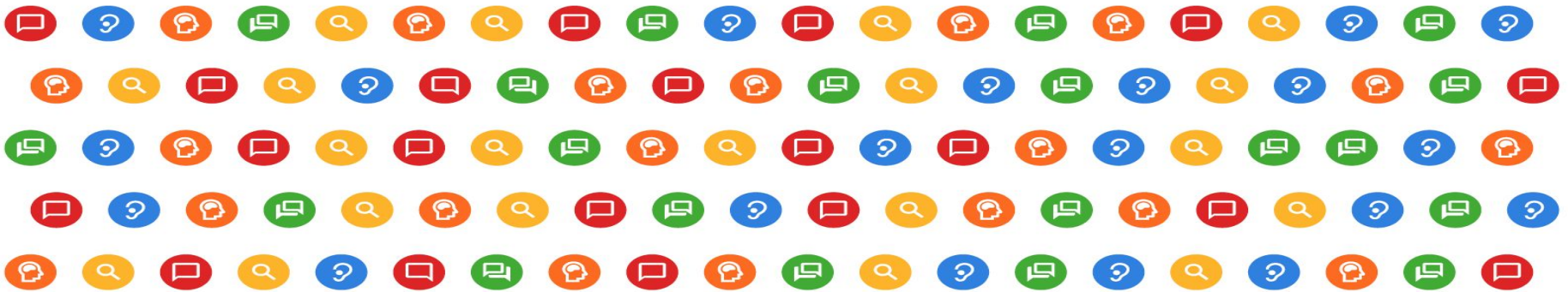
ThinkCERCA™

# Spark Courageous Thinking

*Personalized Literacy Platform for Grades 4-12*

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



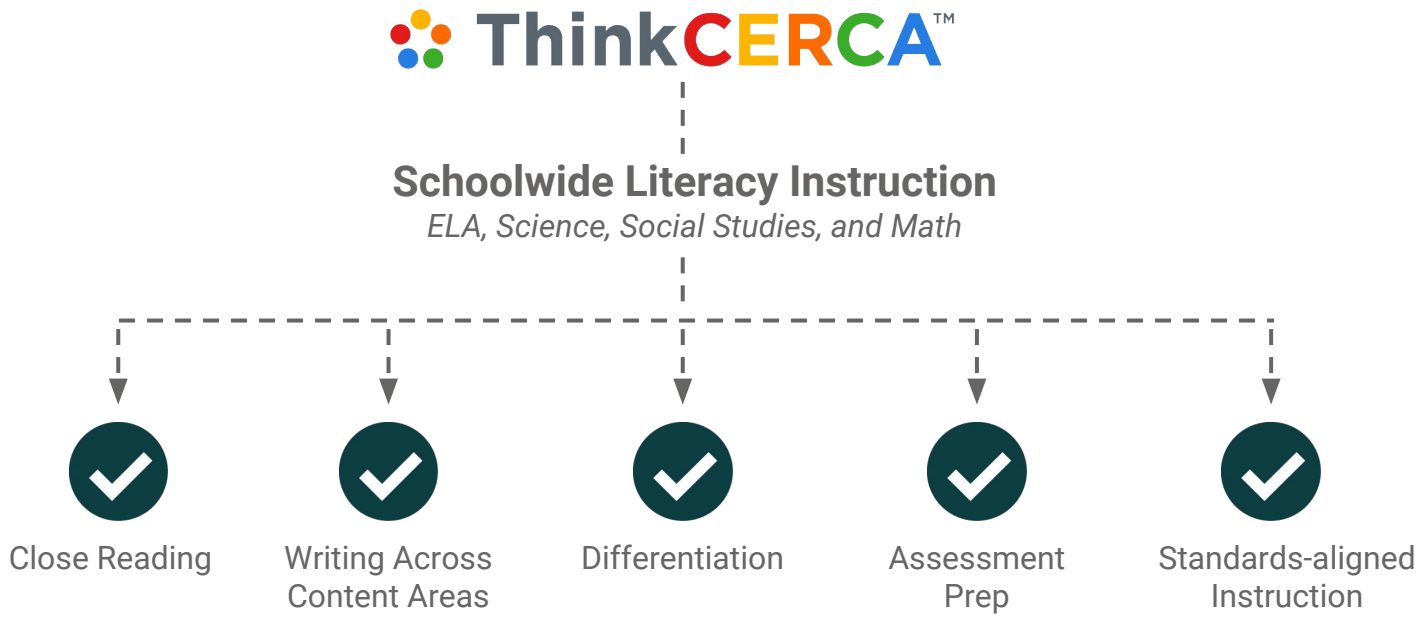
# Agenda

**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

# ThinkCERCA™

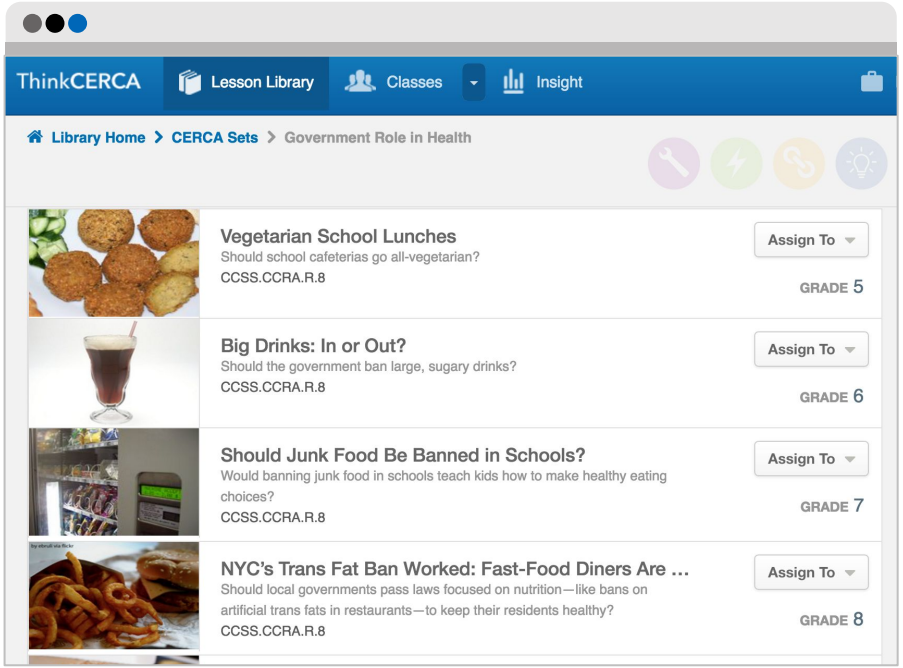
A **personalized literacy platform** for teaching students in grades 4-12 close reading and academic writing skills across subjects.

# A **Holistic Approach** to Literacy



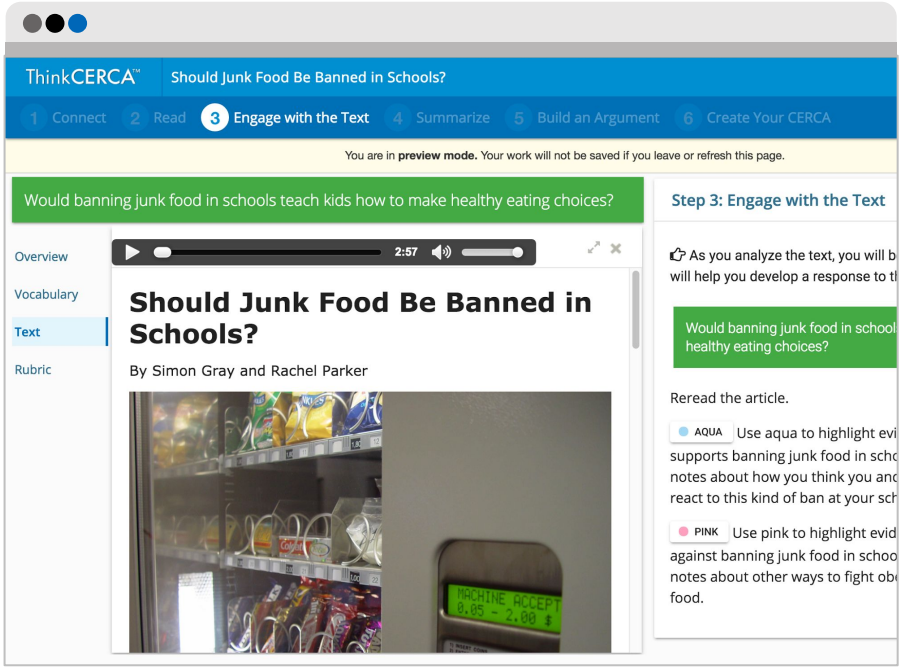
# ThinkCERCA Delivers **Differentiated Lessons**

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



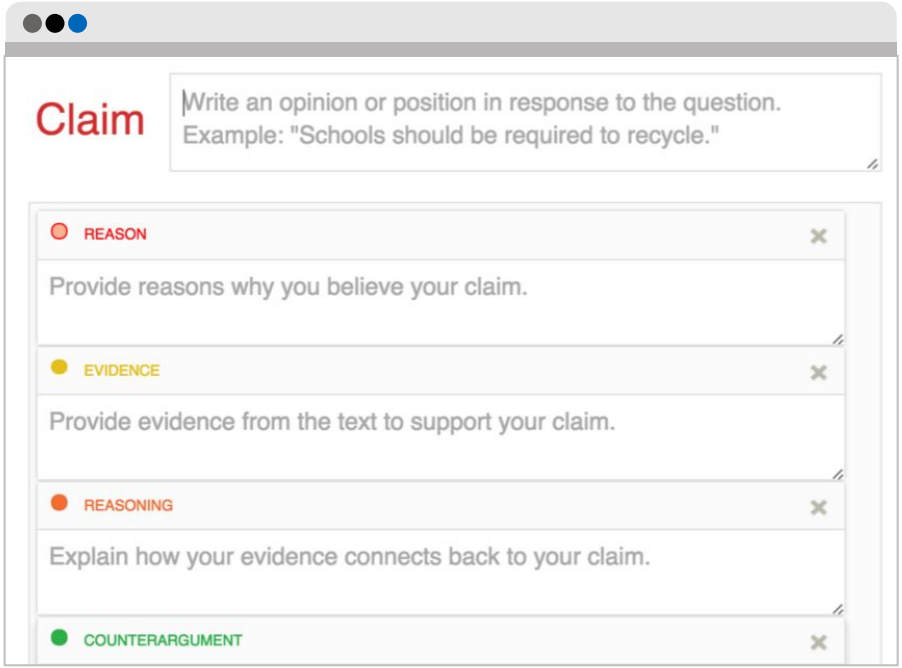
# Students Read **“Just Right” Texts**

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



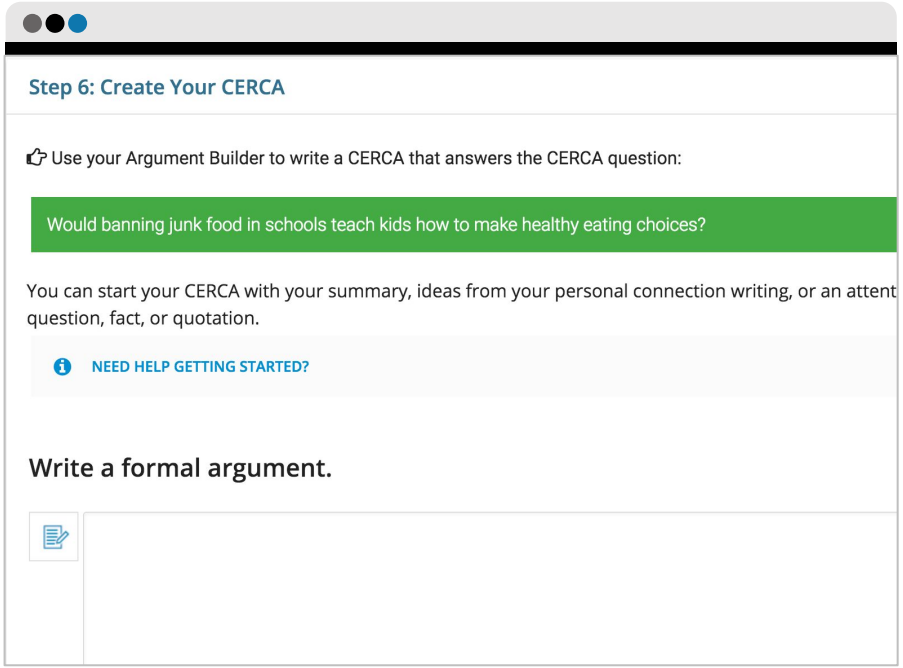
# Students Build **Arguments** & **Collaborate** with Peers

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



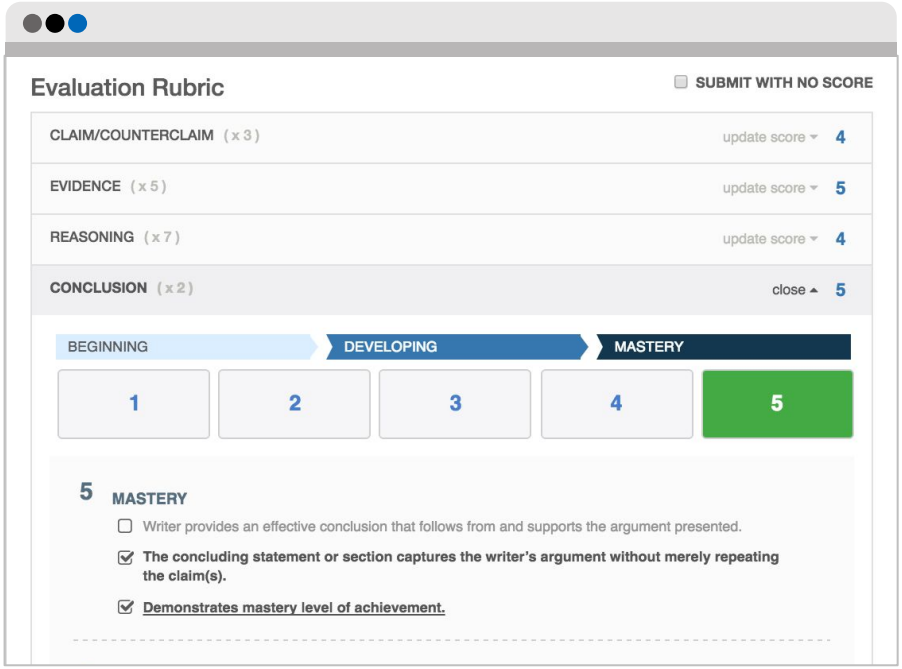
# Students Submit **Writing**

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



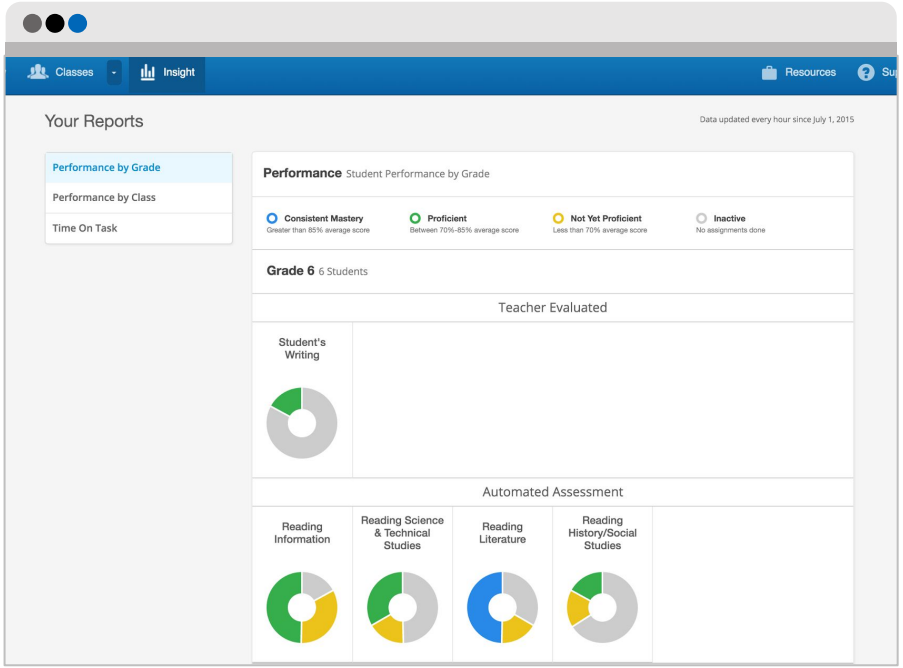
# Teachers Provide Actionable **Feedback for Growth**

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



# 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
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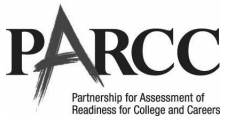
- CERCA Debate Activity
- Hands-on Library Tour
- Goal Setting
- Curriculum Integration

# 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**

THE UNIVERSITY OF CHICAGO

| 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*

LEAPinnovations™

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

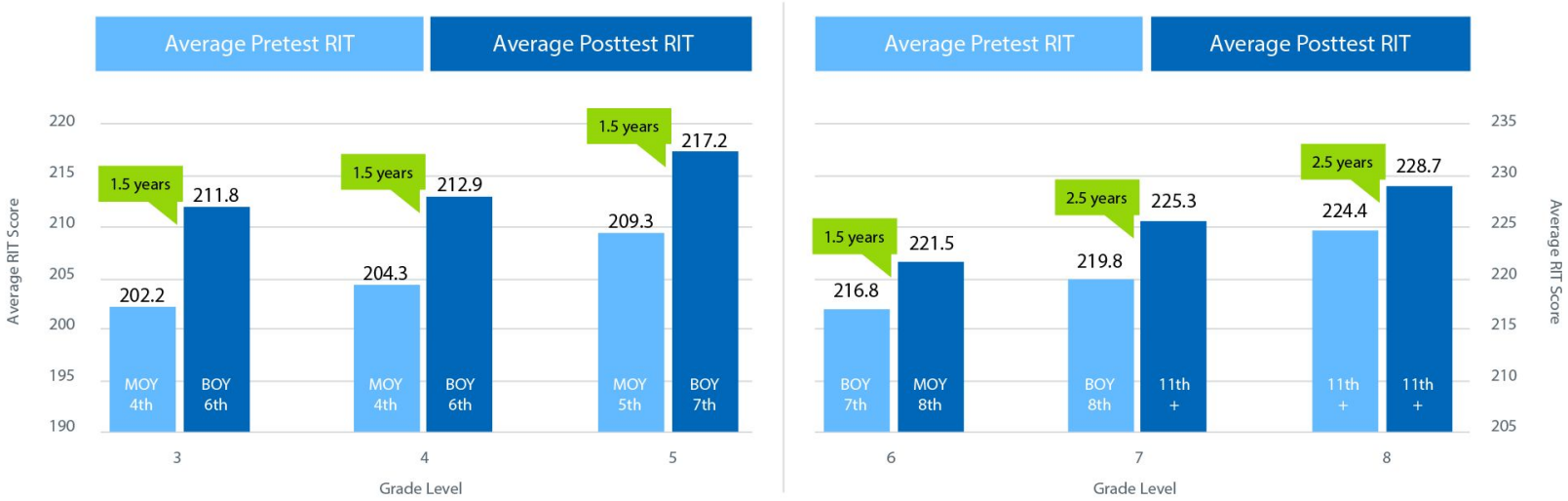
This is equivalent to **closing the achievement gap** by:

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

*Source: Leap Innovations, "Results from the LEAP Innovations Pilot Network" study, 2014-15*

# **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."

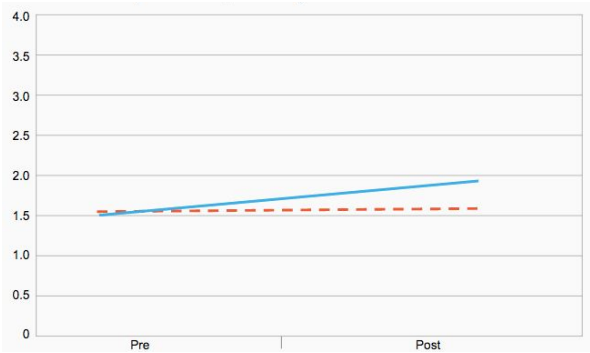



*Source: Atlantic Research Partners, "Literacy Instruction with ThinkCERCA: Findings from Chicago Public Schools" study, January 2016*

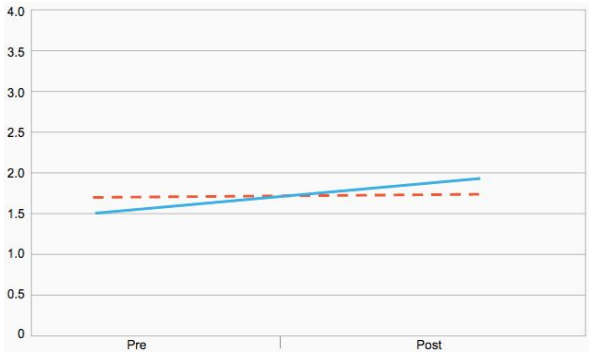
# **SRI Controlled Study** Results

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

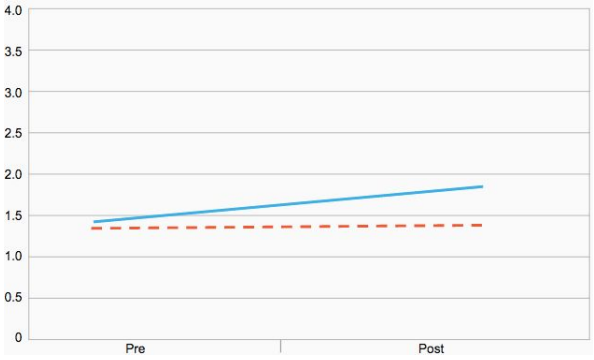
**Coherency and Sequencing**




**Precision and Clarity of Language Aspect**

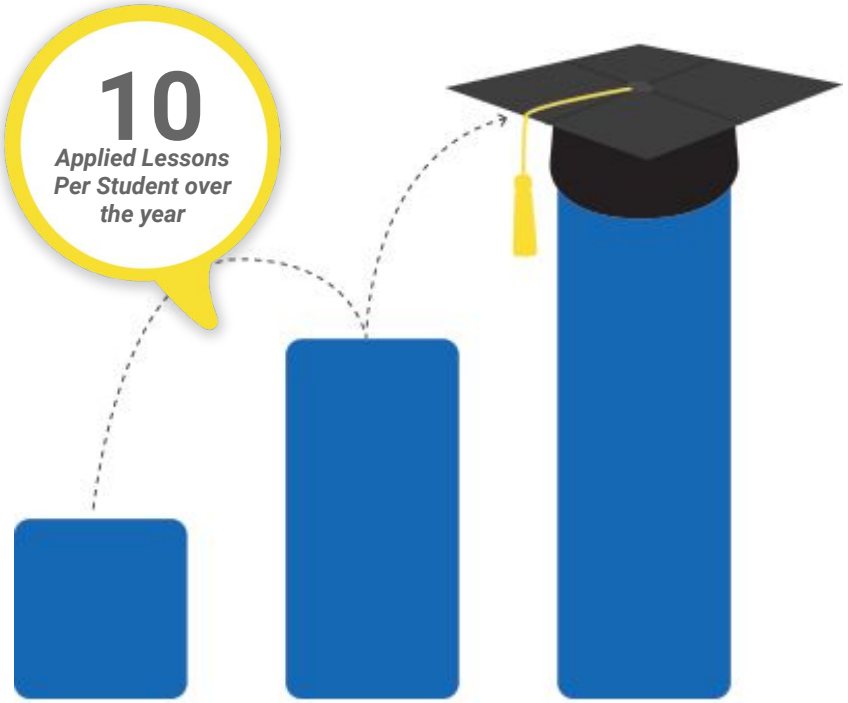



**Relevance and Significance Aspect**




*Source: SRI Education, "Literacy Courseware Challenge Evaluation: Results of ThinkCERCA Participation" study, January 2016*

# 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

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# 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

‹ 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?

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# Lesson Types **Defined**

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

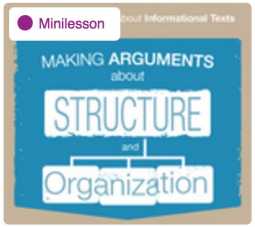
# CERCA **Sets**

**Kid Inventors**

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

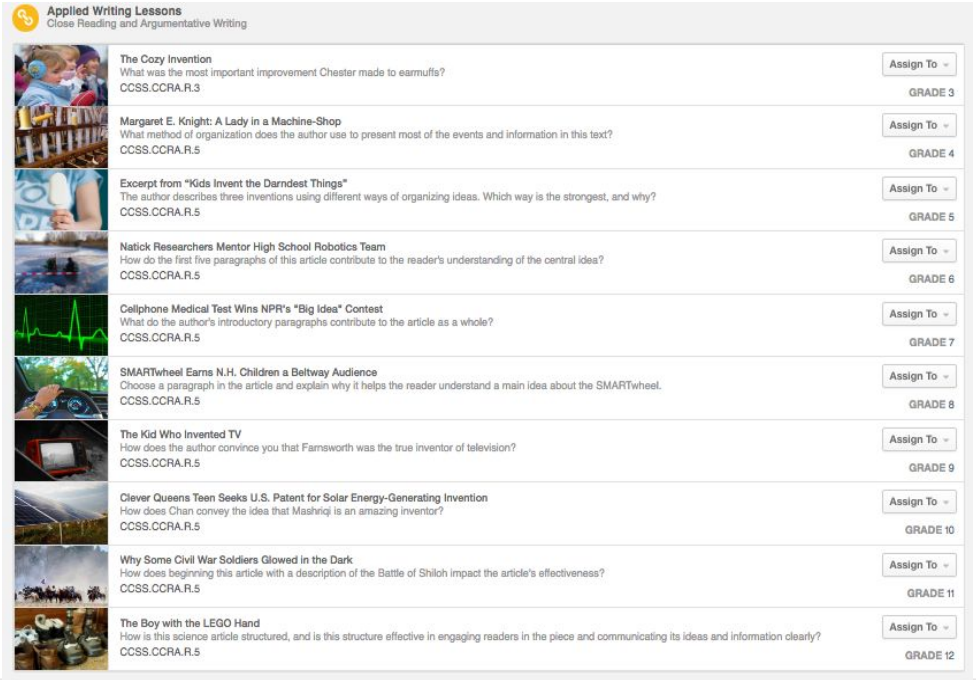
English Language Arts ● Informational Text ● Technology and Society

## Direct Instruction

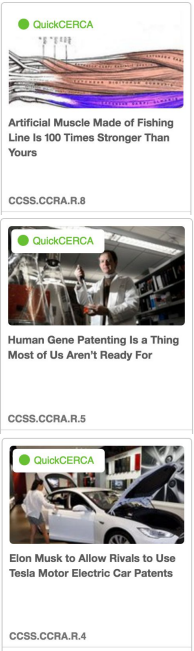



CCSS.CCRA.R.5

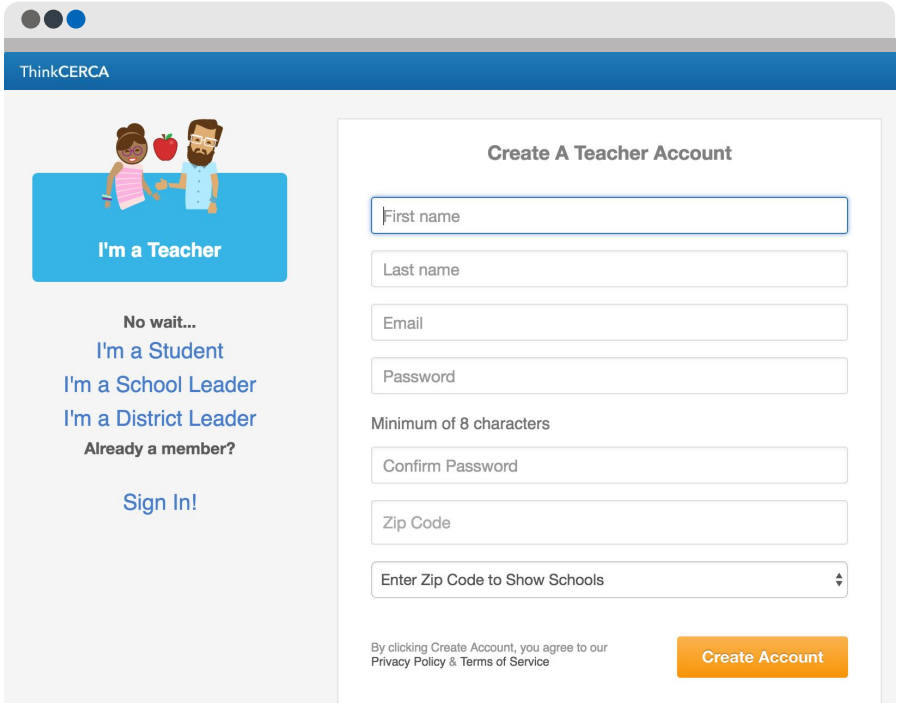
## Applied Reading and Writing




## Additional Reading Practice

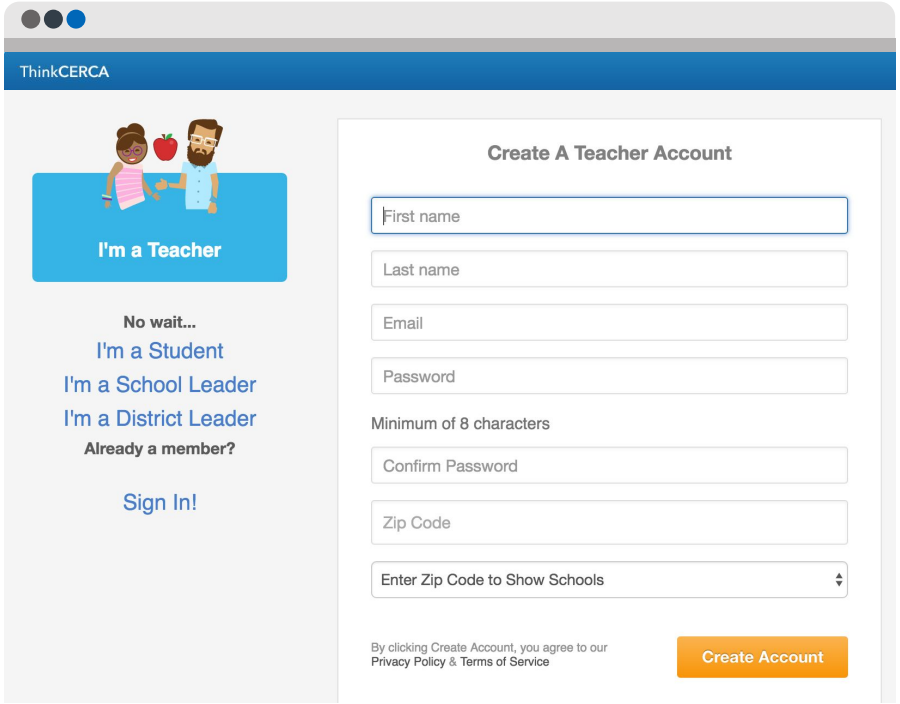


# Creating a **ThinkCERCA Account**




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

# Creating a **ThinkCERCA Account**

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   Student, teacher, school leader, district leader
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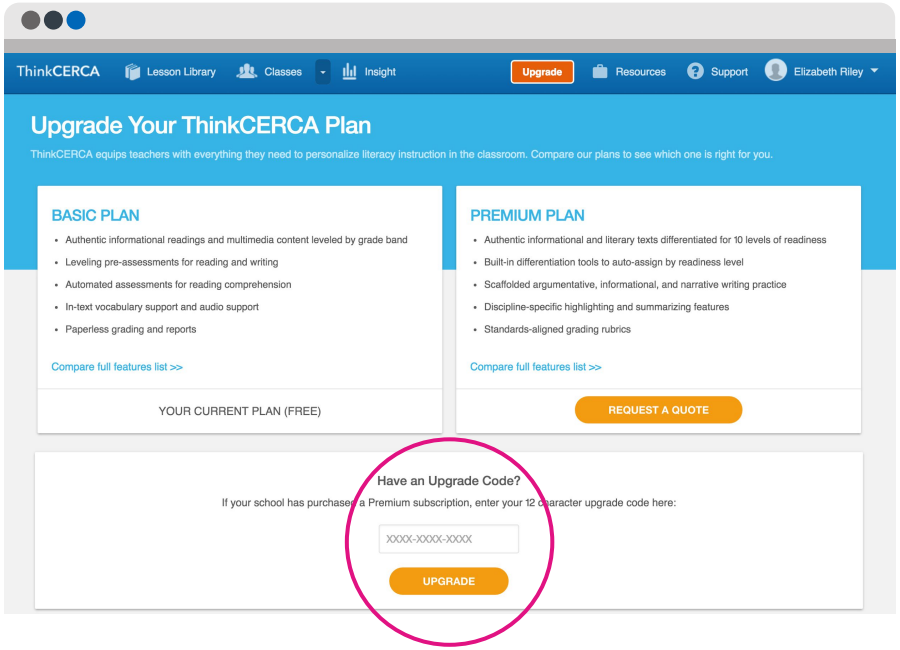
# **Upgrading** Your Account



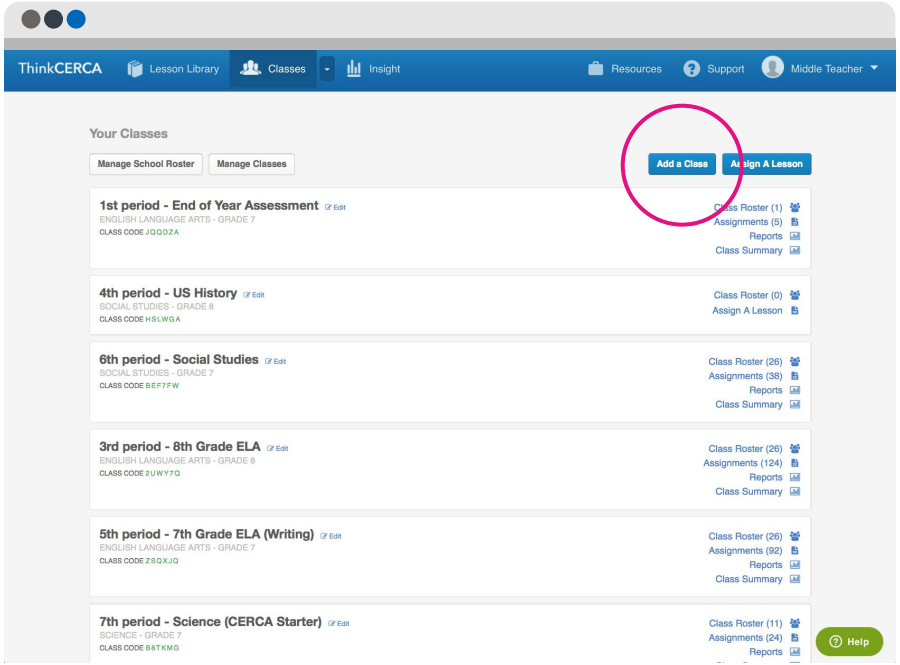

1. Select **Upgrade** from navigation menu
2. Scroll down to the “Have an Upgrade Code?” box
3. Type in your school’s 12-digit code
4. Select “Upgrade”

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 |

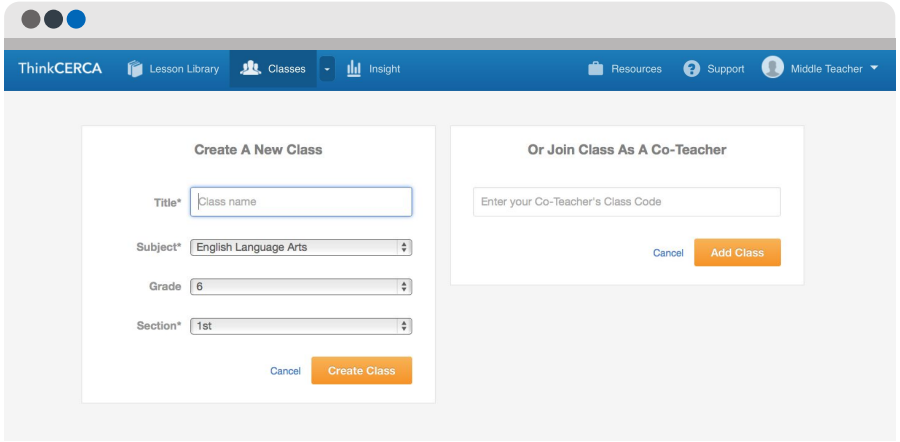
# **Add a Class** (Teacher)

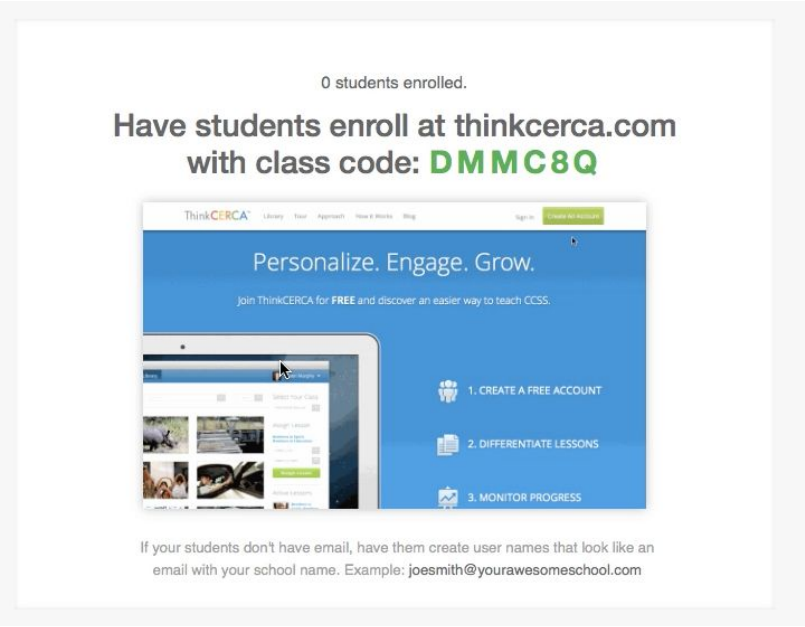



1. **Select “Classes” from the navigation menu**

2. **Select “Add a Class”**

# **Add Class** (Teacher)



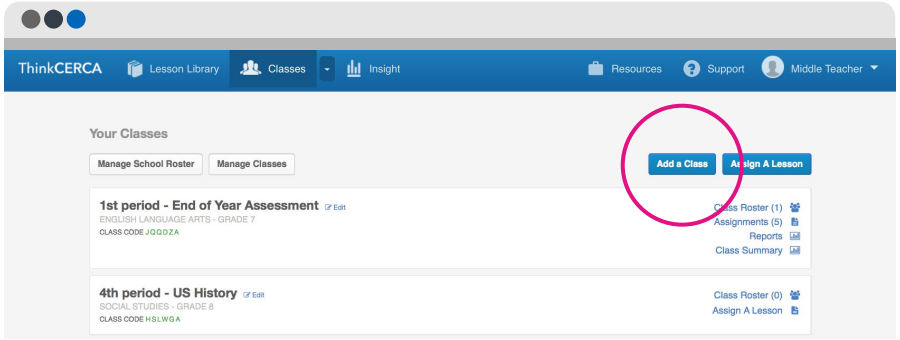



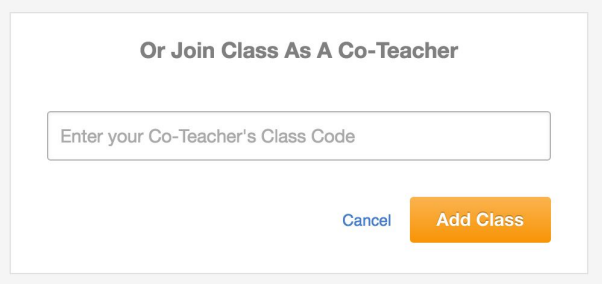

3 **Create Class**

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**

# **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”**

# 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 be receive lessons that you've assigned on their student dashboard.

7

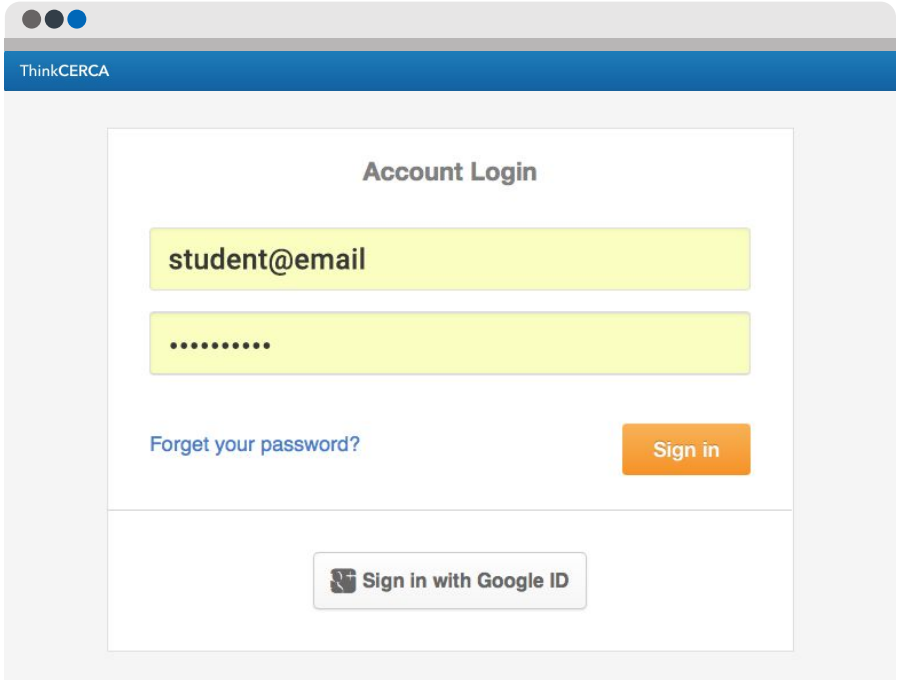
### Additional Class Codes

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.

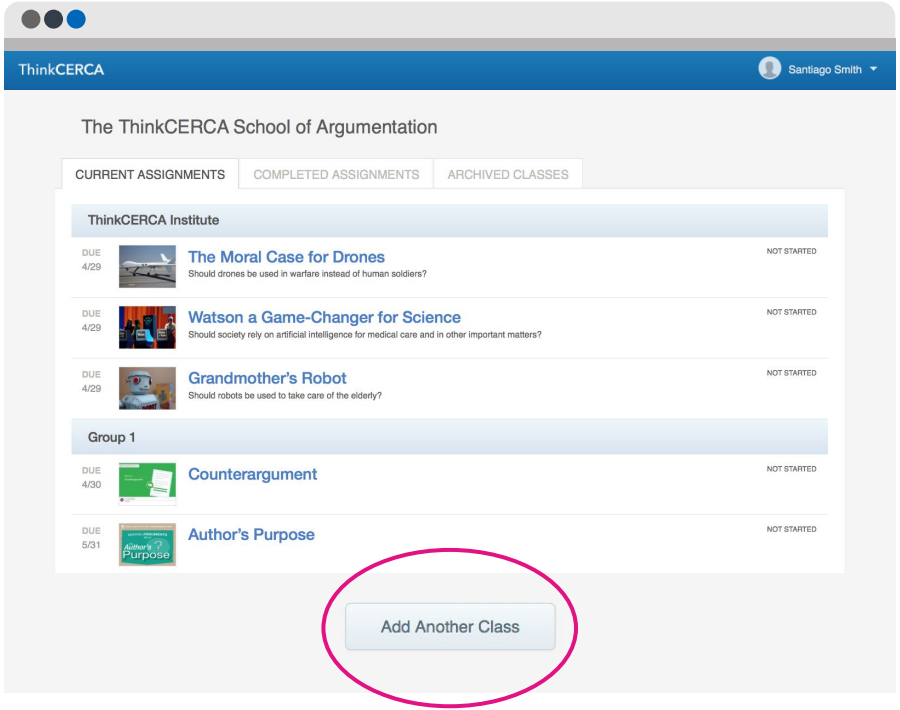
8

### Need Help?

Email support@thinkcerca.com.



# **Add Another Class** (Student)




1

## Student Dashboard

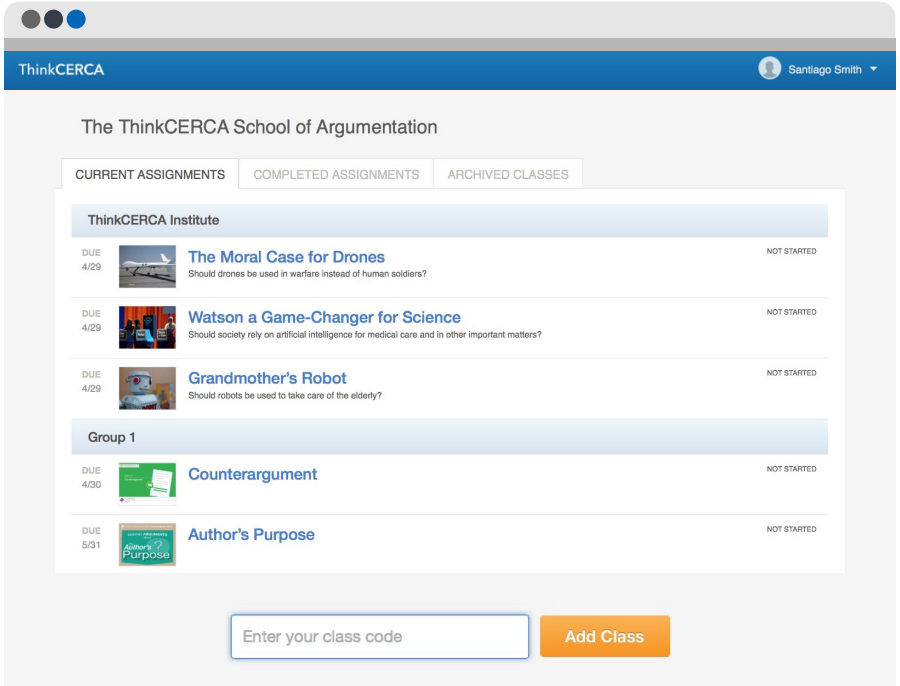
Signed in as a student, the dashboard shows all current assignments, completed assignments, and archived classes.

2

## Select "Add Another Class"

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

# **Add Another Class** (Student)

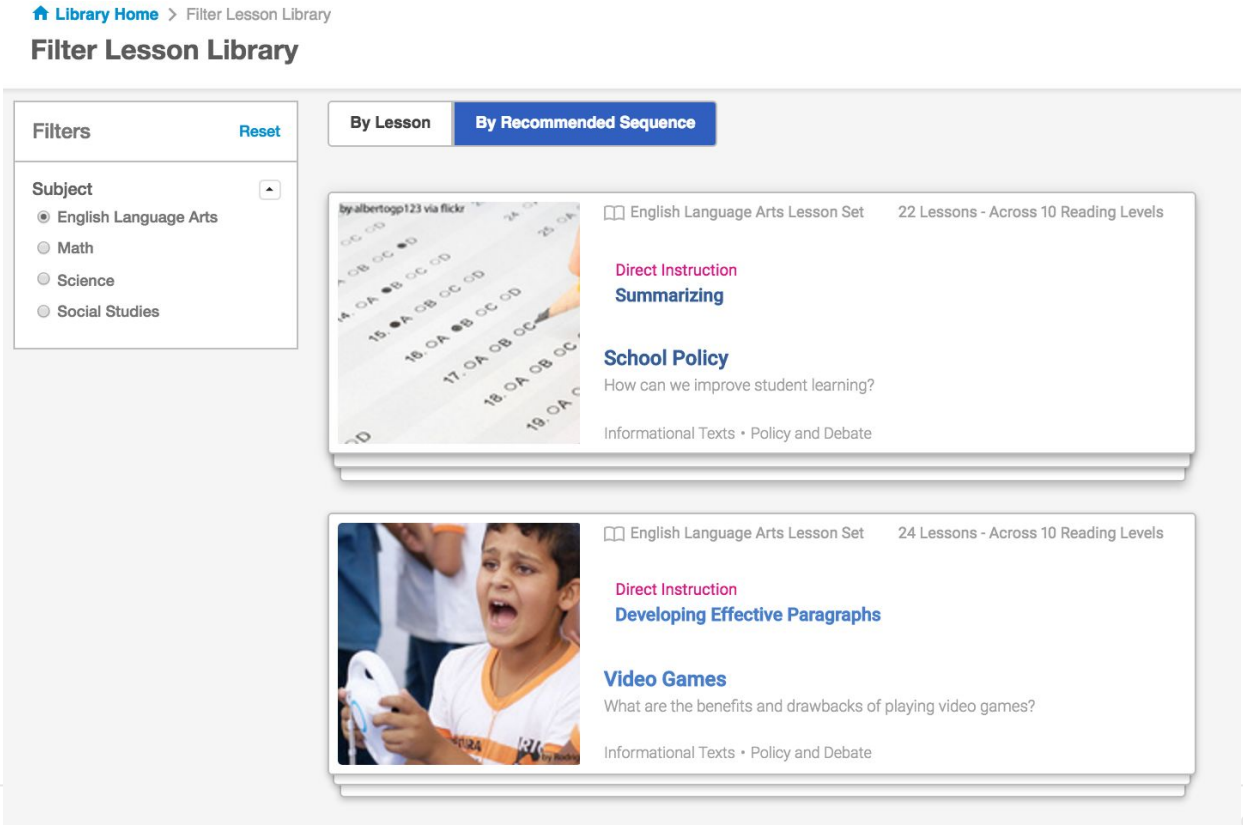



3 **Enter Class Code**

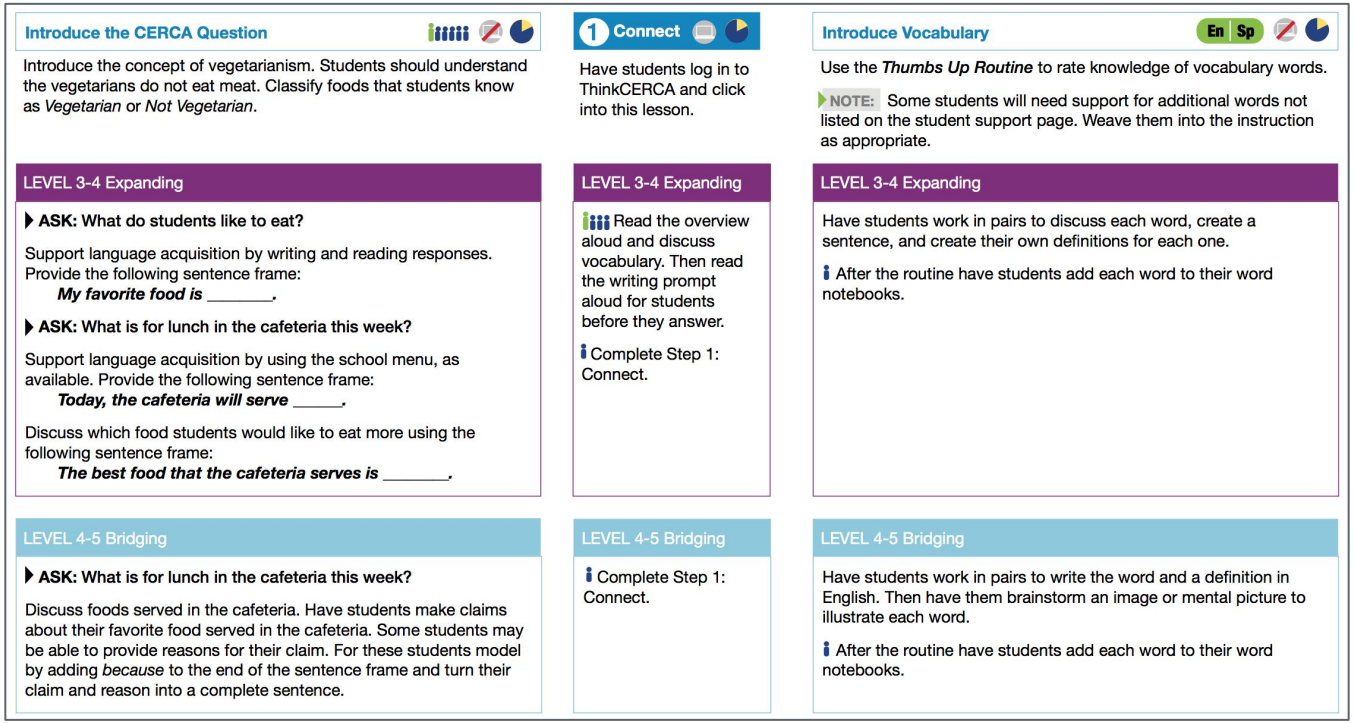
Class Code is generated when the teacher creates a class.

4 **Select "Add Class"**

# Applied Lesson **Simulation**



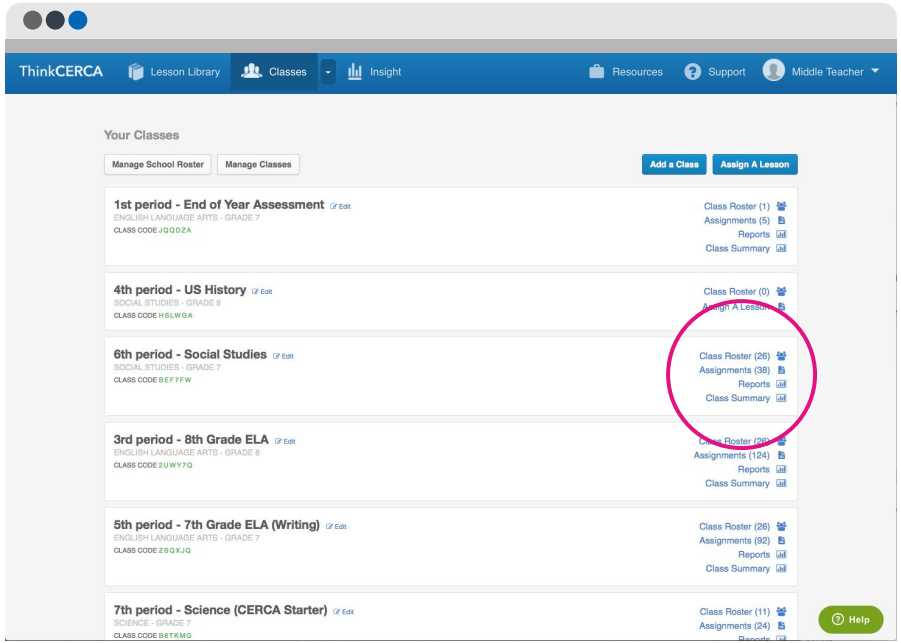
# ELL Resources for the Instructional Core



| Introduce the CERCA Question | 1 Connect | Introduce Vocabulary |
|---|---|---|
| Introduce the concept of vegetarianism. Students should understand the vegetarians do not eat meat. Classify foods that students know as *Vegetarian* or *Not Vegetarian*. | Have students log in to ThinkCERCA and click into this lesson. | Use the ***Thumbs Up Routine*** to rate knowledge of vocabulary words.<br>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**<br>**ASK: What do students like to eat?**<br>Support language acquisition by writing and reading responses. Provide the following sentence frame:<br>***My favorite food is _____.***<br>**ASK: What is for lunch in the cafeteria this week?**<br>Support language acquisition by using the school menu, as available. Provide the following sentence frame:<br>***Today, the cafeteria will serve _____.***<br>Discuss which food students would like to eat more using the following sentence frame:<br>***The best food that the cafeteria serves is _____.*** | **LEVEL 3-4 Expanding**<br>Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.<br>Complete Step 1: Connect. | **LEVEL 3-4 Expanding**<br>Have students work in pairs to discuss each word, create a sentence, and create their own definitions for each one.<br>After the routine have students add each word to their word notebooks. |
| **LEVEL 4-5 Bridging**<br>**ASK: What is for lunch in the cafeteria this week?**<br>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 *because* to the end of the sentence frame and turn their claim and reason into a complete sentence. | **LEVEL 4-5 Bridging**<br>Complete Step 1: Connect. | **LEVEL 4-5 Bridging**<br>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.<br>After the routine have students add each word to their word notebooks. |

Close Reading
Effective Writing
Collaboration
+ Communication
Critical Thinking

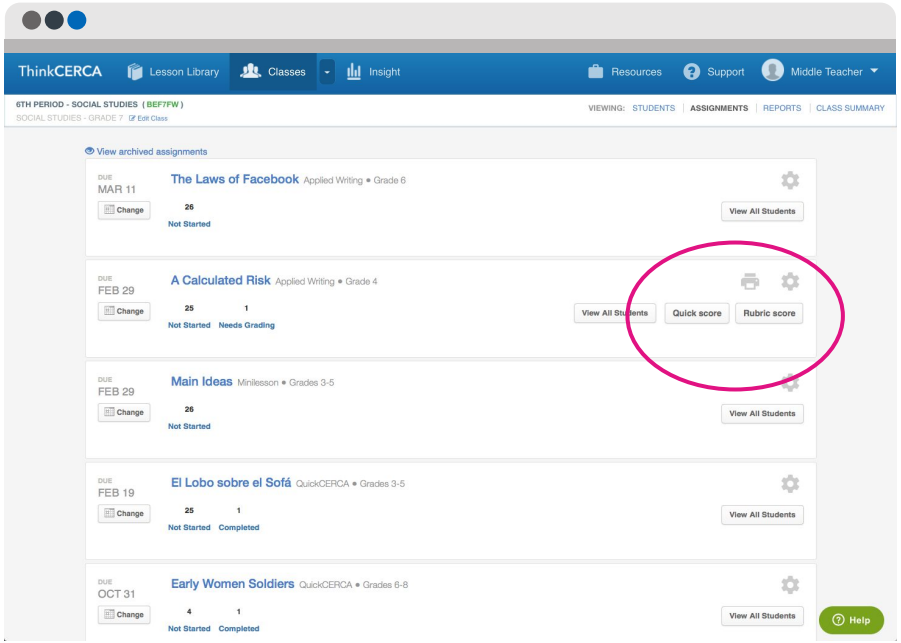
# How To **Grade**




1. **Select Classes Tab**

2. **Select “Assignments”**

# How To **Grade**

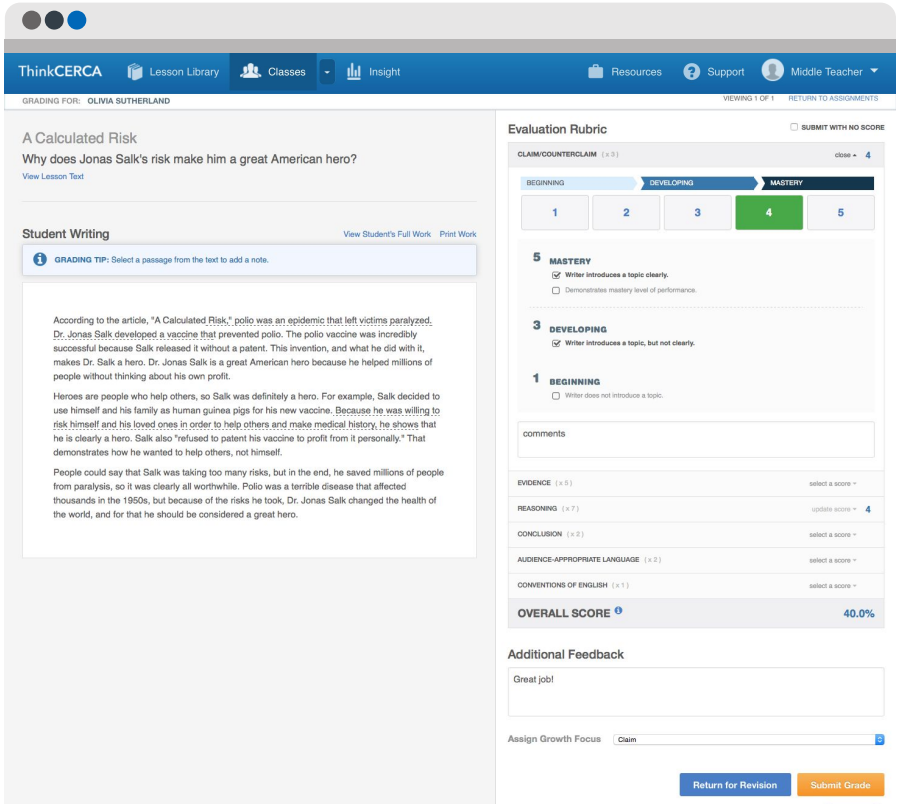



3 **Grade by “Quick Score”**

OR

4 **Grade by “Rubric Score”**

# Grade by **Rubric Score**




1. **Evaluation Rubric**

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

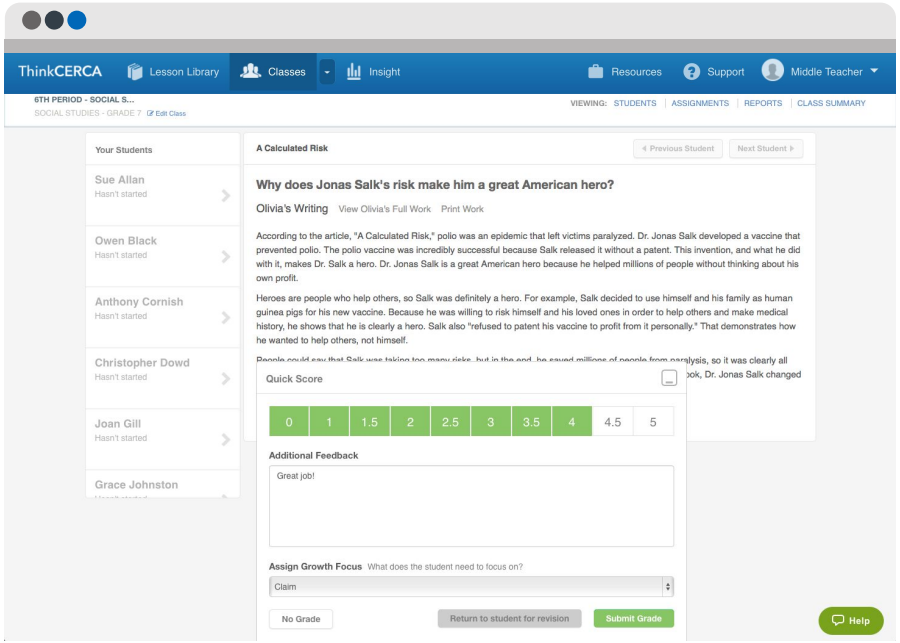
2. **Additional Feedback**

   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**




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

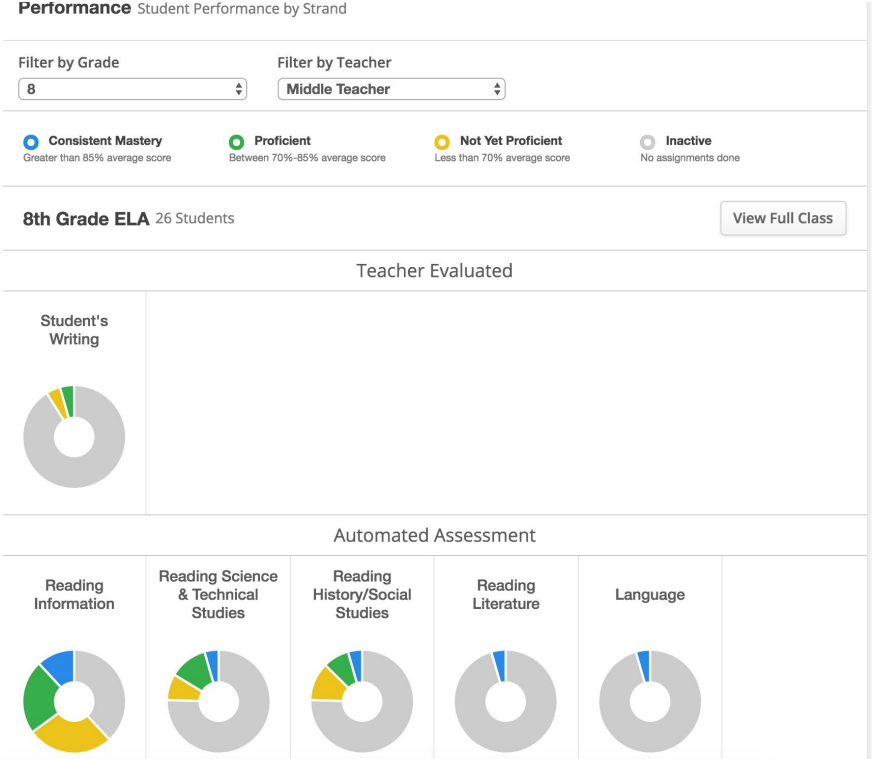
Comments can be added in the text field, and teachers can assign a growth focus, submit with “No Grade,” or return to student for revision.

3

## Submit Grade

When finished, select “Submit Grade” at the bottom right.

# Data **Dashboards**




**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.

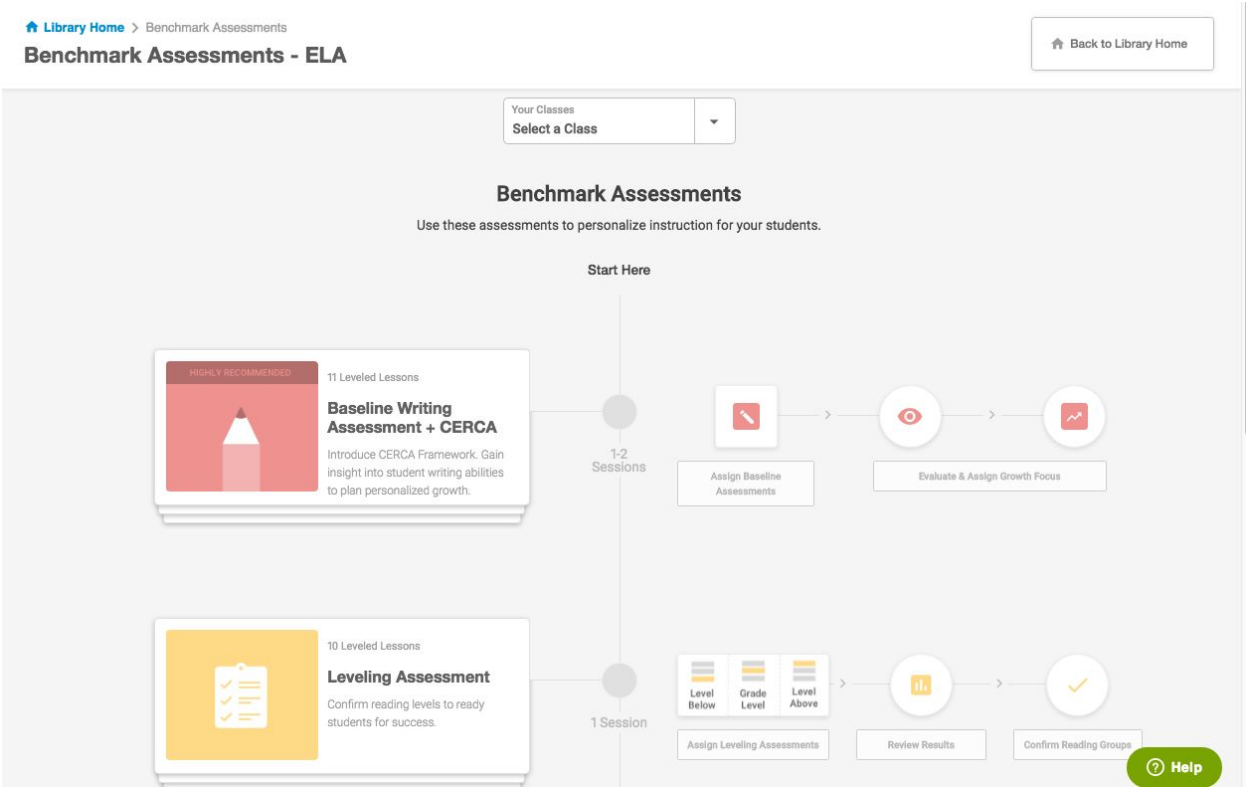
# Agenda

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

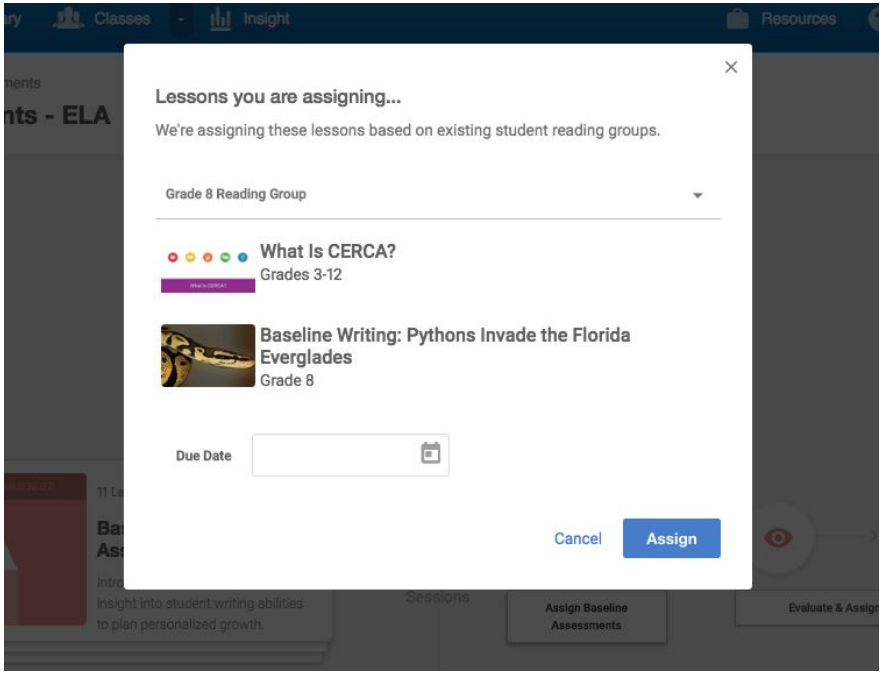
# How to **Get Started**

- 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**



# 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

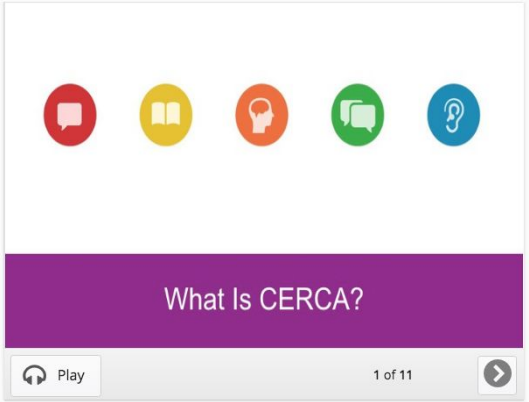
Select Evaluate & Assign Growth Focus, or go to “Assignments” to view student work

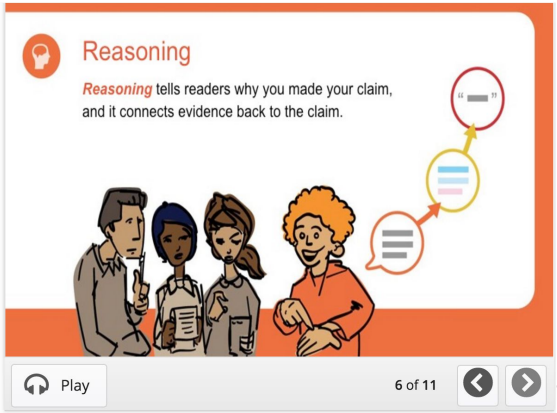
4

## 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




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.

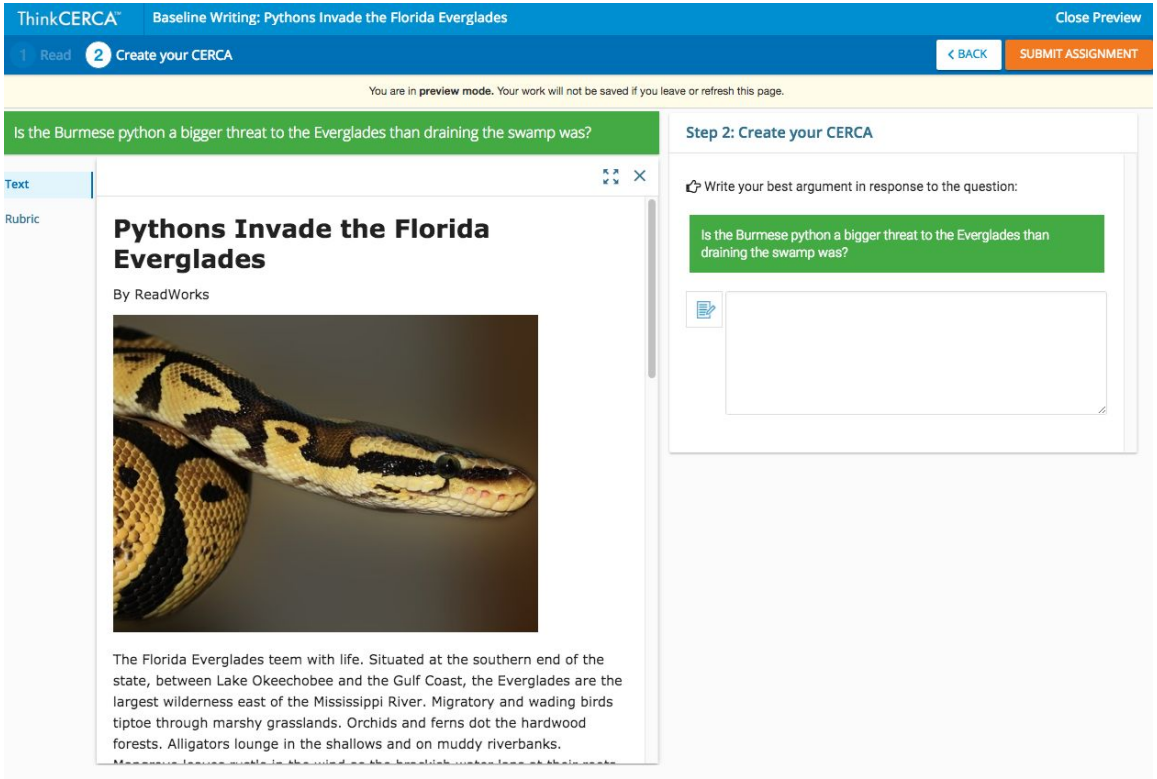
**Step 1: Read**

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

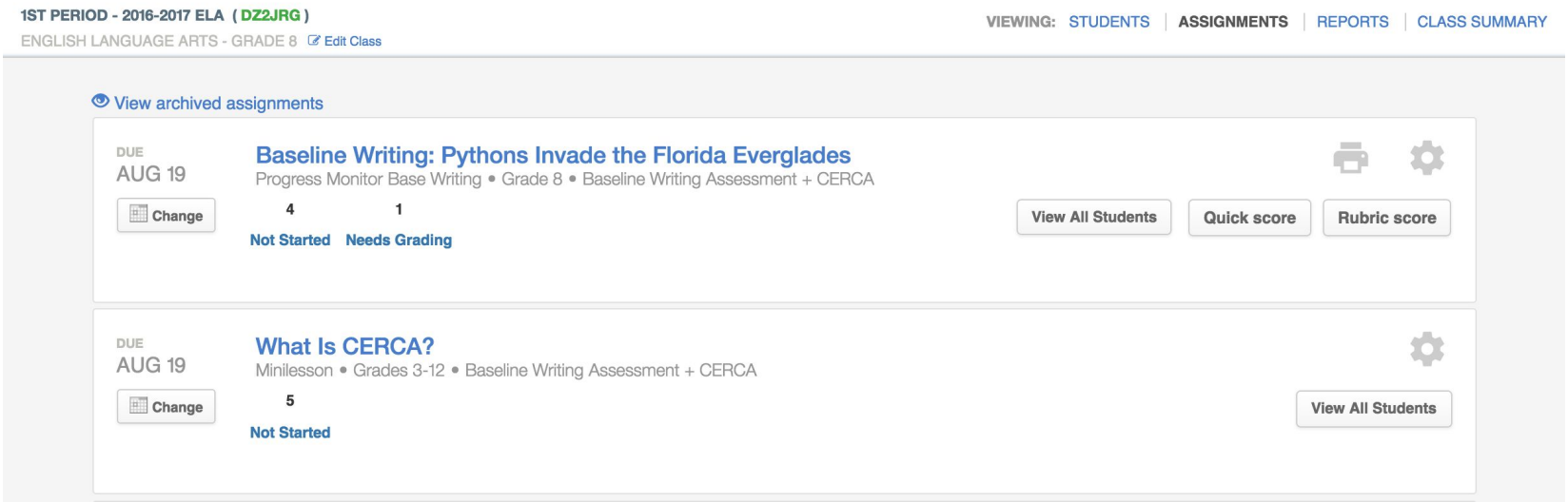
1 Which statement best expresses the central idea of this article?

- 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.

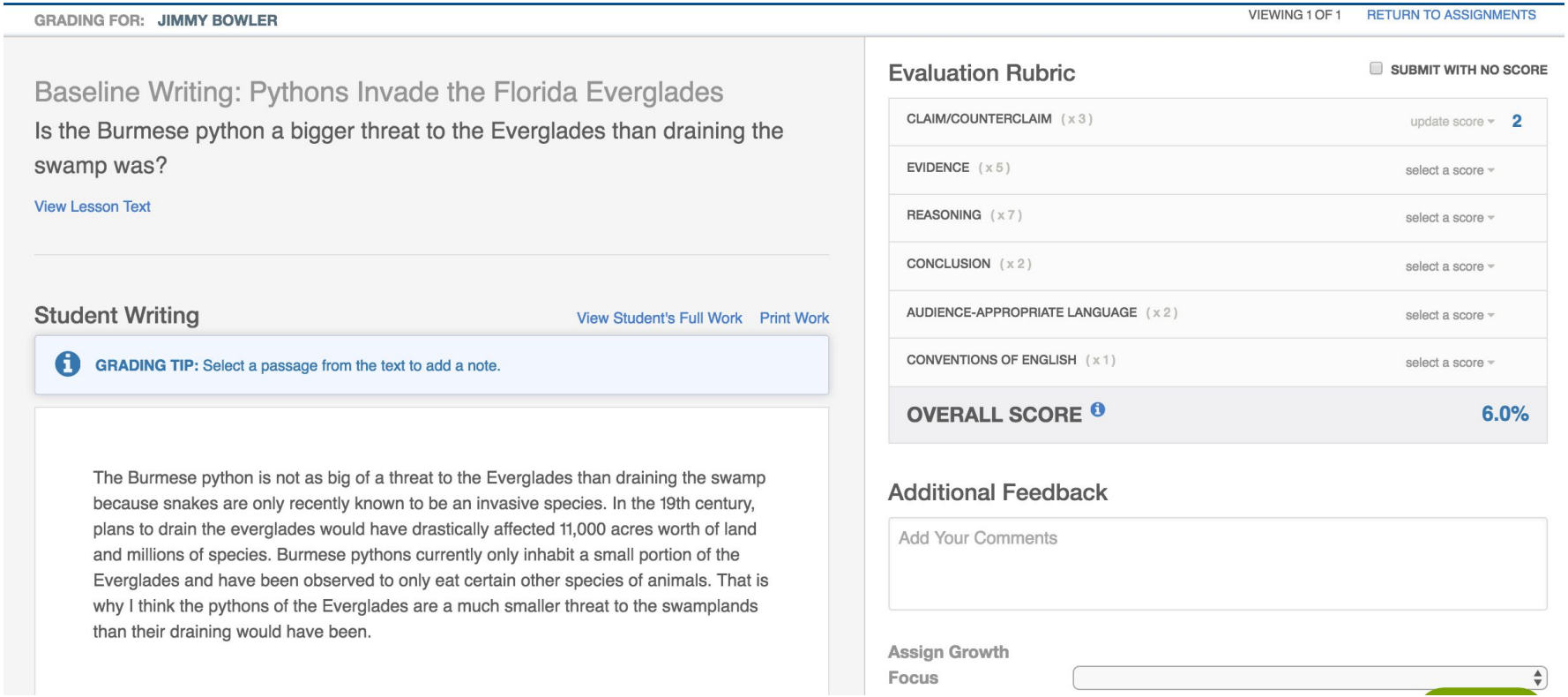
# Baseline Writing **Example**



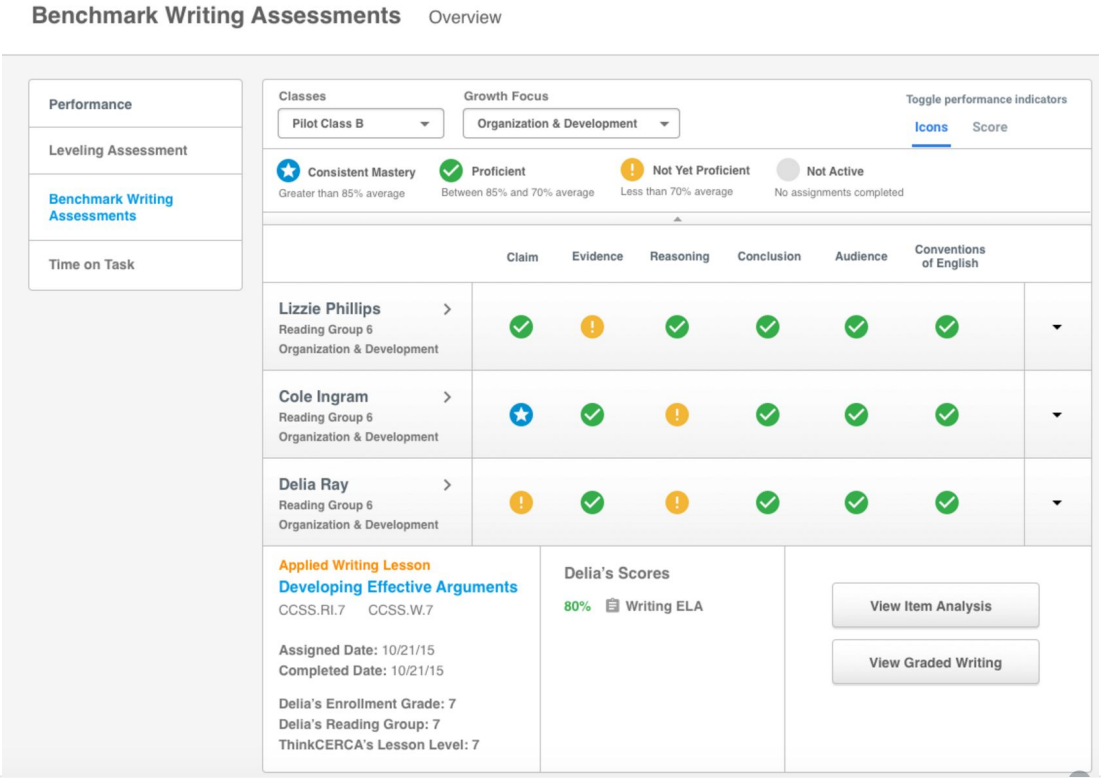
# Benchmark **Assessments- Grading** Writing Baseline



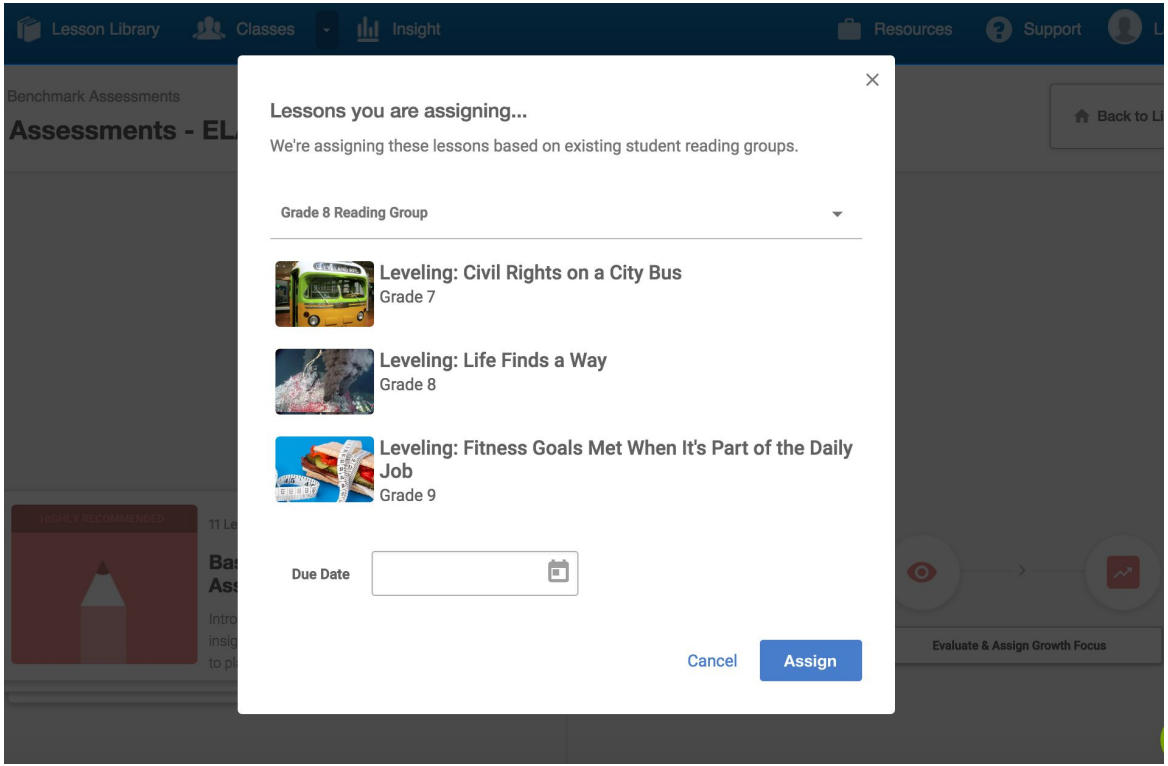
# Benchmark **Assessments- Grading** Writing Baseline



# Benchmark Writing Assessments- **Report**



# Leveling **Assessments (Optional)**



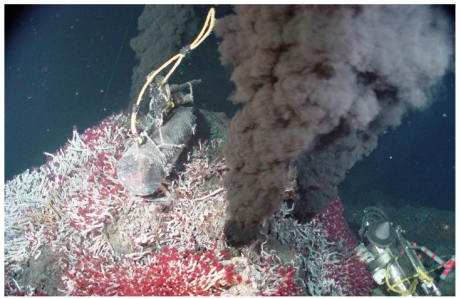
# Leveling **Assessments (Optional)**

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.

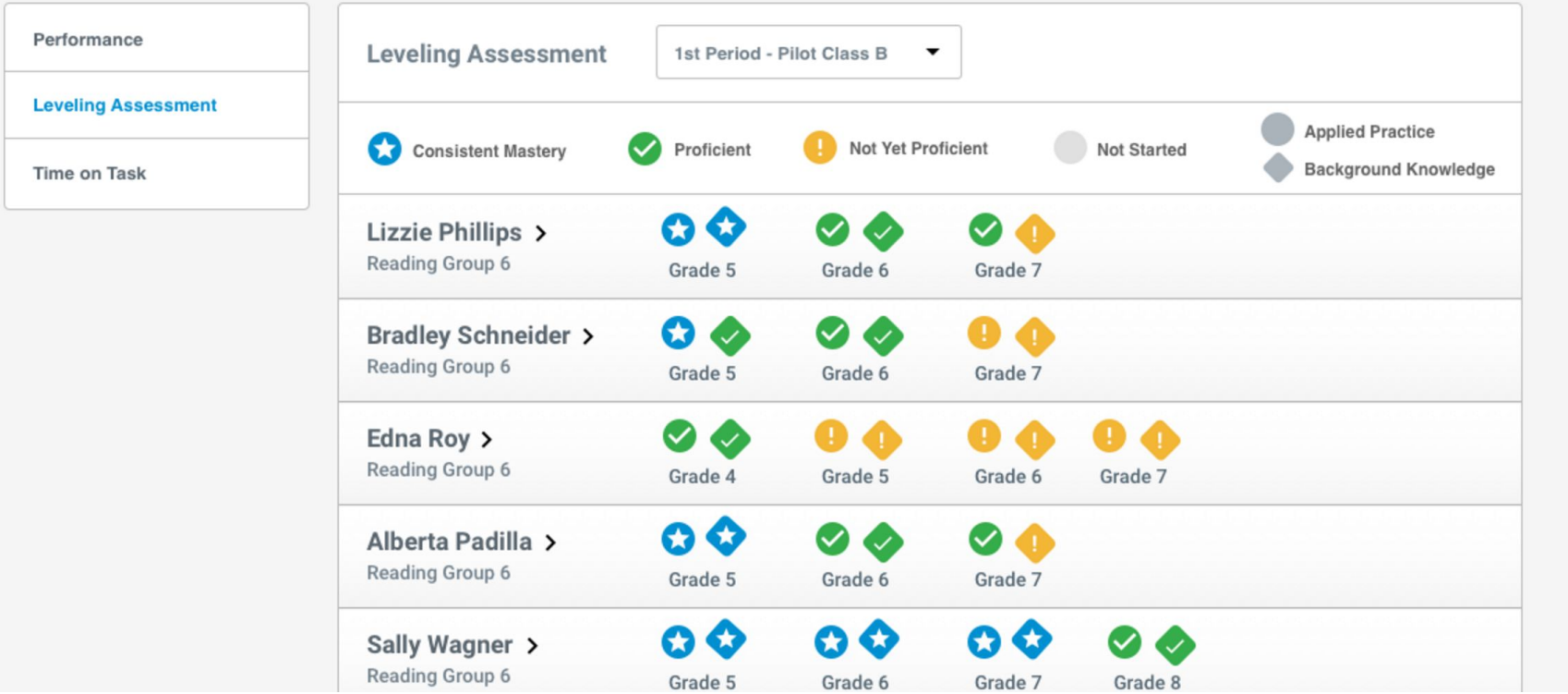
1 What is a mineral?

- 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

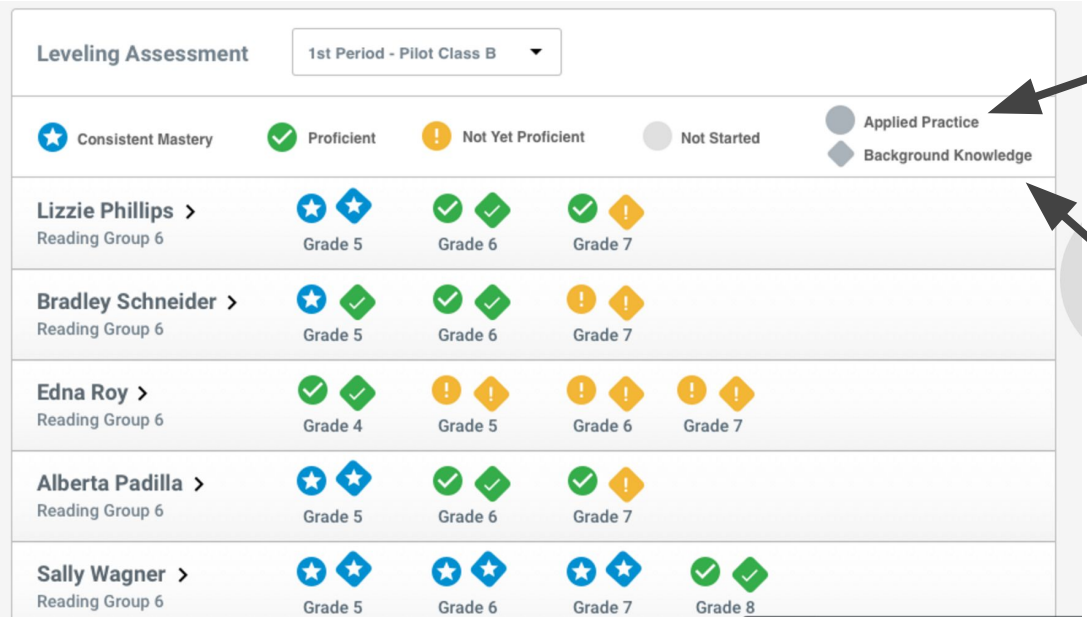
2 What are bacteria?

- A. disease-causing agents
- B. microscopic living organisms

# Leveling Assessment- **Insights**

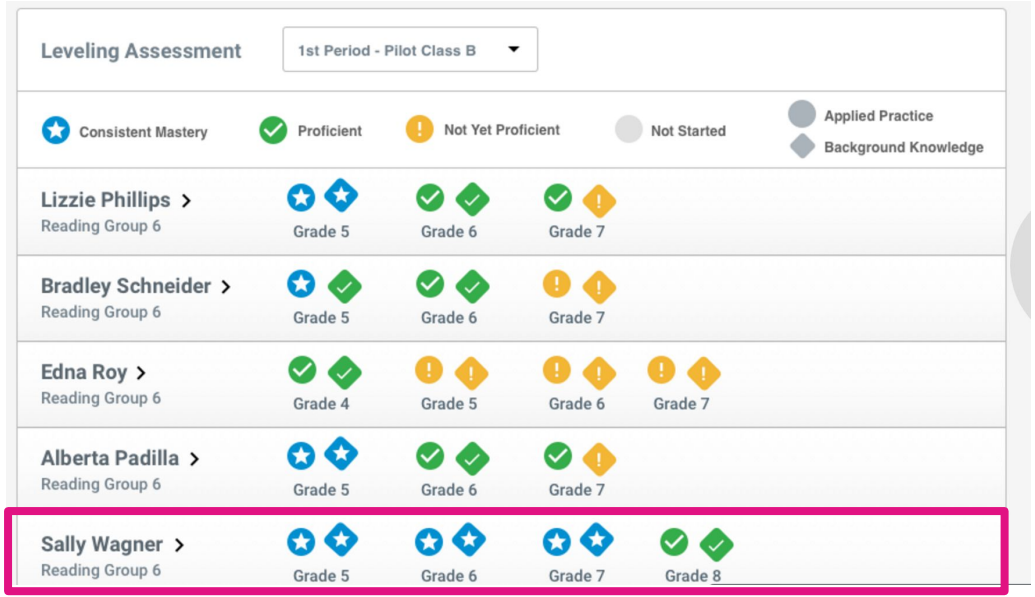


# Leveling Assessment **Insights**



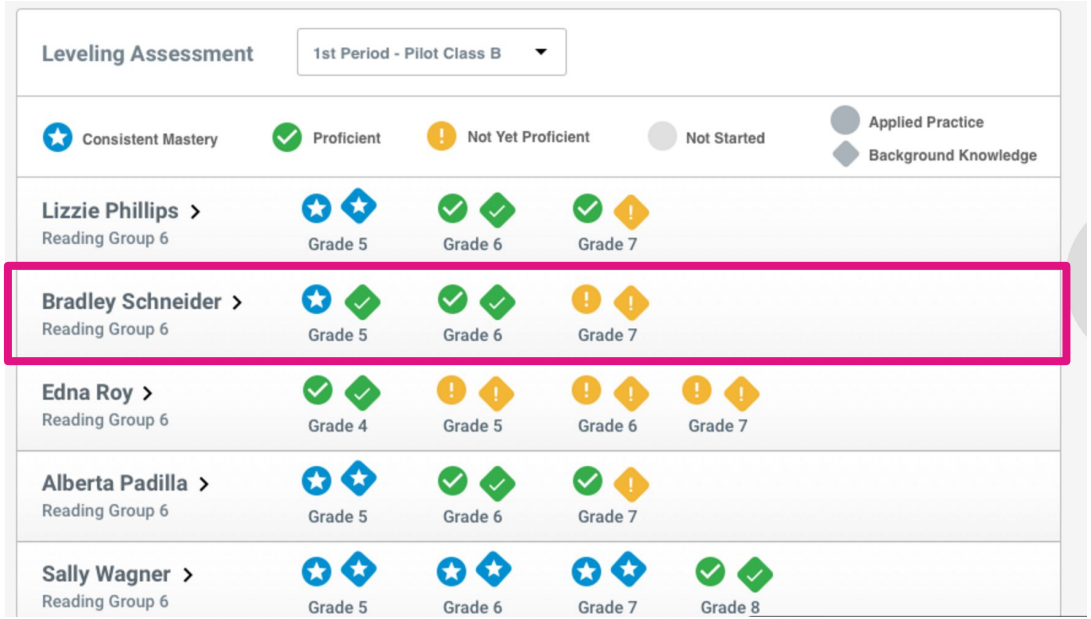

- **Applied Practice** indicates a student's **ability to apply** a literacy skill to a text.
- **Background knowledge** indicates a student's level of **familiarity** with the background knowledge needed to understand the text.
- Use background knowledge to **provide context** for understanding applied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

# Leveling Assessment **Insights**



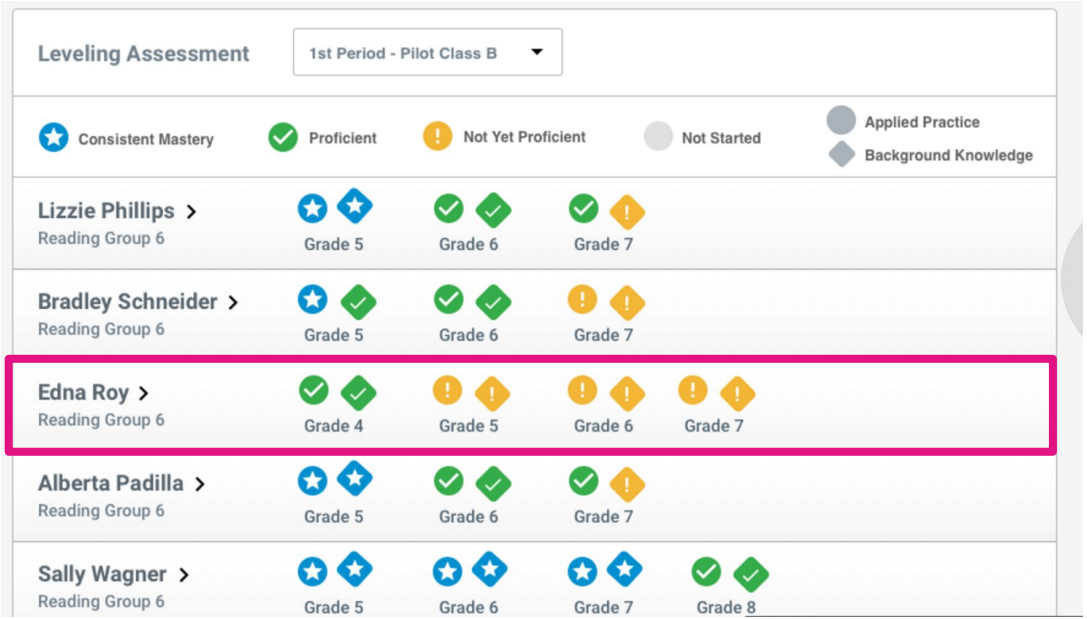

- Look **first at Applied Practice**, and use background knowledge for context.
- If a student has achieved **Consistent Mastery in Applied Practice**, that level may not provide enough challenge for him.
- Consider leveling up, or assign a higher level reading assessment

# Leveling Assessment **Insights**




- 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**




- 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**

1

### Teaching

What are you teaching? Skill, method, concept, etc?

2

### How to Use ThinkCERCA

How do you anticipate ThinkCERCA supporting your class or content?

3

### Lessons

What specific lessons will you be using?

4

### Grading and Feedback

How will your lessons be graded? How will you be giving feedback?

# Sample **Implementation Plan - HULA**

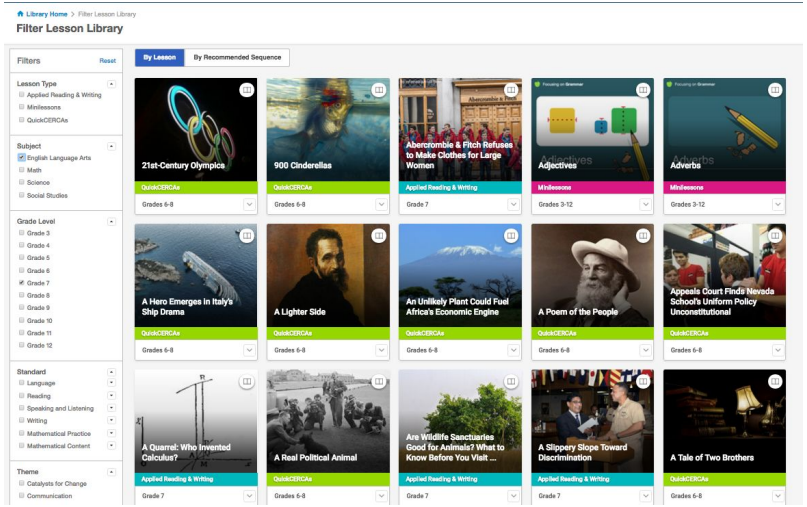
| SESSION | TASKS IN 80 MINUTES (ELA) |
|---|---|
| **SESSION 1** | • Direct Instruction Lesson (15-20 mins.)<br>• Step 1: Personal Connection (7-10 mins.)<br>• Step 2: Read the Text (20-25 mins. )<br>• Step 3: Engage with the text ( 20 mins.) |
| **SESSION 2** | • Step 4: Summarize (15-20 mins.)<br>• Step 5: Argument Builder (25-30 mins.)<br>• Offline Discussion Using Key Question (30 min.) |
| **SESSION 3** | • Step 6: Formal Argument (30 mins.)<br>• Peer editing/collaboration (10-15 mins.)<br>• Additional Reading Practice (20-25 min.) |

# Sample **Implementation Plan - HULA**

| SESSION | TASKS IN 40 MINUTES (ELA) |
|---|---|
| SESSION 1 | • Direct Instruction Lesson (15-20 mins.)<br>• Step 1: Personal Connection (7-10 mins.) |
| SESSION 2 | • Step 2: Read the Text (20-25 mins. )<br>• Step 3: Engage with the text ( 20 mins.) |
| SESSION 3 | • Step 4: Summarize (15-20 mins.)<br>• Step 5: (start)Argument Builder (10-20 mins.) |
| SESSION 4 | • Step 5: (continued)Argument Builder (10-20 mins.)<br>• Offline Discussion Using Key Question (30 min.) |
| SESSION 5 | • Step 6: Formal Argument (30 mins.)<br>• Peer editing/collaboration (10-15 mins.) |

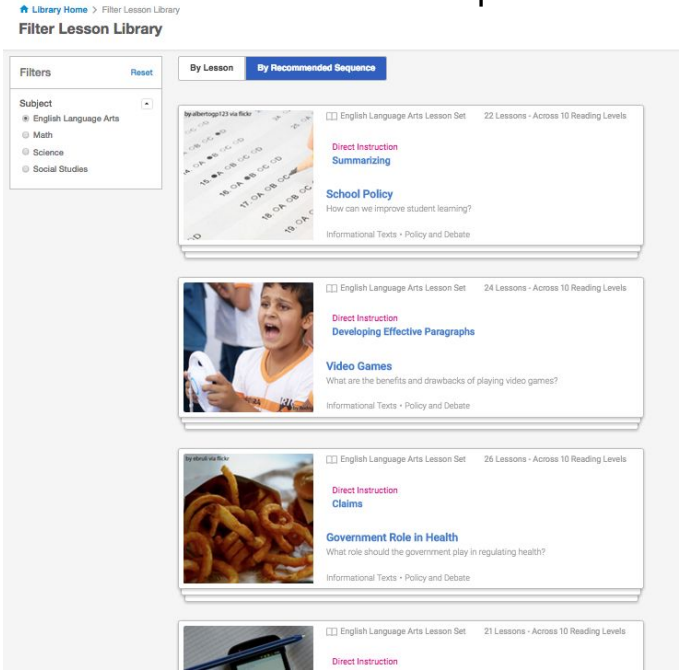
# Selecting **Lessons**

Align to Current Curriculum by Theme or Standard




-OR-

Follow Recommended Sequence

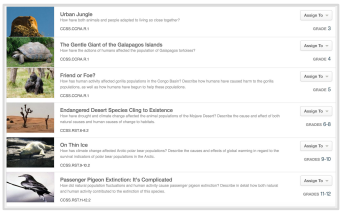


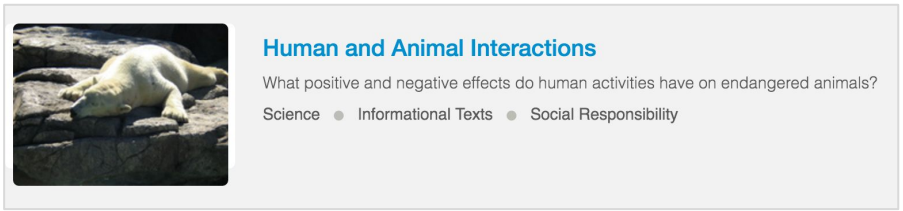
# ThinkCERCA **Curriculum Integration Example**

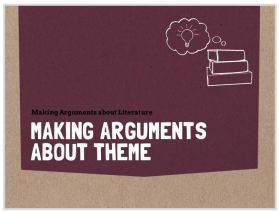
If you don't know *Hatchet:*

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:<br>Hatchet (Gary Paulsen) | Minilesson: Theme<br><br>Set: Human and Animal Interactions<br><br>Applied: The Coming of the Fox (poetry) | CCSS.CCRA.R.4<br><br>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. |



# ThinkCERCA **Curriculum Integration Example**

CURRICULUM INTEGRATION RESOURCES

## Differentiated Lessons for Teaching "Hatchet" by Gary Paulsen

### Informational texts to accompany Gary Paulsen's *Hatchet*

*Joanna Spyratos, 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)

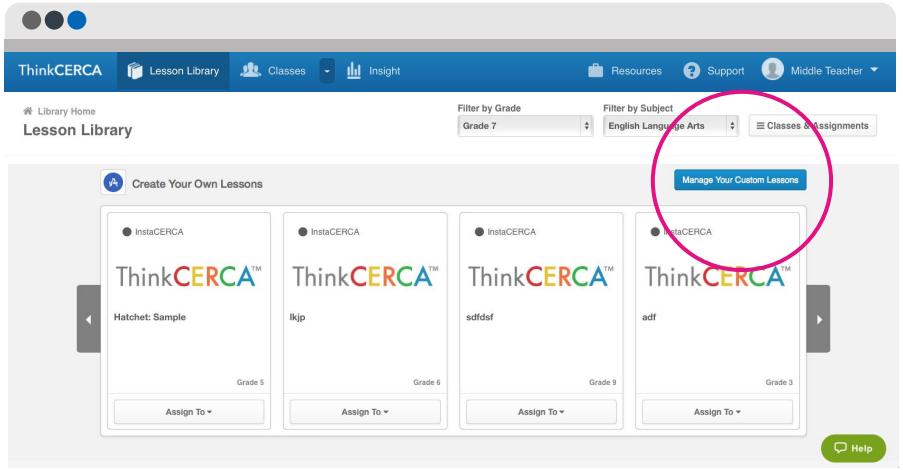
### Differentiated Lesson Sets for Grades 4-12

- 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)

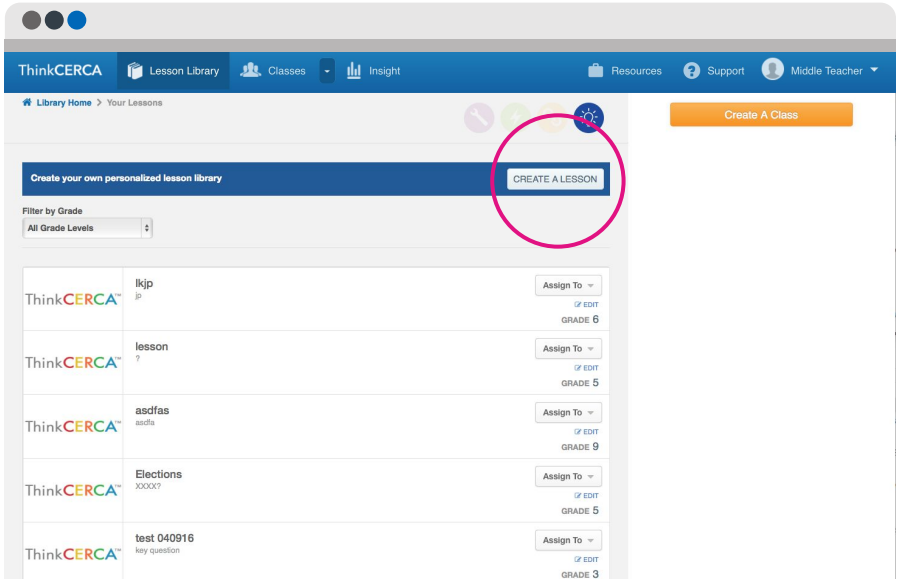
# **Create** Your Own Lesson



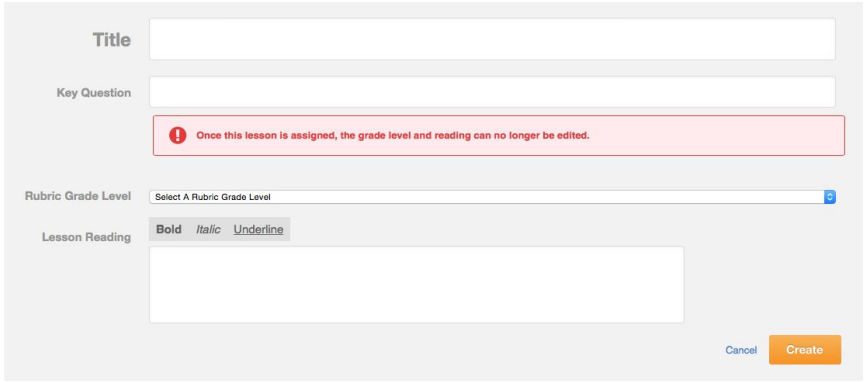

1. **Select Lesson Library / Dashboard**

2. **Select “Manage Your Custom Lessons”**

# **Create** Your Own Lesson




1 **Select “Create a Lesson”**




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**

1

**Teaching**

What are you teaching? Skill, method, concept, etc?

2

**How to Use ThinkCERCA**

How do you anticipate ThinkCERCA supporting your class or content?

3

**Lessons**

What specific lessons will you be using?

4

**Grading and Feedback**

How will your lessons be graded? How will you be giving feedback?

# 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.

ThinkCERCA™

# Extra Slides on Blended Learning, most likely won’t be needed

# Blended Learning Models

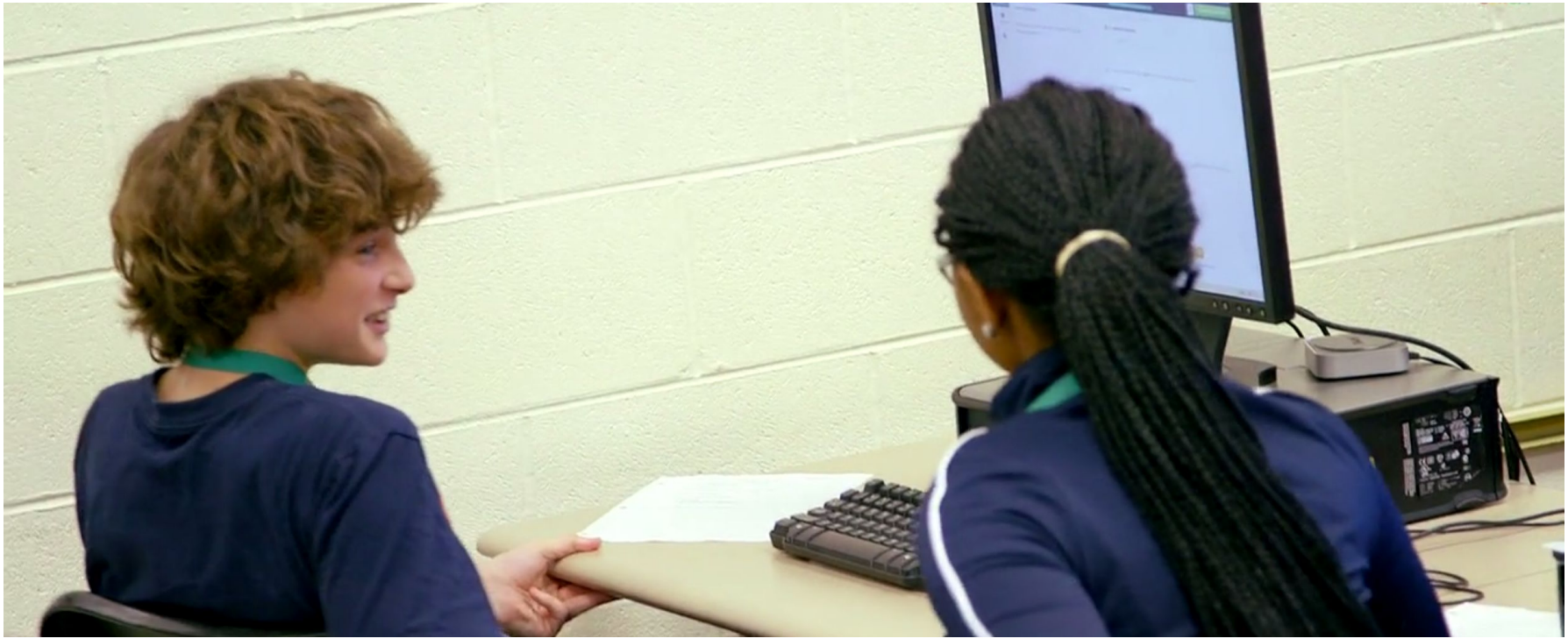
# Low-Tech **Labs or Carts**

Paired Discussion

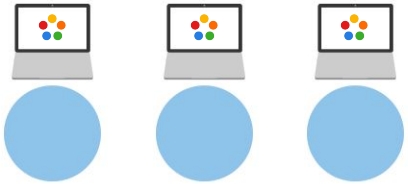
Self-Paced, Leveled Reading and Writing

Teacher/Student Interaction

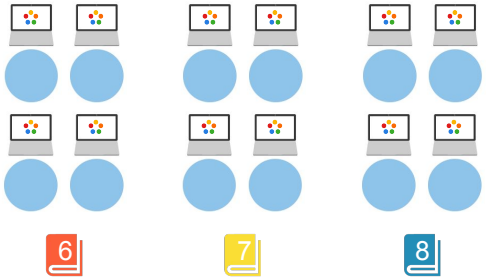
# Low-Tech Lab or Carts: **Peer Collaboration**



# Low-Tech **Centers**



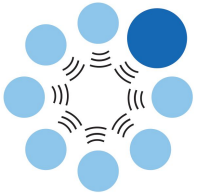
**Online Drafting**



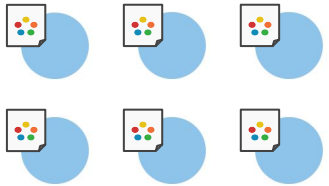

**Independent Online Reading**

*Grouped by Reading Level*

**Peer Editing**



**Small-Group Socratic Dialogue**



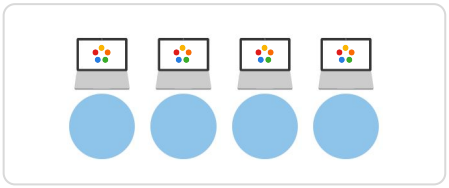
**Vocabulary**

# Low-Tech Centers: **Vocabulary Station**

# **Leveled** Groups

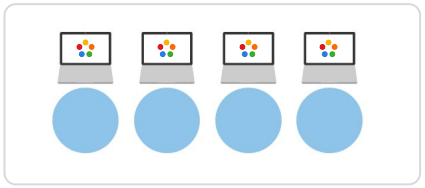
**NGSS Disciplinary Core Ideas:**
*How can we prepare to farm in a world with a changing climate?*

**Robots in the Dairy**



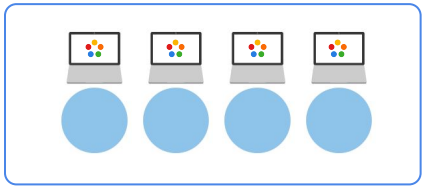
Reading Level 3

**A Bird, a Plane, a Garden?**



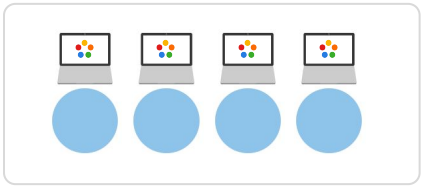
Reading Level 4

**Diggin' Dirt**



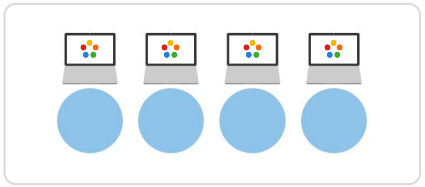
Reading Level 5

**Earth's Soil is Getting Too Salty**



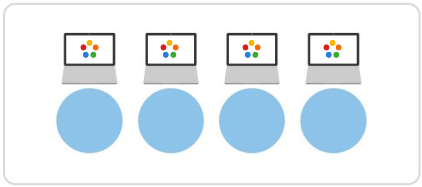
Reading Levels 6 7 8

**Testing Future Conditions for the Food Chain**



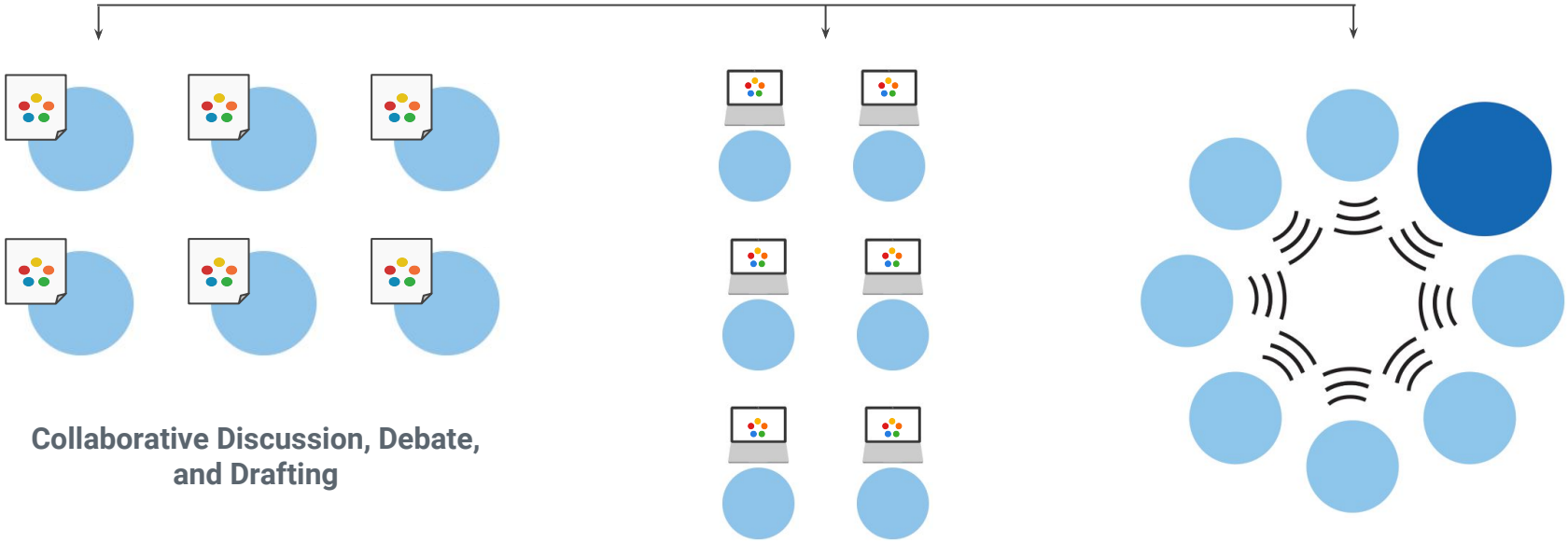
Reading Levels 9 10

**The Quest for Everlasting Agriculture**



Reading Levels 11 12

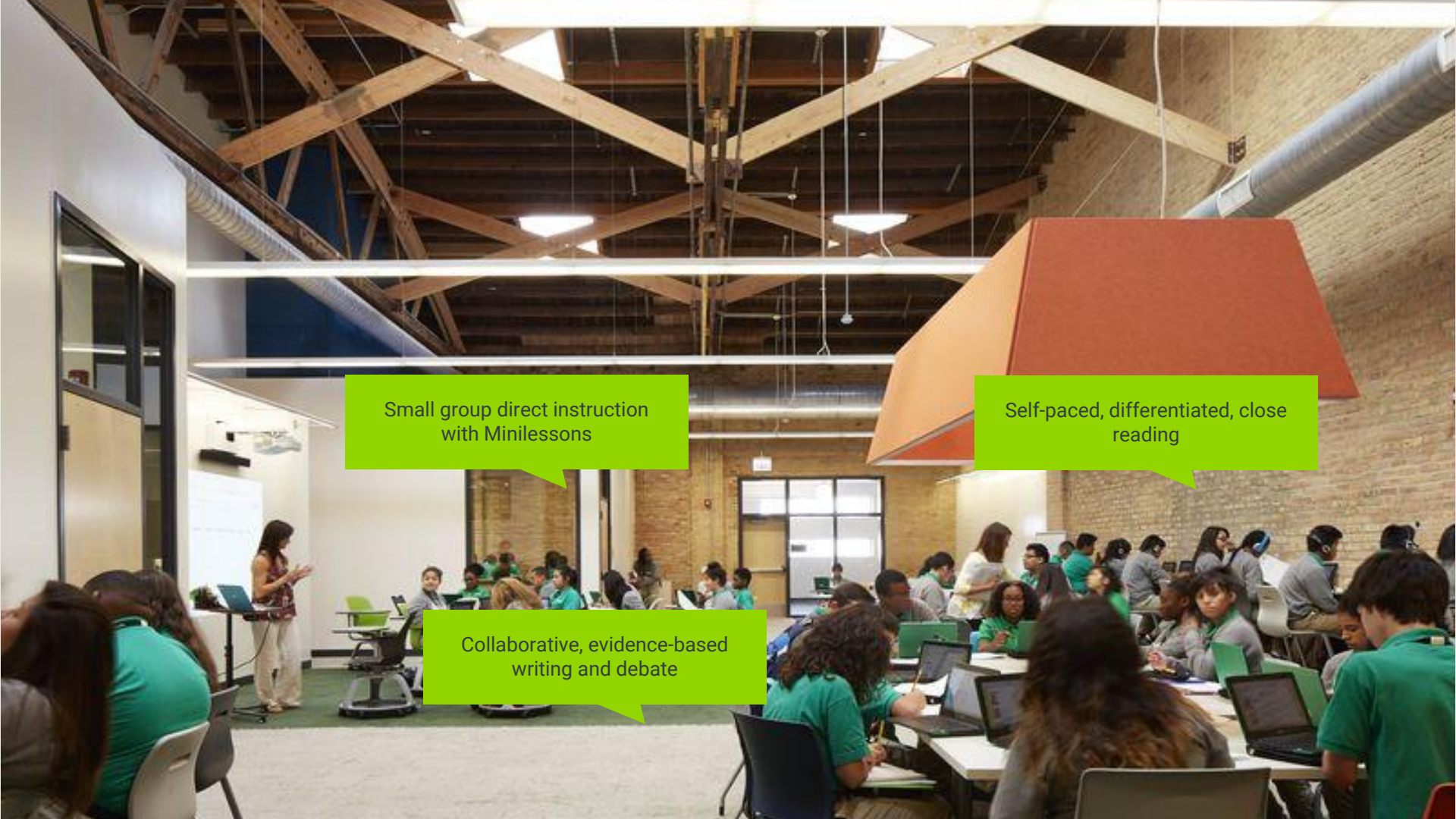
# **Flex** Groups



**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?*

When do students use ThinkCERCA?

# Sample **Implementation Plan**

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|
| **Minilesson**<br>RL 7.3<br>"Analyze how particular elements of a story or drama interact."<br><br>**Conceptual Vocabulary**<br>• Choice<br>• Obligation<br>• Depend | ThinkCERCA™<br><br>**Applied Lessons**<br>Close Reading with Informational Texts<br><br>• "How Can We Prevent Another Dust Bowl?," *New York Times*<br>• "Documentarian Of the Great Depression," *Smithsonian*<br>• "Why Kids Join Gangs" *Upfront* | | **Socratic Debate**<br>"How Do We Balance Responsibility for Ourselves with Others?" | **Formal Writing with Peer Review** |

## 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**<br>RL 7.3<br>"Analyze how particular elements of a story or drama interact" | **Group A:**<br>**Organizing**<br><br>**Group B:**<br>**Selecting Evidence**<br><br>**Group C:**<br>**Introductions** | **Group A:**<br>**Explaining Reasoning**<br><br>**Group B:**<br>**Organizing Evidence**<br><br>**Group C:**<br>**Conclusions** | **Socratic Debate**<br>"How Do We Balance Responsibility for Ourselves with Others?" | **Formal Writing with Peer Review** |
| **Conceptual Vocabulary**<br>• Choice<br>• Obligation<br>• Depend | | | | |

## 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**<br>Computer Lab Time | • Step 1: Personal Connection (5-7 mins.)<br>• Step 2: Read the Text (20-25 mins. )<br>• Step 3: Engage with the text ( 20 mins.) |
| **SESSION 2**<br>Homeroom | • Step 4: Summarize (10-15 mins.)<br>• Step 5: Argument Builder (25-30 mins.) |
| **SESSION 3**<br>Homeroom | • Offline Discussion Using Key Question (could be done in classroom)<br>• Step 6: Formal Argument (30 mins.)<br>• 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** | • Step 1: Personal Connection (5 mins.)<br>• Step 2: Read the Text (15-20 mins.) |
| **SESSION 2** | • Step 3: Engage with the text (15 mins.)<br>• Step 4: Summarize (5 mins.)<br>• Step 5: Step 5: Argument Builder (10 mins.) |
| **SESSION 3** | • Step 5: Argument Builder (10 mins.) continued<br>• Step 6: Formal Argument (20 mins.)<br>• 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** | • Step 1: Personal Connection (5 mins.)<br>• Step 2: Read the Text (20 mins. )<br>• Step 3: Engage with the text ( 15 mins.)<br>• Step 4: Summarize (10 mins.) |
| **SESSION 2** | • Step 5: Argument Builder (20 mins.)<br>• Step 6: Formal Argument (20 mins.) |
| **OFFLINE** | • Offline Discussion Using Key Question (could be done in classroom) |