



## 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 (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: <a href="#">What is CERCA?</a></p> <p>Grades 3-5 -<a href="#">Writing Opinion Statements</a> -<a href="#">Selecting and Arranging Reasons</a></p> <p>Grades 6-12 -<a href="#">Claims in Arguments</a> -<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>

						<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 -<a href="#">Supporting Opinions With Evidence</a></p> <p>Grades 6-12 -<a href="#">Integrating Evidence</a> -<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 -<a href="#">Reasoning</a></p> <p>Grades 6-12 -<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 -<a href="#">Organizing Opinion Pieces</a></p> <p>Grades 6-12 -<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>



			- <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 (1 week)	CERCA Focus	Skills Lessons (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>  <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



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

