

General Lesson Plan

First Writing Lesson

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 Writing Lesson.

Note

This lesson plan is a suggested implementation of the first ThinkCERCA lesson. It can be customized to support any Writing Module. Please note that each teacher may integrate this differently and this template is purely for guidance.

Overview, Background, and Logistics

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

- **Understand** teachers' expectations around the Writing Lesson.
- **Navigate** the six steps of the Writing Lesson and use the tools within the lesson to support their application of skills.
- **Engage** in discussion with peers about the **Class Discussion Question** of the Writing Module.
- **Respond** to an argumentative prompt, using evidence from the text in response.

Before the lesson, students should have the following knowledge:

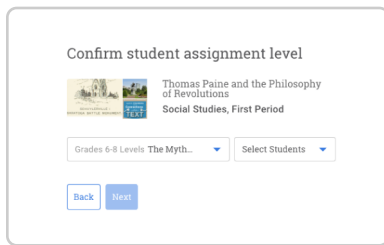
Use the background-building resources found on the Teaching Resources detail page to support student content knowledge.

Considerations for planning:

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

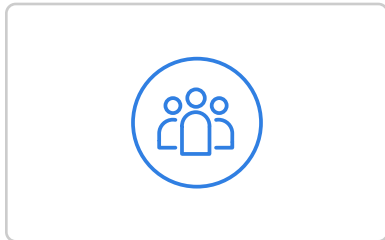
For classrooms with fewer devices than students, encourage students to work with a partner on **Step 1** and **Step 2**. For the remaining steps, have students work in a rotation model while other student work on other learning activities.

Procedure | Before the Lesson



01 Assign a Lesson

Assign the Writing Lesson to each student based on the appropriate Reading Level. We recommend all students work on the same level for the first Writing Lesson.



02 Facilitate Discussion

Arrange students to facilitate group work. If you choose to differentiate, arrange students in groups with classmates who are reading the same passage as them to facilitate discussion.

Procedure | During the Lesson

Participation Key:

Icons indicate the number of students we recommend participate.



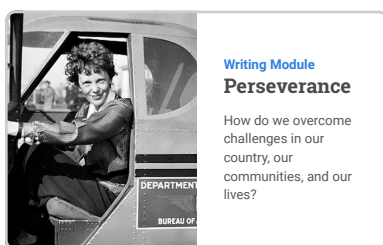
Solo Activity



Partner Activity

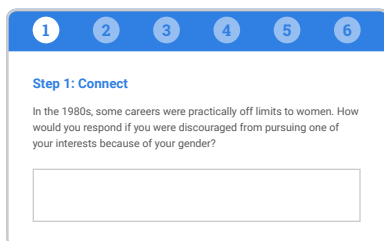


Group Activity



Question Introduction

Introduce the **Class Discussion Question** on the Writing Module page for the unit. Point out that students will review and discuss this as a whole group after they read about the topic.



01 Students Connect with the Topic



Have students read the topic overview for their lesson and respond in writing 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.



<p>1 2 3 4 5 6</p> <p>How did Sally Ride's ambitions to become an astronaut develop and ultimately affect her life and legacy?</p>	
<p>Overview</p> <p>Vocabulary</p> <p>Text</p> <p>Rubric</p> <p>Highlights</p>	<p>American Woman Who Shattered Space Ceiling</p> <p>By Denise Grady The New York Times</p> <p>Sally Ride, the first American woman to fly in</p>


02 Students Read the Text


 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?
- What is this text mainly about?

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 students to dig back into the text to prove their choices.

 **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 receive 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.


<p>1 2 3 4 5 6</p> <p>How did Sally Ride's ambitions to become an astronaut develop and ultimately affect her life and legacy?</p>	
<p>Overview</p> <p>Vocabulary</p> <p>Text</p> <p>Rubric</p> <p>Highlights</p>	<p>She also developed a passion for trying to interest young people, especially girls, in science, math and technology. She wrote six science books for children, including one that explained how to make a sandwich in space. (She advised eating it fast, before it floated away.)</p> <p>In 2001 she started a company, Sally Ride</p>


03 Students Engage with the Text

Model for students how to find evidence and annotate in the text. Give a clear expectation for how much highlighting they should do. For example, “two highlights and annotations per prompt.” Evidence should be highlighted and students’ reasoning should be explained in the notes of the highlight.

Here are 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.

Lesson plan continues >



1 2 3 4 5 6

Step 4: Summarize

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

Sally Ride's qualifications to be an astronaut include _____, _____, and _____. Although the women's movement had made some progress, Ride encountered _____ and _____. Ride demonstrated that women _____, and as a result, _____.

1 2 3 4 5 6

Claim

Sally Ride wanted to prove that girls have the same abilities in math and science as their male counterparts.

Reason

Evidence

04 Students Summarize the Text



Encourage students to 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.

05 Argument Builder



Students begin to build their argument (write their claim, develop reasons supported with 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 reasons supported by evidence, one counterclaim).

Scaffolding expectations is reasonable. The length of the writing piece can adjust as students become more familiar with the framework (e.g. if students are just learning the skill of writing a claim, have the students write a claim only).



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.



Offline Discussion



Using the **Class Discussion 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 discussion.

Lesson plan continues >



1 2 3 4 5 6

Step 6: Create Your CERCA

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

How did Sally Ride's ambitions to become an astronaut develop and ultimately affect her life and legacy?

06 Formal Writing



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 their 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.

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 the Lesson



01 Provide Feedback

Grade and/or provide feedback on student writing.

- For targeted feedback, provide feedback on the specific component of writing.

Assign a growth focus to guide the area of focus for student writing in the future.

