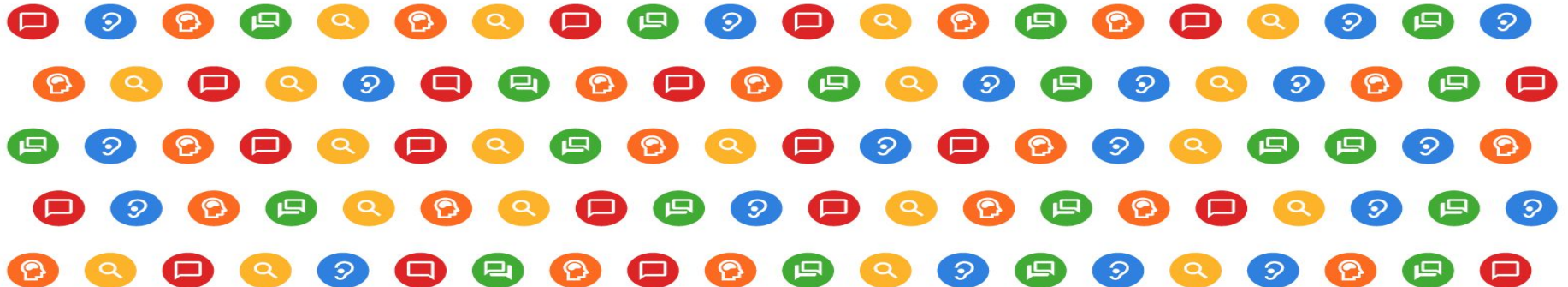


Spark Courageous Thinking

Personalized Literacy Platform for Grades 4-12

- 1. Please Sign In :** <http://bit.ly/2bkfAEC>
- 2. Go to:** todaysmeet.com/VPS



Agenda

Overview of ThinkCERCA

Develop an understanding of the CERCA framework and how it works in schools.

Research and Results

Review the research-based framework and third-party fidelity research on ThinkCERCA.

CERCA Debate Activity

Learn and experience a debate strategy that should be used in conjunction with ThinkCERCA resources in the classroom.

Hands-on Library Tour

Experience platform from a teacher and student perspective. Review instructional purpose of lesson types, and discuss strategies for implementation.

Goal Setting

Develop fidelity goals based on ThinkCERCA's research-based recommendation.

Curriculum Integration

Align ThinkCERCA lessons with existing curriculum maps using curriculum integration supports and resources



A **personalized literacy platform** for teaching students in grades 4-12 close reading and academic writing skills across subjects.



Claim



Evidence



Reasoning



Counterargument



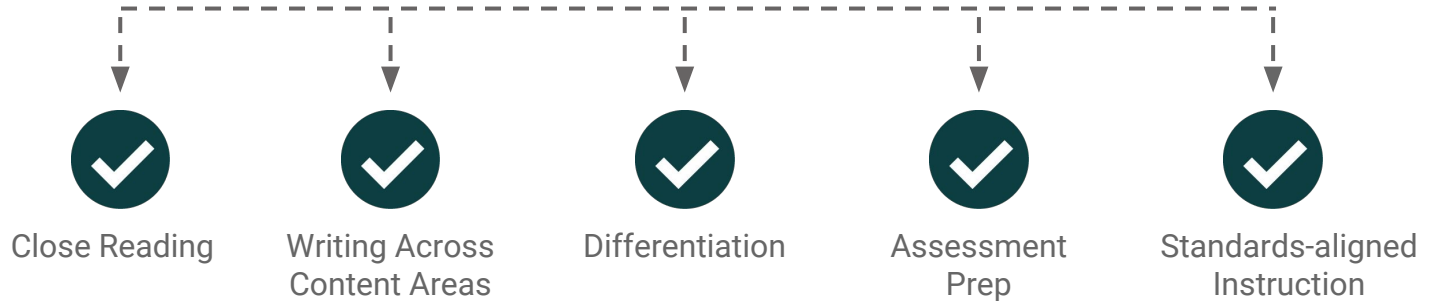
Audience

A Holistic Approach to Literacy



Schoolwide Literacy Instruction

ELA, Science, Social Studies, and Math







ThinkCERCA Delivers Differentiated Lessons



- Content for English language arts, science, social studies, and math
- Lessons differentiated for 10 levels of readiness
- Embedded tools to auto-assign by level

ThinkCERCA Lesson Library Classes Insight

Library Home > CERCA Sets > Government Role in Health

| | | |
|--|--|------------------------|
|  | Vegetarian School Lunches Should school cafeterias go all-vegetarian? CCSS.CCRA.R.8 | Assign To ▾ GRADE 5 |
|  | Big Drinks: In or Out? Should the government ban large, sugary drinks? CCSS.CCRA.R.8 | Assign To ▾ GRADE 6 |
|  | Should Junk Food Be Banned in Schools? Would banning junk food in schools teach kids how to make healthy eating choices? CCSS.CCRA.R.8 | Assign To ▾ GRADE 7 |
|  | NYC's Trans Fat Ban Worked: Fast-Food Diners Are ... Should local governments pass laws focused on nutrition—like bans on artificial trans fats in restaurants—to keep their residents healthy? CCSS.CCRA.R.8 | Assign To ▾ GRADE 8 |

Students Read “Just Right” Texts



- Standards-aligned, discipline-specific highlighting and summarizing practice
- In-text vocabulary and audio support
- Automated assessments for comprehension

The screenshot displays the ThinkCERCA platform interface. At the top, a blue navigation bar includes the ThinkCERCA logo and the article title "Should Junk Food Be Banned in Schools?". Below this, a progress indicator shows six steps: 1. Connect, 2. Read, 3. Engage with the Text (highlighted with a blue circle), 4. Summarize, 5. Build an Argument, and 6. Create Your CERCA. A yellow banner below the navigation bar states, "You are in preview mode. Your work will not be saved if you leave or refresh this page." The main content area features a video player with a play button and a progress bar at 2:57. The video title is "Should Junk Food Be Banned in Schools?" by Simon Gray and Rachel Parker. The video frame shows a close-up of a vending machine filled with various snacks. To the right of the video player, a sidebar titled "Step 3: Engage with the Text" provides instructions: "As you analyze the text, you will be able to highlight evidence that will help you develop a response to the text." Below this, a green text box contains the question: "Would banning junk food in schools teach kids how to make healthy eating choices?". Further down, the sidebar instructs users to "Reread the article." and provides two highlighting options: "AQUA" for highlighting evidence supporting the ban and "PINK" for highlighting evidence against the ban.

Students Build **Arguments** & **Collaborate** with Peers



- Interactive Argument Builder writing tool; prewriting tools for narrative and informational essays
- Rigorous writing prompts focused on debatable issues
- Standards-aligned sentence frames

The screenshot shows a web-based writing tool interface. At the top, there is a 'Claim' section with a text box containing the prompt: 'Write an opinion or position in response to the question. Example: "Schools should be required to recycle."' Below this are four sections for building an argument, each with a colored header and a text box: 1. 'REASON' (red header) with the prompt 'Provide reasons why you believe your claim.' 2. 'EVIDENCE' (yellow header) with the prompt 'Provide evidence from the text to support your claim.' 3. 'REASONING' (orange header) with the prompt 'Explain how your evidence connects back to your claim.' 4. 'COUNTERARGUMENT' (green header) with an empty text box. Each section has a close button (an 'x' in a square) in the top right corner.

Students Submit **Writing**



- Development of analytical and synthesizing skills
- Practice of providing supporting evidence using discipline-specific language
- Creation of constructed responses to text-based questions

Step 6: Create Your CERCA


🔗 Use your Argument Builder to write a CERCA that answers the CERCA question:

Would banning junk food in schools teach kids how to make healthy eating choices?

You can start your CERCA with your summary, ideas from your personal connection writing, or an attention question, fact, or quotation.

[NEED HELP GETTING STARTED?](#)

Write a formal argument.



Teachers Provide Actionable **Feedback for Growth**



- Standards-aligned grading rubrics
- Personalized, one-on-one feedback
- Real-time data to monitor student progress

Evaluation Rubric SUBMIT WITH NO SCORE

| | | |
|--------------------------|----------------|---|
| CLAIM/COUNTERCLAIM (x 3) | update score ▾ | 4 |
| EVIDENCE (x 5) | update score ▾ | 5 |
| REASONING (x 7) | update score ▾ | 4 |
| CONCLUSION (x 2) | close ▲ | 5 |

BEGINNING **DEVELOPING** **MASTERY**

1 2 3 4 5

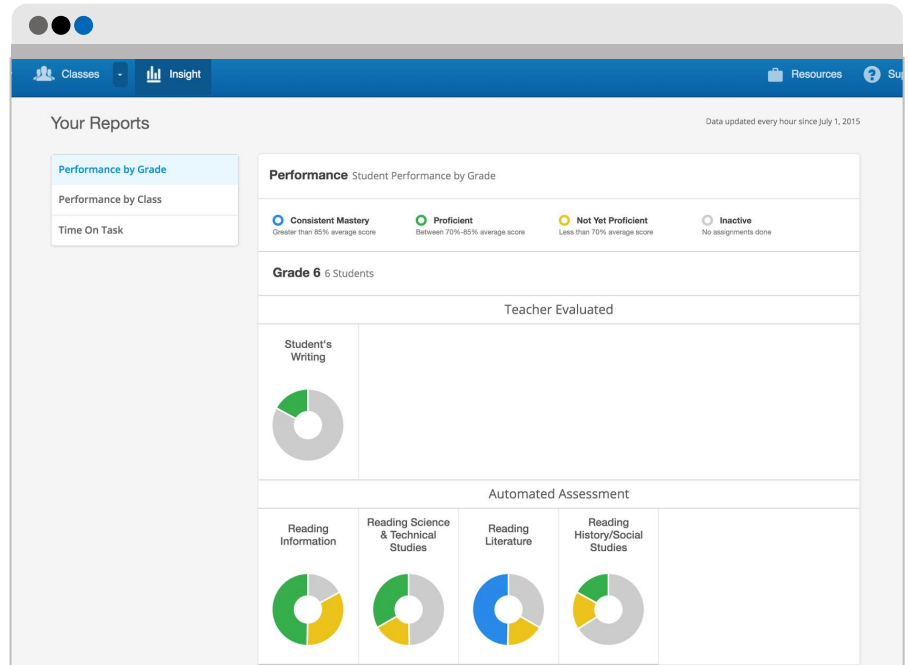
5 MASTERY

- Writer provides an effective conclusion that follows from and supports the argument presented.
- The concluding statement or section captures the writer's argument without merely repeating the claim(s).**
- Demonstrates mastery level of achievement.**

Monitor Progress



- Performance on literacy standards by grade or class
- Time-on-task and usage data
- Detailed reports to track individual student performance



Agenda

- Overview of ThinkCERCA
- **Research and Results**
- CERCA Debate Activity
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- Goal Setting
- Curriculum Integration

Why **Argumentation**?

“The Standards put particular emphasis on the students’ **ability to write sound arguments** on substantive topics and issues, as the ability is critical to career and college readiness.”

– *CCSS Appendix A*



Argumentation & Writing Drive Growth



| English Class Practice | Rise in English Subtest Score | Applied Using ThinkCERCA |
|---|-------------------------------|--------------------------|
| Rewrote a paper or essay in response to comments | 0.19 | ✓ |
| Discussed how culture, time, or place affects an author's writing | 0.27 | ✓ |
| Explained how writers use tools like symbolism | 0.35 | ✓ |
| Improved a piece of writing through collaboration with a class or with partners | 0.38 | ✓ |
| Debated the meaning of reading | 0.22 | ✓ |
| Across all classes, the students wrote papers defending their point of view of ideas 5 or more times (compared to less than 5) | 0.39 | ✓ |
| Discussed how culture, time, or place affects an author's writing | 0.19 | ✓ |
| Math Class Practice | Rise in Reading Subtest Score | Applied Using ThinkCERCA |
| Discussed possible solutions to problems with other students | 0.29 | ✓ |
| Used a graphing calculator to complete an assignment | 0.31 | |
| Science Class Practice | Rise in Science Subtest Score | Applied Using ThinkCERCA |
| Used laboratory equipment or specimens | 0.16 | |
| Wrote lab reports | 0.12 | ✓ |
| Generated their own hypothesis/ claim | 0.18 | ✓ |
| Used evidence /data to support an argument or hypothesis | 0.21 | ✓ |
| Found information from graphs and tables | 0.19 | ✓ |



What kind of growth can schools expect?

“[ThinkCERCA] was found to have an **extremely large impact**, producing gains equivalent to roughly an extra year’s worth of **academic growth**.” - EdWeek



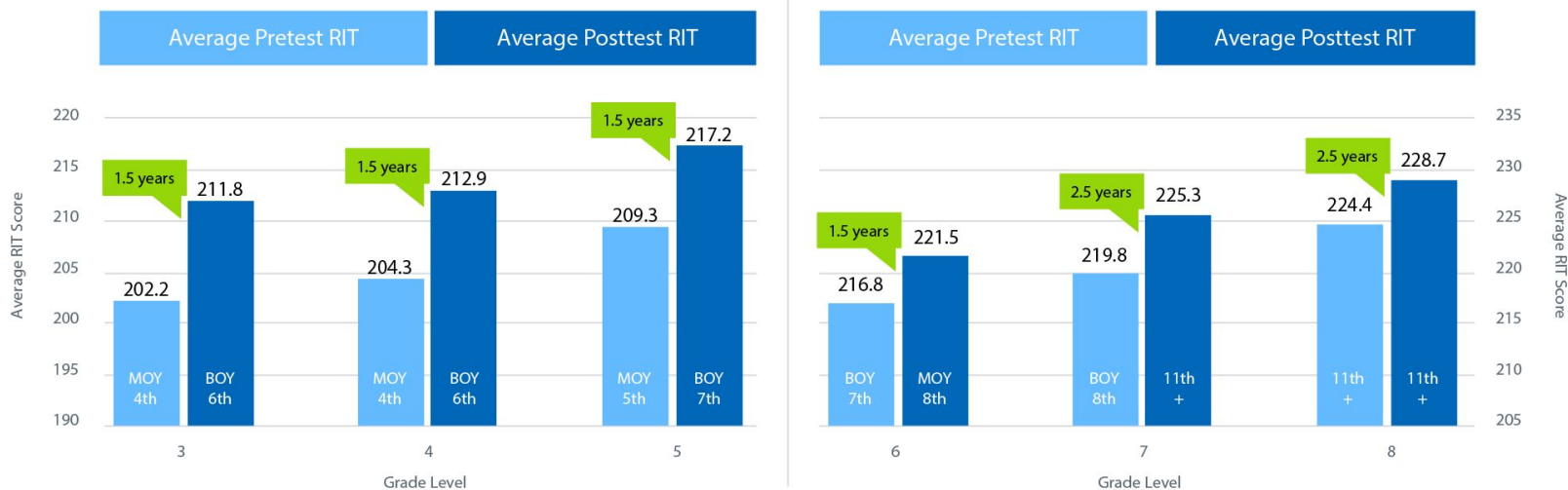
Students using ThinkCERCA gained an **additional 6.29 test-score points** (NWEA Map test) above what the control group gained.

This is equivalent to **closing the achievement gap** by:

- 264% for low-income students
- 456% for black students
- 749% for Hispanic students

Atlantic Research Partners Study Results

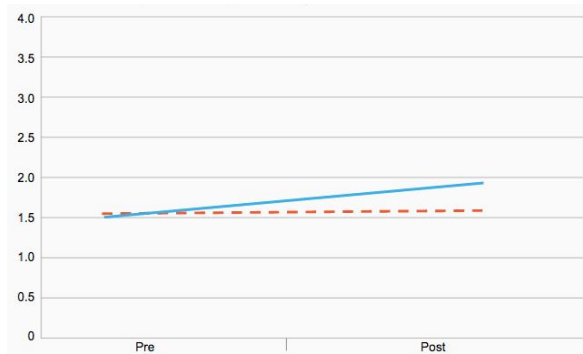
“Students in grade levels with significant use of ThinkCERCA **outperformed their peers nationally on NWEA growth** at different attainment levels in the academic year 2014-15.”



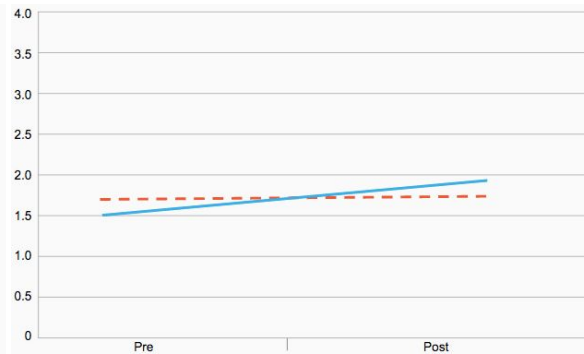
SRI Controlled Study Results

“Gains in student writing scores in the elementary grades were positive across all writing aspects and **statistically significant** for 5 of the 6 aspects.”

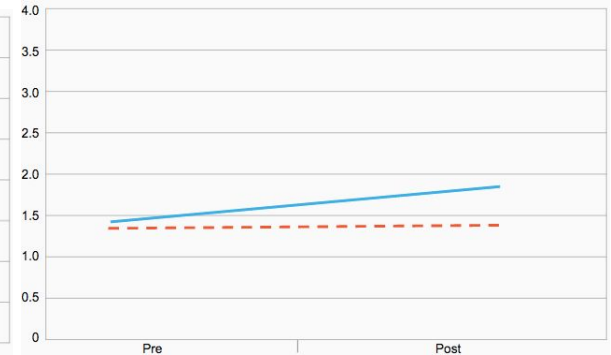
Coherency and Sequencing



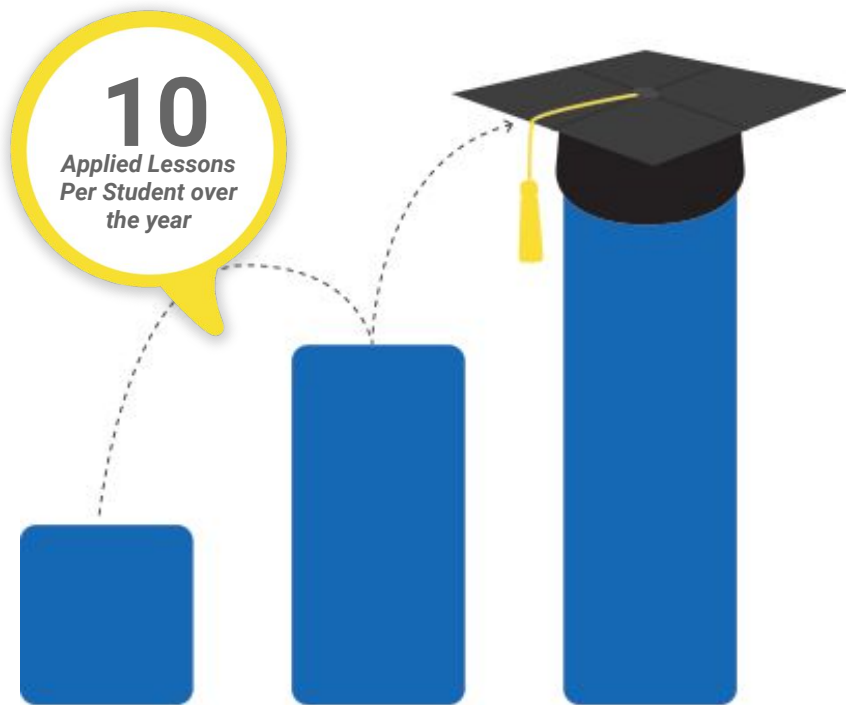
Precision and Clarity of Language Aspect



Relevance and Significance Aspect



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.

Agenda

- Overview of ThinkCERCA
- Research and Results
- **CERCA Debate Activity**
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- Curriculum Integration

Should **cell phones** be allowed in the classroom?

- 1** **Get in a group of 8**
Get in groups of 8
- 2** **Select side**
Split into two smaller groups of 4. One group select **yes** and the other group select **no**. If you can't decide, rock-paper-scissor!
- 3** **Build your CERCA**
Work with your small group to build your CERCA (graphic organizer is provided).
- 4** **Debate (loosely)**
Follow the directions provided to debate the questions provided
- 5** **Reflect**
Come back whole group and reflect upon the CERCA Framework and Debate Process
- 6** **Student Resources**
ThinkCERCA resource sharing

Build Your CERCA



Claim



Evidence



Reasoning



Counterargument



Audience

Using only three pieces of evidence:

- Compact
- Can capture images, video, audio
- Can download application

ThinkCERCA Debate Game

ThinkCERCA™

[About](#) | [Demo](#) | [FAQs](#) | [Blog](#) | [Events](#) | [Support](#) | [Login](#) | [SIGN UP](#)

for **TEACHERS** | for **ADMINISTRATORS** | **RESOURCES** | [Q](#)

[← Back to All Resources](#)

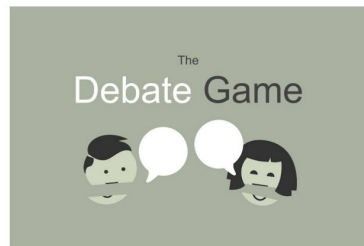
[TEACHING STRATEGIES](#)

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?](#)

Agenda

- Overview of ThinkCERCA
- Research and Results
- CERCA Debate Activity
- **Hands-on Library Tour**
- Goal Setting
- Curriculum Integration

Lesson Types **Defined**

- **Direct Instruction Lessons**
- **Applied Reading and Writing Lessons**
- **Additional Reading Practice**



CERCA Sets

Direct Instruction



CCSS.CCRA.R.5













Kid Inventors

What impact have young people's inventions had on the world?

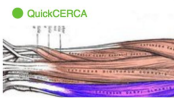
English Language Arts • Informational Text • Technology and Society

Applied Reading and Writing

Applied Writing Lessons
Close Reading and Argumentative Writing

| | | |
|--|---|-------------------------|
|  | The Cozy Invention What was the most important improvement Chester made to earmuffs? CCSS.CCRA.R.3 | Assign To ▾ GRADE 3 |
|  | Margaret E. Knight: A Lady in a Machine-Shop What method of organization does the author use to present most of the events and information in this text? CCSS.CCRA.R.5 | Assign To ▾ GRADE 4 |
|  | Excerpt from "Kids Invent the Darndest Things" The author describes three inventions using different ways of organizing ideas. Which way is the strongest, and why? CCSS.CCRA.R.5 | Assign To ▾ GRADE 5 |
|  | Natick Researchers Mentor High School Robotics Team How do the first five paragraphs of this article contribute to the reader's understanding of the central idea? CCSS.CCRA.R.5 | Assign To ▾ GRADE 6 |
|  | Cellphone Medical Test Wins NPR's "Big Idea" Contest What do the author's introductory paragraphs contribute to the article as a whole? CCSS.CCRA.R.5 | Assign To ▾ GRADE 7 |
|  | SMARTwheel Earns N.H. Children a Beltway Audience Choose a paragraph in the article and explain why it helps the reader understand a main idea about the SMARTwheel. CCSS.CCRA.R.5 | Assign To ▾ GRADE 8 |
|  | The Kid Who Invented TV How does the author convince you that Farnsworth was the true inventor of television? CCSS.CCRA.R.5 | Assign To ▾ GRADE 9 |
|  | Clever Queens Teen Seeks U.S. Patent for Solar Energy-Generating Invention How does Chan convey the idea that Mashitaj is an amazing inventor? CCSS.CCRA.R.5 | Assign To ▾ GRADE 10 |
|  | Why Some Civil War Soldiers Glowed in the Dark How does beginning this article with a description of the Battle of Shiloh impact the article's effectiveness? CCSS.CCRA.R.5 | Assign To ▾ GRADE 11 |
|  | The Boy with the LEGO Hand How is this science article structured, and is this structure effective in engaging readers in the piece and communicating its ideas and information clearly? CCSS.CCRA.R.5 | Assign To ▾ GRADE 12 |


Additional Reading Practice



QuickCERCA

Artificial Muscle Made of Fishing Line Is 100 Times Stronger Than Yours


CCSS.CCRA.R.8



QuickCERCA

Human Gene Patenting Is a Thing Most of Us Aren't Ready For

CCSS.CCRA.R.5

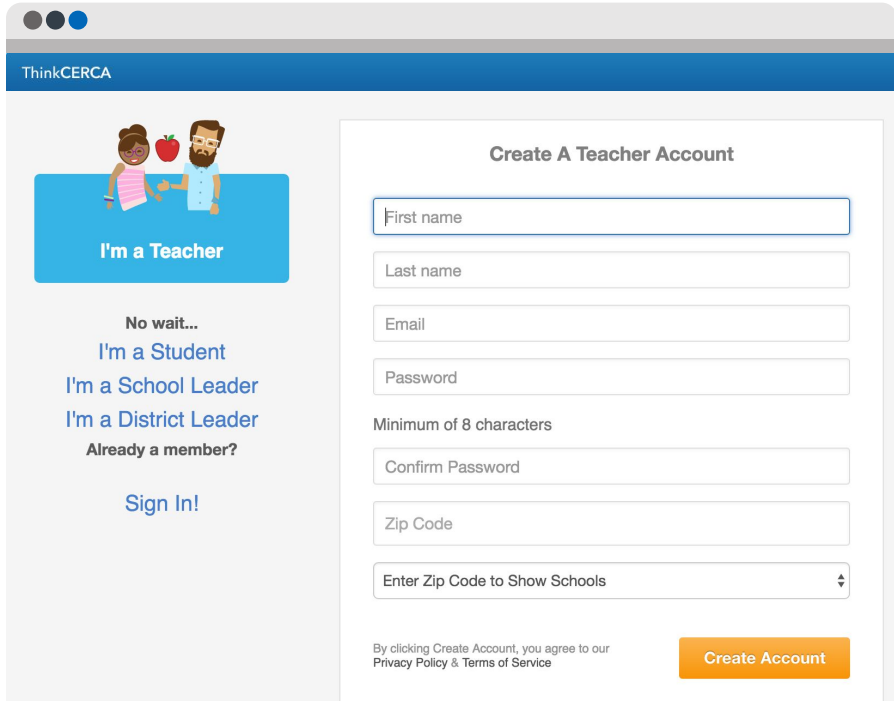


QuickCERCA


Elon Musk to Allow Rivals to Use Tesla Motor Electric Car Patents

CCSS.CCRA.R.4

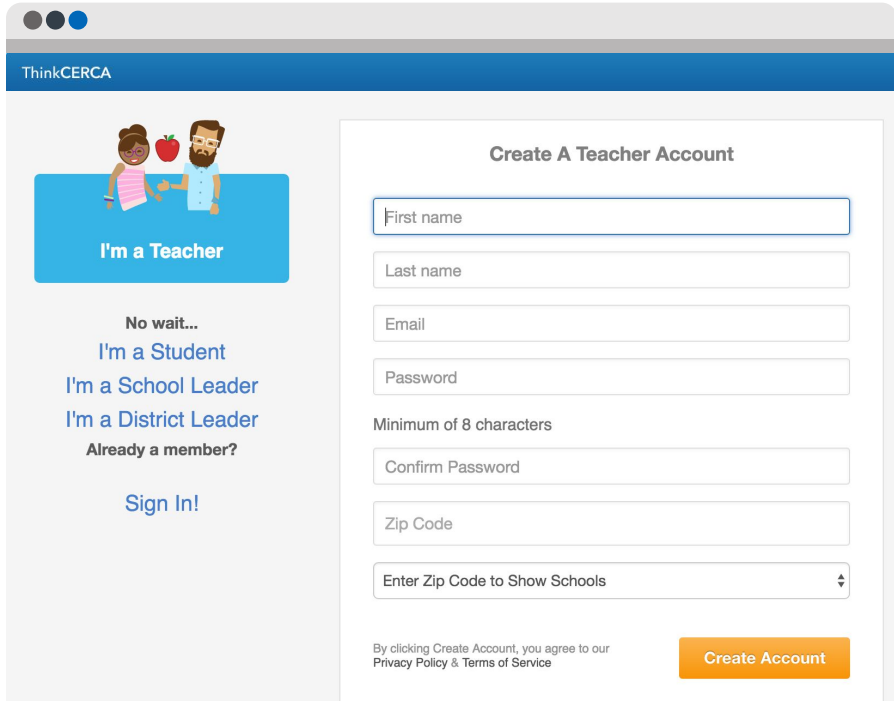
Creating a ThinkCERCA Account




The screenshot shows a web browser window with the ThinkCERCA logo in the top left. The main content area is titled "Create A Teacher Account". On the left side, there is a blue button labeled "I'm a Teacher" with an illustration of a teacher and a student. Below this button are links for "I'm a Student", "I'm a School Leader", "I'm a District Leader", and "Already a member? Sign In!". The main form area contains the following fields: "First name", "Last name", "Email", "Password" (with a note "Minimum of 8 characters"), "Confirm Password", "Zip Code", and "Enter Zip Code to Show Schools" (a dropdown menu). At the bottom right of the form is an orange "Create Account" button. A small disclaimer at the bottom left of the form reads: "By clicking Create Account, you agree to our Privacy Policy & Terms of Service".

- 1 Install and open  chrome
- 2 Visit www.thinkcerca.com/signup
- 3 Select your account type
Student, teacher, school leader, district leader
- 4 Fill in your information

Creating a ThinkCERCA Account



The screenshot shows the ThinkCERCA website interface. On the left, there is a navigation menu with options: "I'm a Teacher" (highlighted in blue), "No wait... I'm a Student", "I'm a School Leader", "I'm a District Leader", "Already a member?", and "Sign In!". The main content area is titled "Create A Teacher Account" and contains a registration form with the following fields: "First name", "Last name", "Email", "Password" (with a note "Minimum of 8 characters"), "Confirm Password", "Zip Code", and "Enter Zip Code to Show Schools" (with a dropdown arrow). At the bottom of the form is a "Create Account" button. A small disclaimer at the bottom left of the form reads: "By clicking Create Account, you agree to our Privacy Policy & Terms of Service".

- 1 Install and open  chrome
- 2 Visit www.thinkcerca.com/signup
- 3 Select your account type
Student, teacher, school leader, district leader
- 4 Fill in your information

Upgrading Your Account

The screenshot shows the ThinkCERCA website's upgrade page. At the top, there is a navigation bar with 'Upgrade' highlighted in an orange button. Below the navigation bar, the page title is 'Upgrade Your ThinkCERCA Plan'. The main content area is divided into two columns: 'BASIC PLAN' and 'PREMIUM PLAN'. The 'BASIC PLAN' section lists features like leveled authentic readings, pre-assessments, automated assessments, in-text support, and paperless grading. The 'PREMIUM PLAN' section lists features like differentiated texts, differentiation tools, scaffolded writing practice, discipline-specific highlighting, and standards-aligned rubrics. Below these plans, there are two boxes: 'YOUR CURRENT PLAN (FREE)' and 'REQUEST A QUOTE'. At the bottom, there is a section titled 'Have an Upgrade Code?' with a text input field containing 'XXXX-XXXX-XXXX' and an 'UPGRADE' button. This entire section is circled in pink.

1 Select **Upgrade** from navigation menu

2 Scroll down to the “Have an Upgrade Code?” box

3 Type in your school’s 12-digit code

4 Select “Upgrade”

YOUR UPGRADE CODE

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 |

Add a Class (Teacher)

The screenshot shows the ThinkCERCA interface. The top navigation bar includes 'ThinkCERCA', 'Lesson Library', 'Classes', 'Insight', 'Resources', 'Support', and 'Middle Teacher'. The 'Classes' menu is highlighted. Below the navigation, the 'Your Classes' section has two tabs: 'Manage School Roster' and 'Manage Classes'. The 'Add a Class' button is circled in pink. The page lists several classes with their respective rosters, assignments, and reports.

| Class Name | Subject | Grade | Class Code | Class Roster | Assignments | Reports | Class Summary |
|--------------------------------------|-----------------------|---------|-------------------|-------------------|-------------------|---------|---------------|
| 1st period - End of Year Assessment | ENGLISH LANGUAGE ARTS | GRADE 7 | CLASS CODE JQDDZA | Class Roster (1) | Assignments (5) | Reports | Class Summary |
| 4th period - US History | SOCIAL STUDIES | GRADE 8 | CLASS CODE HSLWGA | Class Roster (0) | Assign A Lesson | | |
| 6th period - Social Studies | SOCIAL STUDIES | GRADE 7 | CLASS CODE BEF7FW | Class Roster (26) | Assignments (38) | Reports | Class Summary |
| 3rd period - 8th Grade ELA | ENGLISH LANGUAGE ARTS | GRADE 8 | CLASS CODE ZUWYTD | Class Roster (26) | Assignments (124) | Reports | Class Summary |
| 5th period - 7th Grade ELA (Writing) | ENGLISH LANGUAGE ARTS | GRADE 7 | CLASS CODE ZSOXJQ | Class Roster (26) | Assignments (92) | Reports | Class Summary |
| 7th period - Science (CERCA Starter) | SCIENCE | GRADE 7 | CLASS CODE BBTKMG | Class Roster (11) | Assignments (24) | Reports | |

1

Select "Classes" from the navigation menu

2

Select "Add a Class"

Add Class (Teacher)

The screenshot shows the ThinkCERCA interface for creating a new class. The navigation bar includes 'ThinkCERCA', 'Lesson Library', 'Classes', 'Insight', 'Resources', 'Support', and 'Middle Teacher'. The main content area has two panels. The left panel, titled 'Create A New Class', contains a form with the following fields: 'Title*' (text input with placeholder 'Class name'), 'Subject*' (dropdown menu with 'English Language Arts' selected), 'Grade' (dropdown menu with '6' selected), and 'Section*' (dropdown menu with '1st' selected). There are 'Cancel' and 'Create Class' buttons at the bottom. The right panel, titled 'Or Join Class As A Co-Teacher', has a text input for 'Enter your Co-Teacher's Class Code' and 'Cancel' and 'Add Class' buttons.

3

Create Class

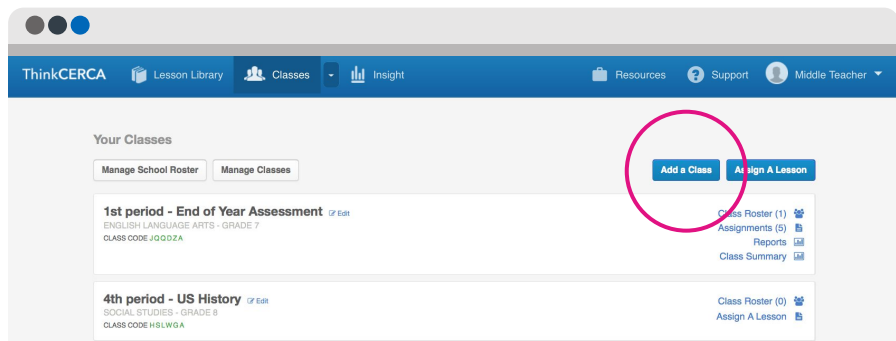
Fill in class title, subject, grade, and section information. You can also join a class as a co-teacher.

4

Use Class Code to Enroll Students

The screenshot shows the ThinkCERCA website with the following text: '0 students enrolled.' followed by 'Have students enroll at thinkcerca.com with class code: **DMMC8Q**'. Below this is a smaller screenshot of the website's main page, which features the slogan 'Personalize. Engage. Grow.' and the text 'Join ThinkCERCA for FREE and discover an easier way to teach CCSS.'. To the right of the smaller screenshot is a list of three steps: 1. CREATE A FREE ACCOUNT, 2. DIFFERENTIATE LESSONS, and 3. MONITOR PROGRESS. At the bottom of the slide, it says: 'If your students don't have email, have them create user names that look like an email with your school name. Example: joesmith@yourawesomeschool.com'.

Adding a Co-Teacher



- 1 Select "Classes" from the navigation menu
- 2 Select "Add a Class"
- 3 Enter co-teacher's class code and select "Add Class"

Or Join Class As A Co-Teacher

[Cancel](#) [Add Class](#)

Enrolling Students

4

ThinkCERCA Success Team Uploads Roster

Your Success Manager will follow up with any questions, confirmation, and instructions. Once the roster is uploaded, your school success manager will send a sheet of passwords and emails.

5

Students Log in

Students will now be able to log in on their own with the login credentials and will receive lessons that you've assigned on their student dashboard.

7

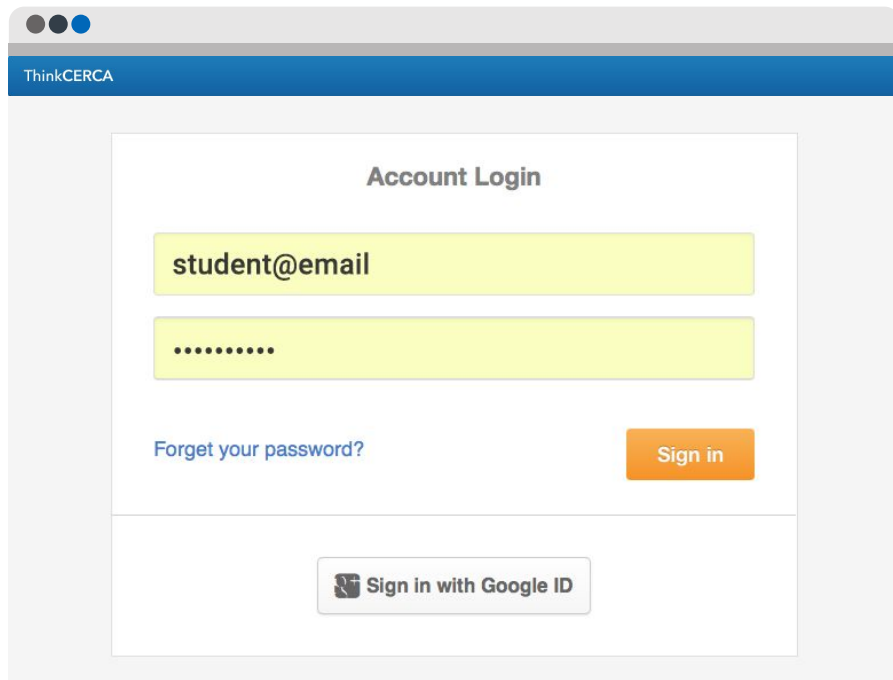
Additional Class Codes

If other teachers in your school are using ThinkCERCA, all the student will need to do is enter in a new class code in their student dashboard. No need to create additional logins.

8

Need Help?

Email support@thinkcerca.com.



The screenshot shows a web browser window with the ThinkCERCA logo in the top left corner. The main content area is titled "Account Login" and contains two yellow input fields. The first field contains the text "student@email" and the second field contains a series of dots representing a password. Below the password field is a blue link that says "Forgot your password?". To the right of the password field is an orange button labeled "Sign in". At the bottom of the login area is a button with the Google logo and the text "Sign in with Google ID".

Add Another Class (Student)




The ThinkCERCA School of Argumentation

ThinkCERCA



Santiago Smith

CURRENT ASSIGNMENTS COMPLETED ASSIGNMENTS ARCHIVED CLASSES

ThinkCERCA Institute

| | | |
|-------------|---|-------------|
| DUE 4/29 |  The Moral Case for Drones Should drones be used in warfare instead of human soldiers? | NOT STARTED |
| DUE 4/29 |  Watson a Game-Changer for Science Should society rely on artificial intelligence for medical care and in other important matters? | NOT STARTED |
| DUE 4/29 |  Grandmother's Robot Should robots be used to take care of the elderly? | NOT STARTED |

Group 1

| | | |
|-------------|---|-------------|
| DUE 4/30 |  Counterargument | NOT STARTED |
| DUE 5/31 |  Author's Purpose | NOT STARTED |

Add Another Class

1

Student Dashboard

Signed in as a student, the dashboard shows all current assignments, completed assignments, and archived classes.

2

Select “Add Another Class”

At the bottom of the dashboard page, students can add another class.

Add Another Class (Student)

The screenshot shows the ThinkCERCA interface for a student. At the top, there's a header with the ThinkCERCA logo and the user's name, Santiago Smith. Below the header, the page title is "The ThinkCERCA School of Argumentation". There are three tabs: "CURRENT ASSIGNMENTS", "COMPLETED ASSIGNMENTS", and "ARCHIVED CLASSES". The "CURRENT ASSIGNMENTS" tab is active, showing a list of assignments. The assignments are grouped under "ThinkCERCA Institute" and "Group 1". Each assignment entry includes a due date, a small image, the title, a question, and a status of "NOT STARTED".

| Due Date | Image | Title | Question | Status |
|----------------|-------|-----------------------------------|---|-------------|
| 4/29 | | The Moral Case for Drones | Should drones be used in warfare instead of human soldiers? | NOT STARTED |
| 4/29 | | Watson a Game-Changer for Science | Should society rely on artificial intelligence for medical care and in other important matters? | NOT STARTED |
| 4/29 | | Grandmother's Robot | Should robots be used to take care of the elderly? | NOT STARTED |
| Group 1 | | | | |
| 4/30 | | Counterargument | | NOT STARTED |
| 5/31 | | Author's Purpose | | NOT STARTED |

At the bottom of the interface, there is a text input field labeled "Enter your class code" and an orange "Add Class" button.

3

Enter Class Code

Class Code is generated when the teacher creates a class.

4

Select "Add Class"

Applied Lesson Simulation

[Library Home](#) > Filter Lesson Library


Filter Lesson Library

Filters [Reset](#)

Subject ▲

- English Language Arts
- Math
- Science
- Social Studies


By Lesson **By Recommended Sequence**

 byalbertog123 via flickr

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









 by iStockphoto.com


English Language Arts Lesson Set 24 Lessons - Across 10 Reading Levels

Direct Instruction
Developing Effective Paragraphs

Video Games
What are the benefits and drawbacks of playing video games?
Informational Texts • Policy and Debate

ELL Resources for the Instructional Core

| | | |
|--|---|--|
| <p>Introduce the CERCA Question </p> <p>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>.</p> | <p>1 Connect </p> <p>Have students log in to ThinkCERCA and click into this lesson.</p> | <p>Introduce Vocabulary </p> <p>Use the <i>Thumbs Up Routine</i> to rate knowledge of vocabulary words.</p> <p>NOTE: Some students will need support for additional words not listed on the student support page. Weave them into the instruction as appropriate.</p> |
| <p>LEVEL 3-4 Expanding</p> <p>► ASK: What do students like to eat?</p> <p>Support language acquisition by writing and reading responses. Provide the following sentence frame: <i>My favorite food is _____.</i></p> <p>► ASK: What is for lunch in the cafeteria this week?</p> <p>Support language acquisition by using the school menu, as available. Provide the following sentence frame: <i>Today, the cafeteria will serve _____.</i></p> <p>Discuss which food students would like to eat more using the following sentence frame: <i>The best food that the cafeteria serves is _____.</i></p> | <p>LEVEL 3-4 Expanding</p> <p> Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.</p> <p> Complete Step 1: Connect.</p> | <p>LEVEL 3-4 Expanding</p> <p>Have students work in pairs to discuss each word, create a sentence, and create their own definitions for each one.</p> <p> After the routine have students add each word to their word notebooks.</p> |
| <p>LEVEL 4-5 Bridging</p> <p>► ASK: What is for lunch in the cafeteria this week?</p> <p>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.</p> | <p>LEVEL 4-5 Bridging</p> <p> Complete Step 1: Connect.</p> | <p>LEVEL 4-5 Bridging</p> <p>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.</p> <p> After the routine have students add each word to their word notebooks.</p> |



Close Reading
Effective Writing
Collaboration
+ Communication

Critical Thinking

How To Grade

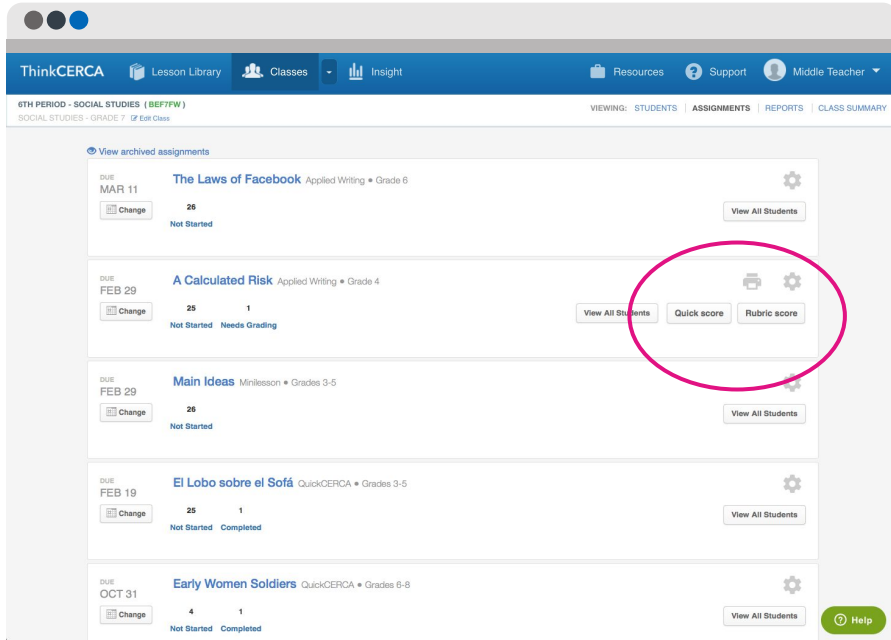
The screenshot shows the 'Your Classes' section of the ThinkCERCA interface. At the top, there are navigation tabs for 'Manage School Roster' and 'Manage Classes'. Below these are buttons for 'Add a Class' and 'Assign A Lesson'. The main area lists several classes, each with a title, grade, and class code. To the right of each class entry are links for 'Class Roster', 'Assignments', 'Reports', and 'Class Summary'. The '6th period - Social Studies' class is highlighted with a red circle around its 'Assignments (38)' link.

| Class Name | Grade | Class Code | Class Roster | Assignments | Reports | Class Summary |
|--------------------------------------|---------|------------|--------------|-------------|---------|---------------|
| 1st period - End of Year Assessment | GRADE 7 | J0Q0ZA | 11 | 5 | | |
| 4th period - US History | GRADE 8 | H8LWGA | 0 | | | |
| 6th period - Social Studies | GRADE 7 | B8FFFW | 26 | 38 | | |
| 3rd period - 8th Grade ELA | GRADE 8 | ZUWY7Q | 20 | 124 | | |
| 5th period - 7th Grade ELA (Writing) | GRADE 7 | Z8XJJD | 26 | 92 | | |
| 7th period - Science (CERCA Starter) | GRADE 7 | B8FKMG | 11 | 24 | | |

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', and 'Insight'. Below this, there are tabs for 'Resources', 'Support', and 'Middle Teacher'. The main content area displays a list of assignments under the heading 'View archived assignments'. The assignments listed are:

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

3

Grade by “Quick Score”

OR

4

Grade by “Rubric Score”

Grade by Rubric Score

The screenshot displays the ThinkCERCA 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 panels. The left panel, titled 'A Calculated Risk', contains the text: 'Why does Jonas Salk's risk make him a great American hero?' and 'Student Writing'. The right panel, titled 'Evaluation Rubric', shows a progress bar with five steps (1-5), where step 4 is highlighted in green. Below the progress bar, the rubric details are shown for '5 MASTERY', '3 DEVELOPING', and '1 BEGINNING'. The '5 MASTERY' section includes checkboxes for 'Writer introduces a topic clearly' (checked) and 'Demonstrates mastery level of performance'. The '3 DEVELOPING' section includes a checked checkbox for 'Writer introduces a topic, but not clearly'. The '1 BEGINNING' section includes an unchecked checkbox for 'Writer does not introduce a topic'. Below the rubric, there are sections for 'EVIDENCE', 'REASONING', 'CONCLUSION', 'AUDIENCE-APPROPRIATE LANGUAGE', and 'CONVENTIONS OF ENGLISH', each with a score selector. The 'OVERALL SCORE' is displayed as 40.0%. At the bottom, there is an 'Additional Feedback' text field containing 'Great job!' and an 'Assign Growth Focus' dropdown menu set to 'Gain'. Two buttons, 'Return for Revision' and 'Submit Grade', are located at the bottom right.

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.

Grade by Quick Score

The screenshot shows the ThinkCERCA interface for grading a student's work. On the left, a list of students is shown, with Sue Allan, Owen Black, Anthony Cornish, Christopher Dowd, Joan Gill, and Grace Johnston. The main area displays a reading passage titled "A Calculated Risk" with the question "Why does Jonas Salk's risk make him a great American hero?". Below the passage is a "Quick Score" section with a row of buttons labeled 0, 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, and 5. There is also an "Additional Feedback" text area and an "Assign Growth Focus" dropdown menu with "Claim" selected. At the bottom, there are buttons for "No Grade", "Return to student for revision", and "Submit Grade", along with a "Help" button.

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.

Data Dashboards

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

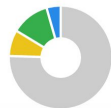


Automated Assessment

Reading
Information



Reading Science
& Technical
Studies



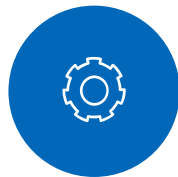
Reading
History/Social
Studies



Reading
Literature

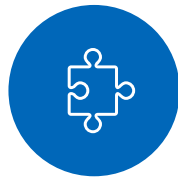


Language



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.

Agenda

- Overview of ThinkCERCA
- Research and Results
- CERCA Debate Activity
- Hands-on Library Tour
- **Goal Setting**
- Curriculum Integration

How to **Get Started**

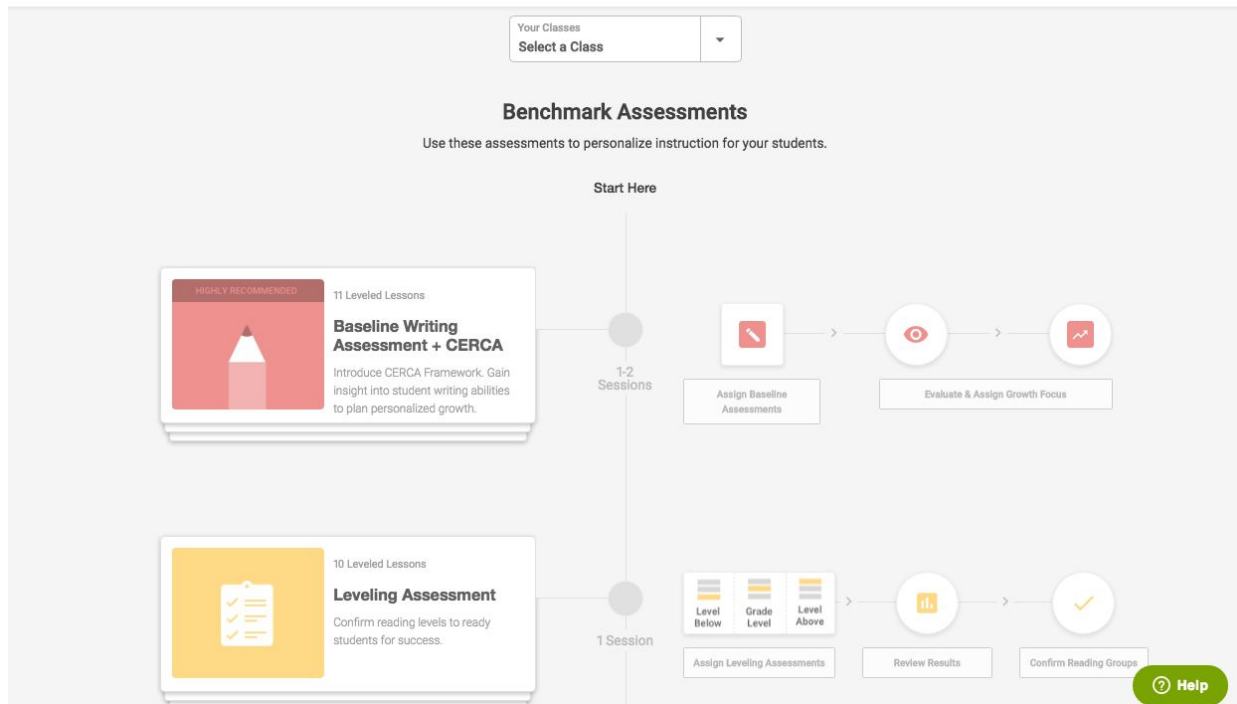
- Beginning of the Year Benchmark Assessments
 - Writing Assessment (strongly suggested)
 - CERCA Framework Overview for Students
 - Argumentative Writing Task at Enrolled Grade Level
 - Teacher grades task using Rubric Score
 - Leveling Assessment (optional)
 - 3 levels (on, below, above)
 - Review Insights Report
 - Adjust Student Reading Group

Benchmark Assessments

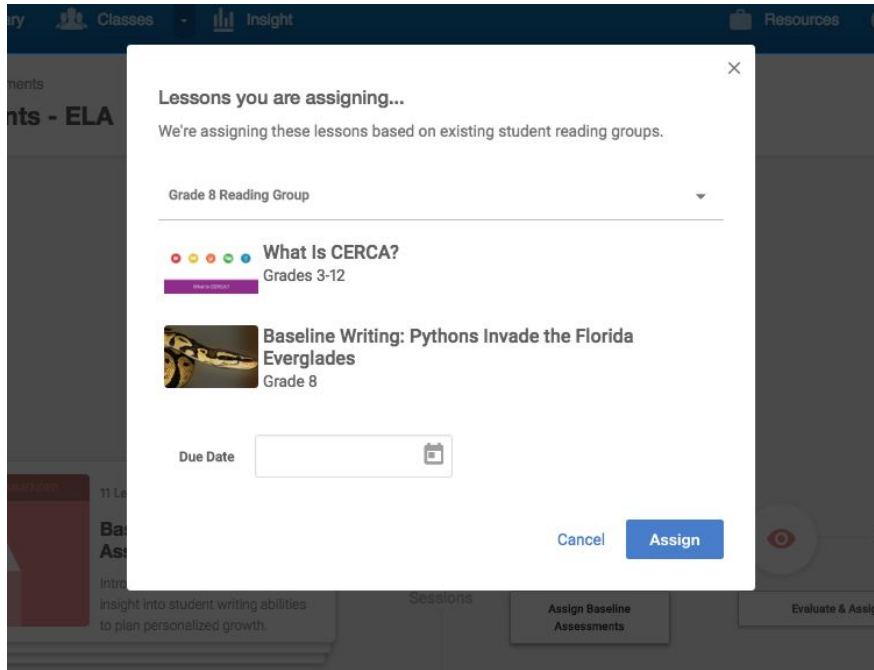
[Library Home](#) > Benchmark Assessments

Benchmark Assessments - ELA

[Back to Library Home](#)



Benchmark **Assessments**- Writing Baseline



1 **Assign Baseline Writing Assessment**

Select a class, Assign Baseline Writing Assessment, Choose a Due Date, Assign

2 **Students Complete Baseline Writing Assessment**

Students complete the Baseline Writing Assessment in 1 class session

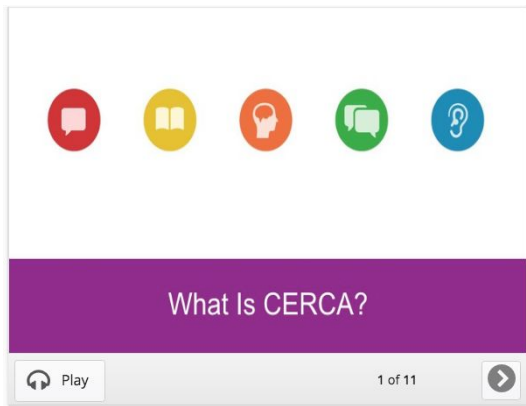
3 **View Student Work**

Select Evaluate & Assign Growth Focus, or go to "Assignments" to view student work

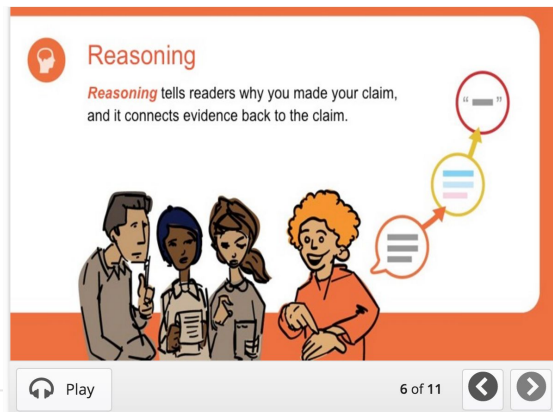
4 **Evaluate Baseline Writing Assessment**

Evaluate using Rubric Score to establish a starting point for the year, use insights to inform direct instruction and lessons

Introduction to CERCA Lesson



Thumbnail for the first slide, titled "What Is CERCA?". It features five circular icons at the top: a red speech bubble, a yellow book, an orange head with a brain, a green speech bubble, and a blue ear. Below the icons is a purple banner with the text "What Is CERCA?". At the bottom, there is a "Play" button, the text "1 of 11", and a right arrow.



Thumbnail for the sixth slide, titled "Reasoning". It features a red head icon with a brain. The text reads: "Reasoning tells readers why you made your claim, and it connects evidence back to the claim." Below the text is an illustration of four diverse students (two boys and two girls) looking at a document. To the right, there are three speech bubbles containing icons: a red one with a minus sign, a yellow one with horizontal lines, and a white one with horizontal lines. At the bottom, there is a "Play" button, the text "6 of 11", and left and right arrows.

Read this paragraph. Then answer the questions.

[1] Students should do a reasonable amount of homework every night. [2] A 2006 study by Harris Cooper, an educational psychologist, showed that doing homework improved students' academic achievement significantly. [3] Because one goal of school is student learning, the fact that homework helps students learn means it is an important part of school. [4] Some critics argue that homework is a waste of time that students could be spending playing sports or seeing friends. [5] But those critics are not thinking about how much a reasonable amount of homework helps students. [6] If you think student learning is worthwhile, you'll agree that homework is worthwhile, too.

1 In which of these sentences does the author state her claim?

A. 1

B. 2

C. 3

D. 4


Baseline Writing Example

ThinkCERCA™ Baseline Writing: Pythons Invade the Florida Everglades Close Preview

1 Read 2 Create your CERCA NEXT >

You are in **preview mode**. Your work will not be saved if you leave or refresh this page.

Is the Burmese python a bigger threat to the Everglades than draining the swamp was?

| | |
|--------|---|
| Text |  |
| Rubric | |

The Florida Everglades teem with life. Situated at the southern end of the state, between Lake Okeechobee and the Gulf Coast, the Everglades are the largest wilderness east of the Mississippi River. Migratory and wading birds tiptoe through marshy grasslands. Orchids and ferns dot the hardwood forests. Alligators lounge in the shallows and on muddy riverbanks. Mangrove leaves rustle in the wind as the brackish water laps at their roots.

Step 1: Read

🔗 Use the information from the article to answer the questions below.

1 Which statement best expresses the central idea of this article?

- A. Efforts are underway to restore and protect the Everglades' ecosystem after many challenges, including invasion by Burmese pythons.
- B. The number of invasive Burmese pythons has grown quickly in the Everglades since 1992.
- C. The Everglades were drained so that the land could be used for agriculture and urban use.
- D. Snake owners must be more careful their pets do not escape into the wild.

Baseline Writing Example

ThinkCERCA™ Baseline Writing: Pythons Invade the Florida Everglades Close Preview

1 Read 2 Create your CERCA < BACK SUBMIT ASSIGNMENT


You are in preview mode. Your work will not be saved if you leave or refresh this page.

Is the Burmese python a bigger threat to the Everglades than draining the swamp was?

Text Rubric

Pythons Invade the Florida Everglades

By ReadWorks



The Florida Everglades teem with life. Situated at the southern end of the state, between Lake Okeechobee and the Gulf Coast, the Everglades are the largest wilderness east of the Mississippi River. Migratory and wading birds tiptoe through marshy grasslands. Orchids and ferns dot the hardwood forests. Alligators lounge in the shallows and on muddy riverbanks.

Step 2: Create your CERCA

Write your best argument in response to the question:

Is the Burmese python a bigger threat to the Everglades than draining the swamp was?

✍

Benchmark **Assessments- Grading** Writing Baseline

1ST PERIOD - 2016-2017 ELA (**DZZJRG**)

ENGLISH LANGUAGE ARTS - GRADE 8 [Edit Class](#)

VIEWING: [STUDENTS](#) | [ASSIGNMENTS](#) | [REPORTS](#) | [CLASS SUMMARY](#)

[View archived assignments](#)

DUE
AUG 19

Baseline Writing: Pythons Invade the Florida Everglades

Progress Monitor Base Writing • Grade 8 • Baseline Writing Assessment + CERCA

[Change](#)

4

1

Not Started **Needs Grading**

[View All Students](#)

[Quick score](#)

[Rubric score](#)



DUE
AUG 19

What Is CERCA?

Minilesson • Grades 3-12 • Baseline Writing Assessment + CERCA

[Change](#)

5

Not Started

[View All Students](#)



Benchmark Assessments- Grading Writing Baseline

GRADING FOR: JIMMY BOWLER

VIEWING 1 OF 1 [RETURN TO ASSIGNMENTS](#)

Baseline Writing: Pythons Invade the Florida Everglades
Is the Burmese python a bigger threat to the Everglades than draining the swamp was?

[View Lesson Text](#)

Student Writing

[View Student's Full Work](#) [Print Work](#)

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

The Burmese python is not as big of a threat to the Everglades than draining the swamp because snakes are only recently known to be an invasive species. In the 19th century, plans to drain the everglades would have drastically affected 11,000 acres worth of land and millions of species. Burmese pythons currently only inhabit a small portion of the Everglades and have been observed to only eat certain other species of animals. That is why I think the pythons of the Everglades are a much smaller threat to the swamplands than their draining would have been.

Evaluation Rubric

SUBMIT WITH NO SCORE

| | |
|-------------------------------------|-------------------------|
| CLAIM/COUNTERCLAIM (x 3) | update score ▾ 2 |
| EVIDENCE (x 5) | select a score ▾ |
| REASONING (x 7) | select a score ▾ |
| CONCLUSION (x 2) | select a score ▾ |
| AUDIENCE-APPROPRIATE LANGUAGE (x 2) | select a score ▾ |
| CONVENTIONS OF ENGLISH (x 1) | select a score ▾ |

OVERALL SCORE **i** **6.0%**

Additional Feedback

Add Your Comments

Assign Growth
Focus

Benchmark Writing Assessments- Report

Benchmark Writing Assessments Overview

Performance

Leveling Assessment

Benchmark Writing Assessments

Time on Task

Classes: Pilot Class B

Growth Focus: Organization & Development

Toggle performance indicators: **Icons** | Score

★ Consistent Mastery (Greater than 85% average) ✓ Proficient (Between 85% and 70% average) ! Not Yet Proficient (Less than 70% average) ○ Not Active (No assignments completed)

| | Claim | Evidence | Reasoning | Conclusion | Audience | Conventions of English | |
|--|-------|----------|-----------|------------|----------|------------------------|---|
| Lizzie Phillips Reading Group 6 Organization & Development | ✓ | ! | ✓ | ✓ | ✓ | ✓ | ▼ |
| Cole Ingram Reading Group 6 Organization & Development | ★ | ✓ | ! | ✓ | ✓ | ✓ | ▼ |
| Delia Ray Reading Group 6 Organization & Development | ! | ✓ | ! | ✓ | ✓ | ✓ | ▼ |

Applied Writing Lesson
Developing Effective Arguments
CCSS.RI.7 CCSS.W.7

Assigned Date: 10/21/15
Completed Date: 10/21/15

Delia's Enrollment Grade: 7
Delia's Reading Group: 7
ThinkCERCA's Lesson Level: 7




Delia's Scores
80% Writing ELA

[View Item Analysis](#)

[View Graded Writing](#)

Leveling Assessments (Optional)

The screenshot shows a web application interface with a dark blue header containing navigation links: Lesson Library, Classes, Insight, Resources, Support, and a user profile icon. The main content area is titled "Benchmark Assessments" and "Assessments - EL". A white modal window is open in the center, titled "Lessons you are assigning..." with a close button (X) in the top right corner. The modal contains the text "We're assigning these lessons based on existing student reading groups." Below this is a dropdown menu labeled "Grade 8 Reading Group". A list of three leveled assessments is displayed, each with a small image icon, a title, and a grade level:

-  **Leveling: Civil Rights on a City Bus**
Grade 7
-  **Leveling: Life Finds a Way**
Grade 8
-  **Leveling: Fitness Goals Met When It's Part of the Daily Job**
Grade 9

At the bottom of the modal, there is a "Due Date" label next to a calendar icon and a date input field. In the bottom right corner of the modal are two buttons: "Cancel" and "Assign".

Leveling Assessments (Optional)

ThinkCERCA™

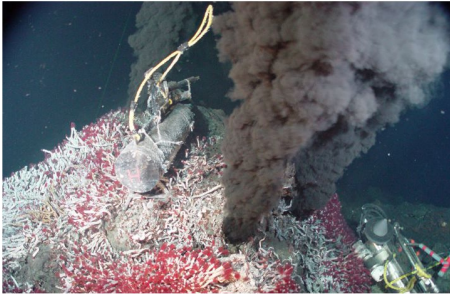
Leveling: Life Finds a Way

Close Preview

Text

Life Finds a Way

By ReadWorks



Deep, deep under the ocean, there is a place unlike anywhere else on Earth. In a place so deep that it's impossible for sunlight to reach it, great rocky tubes shoot up from the sea floor. These tubes, or chimneys, belch out what looks like black smoke, all day and all night. The "smoke" is in fact a mixture of minerals from deep within the earth, which shoot out of the chimneys at extremely hot temperatures. For many years after these things (which scientists now call "hydrothermal vents") were discovered, scientists were sure that nothing could live anywhere near

Read the text and answer the questions below.

- 1 What is a mineral?
 - A. a category of rocks formed by cooling lava
 - B. a microscopic organism that lives underwater
 - C. a manmade chemical that is released in pollution
 - D. a nonliving, solid substance naturally found in the earth
- 2 What are bacteria?
 - A. disease-causing agents
 - B. microscopic living organisms

Leveling Assessment- Insights

| <p>Performance</p> <p>Leveling Assessment</p> <p>Time on Task</p> | <p>Leveling Assessment</p> <p>1st Period - Pilot Class B</p> | | | | |
|---|--|----------------|--------------------|----------------|--|
| | Consistent Mastery | Proficient | Not Yet Proficient | Not Started | Applied Practice Background Knowledge |
| <p>Lizzie Phillips ></p> <p>Reading Group 6</p> | <p>Grade 5</p> | <p>Grade 6</p> | <p>Grade 7</p> | | |
| <p>Bradley Schneider ></p> <p>Reading Group 6</p> | <p>Grade 5</p> | <p>Grade 6</p> | <p>Grade 7</p> | | |
| <p>Edna Roy ></p> <p>Reading Group 6</p> | <p>Grade 4</p> | <p>Grade 5</p> | <p>Grade 6</p> | <p>Grade 7</p> | |
| <p>Alberta Padilla ></p> <p>Reading Group 6</p> | <p>Grade 5</p> | <p>Grade 6</p> | <p>Grade 7</p> | | |
| <p>Sally Wagner ></p> <p>Reading Group 6</p> | <p>Grade 5</p> | <p>Grade 6</p> | <p>Grade 7</p> | <p>Grade 8</p> | |

Leveling Assessment **Insights**

Leveling Assessment 1st Period - Pilot Class B

| | Consistent Mastery | Proficient | Not Yet Proficient | Not Started | Applied Practice | Background Knowledge |
|--|--------------------|------------|--------------------|-------------|------------------|----------------------|
| Lizzie Phillips > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | | | |
| Bradley Schneider > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | | | |
| Edna Roy > Reading Group 6 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | | |
| Alberta Padilla > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | | | |
| Sally Wagner > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | | |

- **Applied Practice** indicates a student's ability to apply a literacy skill to a text.
- **Background knowledge** indicates a student's level of familiarity with the background knowledge needed to understand the text.
- Use background knowledge to **provide context** for understanding applied practice.

Leveling Assessment **Insights**

| Leveling Assessment | | 1st Period - Pilot Class B | | | | | |
|---------------------|-----------------|----------------------------|----------------|----------------------|----------------|--------------------|------------------------|
| | | ★ Consistent Mastery | ✓ Proficient | ! Not Yet Proficient | ● Not Started | ● Applied Practice | ◆ Background Knowledge |
| Lizzie Phillips > | Reading Group 6 | ★ ★ Grade 5 | ✓ ✓ Grade 6 | ✓ ! Grade 7 | | | |
| Bradley Schneider > | Reading Group 6 | ★ ✓ Grade 5 | ✓ ✓ Grade 6 | ! ! Grade 7 | | | |
| Edna Roy > | Reading Group 6 | ✓ ✓ Grade 4 | ! ! Grade 5 | ! ! Grade 6 | ! ! Grade 7 | | |
| Alberta Padilla > | Reading Group 6 | ★ ★ Grade 5 | ✓ ✓ Grade 6 | ✓ ! Grade 7 | | | |
| Sally Wagner > | Reading Group 6 | ★ ★ Grade 5 | ★ ★ Grade 6 | ★ ★ Grade 7 | ✓ ✓ Grade 8 | | |

- Look **first** at **Applied Practice**, and use background knowledge for context.
- If a student has achieved **Consistent Mastery in Applied Practice**, that level may not provide enough challenge for him.
- Consider leveling up, or assign a higher level reading assessment

Leveling Assessment **Insights**

Leveling Assessment 1st Period - Pilot Class B

Consistent Mastery Proficient Not Yet Proficient Not Started Applied Practice Background Knowledge

| | | | | |
|--|---------|---------|---------|---------|
| Lizzie Phillips > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | |
| Bradley Schneider > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | |
| Edna Roy > Reading Group 6 | Grade 4 | Grade 5 | Grade 6 | Grade 7 |
| Alberta Padilla > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | |
| Sally Wagner > Reading Group 6 | Grade 5 | Grade 6 | Grade 7 | Grade 8 |

- Look **first at Applied Practice**, and use background knowledge for context.
- If a student has achieved **Proficient in Applied Practice**, that might be the right level of challenge for him.

Leveling Assessment **Insights**

| Leveling Assessment | | 1st Period - Pilot Class B | | | |
|---|----------------|----------------------------|----------------|------------------|----------------------|
| Consistent Mastery | Proficient | Not Yet Proficient | Not Started | Applied Practice | Background Knowledge |
| Lizzie Phillips > Reading Group 6 | ★ ★ Grade 5 | ✓ ✓ Grade 6 | ✓ ! Grade 7 | | |
| Bradley Schneider > Reading Group 6 | ★ ✓ Grade 5 | ✓ ✓ Grade 6 | ! ! Grade 7 | | |
| Edna Roy > Reading Group 6 | ✓ ✓ Grade 4 | ! ! Grade 5 | ! ! Grade 6 | ! ! Grade 7 | |
| Alberta Padilla > Reading Group 6 | ★ ★ Grade 5 | ✓ ✓ Grade 6 | ✓ ! Grade 7 | | |
| Sally Wagner > Reading Group 6 | ★ ★ Grade 5 | ★ ★ Grade 6 | ★ ★ Grade 7 | ✓ ✓ Grade 8 | |

- Look **first at Applied Practice**, and use background knowledge for context.
- If a student has achieved **Not Yet Proficient** in Applied Practice, that level may be too challenging for him, or he may not have had the background knowledge necessary to access the text.
- Consider leveling down a grade level, or assign the grade lower leveling assessment for more data

Leveling Assessment **Insights**

- Consider this student performance as well as other knowledge about your students when selecting the student reading group.
- Be sure to monitor students' data throughout the year and adjust reading groups as necessary.

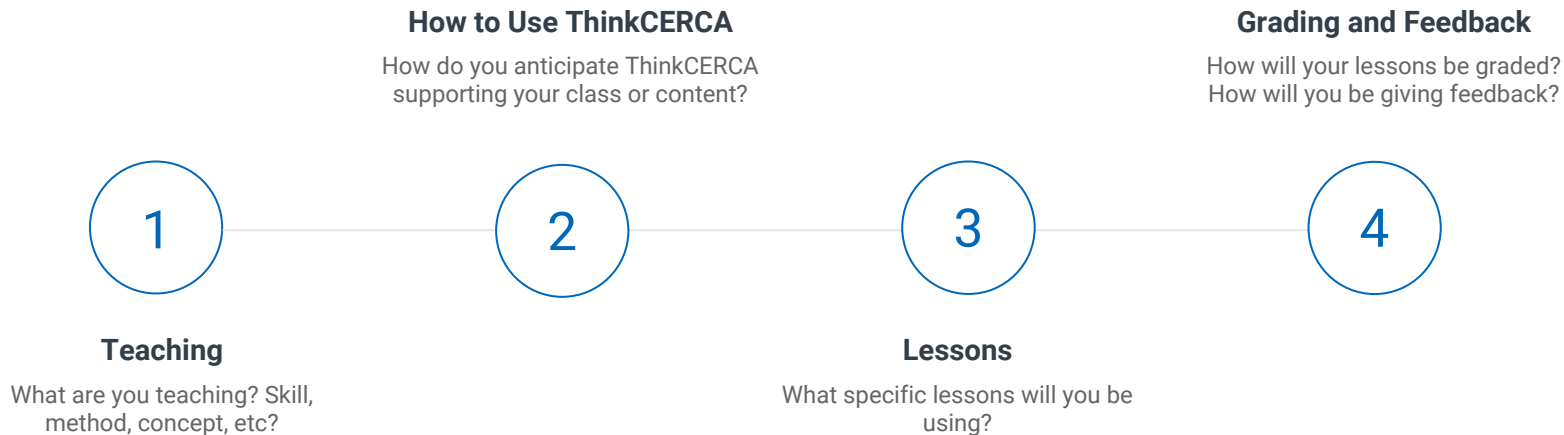
Goals For Month 1

| Task | Due Date |
|---|----------|
| Administer Baseline Writing Assessment | |
| Administer Leveling Assessment (optional) | |
| Grade Writing Benchmark using Rubric | |
| Set Reading Levels | |
| Students Complete First Applied Lesson | |

Agenda

- Overview of ThinkCERCA
- Research and Results
- CERCA Debate Activity
- Hands-on Library Tour
- Goal Setting
- **Curriculum Integration**

Implementation **Process**



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 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.)

Selecting Lessons

Align to Current Curriculum by Theme or Standard

The screenshot shows the 'Filter Lesson Library' interface. On the left, there are filters for Lesson Type (Applied Reading & Writing, Mini-lessons, QuickCERCA), Subject (English Language Arts, Math, Science, Social Studies), Grade Level (Grades 3-12), Standard (Language, Reading, Speaking and Listening, Writing, Mathematical Practice, Mathematical Content), and Theme (Catalysts for Change, Communication). The main area displays a grid of lesson cards, each with a title, image, and grade level. Examples include '21st-Century Olympics', '900 Cinderellas', 'Abercrombie & Fitch Refuses to Make Clothes for Large Women', 'Adjectives', 'Adverbs', 'A Hero Emerges in Italy's Ship Drama', 'A Lighter Side', 'An Utility Plant Could Fuel Africa's Economic Engine', 'A Poem of the People', 'Appeals Court Finds Nevada School's Uniform Policy Unconstitutional', 'A Quare! Who Invented Calculus?', 'A Real Political Animal', 'Are Wildlife Sanctuaries Good for Animals? What to Know Before You Visit ...', 'A Slippery Slope Toward Discrimination', and 'A Tale of Two Brothers'.

-OR-

Follow Recommended Sequence

Library Home > Filter Lesson Library
Filter Lesson Library

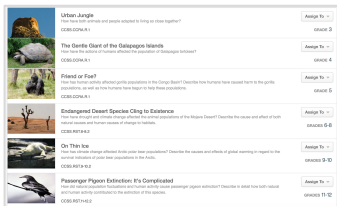
The screenshot shows the 'Filter Lesson Library' interface with the 'By Recommended Sequence' filter selected. The 'Filters' section on the left shows 'Subject' set to 'English Language Arts'. The main area displays lesson cards filtered by sequence. Examples include 'Direct Instruction Summarizing School Policy', 'Direct Instruction Developing Effective Paragraphs Video Games', 'Direct Instruction Claims Government Role in Health', and 'Direct Instruction'. Each card includes a title, a brief description, and the number of lessons in the set.


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) |
|--|---|---|
| <p>Example: Hatchet (Gary Paulsen)</p> | <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> |

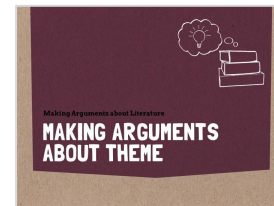




Human and Animal Interactions

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

Science ● Informational Texts ● Social Responsibility



ThinkCERCA Curriculum Integration Example

CURRICULUM INTEGRATION RESOURCES

Differentiated Lessons for Teaching "Hatchet" by Gary Paulsen

Informational texts to accompany Gary Paulsen's *Hatchet*

Joanna Spyrtos, 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 QuickCERCA 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)

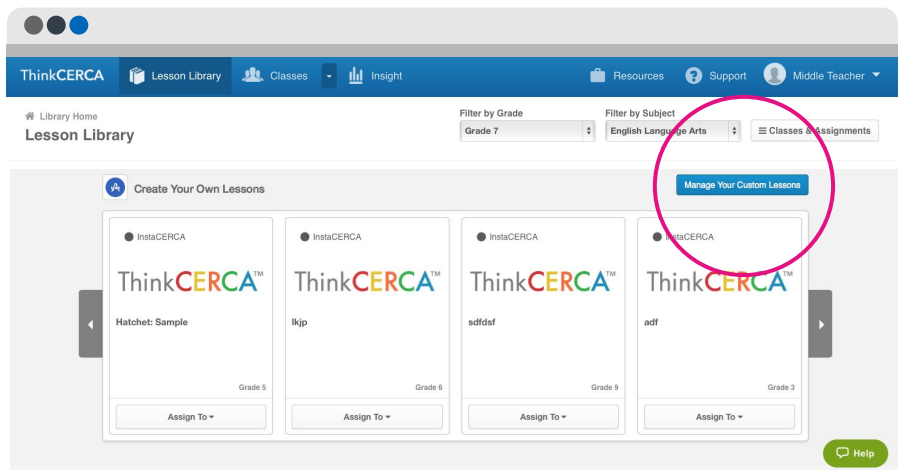
Differentiated Lesson Sets for Grades 4-12

- [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)

Create Your Own Lesson



1

Select Lesson Library / Dashboard

2

Select “Manage Your Custom Lessons”

Create Your Own Lesson

The screenshot shows the ThinkCERCA user interface for creating a lesson. At the top, there is a navigation bar with 'ThinkCERCA', 'Lesson Library', 'Classes', 'Insight', 'Resources', 'Support', and 'Middle Teacher'. Below this, a 'Library Home > Your Lessons' breadcrumb is visible. A 'Create A Class' button is on the right. The main area is titled 'Create your own personalized lesson library' and features a 'CREATE A LESSON' button circled in pink. Below this is a 'Filter by Grade' section with a dropdown menu set to 'All Grade Levels'. A list of lessons is displayed, each with a 'ThinkCERCA' logo, a title, a 'Assign To' dropdown, and an 'EDIT' link. The lessons listed are: 'lkjp' (GRADE 6), 'lesson ?' (GRADE 5), 'asdfas asdfs' (GRADE 9), 'Elections XXXXX?' (GRADE 5), and 'test 040916 key question' (GRADE 3).

1

Select "Create a Lesson"

The screenshot shows the lesson creation form. It has the following fields and elements: a 'Title' text input field; a 'Key Question' text input field; a red warning box below the Key Question field with the text 'Once this lesson is assigned, the grade level and reading can no longer be edited.'; a 'Rubric Grade Level' dropdown menu with the text 'Select A Rubric Grade Level'; a 'Lesson Reading' section with a text area and three buttons: 'Bold', 'Italic', and 'Underline'; and 'Cancel' and 'Create' buttons at the bottom right.

2

Add Title and Information

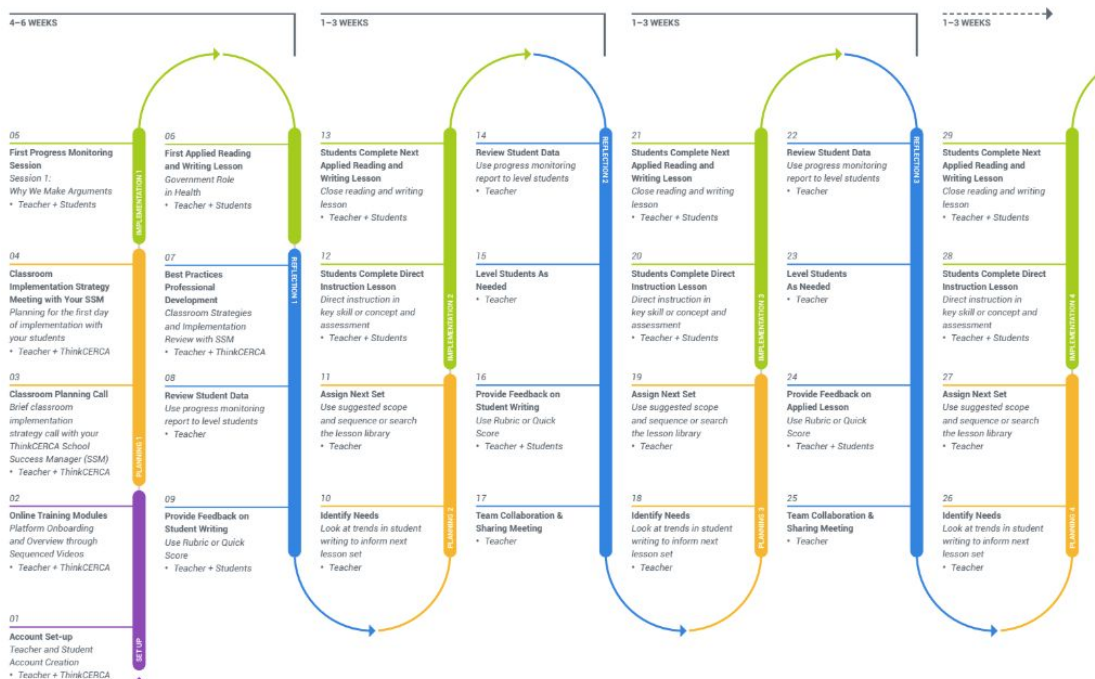
Title, Key Question, Rubric Grade Level.

3

Add Text

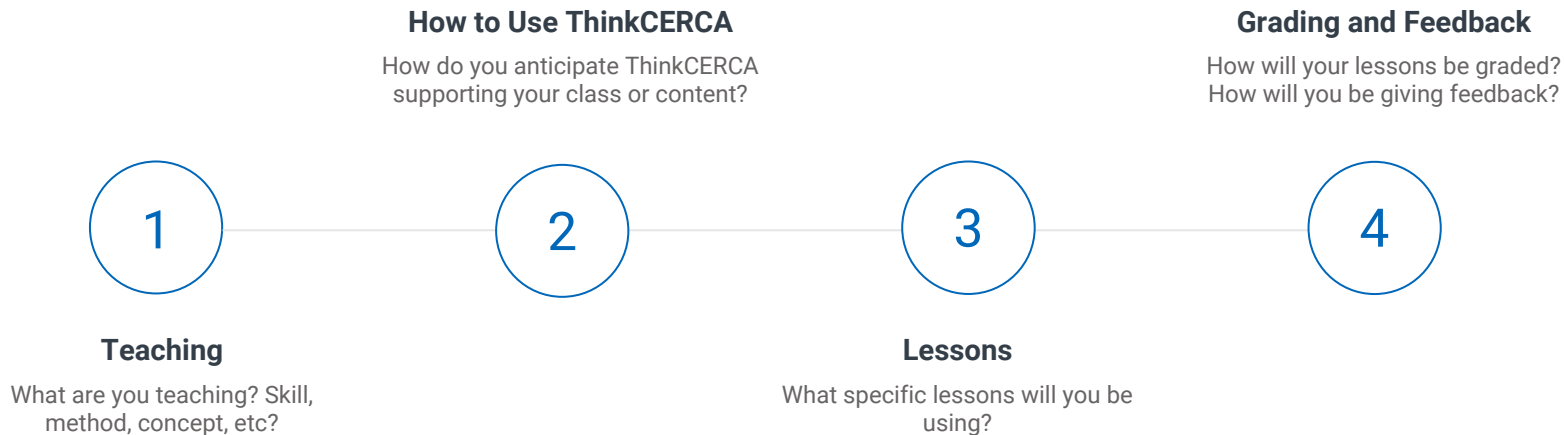
Add custom text and style in bold, italic, or underline.

Teacher Rollout Roadmap



- Always accessible on ThinkCERCA website
- Supports for PD around roadmap concepts embedded within ThinkCERCA
- Flexible for multiple subjects and grades - no set curriculum

Implementation **Process**



Curriculum Integration Time

*Spend some time digging into the ThinkCERCA Platform.
We'll be here to help and answer questions.*

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

- Weekly Office Hours for Teachers Thursdays 12-4 pst
- Live Chat 6am-3pm pst
- Support page with FAQ
- Resources page
- On-demand Library of PD resources
- On-demand Webinars

Thank you.

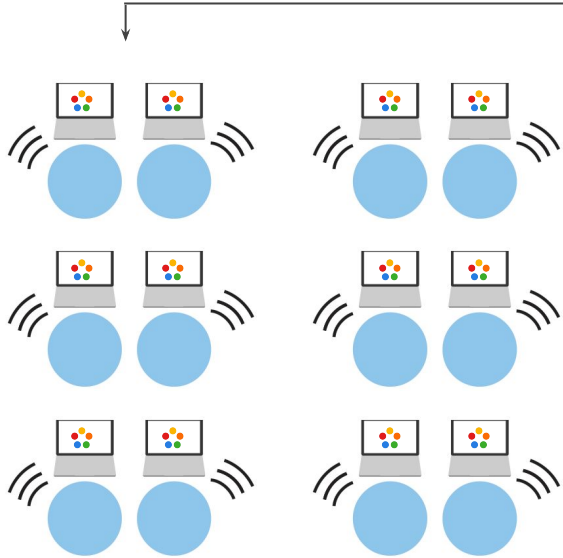


**Extra Slides on Blended Learning,
most likely won't be needed**

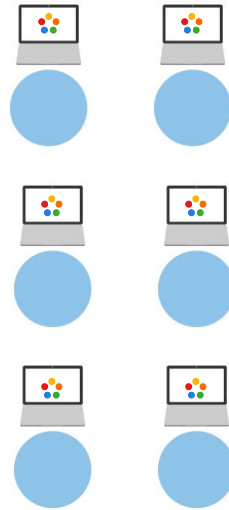
Blended Learning Models



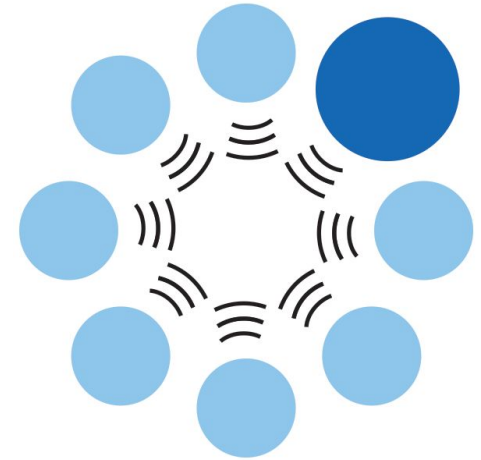
Low-Tech Labs or Carts



Paired Discussion

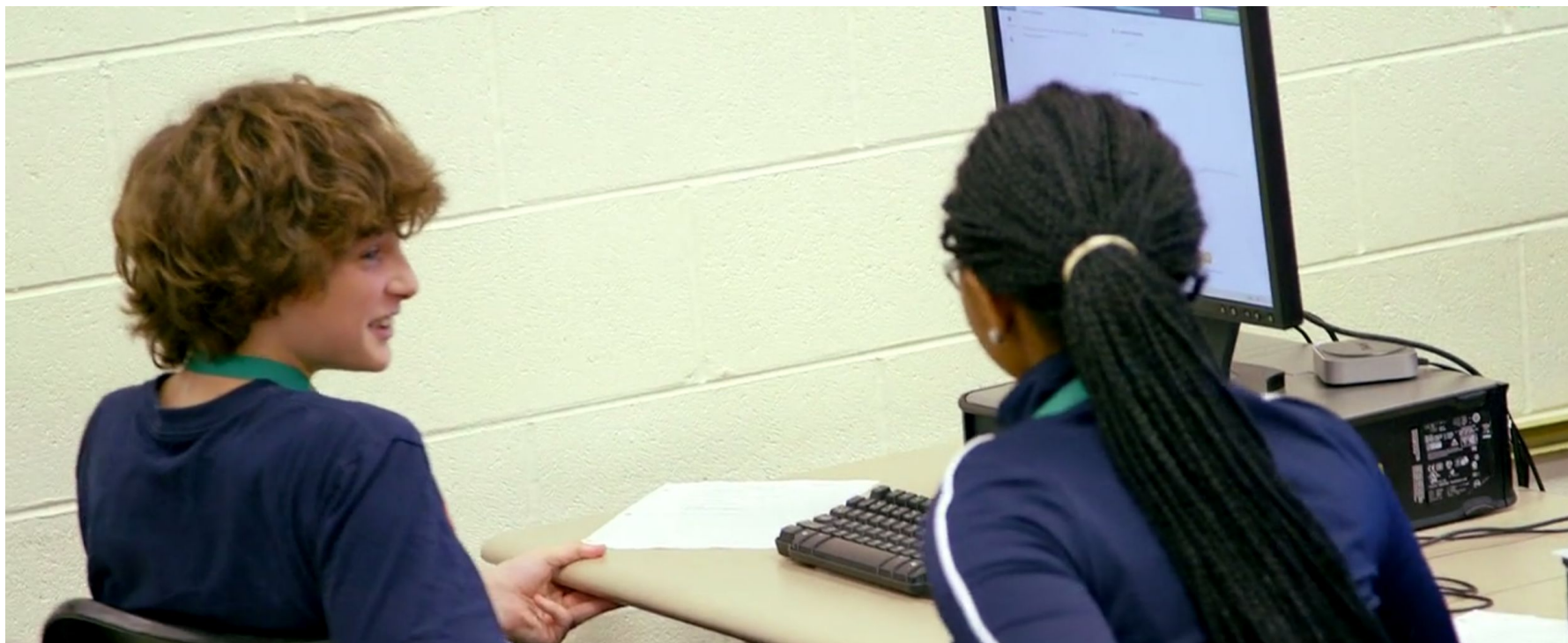


**Self-Paced, Leveled
Reading and Writing**

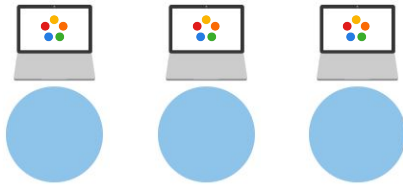


Teacher/Student Interaction

Low-Tech Lab or Carts: **Peer Collaboration**



Low-Tech Centers




Online Drafting

The icon for Online Drafting shows three laptops, each with a colorful dot pattern on its screen, positioned above three large blue circles that represent students.



Independent Online Reading
Grouped by Reading Level

The icon for Independent Online Reading shows a grid of 18 laptops arranged in three columns. Below each column is a book icon with a number: a red book with '6', a yellow book with '7', and a blue book with '8'. Each laptop screen displays a colorful dot pattern.



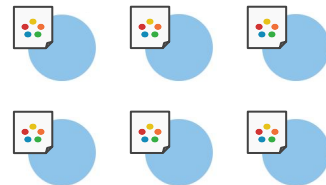
Peer Editing

The icon for Peer Editing shows two pairs of blue circles representing students. Each pair has a small card with a colorful dot pattern placed between them, indicating a peer review activity.



Small-Group Socratic Dialogue

The icon for Small-Group Socratic Dialogue shows a circle of seven blue circles representing students. One circle is significantly larger and darker blue, positioned at the top right. Curved lines connect the smaller circles, suggesting a group discussion or dialogue.



Vocabulary

The icon for Vocabulary shows six blue circles representing students, arranged in two rows of three. Each circle has a small card with a colorful dot pattern placed next to it, representing a vocabulary activity.

Low-Tech Centers: **Vocabulary Station**

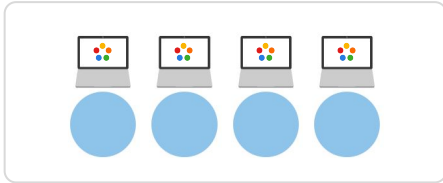


Leveled Groups

NGSS Disciplinary Core Ideas:

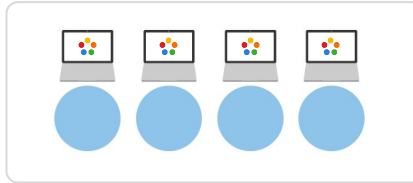
How can we prepare to farm in a world with a changing climate?

Robots in the Dairy



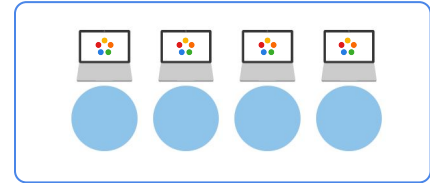
Reading Level  3


A Bird, a Plane, a Garden?



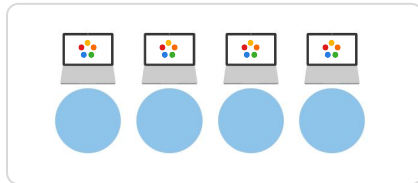
Reading Level  4

Diggin' Dirt



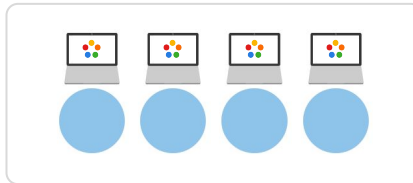
Reading Level  5

Earth's Soil is Getting Too Salty



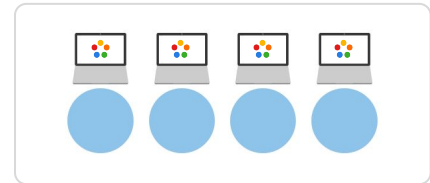
Reading Levels  6  7  8

Testing Future Conditions for the Food Chain



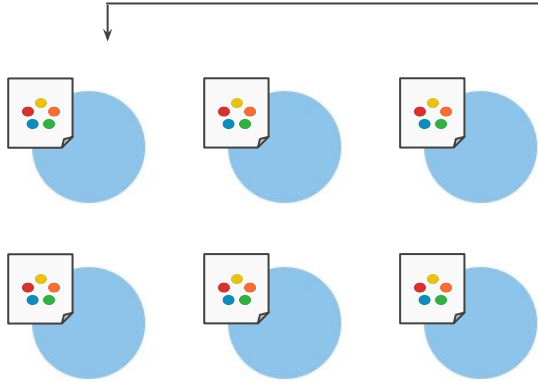
Reading Levels  9  10

The Quest for Everlasting Agriculture

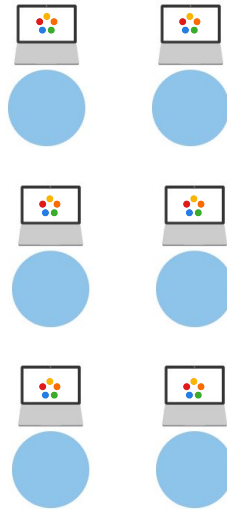


Reading Levels  11  12

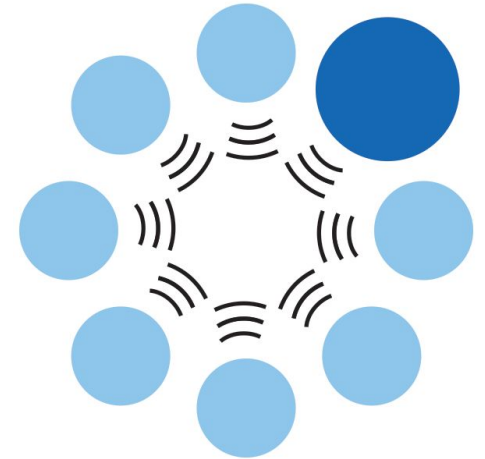
Flex Groups



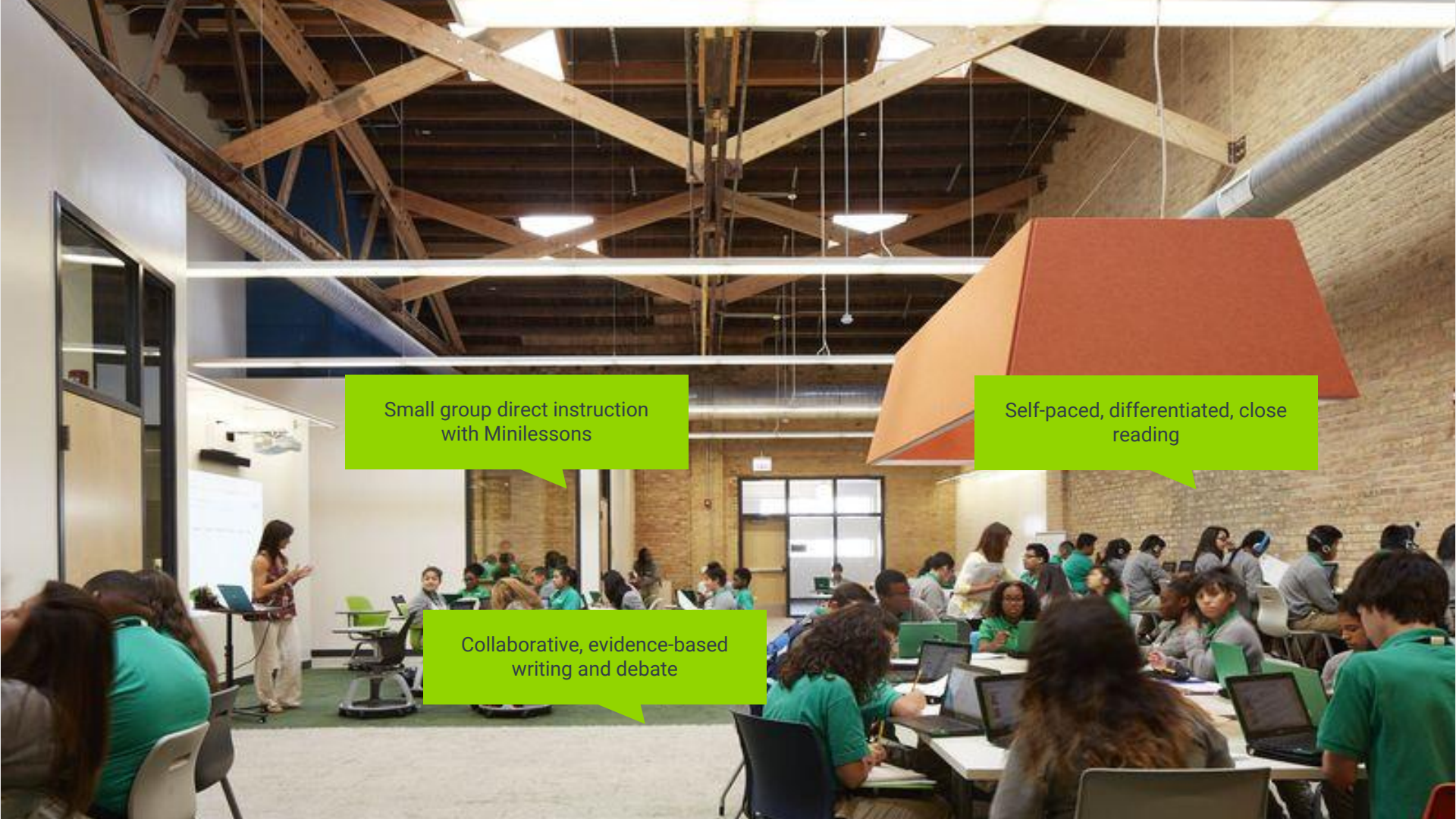
**Collaborative Discussion, Debate,
and Drafting**



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



ThinkCERCA returns time to teachers for **true personalization** in the classroom.

Which model do you use?


Which would you like to try?

What roadblocks might get in the way?

A young woman with dark braided hair is shown in profile, looking intently at a laptop screen. She has red nail polish on her fingers, which are resting on the laptop's trackpad. The background is a blurred classroom with other students and a teacher. The text "When do students use ThinkCERCA?" is overlaid in white, bold font across the center of the image.

When do students use ThinkCERCA?

Sample Implementation Plan

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|---|-----------|---|---|
| <p>Minilesson RL 7.3 “Analyze how particular elements of a story or drama interact.”</p> <p>Conceptual Vocabulary</p> <ul style="list-style-type: none">• Choice• Obligation• Depend | <p> ThinkCERCA™</p> <p>Applied Lessons Close Reading with Informational Texts</p> <ul style="list-style-type: none">• “How Can We Prevent Another Dust Bowl?,” <i>New York Times</i>• “Documentarian Of the Great Depression,” <i>Smithsonian</i>• “Why Kids Join Gangs” <i>Upfront</i> | | <p>Socratic Debate “How Do We Balance Responsibility for Ourselves with Others?”</p> | <p>Formal Writing with Peer Review</p> |



Homework Assignment
(at least 30 pages per night)

Level 1: *Scorpions*
Level 2: *The Outsiders*
Level 3: *Of Mice and Men*

Sample **Implementation Plan**

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|--|--|---|--|
| Minilesson RL 7.3 “Analyze how particular elements of a story or drama interact” | Group A: Organizing | Group A: Explaining Reasoning | Socratic Debate “How Do We Balance Responsibility for Ourselves with Others?” | Formal Writing with Peer Review |
| | Group B: Selecting Evidence | Group B: Organizing Evidence | | |
| Conceptual Vocabulary <ul style="list-style-type: none">• Choice• Obligation• Depend | Group C: Introductions | Group C: Conclusions | | |



Homework Assignment
(at least 30 pages per night)

Level 1: *Scorpions*
Level 2: *The Outsiders*
Level 3: *Of Mice and Men*

Sample **Implementation Plan**

- Complete Minilesson whole group
- Work in lab or on carts at least twice a week
- In Computer Lab one day a week to start the Applied Lesson

| SESSION | TASKS IN 50 MINUTES |
|---------------------------------------|--|
| SESSION 1 Computer Lab Time | <ul style="list-style-type: none">● Step 1: Personal Connection (5-7 mins.)● Step 2: Read the Text (20-25 mins.)● Step 3: Engage with the text (20 mins.) |
| SESSION 2 Homeroom | <ul style="list-style-type: none">● Step 4: Summarize (10-15 mins.)● Step 5: Argument Builder (25-30 mins.) |
| SESSION 3 Homeroom | <ul style="list-style-type: none">● Offline Discussion Using Key Question (could be done in classroom)● Step 6: Formal Argument (30 mins.)● Peer editing/collaboration (10-15 mins.) |

Sample **Implementation Plan**

- Complete Minilesson whole group
- Work in lab or on carts 3 days a week 30 minutes each

| SESSION | TASKS IN 30 MINUTES |
|-----------|---|
| SESSION 1 | <ul style="list-style-type: none">● Step 1: Personal Connection (5 mins.)● Step 2: Read the Text (15-20 mins.) |
| SESSION 2 | <ul style="list-style-type: none">● Step 3: Engage with the text (15 mins.)● Step 4: Summarize (5 mins.)● Step 5: Step 5: Argument Builder (10 mins.) |
| SESSION 3 | <ul style="list-style-type: none">● Step 5: Argument Builder (10 mins.) continued● Step 6: Formal Argument (20 mins.)● Offline Discussion Using Key Question (could be done in classroom) |

Sample **Implementation Plan**

- Complete Minilesson 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) |