesson


By Recommended Sequence



"A People Displaced" and "The Kariba Dam"

Applied Reading & Writing


Grade 5



"A Short History of Jamestown" and "How to Govern, and How to Obey"

Applied Reading & Writing


Grades 9-10



"Baby Steps: Philadelphia Strike in 1903 Gave Rise to 'Children's Army' and 'Lett..."

Applied Reading & Writing


Grades 9-10



"Bug Bites" and "Interview with David George Gordon"

Applied Reading & Writing

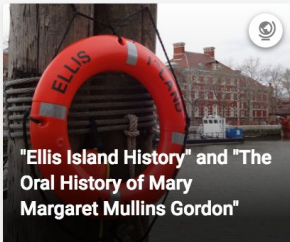
Grade 5



"Don't Go to Memphis"

QuickCERCAs


Grades 6-8



"Ellis Island History" and "The Oral History of Mary Margaret Mullins Gordon"

Applied Reading & Writing


Grades 11-12



"Extra Eyes and Ears - The Neighborhood Watch Program" and "Another Ta..."

Applied Reading & Writing

Grade 4











"Grace Abbott and the Child Labor Movement" and excerpts from the Fair Labor Standards Act

Applied Reading & Writing

Grades 6-8

Search By Keyword

Gandhi | X

 <p>Mahatma Gandhi and the Untouchables of India</p> <p>Additional Reading Practice</p> <p>Grades 6-8</p>	 <p>Fighting Back with Peace: The Life of Mahatma Gandhi</p> <p>Applied Reading & Writing</p> <p>Grade 5</p>	 <p>Protesting Peacefully-Then and Now</p> <p>Applied Reading & Writing</p> <p>Grade 3</p>	 <p>Gandhi's Challenge: A Handful of Mud</p> <p>Applied Reading & Writing</p> <p>Grade 4</p>
 <p>How Salt Shook an Empire</p> <p>Applied Reading & Writing</p> <p>Grade 4</p>	 <p>Timely Leader</p> <p>Additional Reading Practice</p> <p>Grades 9-10</p>	 <p>Gandhi's Courtroom Speech</p> <p>Applied Reading & Writing</p> <p>Grades 9-10</p>	 <p>Gandhi's Letter to the Duke of Connaught</p> <p>Applied Reading & Writing</p> <p>Grades 11-12</p>

View By Scope and Sequence

[Library Home](#) > Filter Lesson Library

Filter Lesson Library

Filters

Reset

Subject

☒ English Language Arts

☐ Math

☐ Science

☐ Social Studies

By Lesson

By Recommended Sequence



English Language Arts Lesson Set

18 Lessons - Across 10 Reading Levels

Direct Instruction

Why Do We Make Arguments?

Learning Styles

What type of learner are you?

Informational Texts • Policy and Debate



English Language Arts Lesson Set

22 Lessons - Across 10 Reading Levels

Direct Instruction

Summarizing

School Policy

How can we improve student learning?

Informational Texts • Policy and Debate



English Language Arts Lesson Set

24 Lessons - Across 10 Reading Levels

Create Your Own Lesson

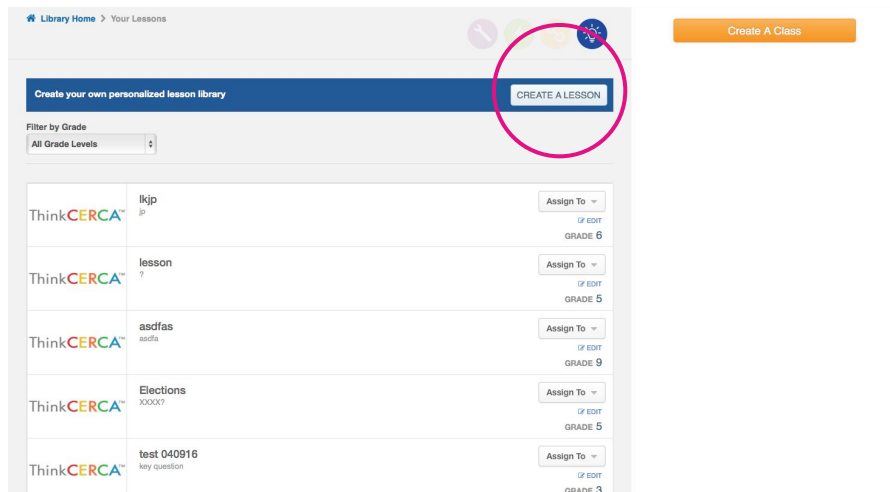


1

Select "Custom Lessons"

2

Select "Create a Lesson"



Create Your Own Lesson

The screenshot shows a web form for creating a lesson. It includes the following elements:

- Title:** A text input field.
- Key Question:** A text input field.
- Warning:** A red-bordered box with a red exclamation mark icon and the text: "Once this lesson is assigned, the grade level and reading can no longer be edited."
- Rubric Grade Level:** A dropdown menu with the text "Select A Rubric Grade Level" and a blue arrow icon.
- Lesson Reading:** A text input field with formatting options: **Bold**, *Italic*, and Underline.
- Buttons:** "Cancel" and "Create" buttons at the bottom right.

1

Add Title and Information

Title, Key Question, Rubric Grade Level.

2

Add Text


Add custom text and style in bold, italic, or underline.

ThinkCERCA Curriculum Integration Example

If you don't know *Hatchet*:


The novel *Hatchet* by Gary Paulsen is a story of 13-year-old boy named Brian who finds himself stranded in the Canadian woods after his plane crashes. Facing a scarcity of food and shelter, Brian struggles to survive and learns to sustain himself through an appreciation for nature.

Unit/Theme	ThinkCERCA Aligned Resources	Focused Standard(s)
Example: <i>Hatchet</i> (Gary Paulsen)	<p>Minilesson: Theme</p> <p>Set: Human and Animal Interactions</p> <p>Applied: The Coming of the Fox (poetry)</p>	<p>CCSS.CCRA.R.4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>




Utters Jangle
How does the author use the word "jangle" to help you understand the story?

Answer To: 1
Utters 3




The Gentle Giant of the Galapagos Islands
How does the author use the word "gentle" to help you understand the story?

Answer To: 1
Utters 4




Friend or Foe?
How does the author use the word "friend" to help you understand the story?

Answer To: 1
Utters 5




Endangered Desert Species Crying to Extinction
How does the author use the word "crying" to help you understand the story?

Answer To: 1
Utters 6



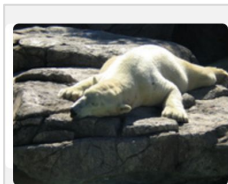
On Thin Ice
How does the author use the word "thin" to help you understand the story?

Answer To: 1
Utters 7



Passenger Pigeon Extinction: It's Complicated
How does the author use the word "complicated" to help you understand the story?


Answer To: 1
Utters 8



Human and Animal Interactions

What positive and negative effects do human activities have on endangered animals?

Science • Informational Texts • Social Responsibility



Making Arguments about Literature

MAKING ARGUMENTS ABOUT THEME

ThinkCERCA Curriculum Integration Example

CURRICULUM INTEGRATION RESOURCES

Differentiated Lessons for Teaching "Hatchet" by Gary Paulsen

Informational texts to accompany Gary Paulsen's *Hatchet*

Joanna Spyrtas, 7th Grade Teacher, John W. Garvy School

The novel *Hatchet* by Gary Paulsen is a story of 13-year-old boy named Brian who finds himself stranded in the Canadian woods after his plane crashes. Facing a scarcity of food and shelter, Brian struggles to survive and learns to sustain himself through an appreciation for nature. The following CERCA Sets, Applied Lessons, and QuickCERCAs work well as supplementary texts because they explore the theme of man versus nature. These Applied Lessons require my students to use higher-order thinking skills and problem-solving strategies in order to complete the given writing assignments.

Free Close Reading Lessons

- [How Can We Help Endangered Animals?](#) (Grades 3-5; CCSS.CCRA.R.8)
- [Earth Talk: Are Organic Foods Healthier Than Conventional Foods?](#) (Grades 6-8; CCSS.CCRA.R.4)
- [Geo-Medicine](#) (Grades 6-8; CCSS.CCRA.R.6)

Applied Argumentative Writing Lessons

- [Homeostasis](#) (Grades 6-8; CCSS.RST.6-8.4; CCSS.WHST.6-8.1)
- [Poetry: Seashell](#) (Grade 5; CCSS.RL.5.2; CCSS.W.5.2)
- [Poetry: When I Heard the Learn'd Astronomer](#) (Grade 6; CCSS.RL.6.2; CCSS.W.6.2)
- [Poetry: The Coming of Fox](#) (Grade 7; CCSS.RL.7.2; CCSS.W.7.2)

Differentiated Lesson Sets for Grades 4-12

- [Nature](#): How do poets see themselves and their humanity reflected in the natural world?
- [Human and Animal Interactions](#): What positive and negative effects do human activities have on endangered animals?
- [The Food Chain](#): How do human interactions interrupt the food chain?

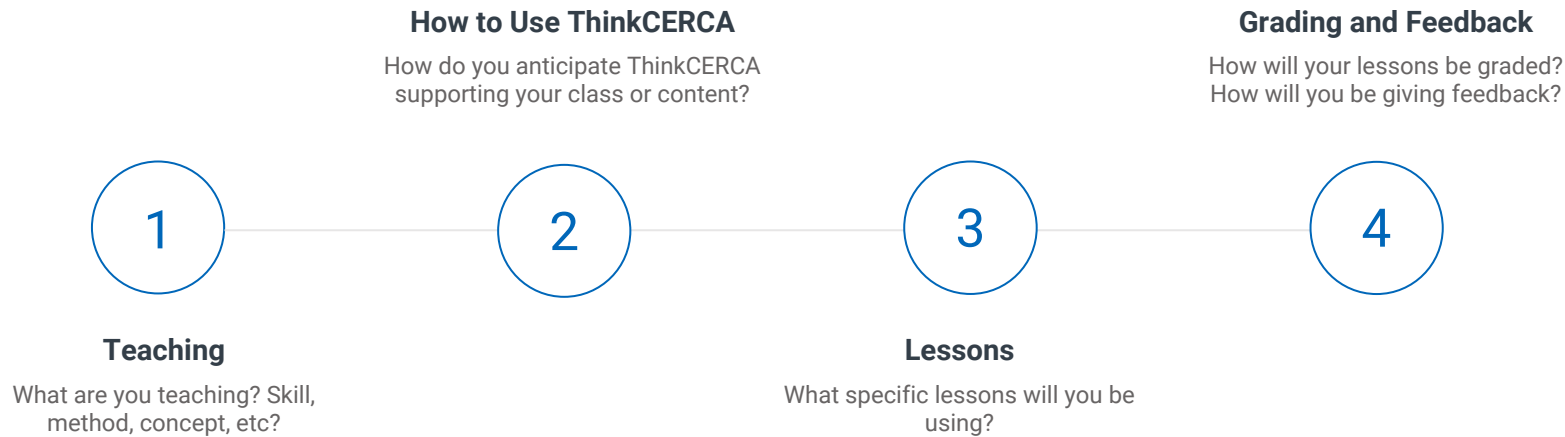
Introductions to Key Skills & Concepts

- [Making Arguments About Theme](#) (Grades 3-5; CCSS.CCRA.R.2)
- [Making Arguments About Theme](#) (Grades 6-12; CCSS.CCRA.R.2)
- [Analyzing and Interpreting Data](#) (Grades 3-12; CCSS.CCRA.R.1)
- [Structure and Organization](#) (Grades 6-12; CCSS.CCRA.R.5)

A young woman with dark, curly hair and glasses is sitting at a desk in a classroom. She is looking directly at the camera with her chin resting on her hand. In front of her is a black laptop. To her right, there are several spiral-bound notebooks on the desk. The background shows a classroom setting with a bulletin board featuring a large red treble clef and a blue graphic, and a poster on the left wall.

ThinkCERCA Integration: Collaborative Planning

Implementation **Process**



Which **Direct Instruction** and **Applied Reading & Writing Lesson** will you use next?

Student Engagement Practices



ThinkCERCA Debate Game



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[TEACHING STRATEGIES](#)

Teaching Resource: The Debate Game

Forming arguments to engage learners at all readiness levels

The Debate Game is an in-class exercise that helps students learn, write, and make critical decisions through collaborative discussion and debate, and uses each element of CERCA: claim, evidence, reasoning, counterargument, and audience. Students organize into teams, consisting of one to four speakers each, and represent a position on a particular topic. The team works together to develop their argument and they later develop a rebuttal to the opposing team. The goal is for each team to present the most convincing argument to the class. After the debate, the entire class can vote on which team had the most compelling position. Research tell us that this type of peer-to-peer discussion is essential to improving reading skills (see results below). Download everything you need to jumpstart this exercise in your classroom.

What's Included



DETAILS

The Debate Game Packet

Everything you need to jumpstart this activity in your classroom.

[ACCESS PACKET](#)

[How can we help?](#)

ThinkCERCA Collaborating to Find Evidence

TEACHING STRATEGIES

Teaching Resource: Collaborating to Find Evidence



How sharing ideas makes students smarter

Collaborating to find evidence is a teaching strategy that encourages students to engage with one another. This process involves different types of participation from students. First, they work individually to apply the CERCA Framework to a piece of text. Next, students work in pairs to share and collaborate. And finally, students discuss their claims, reasoning, and evidence in a larger group. Research indicates that this method of learning is effective in increasing achievement on writing and standardized tests (see results below). [Download](#) everything you need to jumpstart this activity in your classroom.

What's Included

- [Lesson guide >>](#)
- [Student presentation >>](#)
- [Student handout >>](#)
- [Grading rubrics >>](#)

Discussion Impacts Reading Scores

NAEP offers insights about the impact of discussion on student outcomes. The data shows that peer-to-peer discussion is a key factor in reading improvement. For example, students who reported that they more frequently discussed interpretations of what they read scored higher on the 2013 NAEP test as seen in the chart below.



DETAILS

Collaborating to Find Evidence Packet

Everything you need to jumpstart this activity in your classroom.

[ACCESS PACKET](#)

Share out Strategies

Additional Resources



Curriculum Integration

Novel Pairings

ThinkCERCA™

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for TEACHERS for ADMIN

Differentiated Lessons for Teaching "In the Time of the Butterflies" by Julia Alvarez

Teachers, Curriculum and Instruction

1/6/2016

Differentiated Lessons for Teaching "All the Light We Cannot See" by Anthony Doerr

Teachers, Curriculum and Instruction

1/6/2016

Differentiated Lessons for Teaching "The Great Gatsby" by F. Scott Fitzgerald

Teachers, Curriculum and Instruction

12/21/2015

Differentiated Lessons for Teaching "The City of Ember" by Jeanne Duprau

Teachers, Curriculum and Instruction

12/8/2015

Differentiated Lessons for Teaching "What is the What" by Dave Eggers

Teachers, Curriculum and Instruction

12/7/2015

Differentiated Lessons for Teaching "The Book Thief" by Markus Zusak

Teachers, Curriculum and Instruction

12/4/2015

Differentiated Lessons for Teaching "Uprising" by Margaret Peterson Haddix

Teachers, Curriculum and Instruction

12/8/2015

Differentiated Lessons for Teaching "Lord of the Flies" by William Golding

Teachers, Curriculum and Instruction

12/7/2015

Differentiated Lessons for Teaching "Fahrenheit 451" by Ray Bradbury

Teachers, Curriculum and Instruction

12/4/2015

Content Area Specific Sets

ThinkCERCA™

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CURRICULUM INTEGRATION RESOURCES

Levelled Literacy Lessons with Primary Source Documents

Learning to analyze and evaluate primary source documents is essential for student success in social studies classes and on assessments including AP exams and New York Regents. ThinkCERCA helps students practice this skill with leveled applied writing lessons featuring paired primary and secondary sources as well as direct instruction Minilessons that teach students how to understand primary sources in their proper historical context, how to write an effective DBQ, and much more.

[Sign up for an account to view these lessons >>](#)






TAGS

[CCSS.CCRA.R.1](#)[CCSS.CCRA.R.6](#)[CCSS.CCRA.R.7](#)[CCSS.CCRA.R.9](#)[CCSS.CCRA.W.1](#)

Levelled Applied Writing Lessons

- "Grace Abbott and the Child Labor Movement" and excerpts from the Fair Labor Standards Act (Grades 6-8; CCSS.CCRA.R.9)
- "The Power of Peace" and Gandhi's letter to Hitler (Grades 6-8; CCSS.CCRA.R.1)
- "The Constitution of the United States" and the first draft of the U.S. Constitution (Grades 6-8; CCSS.CCRA.R.7)
- "Baby Steps: Philadelphia Strike in 1903 Gave Rise to Children's Army" and a letter from Mother Jones to President Roosevelt (Grades 9-10; CCSS.CCRA.R.9)
- Gandhi's Courtroom Speech (Grades 9-10; CCSS.CCRA.R.1)
- "A More Perfect Union" and excerpts from the U.S. Constitution (Grades 9-10; CCSS.CCRA.R.1)
- "Voyages of Christopher Columbus" and excerpts from Columbus's journal (Grades 9-10; CCSS.CCRA.R.1)
- Primary Sources from Samuel Gompers on Child Labor (Grades 11-12; CCSS.CCRA.R.9)
- Gandhi's letter to the Duke of Connaught (Grades 11-12; CCSS.CCRA.R.1)
- President George Washington's Farewell Address and excerpts from the U.S. Constitution (Grades 11-12; CCSS.CCRA.R.7)
- "The Less-than-Heroic Christopher Columbus" and the preface from "A Short Account of the Destruction of

ELL Resources for the Instructional Core

Introduce the CERCA Question Introduce the concept of vegetarianism. Students should understand the vegetarians do not eat meat. Classify foods that students know as <i>Vegetarian</i> or <i>Not Vegetarian</i> .	1 Connect Have students log in to ThinkCERCA and click into this lesson.	Introduce Vocabulary Use the <i>Thumbs Up Routine</i> to rate knowledge of vocabulary words. NOTE: Some students will need support for additional words not listed on the student support page. Weave them into the instruction as appropriate.
LEVEL 3-4 Expanding ► ASK: What do students like to eat? Support language acquisition by writing and reading responses. Provide the following sentence frame: <i>My favorite food is _____.</i> ► ASK: What is for lunch in the cafeteria this week? Support language acquisition by using the school menu, as available. Provide the following sentence frame: <i>Today, the cafeteria will serve _____.</i> Discuss which food students would like to eat more using the following sentence frame: <i>The best food that the cafeteria serves is _____.</i>	LEVEL 3-4 Expanding  Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.  Complete Step 1: Connect.	LEVEL 3-4 Expanding Have students work in pairs to discuss each word, create a sentence, and create their own definitions for each one.  After the routine have students add each word to their word notebooks.
LEVEL 4-5 Bridging ► ASK: What is for lunch in the cafeteria this week? Discuss foods served in the cafeteria. Have students make claims about their favorite food served in the cafeteria. Some students may be able to provide reasons for their claim. For these students model by adding <i>because</i> to the end of the sentence frame and turn their claim and reason into a complete sentence.	LEVEL 4-5 Bridging  Complete Step 1: Connect.	LEVEL 4-5 Bridging Have students work in pairs to write the word and a definition in English. Then have them brainstorm an image or mental picture to illustrate each word.  After the routine have students add each word to their word notebooks.

2nd month Goal Setting- Nov. 30th

Task	Due Date
Students Complete 1st Direct Instruction Lesson (15 min.)	
Students Complete 1st Applied Reading & Writing Lesson (90 min.)	
Give Feedback on Student Writing	
Students Complete 2nd Direct Instruction Lesson (15 min.)	
*Students complete 2nd Applied Reading & Writing Lesson (90 min.)	

Need **Help?** We've Got You **Covered!**

- Weekly Office Hours for Teachers Thursdays 2-6 cst
- Live Chat 8-5 cst
- Support page with FAQ
- Resources page
- On-demand Library of PD resources
- On-demand Webinars

Thank you.



Glows

- Articles look interesting.
- Figured out navigation pieces - resetting passwords
- Figuring out canvas integration
- Applied reading and writing lesson

Grows

- How to give feedback
- How to level readers
- Implementation - schedules, how often?
- Multiple rubrics, which ones do we use?
-

Glows

- Students seem happy to be on the iPad using ThinkCERCA.
- Support chat help.
- Differentiating with lower levels especially in History.
- Search!

Grows

- Internet issues - hard copy?
- Resubmitting work
- highlighting different components of student writing
- Teacher PowerPoints - rolling out the framework?
- iPad audio issues
- How do we know what the multiple choice answers are?
- Exemplars for baseline writing?

Glow

- Differentiating between Benchmark and Honors - allows for freedom with differentiating teaching. Flexibility with expectations.
- Looking forward to leveling students
- Audio support for students IEP's
- Student engagement with the technology

Grows

- Glitchiness with the iPads
 - Click back and next, close out and go back in, hold the iPad landscape
- Direct Instruction lesson not working for students
- What is the benefit of Canvas?
- Grading?
- Review Lesson Types

Leveling Assessment- Insights

Your Reports

Data updated every hour

Performance by Class

Leveling Assessment

Benchmark Writing Assessment

Time On Task

Leveling Assessment

Your Classes
2016-2017 ELA

★ Consistent Mastery

✓ Proficient

! Not Yet Proficient

○ Not Started

● Applied Practice

◆ Background Knowledge

Erin Borgstrom >

Reading Group 8

★ ★
Grade 7

✓ ★
Grade 8

! ✓
Grade 9

Jimmy Bowler >

Reading Group 6

! ★
Grade 7

! ✓
Grade 8

✓ !
Grade 9

Bill Guska >

Reading Group 9

★ ★
Grade 7

✓ ★
Grade 8

★ ★
Grade 9

Linda Holmes >

Reading Group 7

✓ ★
Grade 7

! ★
Grade 8

! ★
Grade 9

Alex John >

Reading Group 6

! ✓
Grade 7

! !
Grade 8

! !
Grade 9

Upgrading Your Account

School Name	Upgrade Code
Alki	V6Z3-5PND-AAQW
Discovery	393R-4PLN-7PJ3
Fir Grove	R3QT-BR4U-2HB4
Gaiser	7JHR-5K9X-49DR
Jason Lee	63HR-VNM4-9NJM
Jefferson	VYXF-7RNC-VAG2
McLoughlin	7TP8-QGTF-LP7C
iTech Preparatory	VPMY-7VEH-DXZ8
VLA	9MSU-B9CN-TVBV