

This Lesson Plan is a **suggested** implementation of the first ThinkCERCA lesson. It can be customized to support any CERCA Set and Direct Instruction and Applied Lesson combination. Please note that each teacher may integrate this differently and the template is purely for guidance.

Lesson Overview and Background
<p>CERCA Set Any CERCA Set Question:</p> <p>By the end of this lesson, students will be able to</p> <ul style="list-style-type: none">- <i>Understand</i> teachers' expectations around an Applied Lesson- <i>Navigate</i> the 6 steps of the Applied Lesson and utilize the tools within the lesson to support their application of skills- <i>Engage in a discussion</i> with peers about the key question of the set- <i>Respond to an argumentative prompt</i>, using evidence from the text in response- <i>Effectively apply</i> the skill from the Direct Instruction to the final written task of the Applied Lesson <p>Before the lesson, students should have the following content knowledge:</p> <ul style="list-style-type: none">- Utilize the background building resources found on the Applied Lesson detail page to support students content knowledge. <p>Options to Assign Students <i>Direct Instruction Lesson</i> Recommended</p> <p><i>Applied Reading and Writing</i></p> <p><i>Additional Reading Practice</i> Optional</p>
Procedure
<p>The first lesson with ThinkCERCA will be crucial in building students' readiness levels for independence with the lessons down the road. The first lesson will allow teachers to set and scaffold expectations, engage students in discussion and collaboration frequently, and introduce the format of the Applied Lesson. The procedure below is for the Applied Reading and Writing Lesson.</p> <p>Before Lesson</p> <ol style="list-style-type: none">1. Assign the appropriate lesson to each student.2. Arrange students to facilitate group work. We recommend all students work on the same level for the first Applied Lesson. If you choose to differentiate, arrange

students in groups with classmates who are reading the same passage as them to facilitate discussion.

During Lesson

Direct Instruction Lesson

1. Teacher assigns Direct Instruction lesson to class and pull up lesson on their Student View
2. Students watch Direct Instruction lesson whole group- teacher can pause and interject with supporting statements/elaboration at key points throughout the lesson
3. Students take notes as needed
4. Students complete 5 question comprehension check
 - a. Students can collaborate with peers as to why they chose the answers they did before or after submitting work
5. Submit work
6. Discuss answers to comprehension questions in pairs or as a whole group
7. Students return to dashboard
 - a. Teachers view item analysis of student performance on Assignments page to identify questions/standards needing remediation for whole group, small group, or individual students
 - b. Students will continue to practice Direct Instruction skill throughout the Applied Lesson. Be sure to remind them specifically during writing component. Students and Teachers can refer back to Direct Instruction Lesson to support application. Teacher may want to give targeted feedback just on that Direct Instruction skill during the lesson or during grading.

Applied Reading and Writing Lesson

1. Teacher introduces the overarching question, also called Essential Question on the CERCA page, for the unit. Teacher points out that students will review and discuss this as a whole group after the read a variety of texts about the topic.
2. Step 1: Connect (10 minutes)
 - a. Have students read the topic overview for their lesson and respond in writing (individually) to the Personal Connection question.
 - b. Ask students to share their response with a classmate. For students who have different texts, make sure they clearly state their connection prompt.
3. Step 2: Read (20 minutes)
 - a. Have students read the text independently. Consider providing headphones for students who may need audio support. Make sure students review vocabulary, when needed.
 - b. Once students finish reading, encourage them to talk to peers about what they read. Use prompts such as
 - i. What was something interesting that you read?
 - ii. What was something that was confusing to you as you read?
 - iii. Weave in application of the Direct Instruction skill if applicable (ex. What was the main idea of the text?)
 - c. Have students complete the comprehension check. A few variations are

listed below.

- i. For students with the same passage: have them review their answers with a peer before they submit. Encourage that students dig back into the text to prove their choice.
 - ii. For students with different passages: once they hit submit and know how they scored, have them go back into the passage and identify why an answer was incorrect (using evidence from the text) and see if they can answer it correctly.
 - iii. Once students see their overall performance, have them reflect in pairs on why the correct answer is correct using evidence and reasoning.
 - iv. Have your computer open to the assignment page and refresh when students submit their answers. You will get an overview of how students performed as related to standards. You can use this information for future teaching or to redirect the work in the moment.
4. Step 3: Engage with the Text (15 minutes)
- a. Model for students how to find evidence in the text. Give a clear expectation for how much highlighting they should do. For example “two highlights per prompt”.
 - b. A few variations for highlighting when students are using the same text are listed below:
 - i. Have students partner with a peer and find evidence together.
 - ii. Have students get in groups and split the focus: half the group finds the pink highlighted topics, half the group finds the aqua highlighted topics.
 - c. Have students discuss with their peers the evidence they found, the notes they took, and any questions they may have.
5. Step 4: Summarize (10 minutes)
- a. Encourage students use sentence frames to write their summary.
 - b. Have a few students share out their summary and encourage students to ask them questions about the article.
6. Step 5: Build an Argument (20 minutes)
- a. Students will begin to build their argument (write their claim, find and write evidence, write reasoning that connects the evidence to the claim, and identify and write a counterargument).
 - b. Provide clear guidelines for how much writing students need to complete (e.g. one claim, three pieces of evidence, one counterclaim).
 - i. Review Direct Instruction slides to support application of skill
 - ii. Scaffolding expectations is reasonable. You may do this The length of the writing piece can adjust as students become more familiar with the framework. (e.g. if the Direct Instruction lesson is Evidence, and the students are just learning the skill, have the students write a claim and give one piece of evidence only. The next lesson, add in reasoning and so on).
 - iii. Note that students can pull up their Highlights from step 3 to help them use effective evidence to support their claim.
 - c. Encourage a turn and talk during this step in which students share their claim

and the evidence that support their claim.

7. Offline Discussion

- a. Using the Key Question, encourage students to engage in a small group or whole class debate using their reading. A few suggestions may include
 - i. Engage in a debate with a specified question.
 - ii. Have students participate in a Socratic discussion.
 - iii. Create a carousel in which students respond to the question first and then respond to their classmates writing with additional writing or a discussion.

8. Step 6: Create Your CERCA (20 minutes)

- a. Students will use the work they have completed up until this point to complete a final version of their writing.
- b. Remind students that they can pull up their work and their highlights/notes on the left side of the screen and even copy over the work from step 5.
- c. Project the “Need Help Getting Started” tips for the final argument to provide students with suggestions and sentence stems as they work on their final piece of writing.
- d. Encourage students to use the rubric before they submit to make sure they are attending to the components you will be grading them on.
- e. A variation for peer-editing
 - i. Have students switch seats with a peer and read their partner’s writing. On a separate piece of paper or as a discussion, have students provide feedback on
 1. The claim, evidence, reasoning, and counterargument
 2. The clarity of who the audience is (and does the language match)
 3. The introduction and conclusion
 4. Overall cohesiveness

After Lesson

1. Teacher will grade and/or provide feedback on student writing and identify a growth focus.
 - a. For targeted feedback, provide feedback on the specific component of writing that relates to the Direct Instruction Skill
2. Growth focus will guide the area of focus for student writing in the future.

Logistics / Considerations for Planning

Consider rearranging the classroom desks or tables to encourage peer and group discussion.

For classrooms with fewer technology than students, encourage students to work with a partner on Steps 1 and 2. For the remaining steps, have students work in a rotation model while other students work other activities that are part of the core curriculum.

