



## 6 Week Remote Learning Schedule

### Unable to meet with students virtually via a video conferencing tool?

Below is a schedule to support you in implementing ThinkCERCA’s **Argumentative Lessons**. Implement with a specific skills focus and student engagement activity. Remember to provide students with feedback!

**Instructions for teachers:**

1. Share the [ThinkCERCA Platform Introduction Video](#) with new students (which walks students through using the Writing Lesson)
2. [Assign](#) the grade specific Writing and Skills Lessons to your class.
3. Using your school’s communication system, communicate to students:
  - a. The CERCA focus for the week
  - b. The virtual student engagement activity you’d like students to complete with their peers
  - c. The specific student output you’re requiring
4. Provide feedback on student work using ThinkCERCA’s [Quick Score](#) or [Rubric Score](#) rubrics

| Week   | Writing Module                   | CERCA Focus    | Skills Lessons<br>(30 minutes each)   | Virtual Student Engagement   | Feedback on Student Writing  | Student Output Samples  |
|--------|----------------------------------|----------------|---|--|--|---|
| Week 1 | <a href="#">Role of Machines</a> | Claim, Reasons | <p>All Students:<br/><a href="#">What is CERCA?</a></p> <p>Grades 3-5<br/>-<a href="#">Writing Opinion Statements</a><br/>-<a href="#">Selecting and Arranging Reasons</a></p> <p>Grades 6-12<br/>-<a href="#">Claims in Arguments</a><br/>-<a href="#">Selecting and Arranging Reasons</a></p> | <p>Students meet virtually to share their claims and reasons. Students to provide each other with feedback on if their reasons support their claim.</p> <p>Students to email the teacher a summary of the session.</p> | Use the quick score rubric to grade only on their claim and reasons. | <p>-Students complete Steps 1, 2, and 4 as instructed (skip step 3)</p> <p><i>-If you want your students to try Step 3 (highlighting evidence and annotating reasoning) you can include this in your instructions but it's not part of the focus for this week.</i></p> <p>-Step 5: Students complete their argument builder with their claim and at least two reasons.</p> <p><b>-Steps 6: Students transfer</b></p> |

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|               |   |                                      |  |  |   | <b>their graphic organizer onto Step 6, submitting their claim and at least two reasons that support their claim.</b>   |
| <b>Week 2</b> | <a href="#">Sports and Society</a>                | <b>Evidence</b>                      | <p>Grades 3-5<br/>-<a href="#">Supporting Opinions With Evidence</a></p> <p>Grades 6-12<br/>-<a href="#">Integrating Evidence</a><br/>-<a href="#">Supporting Claims with Evidence</a></p> | <p>Students meet virtually to share the evidence they've highlighted and provide each other with feedback re: if the evidence highlighted supports their claim.</p> <p>Students to email the teacher a summary of the session.</p> | Use the quick score rubric to grade on claim, reasons, and evidence.            | <p>-Students complete Steps 1, 2, and 4.</p> <p>-Step 3: Students highlight at least 5 pieces of evidence (for 1 or both sides) - (reasoning not required).</p> <p><b>-Steps 5 &amp; 6: Students write their claim with at least two reasons, and include at least 2 pieces of evidence to support each reason.</b></p> |
| <b>Week 3</b> | <a href="#">Government Role in Healthy Eating</a> | <b>Reasoning</b>                     | <p>Grades 3-5<br/>-<a href="#">Reasoning</a></p> <p>Grades 6-12<br/>-<a href="#">Reasoning</a></p>   | Students peer edit each other's work using the <a href="#">writing checklist</a>   | Use the quick score rubric to grade on claim, reasons, evidence, and reasoning. | <p>-Students complete Steps 1, 2, 3, and 4 as instructed (focusing on reasoning in Step 3).</p> <p><b>-Steps 5 &amp; 6: Students write their claim with 2 reasons, and include at least 2 pieces of evidence for each reason. Require students to support each piece of evidence with reasoning.</b></p>                |
| <b>Week 4</b> | <a href="#">School Policy</a>                     | <b>Organization, Counterargument</b> | <p>Grades 3-5<br/>-<a href="#">Organizing Opinion Pieces</a></p> <p>Grades 6-12<br/>-<a href="#">Organizing Arguments</a></p>  | Students work together on this <a href="#">graphic organizer</a> , then complete Step 5 online.  | Try using the rubric score rubric to grade on all components                    | <p><b>-Students complete all 6 Steps as instructed.</b></p> <p>-Have students focus on including a strong counterargument and</p>   |



|               |                              |                                   |  |   |  |  |
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|               |                              |                                   | - <a href="#">Counterarguments</a>   |   |  | organizing their argument effectively.   |
| <b>Week 5</b> | <a href="#">Video Games</a>  | <b>Introductions, Conclusions</b> | <p>Grades 3-5</p> <p>-<a href="#">Introductions in Opinion Pieces</a></p> <p>-<a href="#">Conclusions in Opinion Pieces</a></p> <p>Grades 6-12</p> <p>-<a href="#">Introductions in Arguments</a></p> <p>-<a href="#">Conclusions in Arguments</a></p> | Groups of 4 set up a virtual session to debate the class discussion question. Each student sends a message to the teacher (via the school's communication tool) summarizing the call. | Try using the rubric score rubric to grade on all components | <p><b>-Students complete all 6 Steps as instructed.</b></p> <p>-Have students focus on finalizing Step 6 with a strong introduction and conclusion.</p>                        |
| <b>Week 6</b> | <a href="#">Social Media</a> | <b>Audience, Transitions</b>      | <p>Grades 3-5</p> <p>-<a href="#">Audience</a></p> <p>Grades 6-12</p> <p>-<a href="#">Audience</a></p> <p>-<a href="#">Transitions in Arguments</a></p>  | Students peer edit each other's work using the <a href="#">writing checklist</a>  | Try using the rubric score rubric to grade on all components | <p><b>-Students complete all 6 Steps as instructed.</b></p> <p>-Have students focus on editing their work to include audience appropriate language and strong transitions.</p> |

**Teacher Tips**

- When assigning Skills Lessons, choose due dates so that students complete the first Skills lesson before starting the Writing Lesson and second skills lesson before Step 3 or 5 (depending on the focus).
- Students can complete their virtual student engagement activities via: Zoom, Google Hangouts, the phone, etc
- Use tools such as Zoom or Screencastify to record and share mini-lessons with your class
- If you're able too, set up times to virtually meet with students in small groups via Zoom, Google Hangouts, or the telephone.



## 4 Week Remote Learning Schedule for Narrative Writing

**Unable to meet with students virtually via videoconferencing?** Below is a schedule to support you in implementing ThinkCERCA's [Narrative Lessons](#). Implement with a specific skills focus and student engagement activity. Remember to provide students with feedback!

### Instructions for teachers:

1. [Assign](#) the grade specific Writing and Skills Lessons to your class.
  - a. Choose due dates so that students complete the first Skills lesson before starting the Writing Lesson and second skills lesson before Steps 3 or 5.
2. Using your school's communication system, communicate to students:
  - a. The CERCA focus for the week
  - b. The virtual student engagement activity you'd like students to complete with their peers
3. Provide feedback on student work using ThinkCERCA's Quick Score or Rubric Score rubrics

### Teacher Tips

- Students can complete their virtual student engagement activities via: Zoom, Google Hangouts, the phone, etc
- Use tools such as Zoom or Screencastify to record and share mini-lessons with your class
- If you're able too, set up times to virtually meet with students in small groups via Zoom, Google Hangouts, or the telephone.

| Schedule | Writing Module<br>(1 week)           | CERCA Focus                 | Skills Lessons<br>(30 minutes each)  | Virtual Student Engagement  | Feedback on Student Writing  |
|----------|--------------------------------------|-----------------------------|--|---|--|
| Week 1   | <a href="#">Growing Up</a>           | Writing personal narratives | <a href="#">The Purpose of Narrative Writing</a><br><br><a href="#">Types of Narrative Writing</a> | Students free write about an important moment in their life and share their thoughts virtually with peers.        | Use the quick score rubric to grade only on the Establishing Setting, Point of View, and Character part of the rubric. |
| Week 2   | <a href="#">Overcoming Obstacles</a> | Character                   | <a href="#">Conflict and Characters</a>  | Students can provide each other with feedback on their graphic organizers, which they complete during the lesson. | Use the quick score rubric to grade only on the 'Establishing Setting, Point of View, and Character' and 'Narrative    |



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|               |                                    |               |  |  | Technique' parts of the rubric.  |
| <b>Week 3</b> | <a href="#">Through Their Eyes</a> | Point of view | <a href="#">Developing Point of View in Literary Texts</a> | Students peer edit each other's work using the <a href="#">writing checklist</a> | Use the quick score rubric to grade only on the 'Establishing Setting, Point of View, and Character', 'Narrative Technique' and 'Theme/Message' parts of the rubric. |
| <b>Week 4</b> | <a href="#">Best Laid Plans</a>    | Plot          | <a href="#">Plot and its Impact on Theme and Setting</a>   | Students peer edit each other's work using the <a href="#">writing checklist</a> | Try using the rubric score rubric to grade on all components   |

