

Lesson Overview and Background

CERCA Set

Suggested: School Policy

By the end of this lesson, students will be able to:

- **Understand** teachers' expectations around an Applied Reading & Writing lesson.
- **Navigate** the six steps of the Applied Reading & Writing lesson and use the tools within the lesson to support their application of skills.
- **Engage in a discussion** with peers about the key question of the set.
- **Respond to an argumentative prompt**, using evidence from the text in response.
- **Effectively apply** the skill of summarizing from the Direct Instruction lessons when working on the Applied Reading and Writing lesson.

Before the lesson, students should have the following content knowledge:

Use the background-building resources found on the Applied Reading & Writing lesson detail page to support students' content knowledge.

Options to Assign Students



Direct Instruction
(RECOMMENDED)



Applied Reading & Writing



Additional Reading Practice
(OPTIONAL)

Key:

Individual Activity

Partner Activity

Group Activity

This lesson plan is a suggested implementation of the first ThinkCERCA lesson. As indicated by our ThinkCERCA ELA Scope and Sequence, we recommend that the first lesson focuses on the Direct Instruction skill of summarizing. Please note that each teacher may integrate ThinkCERCA into their instruction differently and this template is purely for guidance.

1) School Policy		Summary	
2) Government Role in Health		Claim	+ Summary
3) Social Media		Evidence	+ Summary, Claim
4) Sports & Society		Reasoning	+ Summary, Claim, Evidence
5) The Role of Machines		Counterargument	+ Summary, Claim, Evidence, Reasoning
6) Personal Identity		Organizing Your Argument	+ Summary, Claim, 2 Reasons with Evidence, Reasoning, 1 Counterargument

The first lesson with ThinkCERCA will be crucial in building students' readiness levels for independence with the lessons down the road. The first lesson will allow teachers to set and scaffold expectations, engage students in discussion and collaboration frequently, and introduce the format of the Applied Reading & Writing lesson.

Procedure BEFORE LESSON

1. ASSIGN A LESSON

Assign the **"Summarizing" Direct Instruction lesson** and the **"School Policy" Applied Reading & Writing lesson** to each student based on the appropriate readiness level.

2. FACILITATE DISCUSSION

Arrange students to facilitate group work.

- We recommend all students work on the same level for the first Applied Reading & Writing lesson. If you choose to differentiate, arrange students in groups with classmates who are reading the same passage as them to facilitate discussion.

Procedure DURING LESSON

Direct Instruction Lesson

1. STUDENTS OPEN ASSIGNMENT



 Ask class to pull up the Summarizing Direct Instruction lesson on their student view.

10-15 mins

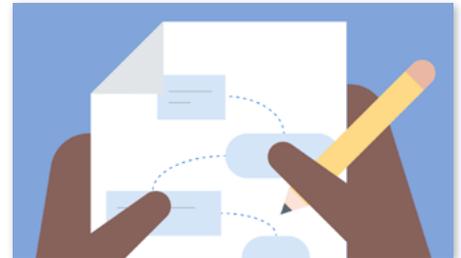
2. WHOLE-GROUP INSTRUCTION



 Students watch Direct Instruction lesson as a whole group. Throughout the lesson, pause with supporting statements tied to your instruction.

10-15 mins (continued)

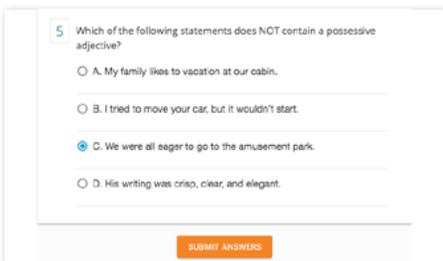
3. STUDENTS TAKE NOTES



 Students take notes as needed.

5-10 mins

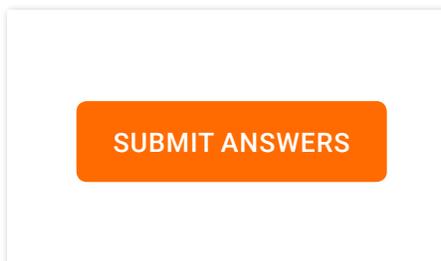
4. COMPREHENSION CHECK



 Students complete 5-question comprehension check.

 Students can collaborate with peers as to why they chose the answers they did before submitting work.

5. STUDENTS SUBMIT ANSWERS



 Ask students to submit their work by clicking on the orange "Submit Answers" button.

5-10 mins

6. IN-CLASS DISCUSSION



 Ask students to discuss answers to comprehension questions in pairs or as a whole group. When students are done discussing, ask them to return to their ThinkCERCA dashboards.

Procedure AFTER LESSON

	1	2	3	4	5	Score
Class Average	96%	93%	90%	90%	90%	91%
Ignatius Abernathy	B	A	C	D	B	5 / 5
Chet Beahan	B	A	B	A	B	3 / 5
Brycen Bergstrom	B	A	C	D	B	5 / 5
Baylee Borer	B	D	C	D	D	3 / 5
Kenton Boyer	B	A	C	D	B	5 / 5

a. View item analysis of student performance on Assignments page to identify questions or standards needing remediation for whole group, small group, or individual students.

b. Students will continue to practice the summarizing skill throughout the Applied Reading & Writing lesson.

Be sure to remind them specifically during the writing component. You can ask students to refer back to the Direct Instruction lesson to support application. You may want to give targeted feedback just on that Direct Instruction skill during the lesson or during grading.

Procedure DURING LESSON



Applied Reading & Writing Lesson

QUESTION INTRODUCTION



CERCA SET School Policy

How can we improve student learning?

Introduce the Essential Question on the CERCA page for the unit. Point out that students will review and discuss this as a whole group after the read a variety of texts about the topic.

10-15 mins

Step 3 STUDENTS ENGAGE WITH THE TEXT

Do dress codes create a more positive school environment than uniforms or no policy at all?

Overview

Vocabulary

Text

Rubric

Highlights

Now maybe you're thinking "Why? What's the difference?" First, the typical uniform policy is more **restrictive** than a dress code. But that said, **uniform policies are easier to enforce. That's because it is obvious right away if someone is out of uniform.** With a dress code, it can be a little more complicated. It's often a **judgment call**. In essence, a dress code is a set of guidelines about what you can't wear. **A uniform is a set of hard-and-fast rules about what you must wear.**

Consider the uniform at my old school, which I mentioned earlier. Compare that with my current school's dress code, which asks students to follow a few simple rules. These include avoiding any clothing printed with profanity or hateful language. That just seems like common sense to me. Who needs to see bad language or racist comments coming through the halls? Any gang-related clothing is also **prohibited**. In many parts of the country, **side have been**

Model for students how to find evidence in the text. Give a clear expectation for how much highlighting they should do. For example, "two highlights per prompt".

A few variations for highlighting when students are using the same text are listed below:

- Have students partner with a peer and find evidence together.
- Have students get in groups and split the focus: half the group finds the pink highlighted topics, half the group finds the aqua highlighted topics.
- Have students discuss with their peers the evidence they found, the notes they took, and any questions they may have.

5-7 mins

Step 1 STUDENTS CONNECT WITH TOPIC

Step 1: Connect

Describe a time when clothing was a distraction to your learning, whether it was your feelings about your own clothing or something that someone else was wearing.

- Have students read the topic overview for their lesson and respond in writing (individually) to the Personal Connection question.
- Ask students to share their response with a classmate. For students who have different texts, make sure they clearly state their connection prompt.

3-5 mins

Step 4 STUDENTS SUMMARIZE TEXT

Step 4: Summarize

Summarize the selection in a few sentences. The sentence frames can help you.

According to the "Uniform or Dress Code," the difference between a uniform policy and a dress code is _____.
Three examples of dress code guidelines are _____, _____, and _____.

- Encourage students use sentence frames to write their summary.
- Have a few students share out their summary and encourage students to ask them questions about the article.

Refer back to the summarizing Direct Instruction lessons. Since this will be the first time students are summarizing, you should explicitly discuss the Direct Instruction lesson concepts.

15-20 mins

Step 2 STUDENTS READ THE TEXT

Do dress codes create a more positive school environment than uniforms or no policy at all?

Overview

Vocabulary

Text

Rubric

Uniform or Dress Code: There's a Difference

By Angela Luckett

- Have students read the text independently. Consider providing headphones for students who may need audio support. Make sure students review vocabulary, when needed.
- Once students finish reading, encourage them to talk to peers about what they read. Use prompts such as:
 - What was something interesting that you read?
 - What was something that was confusing to you as you read?

Have students complete the comprehension check. A few variations are listed below.

- For students with the same passage: have them review their answers with a peer before they submit. Encourage that students dig back into the text to prove their choice.
- For students with different passages: once they hit submit and know how they scored, have them go back into the passage and identify why an answer was incorrect (using evidence from the text) and see if they can answer it correctly.
- Once students see their overall performance, have them reflect in pairs on why the correct answer is correct using evidence and reasoning.

Have your computer open to the assignment page and refresh when students submit their answers. You will get an overview of how students performed as related to standards. You can use this information for future teaching or to redirect the work in the moment.

Procedure DURING LESSON



Applied Reading & Writing Lesson (continued)

20-25 mins

Step 5 ARGUMENT BUILDER

- Students will begin to build their argument (write their claim, find and write evidence, write reasoning that connects the evidence to the claim, and identify and write a counterargument).

Provide clear guidelines for how much writing students need to complete (e.g. one claim, three pieces of evidence, one counterclaim).

Review Direct Instruction slides to support application of the skill. Scaffolding expectations is reasonable. The length of the writing piece can adjust as students become more familiar with the framework. (e.g. if the Direct Instruction lesson is "Evidence," and the students are just learning the skill, have the students write a claim and give one piece of evidence only. The next lesson, add in reasoning and so on.)

- Note that students can pull up their highlights from Step 3 to help them use effective evidence to support their claim.
- Encourage a turn-and-talk during this step in which students share their claim and the evidence that support their claim.

10-20 mins

OFFLINE DISCUSSION (Optional)



- Using the Key Question, encourage students to engage in a small group or whole-class debate using their reading. A few suggestions may include:

- Engage in a debate with a specified question.
- Have students participate in a Socratic discussion.
- Create a carousel in which students respond to the question first and then respond to their classmates writing with additional writing or a discussion.

20-25 mins

Step 6 FORMAL WRITING (Optional)

- Students will use the work they have completed up until this point to complete a final version of their writing.

Remind students that they can pull up their work and their highlights/notes on the left side of the screen and even copy over the work from Step 5.

Project the "Need Help Getting Started" tips for the final argument to provide students with suggestions and sentence stems as they work on their final piece of writing. Provide the greatest amount of feedback on the applied skill students are learning. (In this case, summarizing.)

- Encourage students to use the rubric before they submit to make sure they are attending to the components you will be grading them on.

A variation for peer-editing

Have students switch seats with a peer and read their partner's writing. On a separate piece of paper or as a discussion, have students provide feedback on:

- The claim, evidence, reasoning, and counterargument
- The clarity of who the audience is (and does the language match)
- The introduction and conclusion
- Overall cohesiveness

Procedure AFTER LESSON

- Grade and/or provide feedback on student writing and identify a growth focus.
 - For targeted feedback, provide feedback on the specific component of writing that relates to the summarizing skill.
- Assigning a growth focus will guide the area of focus for student writing in the future.

Logistics / Considerations for Planning

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

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